13th Annual Conference
International Association of Peacekeeping Training Centres
Framing Training: Doctrine and Guidelines for Peace Operations

INTERIM REPORT
**Unknown Heroes**

September 25, 2007

In Sweden today, a major conference of the International Association of Peacekeeping Training Centres is opened at the Folke Bernadotte Academy.

I would very much have wanted to be there – but to refrain from being in New York during this week of global diplomacy is simply not possible.

At the moment, we are in a period of time, when the number of peacekeeping operations around the world is sharply increasing. To date, the largest UN-operation has been deployed in the Democratic Republic of Congo, but the mission now being sent to Sudan will be even larger.

I lived for several years with several of these peace operations on the Balkans – led by either UN or Nato – and therefore know how vital they can be to secure peace, stability and hopefully also some democracy.

Individuals working in these missions are often the unknown heroes working for peace.

It is important that the ones who actually work in and with these operations can meet, exchange experiences and discuss future challenges. That is what is now happening at the Folke Bernadotte Academy – and I wish them great success in their work.
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Dear Friends and Colleagues,

It is with great pleasure that I introduce you to the proceedings of the 13th Annual Conference of the International Association of Peacekeeping Training Centres (IAPTC). The conference, planned and organised by the Association’s Executive Committee, was hosted by the Folke Bernadotte Academy, the Swedish Armed Forces, the Swedish National Police Board and the Swedish International Training Centre (SWEDINT). It was chaired by the Chilean Presidency in the person of Colonel Vittorio Gallegos Bencini.

While the following report captures the essence of our deliberations and activities, I wish first to share a few particularly memorable reflections from the conference: the diversity of our group, with police and civilian participation growing each year; the significant presence and contributions of the UN team; the quality and extra efforts of so many speakers and moderators; the growth and value of the Ideas Bazaar; the important issues raised in the Annual General Meeting, including our healthy ability and willingness to question ourselves and our concept from time to time; and the dedicated and unwavering support from so many behind the scenes.

As the Folke Bernadotte Academy humbly accepts the challenges of the IAPTC Presidency for 2008, we are determined to do three things: to follow-up all of those important issues raised by the membership during our discussions, with a view to reporting back in October 2008; to try to keep the spirit and dialogue of the IAPTC alive in between conferences; and, to help guide and contribute to the planning for a successful 2008 conference in Nigeria. On the first of these, we have funded a small team to research and examine the issues raised; on the second we have circulated a number of information and discussion papers on the issues raised in Stockholm prior to the 14th Annual Conference, with a view to having informed discussions in Abuja; and, on the third, we have already held a successful planning meeting, and are continuing these efforts in support of the 2008 conference.

Now it is time to look ahead to our conference in Abuja. APSTA will host this conference from 6-10 October 2008, at the Nigerian Defence College. It is important that at these conferences we all try to ensure that we are represented by more than just military training institutions; for the future let us strive to convince others with an interest in peace operations education and training, especially the police and appropriate civilian officials, to experience the IAPTC. At the 2008 conference it is our intention to adopt the suggestion made at last year’s Annual General Meeting to replace the Multifunctional Group sessions with Thematic sessions, and in Abuja we will seek your ideas for topical themes that might interest others – and volunteers to lead such discussions. A further adaptation of our concept in 2008 is that we will emphasise the growing trend for regional support for the Association.

I look forward to meeting as many friends and colleagues as possible again in Abuja, and I know that the conference, as always, will generate new friendships and professional relationships, as well as being an informative and positive experience.

The presentation of this report marks the concluding chapter of our 13th Annual Conference, held in Stockholm in September 2007. All of you are to be congratulated for your support to the Chilean Presidency in making the conference such a tremendous success. More than 150 people, representing some 58 different training centres and institutions from every corner of the world, participated in what was the largest such gathering in the 13 year history of the Association. This alone demonstrates the health, vitality and importance of our combined efforts.

Mr Jonas Alberoth, President, IAPTC, Deputy Director General, Folke Bernadotte Academy

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FOLLOW-UP FROM THE 13TH ANNUAL CONFERENCE

During the 13th Annual Conference many issues were raised, especially during the Annual General Meeting. To address these matters the Presidency, the Folke Bernadotte Academy, realised that in following-up the successful 13th annual conference it was necessary to create a small secretariat working directly for the president to review the main follow-up issues, to conduct appropriate research, and to draft discussion papers for further reflection. This mini-secretariat prepared a number of information and discussion papers for consideration initially by the Executive Committee and, ultimately, for further reflection and discussion by the IAPTC membership at the 14th Annual Conference.

Follow-up Issues

The aforementioned discussion papers were researched, drafted and circulated to the IAPTC’s Executive Committee January 2008 and then discussed in detail at the Executive Committee Planning meeting in March 2008 in Abuja. The Abuja meeting of the IAPTC’s Executive Committee was scheduled, as in past years, to prepare a draft program for the 2008 Annual Conference but, on this occasion, a considerable amount of time was devoted to examining the issues that members deemed important enough to raise in Stockholm. The information and discussion papers were then redrafted, repackaged, and re-distributed to the Executive Committee for additional reflections. In September they were circulated to the membership and to others who have signalled an intention to participate in Abuja.

Some of the information and discussion papers propose actions for members’ consideration and decision during this year’s Annual General Meeting, while others require further work from the entire IAPTC, if concerns raised in 2007 are to be adequately addressed. The Information and Discussion Papers for consideration at the 14th Annual Conference include:

1. IAPTC Roles and Responsibilities
2. Costs/Funding and the IAPTC
3. Strengthening the IAPTC
4. A Regional Support Process for the IAPTC
5. Adapting and Improving the Annual Conference Concept
6. Other 2007 Annual General Meeting Issues (participation, rotation of hosting the Annual Conference, tracking trainees, collective training standards and sharing best practices)

The 2008 Annual Conference

During the Executive Committee meeting in Abuja, 11-13 March 2008, a detailed theme was agreed for the 14th Conference, based on the inputs provided by members in Stockholm. For 2008 the theme for the 14th Annual Conference will be “The Changing Nature of the Peace Operations - Implications for Education and Training”. The conference dates were agreed as 6-10 October 2008. An outline program for the conference was drafted, and some of the potential principal speakers were identified. This program is available on the IAPTC web-site2. The web also contains contact detail for the hosts in 2008, the Association of Peace Support Trainers Association – APSTA, and on the venue and physical hosts, the Nigerian National Defence College, in Abuja, Nigeria.

Other Activities/Events

An important update since last September is the initiative taken late in 2007 by colleagues in Latin America in forming a regional body - ALCOPAZ - The Latin American Association of Training Centres for Peace Operations. This initiative will be briefed to the membership in October 2008 by the

2 www.iaptc.org
past presidency (the Chilean Joint Centre for Peacekeeping Operations – CECOPAC). This, as was the case with APSTA, strengthens cooperation and communication amongst IAPTC members on a regional basis. One of the information and discussion papers referred to above examines the regional cooperation dimension in more detail.

In New York much is happening on the peace operations front. A key insight can be gained by visiting the Best Practices web-site frequently. It is full of valuable information for all in the preparation of personnel and groups for peace operations. One particular subject, briefed to the Executive Committee by the UN representative in March, was an update on the UN’s Integrated Training Service – its objectives, focus and structure. This will be briefed and updated for the October 2008 conference.
PICTURES FROM THE 13TH ANNUAL CONFERENCE

A Multidisciplinary Gathering

Networking
A Forum for Dialogue

Information Sharing
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CONFERENCE REPORT

IAPTC - 13TH Annual Conference

Theme: *Framing Training – Doctrine and Guidelines for Peace Operations*
We have waited, we have longed, we have counted the days, and now you are all here. Finally!

State Secretary! Your excellencies! Ladies and gentlemen! Fellow believers in professional, efficient and doctrine-based peacekeeping education and training! Welcome – all of you – to Sweden, Stockholm, the National Defence College, and the 13th annual conference of the International Association of Peacekeeping Training Centres!

I hope you are all recharged after yesterday’s city tour and meet and greet activities. It was indeed wonderful to see so many friends, gathered in one place, for one purpose, and to know that we will be spending the rest of the week together. However, yesterday’s jazz music has now turned into march music and we stand on the threshold of the conference.

As I mentioned at the meet and greet and as you can see from the participants list, we have had a superb response to the invitation. This year the IAPTC conference has more than 150 participants from over 50 countries, i.e. we have a number of new members from several countries. Let us make sure that they feel immediately at home in the collegial family of the IAPTC. In addition, there is strong and appreciated participation from the United Nations and representatives from the African Union, the European Union, OSCE, ECOWAS and NATO.

It is important to emphasise that this is the result of a gradual development, made possible by the excellent work of our predecessors.

The IAPTC’s Executive Committee met already in March this year in order to follow up on decisions and guidance given by the Annual General Meeting and to develop a framework and draft programme for this year’s conference. We had a very productive meeting and rehearsed most of what we are now experiencing together.

The programme has been amended to continuously to make sure that we include the very latest developments in relation to doctrine and guidelines.

The overall theme of the conference, which was agreed upon almost a year ago – Framing Training: Doctrine and Guidelines for Peace Operations – obviously concerns and interests many institutions and individuals engaged in peace operations. With active support, we will during the next couple of days examine how existing and emerging doctrine and guidelines can best inform, frame and underpin education and training, and thus provide a foundation for our work as training centres.

The IAPTC has made an extraordinary journey. This picture shows all the participants of the very first conference in 1995 – there were 21 persons, or should I say “Pearsons”. Because it was our friends from Canada, the Pearson Peacekeeping Center, who took the pioneering step to invite colleagues and experts from other peacekeeping centres in order to form the IAPTC. An initiative for which we are all grateful today.

If you think you recognise one or two suspicious looking persons among the first year participants, you are probably right, they are with us today and they represent a fountain of knowledge and genuine understanding of the true essence and dynamics of this fine Association.
If we take a leap to 2006 and last year’s conference in Chile, it is a completely different picture. The IAPTC has grown into a large, fairly robust, and well-functioning family of institutions, with a web page, an established conference format, functional committees, multifunctional groups, an Ideas Bazaar and a vivid exchange of experiences and expertise among members, during and between the conferences.

Some colleagues cautioned us when we announced our candidacy to host the 13th annual conference. Why challenge your luck? Wait a year, aim for the 14th conference instead. For us, though, the number thirteen immediately came across as a good omen.

If you concentrate you can almost see how the figure “1” bends slightly, instead forming a shield, behind which the figure “3” is both protected and ready to engage. “Three”, of course, representing the key components of modern peace operations and the membership of the IAPTC: military, police and civilian. United – or perhaps integrated is a more appropriate term of the day – ready to address the challenges of a complex peacekeeping environment. Well, at least we are not superstitious.

There is someone’s presence I would like to highlight especially, and that is the President of the Swedish National Defence College, Mr. Henrik Landerholm. Together with the Folke Bernadotte Academy, the Swedish Armed Forces and the National Police Board, the National Defence College is co-hosting this conference. In addition, they are our physical host, because this beautiful and carefully designed building is theirs. And in the margins of the conference we are supported by a many of their staff.

We all share the responsibility to make the best possible use of the time we have together. Use this unique opportunity to:

- Expand your networks
- Build strategic partnerships
- Engage new interesting experts and instructors in your training
- Take in complementary regional and sub-regional perspectives
- Discover new approaches, methods and techniques
- Participate actively in the discussions
- Use the margins of the programme for bilateral meetings
- Mingle with determination during coffee breaks

I do hope you have brought an extra suitcase just for business cards.

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We are proud to have such an eminent representative of our government here for the opening address. Ambassador Frank Belfrage is State Secretary for Foreign affairs. He has been posted to Vienna, New York, London, Riyadh and Paris.

As State Secretary for European Union affairs, he was the chief negotiator when Sweden joined the European Union. He later became Sweden’s first permanent representative in Brussels. He also has a peacekeeping background, but of a somewhat different nature. He has been deeply involved in the difficult security policy analysis and decision making resulting in the launch of several peace operations.

Ladies and gentlemen, it is time for the opening address.
Ladies and Gentlemen colleagues and friends,

I want to wish all of you the warmest of welcomes to Stockholm. I feel privileged to get the possibility to make the opening address for such an impressive crowd when it comes to international peacekeeping work.

You have arrived in Stockholm from all corners of the globe representing many different nations and organisations, yet you all share one common mission, which is to contribute to the enhancement of the international communities capability in peacekeeping. You have all different areas of expertise through your fields of responsibilities which makes this gathering enormously interesting and shows that in the world of peacekeeping, we have come a long way in breaking boundaries and barriers in international cooperation. Yet of course there is still a long way to walk before we can say that the mission have been accomplished and that we have routed out the cause for violent conflict and made the need for international peacekeeping missions a thing from the past. Instead the need for international efforts is bigger than ever. In the last ten years, the number of UN peace-keeping missions has really mushroomed, from the some 15 000 peace-keeping soldiers at the end of the 1990s to the soon predicted one hundred thousand personnel in more than 19 peace- missions all over the world. These facts makes such an event like this more important than ever, to find more longlasting ways of building peace and provide security and development to people who today are suffering.

The 13th Annual Conference of the International Association of Peacekeeping Training Centres, this year for the first time hosted in Sweden, through the Folke Bernadotte Academy in cooperation with the Swedish Armed Forces, National Police, and the National Defence College is one of the most important international venues when it comes to the sharing of experiences and expertise in the field of peacekeeping. This is today stated by the fact that we have representation from more than 50 countries and organisations. And the cooperation on this field just grows, for the first time this year we have participation from China, Pakistan and Japan which of course make me especially pleased.

For this the Swedish Government are very proud and I want to take this opportunity to thank the hosting Swedish agencies for their hard and devoted work in this regard. It is very rewarding for me as an government official to see four different Swedish agencies hosting such an event like this together – this is really an example of multidiciplinary cooperation.

The theme chosen for this years conference - “Framing Training: Doctrine and Guidelines for Peace Operations” is intended to enable the international community of peacekeeping training centres; military, civilian and police, to discuss in-depth the meaning and implications of the evolving UN doctrine and ways in which to effectively integrate current doctrinal development in the national training and education programmes for peace operations.

Today there is no unified code in the area of international peacekeeping, we are still working from the principles laid down by the geniuses Dag Hammarskjöld and Lester B. Pearson from when the first UN peace mission in connection with the Suez crisis 1956 was launched. On the other hand there is a big unstructered pile of resolutions, guidelines and drafts of policydocuments forming the frame for our common efforts. The work to codify one peacekeeping doctrine really fills a enourmus gap.
We could therefore not understate the importance of getting one internationally agreed peacekeeping doctrine and recognize how that would effect our capabilities in the field. The development of a multidimensional capstone doctrine and guidelines for UN-led peacekeeping operations is a milestone in the history of UN peacekeeping. Sweden therefore fully supports the work done by the UN on a peacekeeping doctrine and I would therefore like to express Sweden’s gratitude to the UN Department of Peacekeeping Operations (DPKO), which in cooperation with member states, practitioners in the field, and international partners, have succeeded in capturing the essence of modern, complex peace operations.

Of course there is a lot of unanswered questions in connection to this work. Do the traditional principles of peacekeeping remain as valid today as the touchstones for effective peacekeeping? How has our interpretation and understanding of these principles evolved? What does the evidence of recent practice tell us? Have new principles emerged alongside the old? What have we learned about the meaning and nature of consent? Is the non-use of force except in self-defence still a guiding principle for UN peacekeeping?

It is essential for the International Community to be able to agree to, and effectively promulgate, the new document. There is much in the document, if effectively implemented, that would make a substantive difference to the coordination and performance of UN peacekeeping.

I want to take this opportunity to briefly mention how the Swedish Government looks upon international peacekeeping cooperation.

The Swedish Government believes that it is extremely important that future international cooperation becomes more firmly rooted in a multilateral system based on an insight into the need for common solutions to common problems, on respect for international law and for human rights – this will be one of the greatest challenges of our time. Our security policy task is no longer primarily a matter of dealing with the risks of regular armies fighting each other on the battlefield, but of something much more complex – it is a matter of fighting global terrorism, it is about creating stability in a shattered Afghanistan and contributing to peace in an Iraq scarred by sectarian violence. Experiences of recent years have shown all too clearly that these conflicts cannot be resolved by military means alone. Developing forms for military-civilian cooperation has therefore clearly crystallised into one of the most important security policy tasks of our times and is a central component of the broader concept of security. This is a process that we are actively pursuing in the contexts of the UN, the EU, NATO, the Euro-Atlantic Partnership Council (EAPC), the OSCE and other forums. But it is also a process that we are pursuing at national level. Developing synergies between our security policy and development assistance policy is now a priority task. It is therefore also in our national interest to have the capacity to work towards peace and stability in countries like Sudan, DR Congo, Afghanistan – to mention but a few. And this explains why Sweden so clearly prioritises the foreign and security policy cooperation taking place in the contexts of the UN, the EU, the OSCE, the Council of Europe, NATO/the EAPC and other bodies and why the Swedish Government so clearly have made increasing our capacity to participate in international peace missions such a priority in or foreign policy.

Ladies and Gentlemen, friends and colleagues,

I wish you all a pleasant and productive stay in Sweden and it is my hope and believe that this conference will be able to close the circle and connect the new policy documents in international peacekeeping to training and education in the field of peacekeeping and enhance the international community’s efforts in creating peace and security and development in the world, I wish you the best of luck with your common task.

Thank you,
OPENING ADDRESS BY PRESIDENT

Col Vittorio Gallegos Benicini, President of the IAPTC

“Your Excellencies.

Distinguished members of the International Association of Peacekeeping Training Centres, ladies and gentlemen. It is a great honour for me to have this opportunity to address such a distinguished and knowledgeable group of peacekeeping training practitioners and academics. I am particularly grateful to Sweden for hosting this year’s conference and especially so to the Folke Bernadotte Academy. The centre has been instrumental in doing the coordination in order to ensure that we participants not only have enlightening sessions but also savour the art, culture, architecture and beauty of Stockholm.

As you know, IAPTC is a unique forum for exchanging information and experience on peace operations, education and training. The association was founded with the initial aim of facilitating communication and information exchange between peacekeeping centres and among organisations and people responsible for, and interested in, peacekeeping education and training.

This year the theme is Framing Training – Doctrine and Guidelines for Peace Operations.

To begin this theme, for which we have all gathered together for the next few days, I think it is important to recall a little bit of history.

The Atlantic Charter consisted of a joint declaration between the governments of the United States of America and the United Kingdom in August 1941, regarding the fundamental principles on which the political direction of their countries should be based and with the aim of securing a lasting world peace in the future. On the 1st of January 1942 the ‘Declaration by the United Nations’ was proclaimed in the city of Washington. Between August and October 1944 representatives from China, the United States, the United Kingdom and the Soviet Union met together in Dumbarton Oaks, where the base of this new organisation sat. In February 1945 at Yalta in the Crimean Peninsular the historic meeting between Churchill, Stalin and Roosevelt urged the hasty creation of a world organisation designed to protect the peace. Subsequently, at the conference held in San Francisco, the document that would give legal status to this organisation was drawn up.

In this way the United Nations became the most universal attempt to be carried out in the history of the creation of an International Organisation, with the aim of maintaining peace and international security. The universal system of Collective Security was established to give security to Member States, so that the use of force or the threat of it remained regulated in the considered terms in the same charter. The years have passed and today nobody questions the great support to world peace that the creation of the United Nations signified. Later on, Peacekeeping Operations were born as an instrument to substitute the failure of the collective security system foreseen in the UN charter, and today they are both the operational and visible face of the organisation.

Since the creation of the UN, sixty-one peacekeeping operations have been conducted, in which 118 countries have participated by contributing troops. More than 100,000 people have participated in these operations and of those around 2400 have lost their lives. Considering the above it can be concluded that the United Nations Peacekeeping Forces must satisfy the following three conditions:

- To always have complete confidence and full support of the Security Council
- To conduct their operations with the cooperation of the local parties
- To function as integrated and efficient military units.

Of these conditions I wish to focus on the “Functioning as integrated and efficient military units.”
To achieve this objective, given the large quantity of forces from different countries that participate in Peacekeeping Operations, I believe it to be totally justifiable in our gathering during this week to discuss the implications of having a common Doctrine to guide us. It is these common doctrinal aspects that must be incorporated into the training and education process delivered to our forces that deploy on Peacekeeping Operations. In the majority of cases, according to what is currently observed, Peacekeeping operations are carried out by forces of both a combined and a joint nature. That is to say, military forces from different countries participating and integrating into different defence institutions in the pursuit of one single objective.

Many definitions of Doctrine exist, but basically the majority of these definitions coincide. For example, NATO defines Doctrine as: “Fundamental principles by which the military forces guide their actions in support of objectives. Doctrine is authoritative but requires judgement in application”.3

Without doubt one of the single most important advances in the provision of Peacekeeping Operations doctrine was the Brahimi Report. Some of the basic principles that were introduced in this report should be part of all doctrine, such as: consent of the local parties, impartiality and the use of force only in self defense. After 20 years of complex peacekeeping operations from Namibia and Cambodia; Sudan and Lebanon; to Haiti, perhaps one of the greatest lessons that we have had to learn is that the search for, promotion and protection of peace is a task that countries can not do alone. In the same way the cost of failing in this task has unpredictable, serious and far-reaching consequences, which can affect all of us in one way or another.

Currently our decisions and deployments of peacekeeping forces occur within the framework of an ever evolving world which offers us great opportunities but also presents countries with important challenges. This is one of the reasons why during the next few days we will dedicate ourselves to the task of seeing in what way, with a common doctrine, could we improve the preparation and training of the forces that our countries deploy around the world, in order to support the noble cause that is Peace.

Finally, I would like to urge each and every one of you, during this conference, to contribute both your experience and knowledge in this very important area, with the aim of contributing to world peace and ensuring that each day we make this world a better place; with more security and with greater equality of opportunities for all who live on this beautiful planet called Earth.

The participants have been divided into various groups for the Multi Functional Group discussions. Kindly be frank and candid during the discussions so as to draw out maximum information for others to benefit. Similarly we have time allotted for the Ideas Bazaar where participants have put forward subjects which though not included in the main deliberations are felt to be essential for us as peacekeepers to be aware of. The format will be explained later to you by the Director of Folke Bernadotte Academy. With the emergence of additional dedicated peacekeeping training centres world wide there is clearly a strong need for greater coordination and cooperation between training providers themselves and where applicable the donors, and international partners that support them. There is a lot of cooperation at the moment but, it could be better coordinated and organised, how this should be best done would be the subject of our deliberations here in Sweden. Distinguished guests, ladies and gentlemen, I look forward to the outcomes of this conference and hope that International Association of the Peacekeeping Training Centres will grow and strengthen as a consequence. Today in this conference we have representations from 35 countries. It has been a great honour for the Chilean Joint Centre for Peacekeeping Operations to hold the presidency for the past year and I look forward to continuing to be a member of the executive committee after I hand over at the annual meeting.

Ladies and gentlemen, thank you very much.”

3 AAP-6 NATO Glossary of terms and definitions p.2- D-7.
The purpose of this session was to outline a sampling of existing doctrines and their evolution, and to raise the question of the need for doctrine to adapt to the integrated mission concept and other significant changes in today’s peace operations environment. The session was introduced by highlighting doctrinal evolution for peace operations, using US, UK and Indian doctrines as examples.

The US Army doctrines of 1994 and 2003

- **FM 100-23 – Peace Operations**
  - Peacekeeping and peace enforcement are separate undertakings, “not part of a continuum.”
  - A peace enforcement contingent normally should be swapped out because “the impartiality and consent divides have been crossed” by enforcement.

- **FM 3-07 – Stability …and Support Operations**
  - Peacekeeping consists of military operations undertaken with the consent of all major parties to a dispute.
  - Impartiality distinguishes peace operations from combat operations, and requires action on behalf of the peace process showing no preference for any faction or group.

The British Doctrines of 1994 and 2004

- “Wider Peacekeeping”:
  - No continuum between peacekeeping and peace enforcement.
  - Consent is the determining factor for peacekeeping.
  - Force can be used beyond self-defense, at the tactical level, if consent holds at the strategic, theatre, or national level, and if the use of force does not cross the “Mogadishu line”.

- Peace Support Operations, JWP 3.50 – 2nd ed.:
  - PSO: “an operation that impartially makes use of diplomatic, civil and military means, normally in pursuit of UN Charter purposes and principles, to restore or maintain peace.”
  - Military force complements diplomacy and a PSO can thus occur at any point across the “spectrum of tension”.
  - The same deployed force should be able to handle multiple levels of “tension”.

The Indian Army Peace Operations Doctrine, c. 2003

- From Principles of Participation:
  - Guided by core values, will deploy to support a peace accord where the belligerents commit to settle disputes peacefully, upon request of UN and host nation, with respect for local culture, ethos, human rights; but also:
  - Prepared to participate in regional/multinational operations, if sanctioned by the UN, where state authority has collapsed, balancing an acknowledged violation of sovereignty against need to protect a “population being persecuted”.
  - “Not averse” to participating in operations authorized under Chapter VII, to prevent humanitarian catastrophe.
Doctrine Evolution

The United Nations has not had any consistent doctrines or significant strategic guidelines up until 2008. In An Agenda for Peace (1992), the word peacekeeping was defined for the first time in UN documentation. Its supplement with some refinements, including peace enforcement additions, came in 1995, which affirmed the baseline requirements of consent, impartiality, use of force only in self-defense. In line with the US and British doctrines at that time, the UN presented a consistent notion that peacekeeping is different than war-fighting and not just a point on one spectrum of conflict.

The Brahimi Report (2000) acknowledged the historical principles of consent, neutrality, and non-use of force, but stressed changes in the political context of peace operations. It also urged provision of robust forces with equally robust rules of engagement, including some proactive. The report concluded that traditional neutrality must be discarded, for complex operations, in favour of impartiality – treatment of parties based on their compliance with peace accords, and further stressed that the best mission planning may require worst-case assumptions.

Within the UN, the Guidance Project was launched in 2005 to capture and/or complete what previously had resided in personal memory, half-finished documentation, and “office SOPs” passed between planners. It was intended in part to generate consistent HQ strategic guidance to mission leadership, as was called for in the Brahimi Report. The Capstone Doctrine, first published in the spring of 2008, and other elements of the guidance series, are intended as “living documents” adapted to experience as peace operations evolve.

Globally, there is very little evidence of doctrinal or operational preparation for the civilian protection called for by the principle of “Responsibility to Protect”. The so-called “R2P” was initially endorsed by the UN World Summit in 2005.

Besides generating more effective and robust operations, all of the above hammers at the wall of separation between peace operations and war-fighting, as the following tendencies are noted:

- In major power circles, local consent is posited as a consequence of mission effectiveness, rather than a fundamental going-in requirement of operations.
- Impartiality survives as an orientation toward Charter principles and the peace process/agreement that is to be implemented.
- Use of force to deal with spoilers and other post-conflict disorder makes peace operations effective but that necessity has still undermined the separation of peacekeeping from war-fighting.
- R2P reflects a new principle of intervention that is deliberately partial to the needs of those it seeks to protect, keying the legitimacy of sovereignty claims to government behaviour and requiring, almost by definition, high levels of military force.

An example of the doctrinal convergence of peacekeeping and war-fighting is the new US Counterinsurgency Doctrine (COIN) and its relationship to US Stability Operations. In general:

- The new COIN doctrine is sophisticated and multi-dimensional (recognizing key roles of non-military action in curtailing insurgency and protecting or re-constituting legitimate government – legitimate meaning voluntarily accepted by a large majority of the governed).
- Stability operations, in this conception, play a major role in consolidating gains generated by ongoing COIN operations.

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4 Throughout the conference participants referred to this work as the Capstone Doctrine, including the UN team. Later this term was dropped and the document was published in March 2008 as United Nations Peacekeeping Operations – Principles and Guidelines. This report will continue to reflect the actual terminology in use at the conference.
Future “COIN-operated peacekeeping” may further erode the separation between peacekeeping and war.

**Implication for UN Integrated Missions, and Different Perspectives**

- At what level of violence or purpose does organised criminal activity become “insurgency” and thus a military rather than a policing problem?
  - Reluctance on UN’s part to see police and military forces as interchangeable, or to see Formed Police Units (FPUs) as substitutable by military police or for light military units.
  - FPUs are presently at risk of being seen as the magic units that protect UN operations from still-violent deployment areas – a task properly shouldered by military contingents.

- How does the broadening spectrum of violence with which peace operations must cope affect civilian agency cooperation – let alone integration – with such operations?

From a political perspective, the Security Council mandate creates a common goal in peace implementation that requires solidarity whereas, from a humanitarian perspective, peace operations activity contaminates neutral “humanitarian space”, which may be needed in the next conflict when peacekeepers are not present. This situation presents a number of dilemmas:

- “Pure” vs. “pragmatic” humanitarians: unfettered delivery of emergency relief vs. distinguishing factions on the basis of, for example, human rights performance.
- Relief vs. development providers: early aid vs. sustainable reconstruction.
- Acknowledged need by some for security support; but
- Residual reluctance to be directed by a UN peace operation.

**Integrated missions: “Pushing on a string”?**

The Secretary General has administrative control over a relatively small segment of the UN system, while other UN programs, funds and agencies have their own mandates and funding and do not answer to the Security Council. Moreover, non-UN aid and development donors are even less susceptible to “integration”, but may be willing to coordinate activities in the context of common interests. Hence, there is a dual-mindedness in the Capstone Doctrine, which both stresses the authority of the UN Head of Mission and treats integration as reflecting a “shared vision” of the mission more than authoritative management. The chart below suggests that the stronger the effort to exert authority over all relevant actors, the greater resistance that may be encountered, with potential impact on mission effectiveness and that peak international effectiveness depends as much on agreed goals and unity of effort.
A Notional Comparison of Levels of Mission Control

Random Action
Purposeless but Coordinated
Coordinated Action (Active Collaboration)
Directed Action (Managed or Commanded)

Effectiveness

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The seminar portion of the conference was organised into three panels, the first dealing with “doctrine” as a framework for education and training, the second considering implications for the field, and the third looking at new or emerging doctrines and issues. Specifically, in Conference Panel I, views were offered from multidisciplinary, military, police and humanitarian perspectives, from regional and national perspectives, as well as from a trainer’s perspective. The panel examined the questions:

What are the current, fundamental foundations for the planning, conduct and evaluation of multidisciplinary peace operations? What is the role of doctrine, guidelines and policies in relation to education and training?

The panel was conducted in 2 parts: the first, moderated by Mr Nicholas Seymour, Head of African Support Unit, UN DPKO included a Multi-Disciplinary perspective, a Regional perspective, and a Military perspective; the second, moderated by Maj Gen Robert Gordon, covered a National perspective, Trainer’s perspective, and a Humanitarian perspective.
As an introduction to the session, it was restated that it is ‘a question of identifying common values and common solutions to common problems’, which is the basis of much of the work in developing doctrine and training; to pursue the question of the separation between peacekeeping and war fighting; and the important theme of regional consultation when exploring doctrines.

As a further introduction to the panel topic, it was stressed that today there are a number of missions which are increasingly large in scale and increasingly multidisciplinary, calling for an integrated and coordinated approach to address the issues. However, such an approach can only be achieved by a long term view, in which peacekeeping needs to be seen as the means to an end and not the end as such in a manner where peacekeeping must be put into context and linked to the overall efforts. Nevertheless, nothing of this can actually take place unless the process is started with a clear direction of where it is heading and with the support of training. In a national context, the approach is relatively straightforward. However, in an international context or within large organisations it becomes much more complicated. The necessity to look at doctrinal relationships and compatibilities should, therefore, be emphasised, as well as how the doctrine is synchronized between the UN and the EU; between the UN and the AU; between the AU and the regional communities; between NATO and NATO partners; and between all of these players.
The current effort to develop doctrine, or strengthen the doctrinal foundation of UN Peacekeeping, is part of a broader reform process that was started in 2005 by the Under Secretary General for Peacekeeping Operations. This process consists of five main pillars: People, Doctrine, Partnership, Resources, and Organisation. “Doctrine” as such is an essential component in a larger institutional strengthening cycle, where the doctrine and guidelines feed training in a way that civilian, military and police staff in the field are being trained on the basis of clear standards and of clear doctrine that articulate the institutions’ expectations in regard to peacekeeping. The practices in the field are then captured in lessons learned and fed back into doctrine in such a manner that, over time, the way that operations are being carried out in the field are improved. Given the enormous growth in scale and in scope of UN Peacekeeping Operations that have been witnessed in recent years, and the fact that peacekeeping is here to stay, the improvement is necessary in order to strengthen and professionalize UN Peacekeeping. Doctrine is thereby viewed as a permanent and strategic tool in the hands of the Member States when dealing with crisis and/or conflicts which may pose a threat to international peace and security.

The UN DPKO Doctrine

UN DPKO working definition of doctrine:

“The evolving body of institutional guidance that provides support and direction to personnel preparing for, planning and implementing UN peace operations. It includes guiding principles and concepts, as well as policies, SOPs, guidelines and manuals that support practitioners in carrying out their mandated tasks.”

Doctrine, however, encompasses not only the Capstone Doctrine, but also the underlying body of subordinate policies, standard operating procedures, and guidelines that should support practitioners in the field. The DPKO basic approach for doctrine is inspired from classic doctrine hierarchy, where the Capstone Doctrine is positioned at the apex of a pyramid that sets out in broad terms, the strategic level; the institutional philosophy; what the DPKO is; and what UN Peacekeeping aims to achieve. The pyramid level below contains key concepts, core tasks, and application doctrine, whereas the third and lowest level includes tactics, techniques, procedures, and administration. At the moment, the doctrine development efforts are focused on the first two, whilst the third level is viewed as more of a prerogative and a responsibility of Member States.

Nevertheless, even though the UN does not yet have a written doctrine for the conduct of UN Peacekeeping operations, it would be wrong to leave the impression that UN Peacekeeping has been living in a vacuum for the past 50 years; there is a wide body of written material available. The first step in developing doctrine has been to gather that material, and to organise and make it accessible to the practitioners in the field. These efforts have led to the development of a doctrinal framework, which at one level attempts to map out the current scope of UN Peacekeeping activities, and at the same time, in a very practical sense, also provide a database against which to start indexing the guidance material that already exists and the new doctrine materials which are being developed within DPKO and DFS.

The Capstone Doctrine

The Capstone Doctrine sits on the highest level of the “1000-series”. The term “Capstone” is borrowed from architectural terminology, thus denoting its position at the highest level of doctrine. In addition to

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5 The conference actually worked off the June 2007 draft Capstone Doctrine. As noted earlier the document subsequently was entitled United Nations Peacekeeping Operations – Principles and Guidelines
the Capstone document itself, there are in the 1000-series a number of other documents that need to be developed, such as Guidelines for Managing Integrated Missions, and the existing Handbook on Multi-dimensional Peacekeeping Operations (2003), which could be updated in light of recent developments in peacekeeping. Furthermore, the expectations of the Capstone Doctrine are that, over time, there should be clear linkages between the principles and concepts articulated in the document and some of the subordinate guidance documents that are being developed within DPKO, whether in terms of managing and integration of operations in the field or the actual mandated tasks and activities, such as DDR, Human Rights, Mine Action; but also in the way the philosophy surrounding administrative and logistical support is shaped in relation to peacekeeping operations.

The Capstone Doctrine is not a military doctrine. Instead, the Capstone Doctrine is intended to articulate the principles and concepts for the full spectrum of the multi-dimensional UN Peacekeeping Operations conducted today. Still, it does not seek to override the national approaches or national military doctrines on peacekeeping, or other multi-national peacekeeping doctrines that are being developed.

The Progress of the Capstone Doctrine to Date:

- An initial “scoping draft”, which was completed in December 2005.
- A second draft (PBPS), which was completed in August 2006 with ESMT comments.
- Six different “second track” expert-level workshops.
- The third draft was approved by DPKO ESMT in June 2007 and has been circulated to Member States, UN system partners, and other key stakeholders, as well as being included in the material handed out at the 13th IAPTC conference in Stockholm

The current draft is structured around three main parts:

- Part I: measures of defining UN Peacekeeping Operations by covering the Evolving International Environment; the Spectrum of Peace Operations; the Role of UN Peacekeeping Operations; and the Guiding Principles of UN Peacekeeping Operations.
- Part II: describes the planning and deployment of UN Peacekeeping Operations, including chapters on Deciding to Deploy a UN Peacekeeping Operation; and Planning a UN Peacekeeping Operation.
- Part III: handles the art of successful mandate implementation by covering Directing and Supporting UN Peacekeeping Operations; Deploying and Sustaining UN Field Operations; and Maintaining the Support of the Host Population.

One way of looking at the Capstone Doctrine is to view it as a document, which seeks to better delineate the limits within UN Peacekeeping. Within the document, a clear distinction is made between traditional UN Peacekeeping and peace enforcement, stemming from the fact that there is a fundamental difference within UN Peacekeeping between the two concepts, as UN Peacekeeping is a consent-based undertaking in which force is used primarily in self-defence and in defence of the mandate. At the same time, the Capstone Doctrine tries to define the limits of UN Peacekeeping in relation to the broader sense of post-conflict civilian peace building activities that need to happen across the various phases of recovery. Again, the assumption is that UN Peacekeeping is a part of a broader international effort and of a long term approach; thereby only a part of the puzzle aimed at helping a country emerging from conflict to achieve sustainable peace. Therefore, the document seeks to provide a clear articulation of the DPKO view as the core activities of UN Peacekeeping Operations within the broader context, and focuses on key security and political tasks of multi-dimensional UN Peacekeeping Operations. This, therefore, articulates the core activities in terms of maintenance of a secure and stable environment, thus allowing actors within and without the UN system to begin and to support the process of long term peace building.
At the same time, UN Peacekeeping Operations and UN Peacekeeping are also essentially political activities. Therefore, UN Peacekeeping Operations have an important role to play in building and sustaining consensus around the peace process; particularly in the context of integrated missions where the SRSGs have authority over the activities within the entire UN system on the ground providing a political framework of guiding, at the strategic level, the UN activities in support of the peace process. Moreover, the document identifies a number of cross-cutting responsibilities of the DPKO, such as the Protection of Civilians, Human Rights, Gender, and Child Protection, and also a number of supporting roles and responsibilities, where the DPKO plays a more indirect role in support of other actors providing humanitarian assistance or in support of the longer term process of socio-economic recovery.

The Guiding Principles of the DPKO, the Application of the “Bedrock” Principles, and Emerging Principles

- The Meaning of Consent – who’s consent matters? How do you manage consent on the ground? What do you do when it breaks down?
- The Meaning of Impartiality – what is the difference between impartiality and neutrality? How do you balance impartiality with the need to promote change?
- The Need for Restraint in the Use of Force – peacekeepers only use force to defend themselves (UNEF I) and the mandate (UNEF II). When faced with the need to use force, e.g. if attacked by spoilers, what considerations should apply?

In the Capstone Doctrine a number of additional principles are also emphasised, which have emerged from lessons learned within UN Peacekeeping Operations within the past 10-15 years, such as Legitimacy, Credibility and Promotion of Local and National Ownership.

In regards to the conditions for success, the Capstone Doctrine picks up key lessons-learned identified in the Brahimi Report, and looks at conditions for successful deployment. The conditions are recognized in the document in terms of clear and achievable mandates, with the necessary resources, the need for the full backing of the Security Council, the need for positive regional engagement, and the importance of political processes and commitment from the parties on the ground to work towards resolving their disputes peacefully. Furthermore, the planning considerations within the Doctrine stress a need for an integrated approach, as well as a need to focus on transition throughout the mission lifecycle, and a need for reliable benchmarks and indicators of progress. The document also emphasises the importance of unity of effort, in seeking to achieve the international community’s broader objectives and therefore provide a conceptual framework for practitioners in the field, particularly for mission leaders, to confront the challenge of maintaining a unity of effort between the components of the UN Peacekeeping Operations with the wider UN system in the context of integrated missions, but also cooperation and coordination with external actors. Finally, in the Capstone Doctrine, a section is dedicated to what really happens on the ground, what needs to be done to maintain support for the mission in terms of managing the mission’s impact on the host community, society, environment, and culture, as well as underlining the importance of effective communications and outreach as tools for not only managing expectations, but also for ensuring that all concerned are fully aware of the objectives of the UN Peacekeeping Operation.
The African Union (AU) vision is to ‘build an integrated Africa, and a prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the international arena’. To achieve the vision, the AU has an African Peace and Security Architecture (APSA), in which peace and security is centred in a Peace and Security Council (PSC). Included in the Architecture are: a Panel of the Wise (PW); a New Partnership for Africa’s Development (NEPAD); a Common African Defence and Security Policy (CADSP); a Military Staff Committee (MSC); a Continental Early Warning System (CEWS); and an African Standby Force (ASF).

The African Standby Force

The ASF was established in Article 13, PSC Protocol, and it was ascertained that such a force shall be composed of standby multi-disciplinary components including civilian, police, and military. These components shall be set on standby in their countries of origin and be ready for rapid deployment, at appropriate notice. Within the headquarters of the AU Commission in Addis Ababa, Africa has been divided into five main ASF regions (north, west, central, east, south), each of which is expected to provide a brigade. Moreover, the reasons for establishing a standby-force are the existence of low intensity conflict in which the UN may not be involved, e.g. Comoros; the necessity for the AU to play a leading political role in some conflict situations by co-deploying with the UN an AU mission, such as in Ethiopia-Eritrea; the opportunities for the AU to participate in the UN Standby Arrangement System (UNSAS); and the possibility of rapid deployment in case of grave circumstances, such as genocide, crimes against humanity, war crime, etc.

Potential missions of the ASF:

- Observer and monitoring missions
- Classical PSO missions
- Intervention in a Member State, in respect of grave circumstance
- Preventive deployment
- Humanitarian assistance
- Other tasks as mandated by the PSC or the Assembly

The ASF Doctrine

The ASF doctrine was developed in close collaboration with the regional economic communities (REC), the regions, and the international partners, such as the UN, through a series of workshops; thus, creating a jointly owned document. The purpose of the doctrine is to serve as a guideline for the ASF in the planning and controlling of training activities, as well as a framework for carrying out operations in the fields of coordination and harmonization. The doctrine’s training principles include:

- Improvement of operational readiness and responsiveness
- Training delivery in an economic way adapted to ASF goals and objectives
- Logical, iterative, and progressive training plans
- Training plans defining resources needed for each training activity (yet to be confirmed)
- Training based on AU guidelines and on documentation prepared by the UN
- Multi-disciplinary training covering the needs of the multi-dimensional PSOs
- Training to take real events in the international environment into account
- Possible international participants
The doctrine document provides for different stages of ASF training, such as Basic Military Training, which includes the initial general military training for officers and other ranks, specialist training, and collective training. It also includes PSO training provided to individual personnel and units, staff officers and specialists (special duties), and command groups and staff elements.

The Training Responsibility is shared at three different levels:

- **AU Commission level** – to determine AFS training policy and major training guidelines; to harmonise and coordinate training activities within the brigades; to provide strategic level PSOs training; and to identify resources required to carry out the training.

- **RECs/Regional level** – to complement training performed at the national level through relevant centres of excellence/training institutions; to conduct training exercises between states and RECs/regions; to administer the senior management of human resources; to conduct inter/intra community exchanges; and to monitor, control and evaluate the regional brigades.

- **National level** – to have primary responsibility for training of national contingents and staff officers, including initial military, police and civilian training; basic PSO training; field training; international exchange activities; and all necessary training activities to get a force ready for ASF.

**Training Directives and Plans**

The Continental Planning Element (PLANELM) is to issue bi-annual Training Directives, which will clearly indicate the vision, direction and strategic training priorities within the coming two years. The Training Directives are to be issued by the end of the second quarter of the relevant training year to guide the Brigade PLANELMs in the preparation of their annual training plans. These annual training plans are to be produced both at the RECs/Regional level and the AU Commission level, comprehensively taking care of the objectives, priorities, activities, and associated costs and resources. Moreover, the training plans of the brigades are to be submitted to the Continental PLANELM for harmonising before the end of the training year.

**Funding**

The ASF training activities are to be funded through:

- The AU Peace Fund (primary source)
- Continental mechanisms for self-financing
- Contributions from Member States
- Multinational external contributions

**Level of Implementation and Challenges**

The doctrine is still in the shape of a draft awaiting the approval of the African Chief of Defence Staff (ACDS), after which the Peace and Security Council will give the go-ahead for official implementation. The ADCS is scheduled to approval it by the end of 2007. However, the RECs have already begun to implement it in their preparations.

There is a need to increase the international/human resource capacity of the AU Commission to meet the training requirements of the ASF, as well as to incorporate police and civilian dimensions into training activities. It is also necessary to integrate/coordinate external bilateral training arrangements/agreements of Member States to cover existing gaps in content and to make the training more cost-efficient. In addition, there is a requirement to tailor the programmes of the PSO Centres of Excellence to meet the needs of the ASF, which however uncovers the problematic issue of donor funded centres. A solution for better funding is necessary to support this essential training.
NATO Peace Support Operations (PSOs) are operations that impartially make use of diplomatic, civil and military means, normally in pursuit of UN Charter purposes and principles, to restore or maintain peace. Such operations may include conflict prevention, peacemaking, peace enforcement, peacekeeping, peace building, and/or humanitarian operations. NATO also conducts a wide spectrum of what are often referred to as Crisis Response Operations: non-combatant evacuations, disasters relief, humanitarian operations, sanctions/embargos, and search and rescue.

NATO PSO principles include:

- Impartiality
- Consent
- Restraint
- Objective / End state
- Perseverance
- Unity of effort
- Flexibility
- Legitimacy
- Security
- Credibility
- Mutual respect
- Transparency
- Freedom of movement
- Civil-Military cooperation

Whilst many of these principles are in themselves self-explanatory within the Military sphere, the principle of Civil-Military co-operation, is perhaps the distinguishing characteristic of PSOs. It is defined as:

*The coordination and cooperation in support of the mission between the NATO commander and civil actors, including national population and local authorities, as well as international, national and non-governmental organizations and agencies.*

At all levels the timely and effective harmonisation and coordination of military activities with those of the civil actors is essential for success. Ultimately, coordination can only be achieved through consultation and knowledge of the mandates, agendas, capabilities and characteristics of the other actors involved. Some are obvious: the military, diplomatic community, civilian population, international and non-governmental organisations for example. But others: neighbouring nations, local militaries (both regular and militia), police, private military security companies, and so on, may not be. It is vital that the officers, staff and our soldiers understand how each organisation works and what they contribute. The soldiers have to be highly trained to operate in this environment for it is they who interface daily with the civil actors and their relationships and actions can have far reaching strategic effects.

From a NATO perspective, the military is deployed to create a security environment which will enable the other actors to operate. NATO has and will continue to change its military structures and training to enable it to operate in this environment: the organisation of headquarters and the creation of special role specific organisations; Provincial Reconstruction Teams (joint military-civilian organisations); and, Operational Mentoring and liaison teams are examples.
At the heart of the new NATO doctrine is the philosophy that peace can only be maintained when the causes of the conflict are fully addressed by the indigenous population. The civil situation is inevitably complex and every aspect influenced factors be they: historical, cultural religious and so on:

A thorough understanding is required if our efforts to restore civil society are to be realised. Some points on relationships will now follow.

**International Organisations**

The UN, with its remit to maintain international peace and security, is clearly a key organisation for NATO. Chapters VI: Peaceful Settlement, Chapter VII: Enforcement Actions and Chapter VIII: Regional Arrangements are of particular interest. Chapter VII is the most likely scenario because NATO’s force structure enables it to conduct enforcement actions and the UN may seek its assistance.

NATO also works with the EU: the *Berlin Plus* Agreement allows the EU to use NATO assets. Whilst the relationship between NATO and the EU often seems unclear, the organisations do interact especially on operations. A significant feature of the EU, which is particularly important for PSOs, is its civilian element. It has structured and deployable police and gendarmerie, rule of law, civil protection, civilian administration, and finance elements, which are not normally available in the NATO structure. These are clearly valuable capabilities on PSOs and cooperation between NATO and the EU, in the Balkans, provides a good example of what can be achieved.

The final international organisation is the Organisation for Security and Cooperation in Europe (OSCE), the largest regional security organisation in the world. Primarily, the OSCE acts through early-warning, conflict prevention, crisis management, post-conflict rehabilitation, etc. NATO and the OSCE often operate in the same areas and have common interests, security for elections being organised by OSCE provides an example.

**Non-Governmental Organisations (NGOs)**

Most of the NGOs are neutral and bring expertise, resources and finance: they are major players in any operation. They are clearly outside the military chain of command, yet the overall mission needs to have some form of unity of effort. Some NGOs will simply not cooperate with the military, while
others do: relationships with each organisation have to be dealt with individually. Clearly it is important that the NGOs understand what NATO is trying to achieve and, equally, NATO needs an understanding of the work performed by the NGOs.

**Media**

Finally, an effective relationship with the international and national media is clearly important. Media interest can be intense and the effects of reports far reaching. The Public Information Plan has to be proactive and responsive with an ability to cover every aspect of the operation. It is important to get trained people in headquarters and units which can provide an informed response.
PART II

Doctrine and Guidelines for Peace Operations
– An Emerging Framework for Education and Training

Part II  Moderator: Major General Robert Gordon
India, Pakistan, Bangladesh and Nepal together compile 40 percent of the total troop contribution to the UN. With such a significant national contribution, it became a necessity for an Indian Army Doctrine for peacekeeping operations to be developed. The doctrine was developed with the following points as key:

- Distinct nature of peace operations, their complexity and international ramifications.
- Importance of peace operations for India.
- In what kind of peace operation should we participate?
- What factors should decide our participation?
- What is our understanding of contemporary peacekeeping issues?
- What principles and considerations should our personnel follow when participating?
- What are the important military considerations and what is our doctrinal view on them?
- What logistics and training tenets should we follow?

**The Indian Army Doctrine**

- Chapter 2: India’s Philosophy; Historical Perspective, Indian Philosophy and Approach, Decision to Respond.
- Chapter 4: Guiding Principles for Peace Operations; Strategic Level, Operational and Tactical Levels.
- Chapter 5: Key Considerations for Peace Operations.
- Chapter 6: Military Considerations.
- Chapter 8: Logistics; UN Logistics System, Logistic Planning Considerations, Key Aspects at Contingent Level, Multinational Peace Operations.

**Training Concepts**

Training is an *evolutionary process* and must be *dynamic/progressive* to meet the multi-dimensional requirements of peacekeeping operations. Also, a deep understanding of the nuances of current day peacekeeping operations is necessary, while operating in a *multi disciplinary environment undertaking multiple tasks*. Moreover, to understand each others strengths/weaknesses, joint *civil military training* is essential to ensure synergy in peacekeeping operations, as well as to groom a peacekeeper (commander) for a *soldier-statesman profile* to be able to adapt easily to any complex peacekeeping operation. In addition, it is essential to have a *joint and integrated system approach* to peacekeeping training at operational and tactical levels. Finally, perfect *basic and special military skills* are required to operate in peacekeeping operations and mission specific requirements must be addressed, as well as the improvement of the *general awareness levels* of a soldier.
In regard to concerted action and active collaboration, how do we get there? What are the different levels of effectiveness and are they acceptable for the personnel on the ground in the operational theatre?

**Education, Training and Effectiveness**

Education is about teaching us what we can understand, what we can influence, and gives us an understanding of what we can control. Since these educational components cover a wide scope of knowledge, it is necessary to work as a team with different sectorial expertise.

Training within the last four to five years has made some successes in terms of sectorial focus training, such as sectors of governance, economic development, and SSR. Nevertheless, a weakness is found in the integration of training across those sectors. There is talk about it, but how well is it really done? Sectorial experts are still a necessity, yet what are very much needed are experts who can understand the linkages between the sectors and who can integrate and synchronise activities to achieve a “whole of government-whole of society” approach. The question is “what are we doing within our programmes to really get that?” The type of training to achieve this is complex, it is not for all, but must be built on a strong base of familiarisation with each of the sectors and must be selective, with the last as the key piece. We as national components are responsible to selectively pick the personnel who are going to train on those sets of “soft skills” required to be those integrators and synchronisers in these multidisciplinary teams who are executing operations in the field.

In terms of education, doctrine is a set of principles to guide actions, which by prescription require judgement in their application. At the moment, there seems to be a set of competing theories on doctrine development without the rigorous academic analysis required to understand how the multidisciplinary character of peacekeeping is kept together. In addition, academia is needed not only to provide us with education on sectorial skills, but also education of the “soft skills” that enable us to understand integration and synchronisation across sectors, and on how to apply judgement to the application once we distil the principles. If this is not addressed, the implication is risking the credibility of UN peacekeeping Chapter VI and Chapter VII, and the credibility of the UN at large.
Humanitarian Perspective

Mr Ted Itani, Interim Vice President, Pearson Peacekeeping Centre

The humanitarian world is by no means homogeneous or monolithic. Following is a brief outline:

The UN System

Often the UN Development Program (UNDP) is in a country years before a conflict erupts, which in turn suggests that the programmes were not sufficiently sustained or focused to neutralise some of the causes of conflict. After a conflict erupts, other UN agencies and other components often ignore the value that the UNDP can bring to the operation. They have a long standing presence and experience in the country and they are well versed in political undercurrents and how to manage issues through the “system.” Additionally, it should be noted that UNICEF, UNHCR, WFP, etc. do not implement projects per se, but often engage major NGOs as implementing partners in delivering goods and services to the beneficiaries.

Bilateral Aid

Bilateral aid can sometimes make life difficult for humanitarians, because governments intervene – too often not for humanitarian reasons, but for political ones. The thrust of bilateral aid is often subject to electoral cycles of governments, all to the detriment of strategic, long term needs of a recipient country or region. In mature democracies bilateral aid is not as vulnerable to partisan politics. Some of the major bilateral agencies are CIDA, DFID, JICA, SIDA, USAID, etc. which are funded by governments. They constitute the foreign aid arm of governments. Some major, well-known international and local NGOs also receive significant government funding.

International NGOs

Most humanitarian organisations share the principles of “humanity”, “impartiality”, “neutrality”, and “independence”. The notion of “neutrality” indicates that humanitarians are never neutral to human suffering, but that they are neutral in how they view the origin of a conflict and also in how they deal with belligerents as well as other elements and non-statutory forces, including criminal elements that are always present in the conflict zone. “Independence” denotes independence from governments, political parties and partisan interests, whereas “impartiality” signifies that assistance is given based on need and given without “adverse distinction”.

There are structural differences, because humanitarian organisations unlike military and police do not have a vertical structure, but a horizontal one. Military and police organisations have built-in redundancy, but humanitarian organisations do not. The decision-making process in humanitarian organisations is less hierarchical. Decisions are taken very quickly and very easily on the ground at the lowest position of responsibility, whereas in military, police and UN structures the decision-making takes place further up the management ladder. It takes time, which sometimes frustrates humanitarian organisations that are required to work with UN military and police forces. Furthermore, humanitarian organisations tend to be in the theatre long before, during and long after a conflict, a fact often ignored by the UN, the military and police. Moreover, humanitarian organisations that have worked with the military or police often carry the stigma or the perception of being politicised and thus, far from being neutral, impartial and independent, long after the military and police have departed from the operational theatre.

It is relatively straightforward to inspire donors to fund emergency operations, but such donations are seldom intended for the “professionalisation of the workforce”, e.g. management and leadership training for senior field and headquarter staff, language training, personal safety & security, advanced
specialty training in health, water, sanitation, shelter, economic security, psychosocial support to affected communities, capacity building, organisational development, etc. Most police and military devote funds for training themselves as well as for training their local partners, whereas humanitarian organisations have none, or in any event a modest amount. This can lead to gaps in competence, as well as misunderstanding, erroneous assumptions, unmet expectations and frustration on the part of the police, the military and the humanitarian community.

The Red Cross/Red Crescent Movement

The Red Cross/Red Crescent is treated as a separate entity, because the International Committee of the Red Cross (ICRC) has a treaty mandate (Geneva Convention) to intervene in the field of conflict and is the lead component of the Red Cross/Red Crescent Movement to coordinate the support of contributing national societies. The International Federation of Red Cross/Red Crescent Societies (IFRC) is an umbrella organisation that coordinates the support of contributing national societies in natural disasters. The ICRC, IFRC and the national societies create an interesting dynamic as there are 186 national Red Cross/Red Crescent societies. The following principles are what essentially guide their work:

- Humanity
- Impartiality
- Neutrality
- Independence
- Voluntary Service
- Unity
- Universality

Moreover, the ICRC was the lead agency of a consortium that adopted a Code of Conduct for NGOs for humanitarian interventions in 1994. The Code of Conduct is obligatory for the IFRC and all national societies. It is voluntary for NGOs and over 400 NGOs have signed on to the Code of Conduct. In addition to the Code of Conduct, the ICRC, the IFRC and the national societies mainstream issues, such as gender, sexual exploitation and abuse, HIV/aids, etc.

Expectations

The expectation from the target and/or civilian population and host government (beneficiaries) is for a secure and stable environment. While that process evolves, the local population also expects emergency and development aid, as well as longer commitments, such as SSR, DDR, economic and political reforms, etc. It is here where not only police and military, but also the humanitarian organisations, face a particular challenge to help deliver assistance, often in a corrupt environment. It underlines the critical importance of SSR. In addition the beneficiaries expect peacekeepers, police, military, civilian components to deliver assistance in a coordinated and coherent manner in keeping with a local rather than an externally crafted template.

The expectation of the humanitarian community on military, police and UN components of a mission is respect for the “humanitarian space”. Here, a hostile attitude can be expected from humanitarians who blame the non-humanitarian components for politicising aid and reducing the “humanitarian space” due to the lack of understanding of obligations under International Humanitarian Law, namely to facilitate the delivery of humanitarian assistance. The current practise of Provincial Reconstruction Teams (PRT) suggests that the 194 States Party to the Geneva Conventions ignored a previous commitment under this international treaty that should have taken precedence.
CONFERENCE PANEL I

PLENARY DISCUSSION
Define the term “hybrid operation” mentioned in the presentation of Indian Army Doctrine and give an example -

- Hybrid operations are operations in which military, police and humanitarian organisations/NGOs are functioning together. The Indian Army Doctrine enunciates combined training, knowledge about all sectors and the ability to operate together in an India-UN mission environment. For example, the ICRC, UNHCR and the police training centre have been involved in the training of mission personnel. At a strategic level hybrid operations involve two or more international and/or regional organisations working in close cooperation, such as the AU and the UN in Darfur.

The participation of the Indian Army would be based on an invitation by the host nation. What exactly does host nation mean? Collapsed institutions within a state were cited, which often also means a collapse of government – who then would then represent that host nation that may extend an invitation?

In case of an inter-state conflict, there would be government functioning between the two states that would have drawn up a memorandum of understanding with the UN DPKO. In case of an intra-state conflict, there would also be various factions that would be the power in the state. Among those factions, there would be prominent actors who would have undergone some sort of negotiation with the UN Headquarters; it would be the consent of these major actors that would be obtained and through which Indian participation would be sought, for example, the employment of troops in Congo.

We all need to be aware of how tremendously influential the UN Capstone Doctrine is going to be, as it sets out to define some of these terms and principles which will inevitably be cascaded down through the doctrines of regional organisations and national doctrines because ultimately the UN is the highest authority when it comes to international peace and security.

In regard to peacekeepers’ obligations under the Geneva Convention to aid in humanitarian assistance, § 8.4 of the Capstone Doctrine deals with relations with external institutions, yet there is nothing mentioned about this obligation. Should there be, as part of the doctrine, an explicit statement regarding this obligation?

- It may not be necessary, due to the fact that international humanitarian law is invoked at the commencement of conflict; a conflict which is defined by the ICRC. If it is an internal conflict, it is Article 3 which is invoked with its obligation on nation states, as well as the Geneva Convention, in which the respect of rules of war is affirmed. One of those very important rules is to facilitate humanitarian assistance. It would probably be redundant, but it would not hurt to be included in a Security Council resolution to remind Member States of their obligation under international humanitarian law.

In pre and post-conflict situations, there is a flood of NGOs coming to the area; not only the major and well known ones, but a huge number of others as well. Unfortunately, donors like these other NGOs have a lot of funds, but then are never seen on the ground. How do you protect the “humanitarian space” in that jungle of NGOs and the confusion it creates?

- It is a messy situation when there is no central authority and focal point when people of good intentions flood into a country to help. It is important, though, to recognise some level of maturity in terms of incorporating humanitarian concerns into the wider UN missions. Perhaps, the Security Council resolution underpinning a mission ought to include some transitional duties for that
mission; transitional in the sense that there is no extent government that can look after everything when the state has failed and is being given new life.

- By contrast, immediately after the earthquake in Pakistan, there were only two bodies allowed: the Federal Relief Commission and the Earthquake Relief and Recovery Authority. No others were allowed in to the country, unless they had passed through one of those two organisations. The result was that at the height of the operation there were 98 major international NGOs in the country, and probably as many waiting outside hoping to get in.

- Going back in time, there are over 2400 NGOs working in Afghanistan. Many of the NGOs were there before President Karzai was elected, so how does he bring those into control? It is a difficult task, but they are doing it because there has to be some coherence and framework in which these people ought to operate. With major organisations like the ICRC, it is not an issue, but with the peripheral ones it is.

- The UN, normally, gets involved in situation where there is a peace to keep. In a situation where there is no peace to protect, Somalia for instance, what provisions are provided in the Capstone Doctrine for such situations?

- As we have heard during the panel presentations, the AU, NATO, and India are prepared to give their support in situations like these, whereas if we want to retain the UN as an organisation with tremendous leverage in terms of peacekeeping it should not be used as such in situations when there is no peace to be kept.

- We talk about the idea of a clear mandate; however, it is a bit like chasing a myth at times. More often than not we do not get a clear mandate, even though we ask for it. Somalia is a case where we had a clear mandate, but which was wrong. We had characterised the situation as a humanitarian crisis, but it was a failed state. We went in with a clear mandate trying to deal with a humanitarian crisis, but it was the wrong mandate, thus chaos ensued.

- Part of the doctrinal process is not just to help train peacekeepers, but also to help to train the Security Council in their deliberation and articulation of mandates.

- As a response to the call for academic analysis, the Capstone Doctrine is a wonderful start for providing that sort of analysis. Amongst the many things it does, it provides a great tool for better understanding of UN Peacekeeping Operations, which is an essential starting point for developing not only an informed, but also a strengthened academic debate amongst the general population.

- How is the “principle of winning hearts and minds” viewed by the military? Is it considered to be reinforcing the humanitarian efforts or as an interference?

- One would not call it interference and it certainly does not help the humanitarians. It is a political reality. In particular, the ICRC and the IFRC do not work in a political vacuum. Also, hearts and minds are transitory and short lived. Real hearts and minds come from people who are in the region long after the conflict is finished. Thus, if there is any stigma attached to any of these organisations when the military leaves, due to their proximity to the military, that stigma remains for a long time with that organisation to the extent that at times organisations may never overcome it. But those who have been able to maintain their distance and the perception of independence are more successful in keeping the beneficiary population engaged.

- The military forces which are involved in an operation have to convey a message to the public at large that they are not occupational forces and that they are aware of the problems which the people are facing.
- In situations where security does not allow the presence of humanitarian organisations, the military does a fabulous job; the military can do all the things that humanitarians can do in terms of lifesaving interventions, but perhaps not quite as well because it is not their calling.

- When bringing various groups together: military, police, academics, NGOs, etc. in discussing training, it becomes clear that all have different understandings and meanings for the same words. But despite all integrated training performed and talked about, we either have to do more of it or we are simply not doing a good enough job, because at the end at the day there are a lot of misunderstandings about what each others’ roles are and how we can work together.
Conference Panel II

Operationalising Doctrine and Guidelines

In Panel I, views were offered by UN headquarters, as well as field perspectives from the UN, AU and the police community. In a second part a pedagogical and other perspectives were offered and discussed. In continuation, Conference Panel II examined the implications of doctrinal support to, or a framework for, training for individuals and groups deployed to the field by specifically focusing on the following questions:

What are the challenges and implications of operationalising doctrine and guidelines? Do the current doctrines and guidelines meet the needs in the field? What are the gaps or overlaps? What are the issues that need to be addressed further and in greater or lesser detail?

Moderator: Col John Agoglia, Director, US Army Peacekeeping and Stability Operations Institute

As an introduction to the session, ties were made to previous presentations of doctrine and guidelines and connected to the importance of field perspectives. The thrust of the first part of Conference Panel II was how to operationalise: how to take doctrine and guidelines and translate them into operational mode to provide for training and education necessary in the field.
Earlier in 2007, a “gap analysis” was conducted by the Peacekeeping Best Practices Section to try to get a snapshot of where the gaps are and which areas require more focus.

"Gap Analysis"

Main Findings

- Thousands of documents were located: Mostly in uniformed and mission support areas; varying quality – much of it very old or in draft; majority were “mission specific”, but in fact only contained minor variations.
- 100-150 documents of immediate use as good guidance materials in the field for UN peacekeeping purposes.
- Many gaps: Little guidance or policy material for civilian substantive areas or addressing specific mandate tasks of operations. Some emerging materials were of good quality (e.g. on DDR), but were not yet available.
- No guiding vision of the overall approaches expected in multidimensional and integrated missions – i.e. the Capstone Doctrine.

New Material Produced and Material under Development

New material:
- Policy directive on Joint Operation Centre (JOC) and Joint Mission Analysis Centre (JMAC)
- Policy directive on Quick Implementation Projects (QIPs)
- Policy directive on Public Information
- Staff Welfare policy
- Policy directive on Census of Law Enforcement Agencies
- Environmental policy (with OLA)
- Command and Control policy (final consultations)
- DPKO Crisis Response SOP

Under development:

- JMAC guidelines (drafted)
- Civil-Military Coordination directive (early 2008)
- Vetting for Law Enforcement Agencies Directive (early 2008)
- Mission Start-up Field Guide (drafting)
- Crisis Management SOP (consulting missions)
- Policy and SOP on Boards of Inquiry
- Risk Management policy
- SOP on Handling of Misconduct Cases
- Integrated Mission Planning Process guidelines

**Institutional Strengthening**

One of the challenges faced in terms of operationalising doctrine and guidelines, before even getting into the linkages with training, is to try to come up with a systematic way of identifying priorities. As the gaps are huge, the precedence of the DPKO will be to focus the limited resources to fill the gaps considered to be of priority.

By focusing on guidance development and knowledge sharing, lessons from the field are captured and fed into the doctrine. It is imperative to the DPKO that all guidance materials that are being developed at headquarters level should be informed by lessons from the field, as well as responding to what the needs are in the field.

**Best Practices Toolbox**

1. End of assignment report
2. Handover note
3. Survey of Practice
4. After action review

The Best Practices tools that were developed over the past year and a half are designed to really allow personnel in the field to capture their knowledge and experiences, and to ensure that those are then fed back into the doctrine development process. This process has worked extremely well, which has resulted in quarterly reviews of trends.

**A Number of Priorities for 2008**

Immediately below the *Capstone Doctrine* level, still remaining in the “1000 series” level, there is a need to produce institutional guidance to develop doctrine on some of the overarching concepts that shape the way UN peacekeeping operations are planned and conducted. For instance, a document should be drafted that will set out the philosophy of headquarter’s support to operations in the field.
In regard to integration and management of operations in the field, there has been a demand to have some articulation by the DPKO on the overarching management philosophy – i.e. what is the approach to management and integration of complex multidimensional peacekeeping operations in the field.

An extremely important gap that needs to be filled is the provision of the overarching concept or philosophy behind logistics and administrative support to UN peacekeeping operations, in which there seems to be a demand for an institutional guidance to answer questions such as: What is the UN’s approach to logistics and administrative support? How do support issues fit in to the broader effort within the context of integrated missions?

Moreover, there has been a feeling that there needs to be a clear articulation of how to go about implementing some of the crosscutting or mandated tasks that are included in UN Peacekeeping operations – protection of civilians, for example. The gap itself is found between the desire articulated in the Security Council mandate and the actual implementation of the task on the ground.

**Mainstreaming Doctrine**

In order to make the *Capstone Doctrine* alive at all levels, it is significant to get the linkage between doctrine and training right. It is through training and through mainstreaming of doctrine materials into training programmes which enables the start of implementing the doctrine. It will also allow tracking and monitoring of the doctrine, as well as evaluating whether the doctrine developed is actually useful to the personnel in the field.

Available options:

1. Mainstream doctrine into existing generic training modules (STM 1, 2 & 3)
2. Develop “stand-alone” training materials (e.g. exercises, case studies, etc.)
3. Combination of options 1 and 2.
4. Other options?
UN Field Perspective

Amb Daudi Mwakawago, former SRSG, UN Mission in Sierra Leone (UNAMSIL)

When appointed SRSG in Sierra Leone at the end of 2003, two tasks were assigned to the appointment: to stabilise the country and round off the mission, and to create a good working environment for the Special Court. Commonly, appointees enter their working environment rather soon after being assigned their tasks, with just some mission specific training and information sharing. In the role of SRSG in Sierra Leone, much weight was put on changing this pattern. Instead, briefings were conducted before entering the field mission on areas such as finances, financial responsibilities, legal matters, military, police, personnel, etc.

Military and police personnel are usually trained before going on missions, but for some reason other peacekeepers are not; the doctrine is much awaited.

Gaps from a Field Perspective

1. When working with UN agencies, there are so many guidelines from headquarters – those guidelines should first be organised and harmonised between the agencies at headquarters level before being disseminated to the field.
2. Awareness of the complexity of missions as they are multidimensional, as well as multicultural.
3. In regard to the police, there are a vast number of units from various different countries without a common doctrine to guide them. In comparison to the military, the police have not been merged into the system and there is a tension between the two.
4. The civilians in the field need to be brought into the mission headquarters for a full understanding – for all sides – of the situation in the mission country/area.

The perception of a mission set up in a country/area is that it is there to fix a broken system and/or a weak government. It is important to underscore that sometimes there is a government, however weak it may be, and space needs to be provided for it to operate; the mission is not there to act as the government as such and it is therefore significant not to undermine the actual government.

Challenges

UN agencies guard their independence. It is therefore of importance to include and/or invite the different agencies to share information, for example, by convening weekly meetings.

The diplomatic corps are highly significant – they can help the mission or they can frustrate the mission. A good way to benefit from their presence is to consult them and to brief them.

A number of NGOs may have been in the mission area/country longer than the mission itself and their knowledge and expertise should therefore be recognised and welcomed. Also, it is important to make it clear that the mission is there to create a situation in which their work can be facilitated and not for their work to be taken over or to be frustrated by the UN.

Quick Impact Projects (QIPs) by military or police forces can sometimes be dominated by one Member State’s national force. At times, this national force comes in larger numbers than the UN mission itself – a contradiction which needs to be addressed. The utility value of QIPs is indisputable; the root of the problem lies in the notion that when one nation’s contribution outnumbers the UN mission, it projects the country of origin rather than the UN. Another problem with QIPs is religion. The UN itself has no religion, but a national force comes with one religion or more. There has therefore to be a balance in order not to project the religion and instead focus on the needs of the mission country/area.
Secrets of Mission Success

1. The mandate must be very clear.
2. The resources must be adequate.
3. There must be an exit strategy.
AU Field Perspective

Gen Martin L. Agwai, Force Commander, AU-UN Hybrid Mission in Darfur

Doctrine is indeed necessary; for everything to function there should be a guideline to steer actions. However, any time that laid-down procedures are not followed, the consequence is often failure. Still, many operations fail not because of the lack of doctrine, but often due to the failure of planners and executors of the peace support operations at the strategic, operational or tactical levels to abide by existing doctrine.

Doctrine, Guidelines and the AMIS

The African Union Mission in Sudan (AMIS) operated within AU guidelines and UN Peace Support Operations doctrine. The AU aimed at promoting international cooperation having regard for the UN Charter and the Universal Declaration of Human Rights. The AU followed the UN Peace Support Operations doctrine in the field. However, because of the particularity of the AU itself, a number of the guidelines did not surface. Some of the UN doctrinal guidelines were not followed, due to the fact that the formation of the AMIS was based on the N'Djamena Humanitarian Ceasefire Agreement of 8 April 2004 and the Darfur Peace Agreement (DPA) signed in Abuja, Nigeria, in 2006. The signatories to the N'Djamena Agreement never adhered to the commitment as assumed by the AMIS Ceasefire Commission. When the mission started, it was clear to the AU that it was not easy to implement the Ceasefire Agreement that was signed in N'Djamena. When viewing the DPA, the planners believed that every party that went to Abuja would sign the agreement; however, it was not signed by all parties to the Sudan conflict. From the start, it was evident that implementation of the DPA would be difficult. As of today, everything is far behind what was planned in Abuja in terms of AMIS tasks.

Other Challenges for Doctrine and Guidelines

- One of the cardinal points is an agreement with the host country. This becomes easier when dealing with a failed or failing state. Sudan, on the other hand, was and is not a failed state. It had all its machineries functioning, and, therefore, had to consider its national interests above every other consideration. Because of that, a challenge arose when people perceived the government of Khartoum not to be cooperating with parts of or full agreements, when it is instead rather natural that every government places its own national interest first. Therefore, some of the difficulties in Darfur are linked to the government looking after its own interests above what the international community and the AU are trying to achieve.

- Another challenge was the lack of experience. The AU lacked the experience to conduct peace support operations. The Darfur case was the first experience for the AU to work a peace formula on its own and try to implement a peace agreement. Because of the lack of experience, there were gaps; there was inexperience from the planners, and some of the participants had not had sufficient experience of being involved in peacekeeping and observer operations, which challenged the functioning of the mission.

- Darfur is about the same size as France, whereas the AMIS troops consisted of less than 6,000 persons assigned to monitor the ceasefire. After the DPA in Abuja, AMIS, therefore, asked for additional troops in order to be able to perform the tasks assigned to the mission. At the time of the 13th IAPTC conference, not much has been done. However, hope is set on the AU-UN Hybrid Mission, which is to be established in Darfur.

- Moreover, the lack of the right tools to perform the tasks also created challenges. The AMIS was given the tasks to protect itself, its equipment, the civilians, and to monitor the ceasefire. Parties to
the Sudan conflict have heavy calibre weapons, anti-aircraft weapons and even helicopter gunships, whilst AMIS does not have any of these, making it difficult to fulfil its tasks.

- Another challenge AMIS has experienced is with communication, particularly with IT. There are limitations in communication, even between patrols; the internet system hardly works; some of the equipment donated to the AU has no spares and there are no trained personnel to repair and service the equipment. AMIS, therefore, mainly depends on Thuraya satellite phones for communication.

- In terms of equipment, there are problems with vehicles. AMIS uses normal pick-up vehicles with no cover from sun, dust and weather. The vehicles are inadequate to carry out any robust operational activities by the troops.

- Some of the camps do not have adequate accommodation, leading to congestion in the few available tents.

- The lack of water, which is one of the factors in the crisis in Darfur itself, has hampered the mission.

- Payment of troops’ allowances has sometimes been delayed for up to five months, which adversely affected the morale of the troops.

**Successes and Achievements**

- AMIS succeeded in investigating alleged ceasefire violations in many parts of Darfur.

- AMIS facilitated mediation talks between the parties to the conflict.

- AMIS conducted confidence building, security assessment patrols, and provided escorts to vulnerable groups and IDPs going out for water, firewood and other economic activities.

- AMIS provided escorts for UN agencies and NGO relief convoys.

- AMIS conducted medical evacuation of the sick and wounded from various regions to the level 2 hospital at El Fasher and to Khartoum for specialised treatment.

**Conclusion**

There are no guidelines that can cover everything and most of them are in general terms. On the ground, the reality is that the guidelines have to be modified to meet the challenges as they occur. The issue of resources must be addressed; every task given must be matched with sufficient resources. Finally, the major lessons from Darfur are: we have to learn from experiences; and if we give someone a task, we have to match it with resources.
The United Nations police peacekeeping elements are the field mission-based United Nations Police (UNPOL) and the UN Police Division (UNPD) at headquarters. The working vision of these components is – to build institutional police capacity in post-conflict environments.

**UN Policing**

Peace can be divided into three phases: Phase 1 preventing or ending a conflict; Phase 2 establishing law and order (rule of law) and Phase 3 building democracy. Forgetting Phase 2 often results in a ‘bad peace’. It should be remembered that there are organised spoilers – sometimes separate from the formal parties to the conflict - who do not want peace to be achieved. These organised spoilers are frequently pre-war criminals who mutate into warlords or militia leaders during the conflict and present themselves as being “democratically elected” officials post-conflict. This transformation is allowed to take place because efforts to reach peace try to go directly from military occupation to democratisation, without addressing the need for stabilization, which always requires the establishment of law and order and the provision of fair, effective and functioning criminal justice.

Previously, the conundrum was when did security finish and when did development start – i.e. when did UN DPKO stop and when did UNDP start? Today, through enhanced co-operation development starts on day one; the new challenge is ensure sustainable local ownership does so too.

**Strategic Missions, Past and Present Policing Priorities**

Strategic missions are borne out of a better understanding that:

- Simple monitoring is often not enough – it is expensive and yields little.
- Efforts to address and maintain basic law and order positively affect other processes of peace.
- The practice of returning multiple times to past mission areas to re-do the job should be halted.
- Police and rule of law support activities are central to (more) successful UN operations.
Past UN policing prioritised monitoring to verify police performance and impartiality; observing to ascertain police strengths and weaknesses; and reporting to document police infractions. Current UN policing prioritises mentoring to impart knowledge and skills in the police and law enforcement agencies; providing advice to strengthen decision-making and local ownership of policing actions; and training of the national police through instruction to strengthen human capacity and faculty.

**Activities**

As the only type of mandate where the UNPOL has a “hands-on” active operational function, interim policing and law enforcement are conducted through:

- Patrolling, confidence-building, arrests, detentions.
- On-the-job mentoring, advising, training.
- Transition and support.

Operational support is given to the national police in areas such as:

- Crowd control, public order, anti-riot.
- Capacity-building, mentoring, training.
- Protection – UN facilities and personnel.

Reform, restructuring and (re)building takes place through:

- Legislation, systems, procedures, codes, values.
- Organisation, management, vetting, training.
- Basic material, logistics, communications.

**Deployment**

UN Police currently includes a total of 9,600 officers of which 5,300 are individual officers and 4,250 are officers in 35 Formed Police Units (FPUs). There has been an overall increase of 2,300 officers since August 2006 with an annual growth rate of 30 percent. In 2008, the UN Police will likely grow to over 13,000 officers, consisting of 6,400 police for Darfur (Sudan) including 19 FPUs, continued UN Police presence in Kosovo, and the possibility of new or greatly enhanced operations (e.g. Somalia).

**Paradigm Shifters and Strategic Challenges**

There is a quantity problem – are there enough police officers in the world to fulfil the needs that exist at the moment? Every police officer taken away for overseas service is one less working in our own communities. In regard to quality, the police officers who are individual experts - who are the most needed in the missions - are at the same time the ones least likely to be sent, because their expertise is so dearly needed in their own countries. Another issue is quickness – how do we get these officers? There are no rapid reaction police reserves. If they are not on the ground within that ‘golden window’ of opportunity in the initial stages of a crisis, there may be no use sending them.

As UN Police numbers go up, demand increases, and mandates become more complex and challenging. Efforts will have to be undertaken to find:

- Bona fide leaders and managers.
- Specialists and experts.
- Individual police officers.
- FPUs.
Gender Imbalance

Another problem facing the UN Police is the gender imbalance. There is an all female FPU in Liberia, which has increased the overall number of female officers. Currently, there are nonetheless only 5.5 percent female officers within the UN Police. If the UN Police cannot get the female officers into the field, what chances does the UN Police have to support an enhanced gender balance within the local police services which it is working with? Thus, the UN Police must ensure it practices what it preaches and redouble its own efforts to appoint well-qualified and experienced female officers to command and management positions.

International Policing Doctrine and Presence in Darfur

There is a need to bring all pieces of policing together into one common doctrine for international policing. The first steps have been taken and initial technical guidance documents have been produced, however, they are only well-known on a headquarters level. The foundations of a system are there, but policy needs to be disseminated and training provided accordingly.

Darfur is massive in ways that have yet to be comprehended. With the number of 6,400 officers deployed for Darfur, it will be the single largest police deployment ever. There is a need for pre-deployment training for the right people on the right things at the right time. The Police Division will provide all of the world’s police peacekeeping training centres with an agreed police pre-deployment training curriculum, in the first instance for Darfur and then a standardized generic one for all individual police officers.
An Integrated Mission Training Centre (IMTC) is based on a structure where civilian, military, and police training cells are combined in a complementary way with overlapping training, but which also addresss the components’ specific training needs.

**UNMIT**

In UNMIT, there are no military components or military training cells, only military observers; the IMTC in Timor-Leste has only civilian and police components. There are in total 10 training officers for 3000 personnel in both components.

UNMIT is an integrated mission and has embraced the concept of integration. The policies and strategies are dealt with at the UN Country Team (UNCT) level with the heads of UN agencies and UNMIT, under which there is an Inter-Operations Group which deals with resource sharing, as well as the operations and functions of the integrated mission. A subgroup of learning managers has created the Learning Managers Working Group, which includes UNMIT, UNDP, UNICEF, WHO, and other agencies have developed a UN Learning Plan that has been adopted by the UNCT. The UN Learning Plan looks comprehensively at how to address the training needs of the overall integrated missions, including resource sharing, lessons-learned, and previous experiences. It provides a basic framework for how to approach mission training in a more integrated way.

**The Role of the IMTC**

The main task of the IMTC is to be responsible for the training of all mission personnel based on a mission-wide training needs assessment, which is done every year, to enhance effectiveness of operations and mandatory UN trainings, such as joint induction, prevention of sexual exploitation and abuse, etc. There is close coordination with the UNPOL Induction Training Unit (ITU), especially in areas such as joint induction, but also in the overall induction package for the police who are coming in to the mission. The police induction package consists of two days of joint induction, which touches upon such issues as human rights, integration, medical, transportation, communication, etc. In addition, they receive a driver safety package, map reading, community policing and other UN specific trainings. Another role of the IMTC is capacity building for national staff. At the moment, a project in coordination with Personnel is in process of being put together in order to enhance their capabilities and to organise a certification process to ensure that the national staff has a staff-development path. The IMTC also facilitates external training activities, as well as preparing and monitoring the annual training budgets.

**Operationalising Doctrine**

Some of the challenges for training when operationalising doctrine in the field are:

- Maintaining cohesion between pre-deployment training and the field – unfortunately, the reality on the ground is that even though staffs have been trained, they arrive with insufficient knowledge to be able to perform their tasks. Thus, there is a gap which has to be addressed when they arrive in the mission.
- Assuring standards of pre-deployment training – quality assurance of pre-deployment packages is needed.
- Pressure to deploy personnel at the expense of proper training – staff should arrive properly trained, but as mentioned, that is not the case. There is a pressure at the managerial level to make
the staff member operational as soon as possible when arriving to a mission, at the expense of training.

- Reporting lines do not allow for a structured approach to implementation – the reporting lines are different for civilian, military, and police components, which may interpret the initiatives and address the issues at hand differently.
- Need to streamline different policy/procedures – not only between civilian, military, and police, but also within the different UN agencies, funds, and programmes.
- Effectiveness of the Training of Trainers approach – the usual approach to train the staff officers of a contingent, whom then train the trainers for the rest of the troops, which creates a lack of quality assurance, as well as time constraints and pressures.
- Short term deployment of police and military – from an IMTC perspective, to receive new trainers every six months/a year to work with to strengthen IMTC policies and procedures does not improve the effectiveness of the IMTC and the training approach.
- Leadership support to implementation of training.

Implications for Operationalising Doctrine

- Integrated approach enables pooled resources and shared lessons-learned.
- Links HQ policy to field practices in structured manner.
- Supports standardized implementation with one overall guiding doctrine.
- Harmonises and unifies policy to practice.

The Way Forward

- Consolidate standard templates and reporting structures – presently, the different standards make it difficult to collect and analyse data.
- Provide uniform structure, procedure and policy in a comprehensive approach – a multidisciplinary approach to training benefits largely by uniformity.
- Enhance monitoring and evaluation of training – without having proper evaluations of the training packages, the pre-deployment packages and the standard training modules, the path forward is unclear.
- Eliminate “re-invention of the wheel” syndrome – each new peacekeeping mission tends to start everything from scratch.
CONFERENCE PANEL II

PLENARY DISCUSSION
DISCUSSION TOPICS

- How will the Capstone Doctrine be disseminated, throughout all levels?
  - An intranet site has been created to be used as the main tool to disseminate the doctrine.

- In connection to the field being engaged in the development of doctrine, what engagements are there within the UN family in relation to the development of the Capstone Doctrine?
  - In the development of the doctrine and a number of subordinate materials, the UN system and partners have been engaged. Additionally, in the area of Human Rights, for example, what has been tried is to delegate responsibility for managing that part of the doctrine framework to the subject matter expert – the office of High Commission of Human Rights, which is an approach that is encouraged.

- Why cannot the Capstone Doctrine be fed into the UN website for free access for everybody?
  - There is still a need to clarify which documents are sensitive to share and which are not.

- In regard to personnel coming unprepared to mission and not meeting its requirements, what feedback mechanisms are there back to the training centres?
  - There are no feedback mechanisms for us in the field. There should be a mechanism – a two way street.
Conference Panel III looked ahead at emerging doctrines and the possible ways to best apply emerging doctrine to today’s training challenges. Conference Panel III specifically examined:

Emerging doctrines and guidelines – what are the implications for the planning and conduct of education and training? How is doctrine best disseminated? How can doctrine most effectively be integrated in education and training methodology and plans? Are new training methodology and practices needed?

The panel was divided into two parts: the first part linked education and training to policy development and considered e-learning; the second covered a pedagogical perspective, a major troop contributors perspective, a European Union perspective and a gender perspective.

Part I was moderated by LCol Robin Steward from the Peace Support Training Centre in Canada, and Part II was moderated by Mr Hilary Nicholson, Chief, Training Delivery Section, UNLB, Brindisi.
Previous panels contained a general description of doctrine and of its perspectives, as well as a focus on operationalisation of doctrine and the implications thereof on training. The third panel takes the next step into the realm of education and training.
Training needs to be based on doctrine in order to be effective and useful. At the 13th IAPTC conference, this has been stated categorically. It took a while for the DPKO to reach the position that doctrine is needed together with policy and guidance, both for headquarters and field levels, and that doctrine must be what underpins training. When this approach was first introduced, it was met with hesitation, as large changes were to be made in the approach to training. As mentioned in previous presentations, there is still work that needs to be done in the area of doctrine, policy and guidelines, but the important thing is that the mindset around doctrine and training has shifted.

Challenges for the Link between Doctrine and Training

As a result of the preceding vacuum that existed in peacekeeping, the training that was developed was based on a sort of consensus, which had been achieved concerning a certain issue, rather than on doctrine. The question that now is facing the ITS and UN Peacekeeping is what should be done with the training that already exists? Moreover, should policies and doctrine be engineered out of the existing training or should they be created from the start?

As new training needs emerge, the same questions have to be faced: Should training be developed quickly to meet the needs or should peacekeeping training wait for the policy and doctrine process to catch up?

The necessity to update the training that is currently in place has been discussed, such as SGTMs, STMs, etc. Many are using those and find them to be functional. However, as peacekeeping evolves, the lessons have to be reflected in the training, and doctrine and policies, such as the Capstone Doctrine, need to be merged into the existing training and/or any new training.

Dissemination

There is the Best Practices internet, which is available to all. However, due to lack of resources, it has not been regularly updated. One solution would be a future ITS website, on which information can be shared, as well as best practices and training material.
Implementing Doctrine Distribution through E-Learning

Dr Harvey Langholtz, Director, UN Institute for Training and Research Programme of Correspondence Instruction (UNITAR POCI)

The United Nations Institute for Training and Research Programme of Correspondence Instruction (UNITAR POCI) teaches only through e-learning and distance learning. At the time of the conference, UNITAR POCI was running 20 courses in English, 13 in French, and 12 in Spanish. From August of 2006 to August 2007, there were 87,132 enrolments worldwide. The self-paced courses are delivered either in print, on CDs or via download.

Doctrine Guidance for Development of Courses

As doctrine, UNITAR POCI firstly follows the Standard Training Modules (STMs). Secondly and in addition to the STMs, Disarmament, Demobilization, and Repatriation Standards (DDRs) are used. Thirdly, the International Mine Action Standards (IMAS) guide the Mine Action courses. Additionally, the Capstone Doctrine has guidance over all courses, as well as established policy and practice.

Standardised Generic Training Modules (SGTMs)

1A: Peacekeepers’ Introduction to the United Nations System
1B: Peacekeepers’ Introduction to United Nations Peace Operations
2: Structure of United Nations Peace Operations
4: Stress Management
5A: Code of Conduct
5B: Cultural Awareness
5C: Child Protection
5D: Prevention of Sexual Exploitation and Abuse
6: Personal Security Awareness
7: Landmine and Unexploded Ordnance Awareness
8: Human Rights in Peacekeeping
9: Humanitarian Assistance
10: United Nations Civil-Military Coordination
11: Communication and Negotiation
12: Disarmament, Demobilization and Reintegration
13: Media Relations
14: Personnel in Peacekeeping
15: Logistics in Peacekeeping
16A: HIV/AIDS
16B: Malaria
16C: Basic Life Support
16D: Personal Hygiene
17: Gender Equality in Peacekeeping

UNITAR POCI Courses

- The Conduct of Humanitarian Relief Operations
- Commanding Peacekeeping Operations
- International Humanitarian Law
- Introduction to Serving on a United Nations Mission
- International Conflict Resolution
- Mine Action
Mapping UNITAR POCI Courses with Doctrine

There are 17 SGTMs (not counting other STMs or other doctrine), each focused on a specific task or topic. However, at times, a specific task or topic from a SGTM is relevant to several fields within peacekeeping, and there are more than 20 UNITAR POCI courses, each covering a job area, such as MILOBS, or a more general topic, such as History of Peacekeeping. The question is how to map and integrate the doctrine with the courses? Most of the UNITAR POCI courses must cover more than one SGTM, therefore there is no 1:1 map between SGTMs and UNITAR POCI courses.

Who Writes UNITAR POCI courses?
**Distribution of Training through E-Learning**

The courses are distributed through academic institutions, bulk programmes for national MODs, individual enrolments, bulk programmes for NGOs, international staff e-learning, military contingent e-learning, mission programmes for UNVs and national staffs, and E-learning for African Peacekeepers (ELAP); with ELAP having the significantly highest number of enrolments. The vast variation of nationalities enrolling has been proving the success of reaching people, without demanding physical presence for enrolments.
PART II

Doctrine and Guidelines for Peace Operations
– Implications for Education and Training (continued)

Part II Moderator: Mr Hilary Nicholson, Chief, Training Delivery Section, UNLB, Brindisi, Italy
A Pedagogical Perspective – Framing Education and Training

Prof Lars Owe Dahlgren, University of Linköping, Sweden

When problematising the central concepts of knowledge, the conclusion that knowledge is the amalgamation of different aspects is often reached.

Aspects of Knowledge

- **Catalogue**: The catalogue aspect of knowledge makes people competent to speak about the words, names, phenomena, etc. This aspect has at times been pointed out as the main source of all problems because it has fostered students of all kinds to memorise rather than to understand what they are doing.
- **Analogue**: The analogue aspect of knowledge is about understanding. The term “analogue” means “in accordance with” – i.e. approximately a synonym for “understanding” or “insight”. This aspect has been proven to protect the catalogue aspect to a very large extent – the more we understand how things really are, the greater the likelihood is that we will retain other kinds of knowledge. In other words, it is always worth investing in understanding what we are doing.
- **Dialogue**: The dialogue aspect of knowledge should not be understood only in its limited meaning of language exchange, but as “knowledge in use”.

History and Challenges

Historically, the catalogue aspect of knowledge is very well known; the analogue aspect of knowledge is better understood today than before, due to a reorientation in research on learning that took place two, three decades ago; the dialogue aspect of knowledge is, however, still in need of research and understanding - what makes people competent to use the knowledge they have acquired? One complicating circumstance that prevents the understanding of dialogue is the fact that it cannot always be foreseen in what context knowledge will be used.
Furthermore, the dialogue aspect of knowledge is very often neglected in educational programmes and left for people to try to realise for themselves how their knowledge is to be used. In this way, the probably most powerful part of the learning cycle remains underutilised. There are many indications pointing out the dialogue aspect of knowledge as the part of the learning cycle that makes knowledge and skills sustainable.

All three aspects are interacting; there are synergy effects between them which calls for a more varied and complex nature of learning tasks. Traditionally, these three aspects have very often been treated as sequential rather than simultaneous. In other words, in the beginning of courses or studies, the catalogue aspect of knowledge is launched massively and the analogue aspect of knowledge is introduced after hand, whereas the dialogue aspect of knowledge is seldom present at all, which means that knowledge remains unprotected by its main source of sustainability – the dialogue aspect of knowledge.

Aspects of Learning

In addition to the aspects of knowledge, aspects of learning fit in rather well as a counterpart. Learning may be conceived as an addition to the concepts mentioned above; learning is acquiring and adding new knowledge to the present.

In regard to the analogue aspect of knowledge, experience has shown that learning is a question of transformation. When it comes, for example, to not understanding a word, it has seldom to do with a shortage of knowledge. Instead, it has to do with the fact that people have their own conceptions of the word. Hence, understanding has often to do with changing one way of viewing something for another.

Learning may also be understood as a process of transposition, which often means that learning is moved from a theoretical into a practical context, but it may also take place as learning is moved from a practical to a theoretical context.

In same way as knowledge, learning is a multi-faceted phenomenon and that calls for a diversity of learning contexts. The ultimate aim should be to provide conditions for a merge of the different aspects. In conclusion, learning is a matter of variation of context in contacts with the issues to be delved with.
Remaining Problems in Education

- Superficial approaches to learning – students of all kinds emphasise surface learning even on meaningful material.
- Insufficient generic skills – there is very often a lack of generic skills, such as communication, cooperation and problem solving skills.
- Insufficient abilities to apply skills and knowledge – students often complain about an inability to apply their skills and knowledge in social and physical situations.
- Different learning cultures in education and work life – very often means that students with higher/longer education have to start from square one again.

Good Learning Environments

- Motivation through shared ownership of the learning task – lack of motivation is often sprung from a feeling of not being able to have influence over the learning tasks.
- Understanding through contextualising – concepts and phenomena have to be launched in their natural settings in order to be understood, i.e. realistic contexts.
- Sustainable knowledge through interaction – learning is to a very large extent a social event and knowledge is to a very large extent the result of interaction between people. It is through practicing knowledge at the very learning moment that the dialogue aspect of knowledge is established in a more sustainable way.
- Awareness through reflection – it is not only important to reflect upon the learning issues, but it is also of great importance that the participants are invited to reflect upon their own learning.
A Major Troop Contributors’ Perspective

Lt Gen Mohammad Hamid Khan, President, National Defence University, Pakistan
(Presented by Brig Malik Zafar Iqbal)

Preamble

Pakistan became a member of the UN soon after its independence in 1947.

“Pakistan will never be found lacking in extending its material and moral support to the oppressed and depressed peoples of the world and in upholding the principles of UN Charter.”
(Muhammad Ali Jinnah, Founder of Pakistan)

The Role of Pakistan in UN Peacekeeping

Pakistan is one of the oldest, largest and most consistent contributors to UN peacekeeping missions. In the past, Pakistan has been involved in 35 missions and is currently involved in deployments in five major missions. The current contribution to UN peacekeeping consists of 10,616 personnel (13 percent of the total in UN peacekeeping), with a total contribution till present date of 72,000 deployments. Moreover, Pakistan is the host of one of the oldest peacekeeping missions, which is the UN Military Observer Group for India and Pakistan (UNMOGIP) that continues to monitor the Line of Control in Kashmir.

Training Methodology

Pakistani troops are trained for UN Peacekeeping missions through a continuous training system involving following steps:

- First Tier: General Military Training – the First Tier has been made part of an officer’s basic training. Besides focusing on the UN as a subject, focus is also put on all aspects ranging from learning to execution.
- Second Tier: Special Military Training – specialized military training is given through a UN Peacekeeping course by a specially trained training team, institutionalized since 1994. It is based on a series of lectures, discussions, case studies, and exercises to provide the full spectrum of education and training necessary for potential peacekeepers.
- Third Tier: Advance Training – advance training is provided for selected officers from other countries under UN auspices who have already participated in UN missions to develop special skills.
- Troops Training – a team of specialists undertakes the initial education and training of trainers, who then train the troops till achieving perfection.

Grey Areas and Remedies

From the troops contributing perspective, certain grey areas as we look at it are as follows:

- Diversity of Tasks – besides traditional peacekeeping operations, at times requirements exist for a military component for involvement in various other engagements, such as economic reconstruction, repatriation of refugees, monitoring elections, humanitarian work, etc. There is, therefore, a need to enhance the scope of training.
- Harmonizing Training – though an effort has been made by the UN by introducing the training modules, the implementation may differ from country to country. Experience has shown that the contingents arrive with various levels of training, adding to problems especially in multinational sectors. This aspect can be improved through better involvement and coordination between
regional training centres, training institutes of various countries, and the DPKO. In addition, the Military Committee of the IAPTC could also be an important forum in which the harmonisation of training could be looked upon. Additionally, the possibility to establish a DPKO desk in each institute for better flow of information, coordination, standardisation and conduct of training could be looked at.

- Evaluation of Training – evaluation of training is important to ensure optimal level of operational readiness, and needs to be institutionalised.
- Educational Standard – the UN DPKO should seek assessment of training standards of various contingents from the respective mission headquarters in order to identify the weak areas and find better means to further improve the quality of training. For troops, the training is mainly required to improve the functional skills (i.e. specific operational tasks) and contact skills (i.e. knowledge of basic facts, such as culture, language, history, population, as well as the ability to interact and work jointly). Therefore, the basic education standard needs to be given more emphasis, especially for troops, which may be done through reviewing the selection prerequisites. Better education also helps to enhance the negotiation skills, which is an important area.
- Mission Specific and Induction Training – in comparison to general training, mission specific and induction training is more critical and needs attention. Each mission has its own dynamic and unique character, due to differences in environment, military objectives, force composition, mandate, etc. It has, therefore, become critical to lay emphasis on mission specific training, and while induction training has proven to be useful, it could be improved further.
- Command, Control and Coordination – increase in the number of participating agencies in UN peacekeeping operations has at times resulted in an overlap, thereby leading to inefficient use of resources. Due to different mandates, there also exists a possibility of tense relationships which could act counterproductively in achieving the mission at large.
- Logistics – logistics in UN missions is always a challenging area. Familiarization with the UN Field Support system is an important training topic.
- Intelligence – both intelligence gathering and intelligence sharing suffer due to non-standardized procedures and language barriers, resulting in adverse operational fallout. Institutionalized training in this area is, therefore, much needed.

**Cardinal Points/Input for Training Guidelines**

Some of the aspects which must get attention as we look at it are as follows:

- Professional training i.e. routine soldiering will remain to be the mainstay of peacekeeping operations
- The training should be gradual and progressive from general to special to higher
- Negotiation skills need to be an important training area as it helps towards non-use/minimum use of force
- Versatility in training is important as it helps towards performing tasks other than traditional ones.
- Mission specific training helps in cultural awareness
- Adaptability enhances ability to deliver without unnecessary delay in the mission area
- Periodic training within the mission should be carried out to address weak areas and shortfalls
- Motivational training should be an inbuilt or parallel facet along side the professional training
- Practical oriented training should get preference over theoretical training
- Discipline, impartiality, trust and impeccable moral values should remain supreme
The EU is a rather new player when it comes to peacekeeping and crisis management, but is developing rapidly. As far as training is concerned, the EU as an institution tries to build upon the best practices developed by other organisations, especially the UN. The EU has developed principles intended to guide the member states in their primary responsibility to train their personnel to be deployed in crisis management operations. The EU has also set up a few training and education institutions, which operate as a network between national institutes, colleges and academies. As the EU does not have a cadre of trainers of its own, it relies on cooperation and coordination with the member states.

**The Methodology**

The EU training components are divided into:

- Non-mission specific training – i.e. generic training for EU personnel having to deal with ESDP (European Security and Defence Policy) aspects;
- Mission specific training – pre-mission and in-mission training. Pre-mission training is the primary responsibility of the Member States deploying personnel to a mission area. Strong emphasis is ever more to be placed on the leadership capabilities. In-mission training, especially induction training, is the responsibility of the Heads of ESDP missions.

The training is delivered in accordance with the following principle: a shared EU member states/EU institutional responsibility – it has to be shared and understood by all members and the training process has to be implemented in accordance with the EU member states' strengths and capabilities.

**The Tools**

As far as the EU member states capacities are concerned, much of the reliance is put upon member states training and education centres called the EU Centres of Excellence, and interaction is the key element.

As far as the EU institution is concerned, there exist a number of non-standing EU institutions/bodies that take part in education and training aspects, for example, the European Police College (CEPOL), the European Security and Defense College (ESDC), and the EU Group on Training (EGT).

**The Emerging EU Doctrine and Concept**

One of the key elements in the current development of doctrine and concepts within the EU, which will impact the training requirements, focuses on the need for a rapid deployment capacity of EU security elements. Developing concepts as well as training and exercising EU capabilities in this area will allow the EU to be in the position to help fill the so-called security gap, and more especially the "law enforcement gap", at the outset of a crisis.

In this respect, EU conceptual developments have notably been focussing on:

- Set-up of EU military battle groups
- Rapid deployment capability of EU police elements (police HQ, units, teams and individual police officers)
- Civilian Response Teams (CRT).
The Challenges

Among the numerous challenges facing any organisations dealing with peace keeping and crisis management, we can identify a number of them, especially when it comes to the policing concept and training-related aspects:

- Understanding of mandate and definition of wording - The mandate given to a Head of mission has to be clear cut and well understood, otherwise different backgrounds may bring different interpretations;
- Best International and EU practices - Those make up now a body of commonly admitted principles within the EU used as reference points. They have to be shared as well with the "recipients"; otherwise different backgrounds may also bring different actions;
- Local legal framework awareness - The need for police officers engaged in a crisis area to operate within a legal framework implies to get some knowledge of the local criminal and criminal procedural disposition;
- ESDP policies and procedures awareness - The EU personnel deployed in missions have to be familiar with the ESDP (European Security and Defence Policy) framework in order to better understand an EU institutional external engagement;
- Linking recruitment with training - Efforts are underway within the EU to better link training endeavours with selection of EU personnel for ESDP missions.
Gender Perspective in the EU Civilian Crisis Management Operations

*Supt Cristina Meuller, Swedish National Criminal Police, Seconded National Expert to the EU General Secretariat*

Most applications from nominating States for international European Civilian Crisis Management Operations (CCMO) come from male applicants. When the applications reach Brussels, the first selection procedures among the candidates has already been done. When the applications reach Brussels, the missions have mostly male candidates for the selection to the different positions.

Actions are needed to be taken in order to comply with UNSC Resolution 1325; however most activities need to be considered at an earlier stage by the nomination States.

**European Civilian Crisis Management Operations in Missions**

EU has approximately 800 persons deployed in various missions; 25 percent of those are female. At first view, the percentage of female staff looks very good, but when looking closely at the figures only nine percent of the international staff members in the missions are female and 50 percent of the local staff is female.

In conclusion, the existence of doctrines and steering documents does not necessarily mean that a mission is going to be successful in having gender balance. We need to identify the obstacles in the recruitment and training processes and focus on how to address such obstacles.

**Case: Sweden**

In 2005, the attention was given to the deficit of Swedish female officers who could be sent on mission. A partnership was launched with other organisations in Sweden, and funding was sought from an EU fund focused on equality. The aim was to increase the level of females in the international operations in various organisations.

Areas were sought in which work could be done to ensure the outcome of more female officers who could be deployed in the field of international peacekeeping or in the area of security and defence. In the area of Recruitment, a survey was conducted among 6000 Swedish police officers (female and male) to uncover the obstacles of why there were so few applications from female officers. Three main obstacles were identified:

- Female officers had less knowledge about the peacekeeping operations and were asking for more information.
- Female officers were hesitant to leave their social/family situation.
- Many of the female officers thought that they did not have the qualifications asked for in peacekeeping operations.

Therefore, the job descriptions came under scrutiny: how they were written and outlined; the content – for example, the necessity for a military background (which most often excluded female applicants since they had not conducted military service); etc. The results were delivered to the recruitment group for international peacekeeping or ESDP missions within the National Swedish Police.

**Reflection**

In accordance with the Swedish case, the problem of a lack of female officers applying for deployment in mission can be found in all the EU Member States. Thus, the question remains: If there are
documents such as SCR 1325, as well as other steering and guiding documents, gender advisors in missions, trainers, etc., why does the deficit of female officers still remain?

Moreover, do we fully understand the added value, by deploying female officers in peacekeeping operations? Perhaps the focus should be put upon this question, in order to observe if more female officers could lead to more successful missions, which could be a key for future peacekeeping operations.
CONFERENCE PANEL III

PLENARY DISCUSSION
DISCUSSION POINTS

- How regularly are the UNITAR POCI training courses updated and reviewed?
  
  - It is very important to keep the courses as current as possible. Some of the courses are rather static, such as the history courses; other courses have to be updated, especially with doctrine changes. For example, the IMAS doctrine recently changed. UNITAR POCI tries to review the courses constantly, but when change occurs, such as doctrine alteration, those courses specifically depending on that doctrine are prioritised for updating.

- Does UNITAR POCI have partnerships with UN missions, the integrated mission training teams, and the peacekeeping training centres?
  
  - UNITAR POCI is in missions and coordinates with peacekeeping training centres. The programme for missions is the Integrated Distance Learning Programme (IDLP). Each mission has the option to subscribe to a bulk package.

- In UNITAR POCI, is there a validation process to see if the courses that people take result in changed behaviour on the ground?
  
  - Honestly, no. In order to do that, what it means to be an effective peacekeeper has to be operationalised. What do exist are examinations, which are arranged in such a way that they are unique every time.

- There are many modules that are owned by various national peacekeeping training centres. What is the process through which some of these modules might be approved to be used and considered as the work by the UN?
  
  - What has sometimes been done is to have a course author at a national peacekeeping centre write the UNITAR POCI course. If what they wrote at their national training centre is a national document, what is written for UNITAR POCI has to be within the UN guidelines and is therefore not a national document. UNITAR POCI does not import a document from a national training centre. Instead, it draws on a course author who is an expert in a specific field to write the UNITAR POCI course. Moreover, a course author has a lasting responsibility to continue to service the students in terms of questions and feedbacks.

- What is the percentage of people who enrol in a UNITAR POCI course which pass the exam?
  
  - Approximately half of those enrolled in a course will sit for the exam. Of those who sit for the exam, approximately 95 percent pass it. The students are allowed two opportunities to sit for the same exam.

- Are there any plans for translating the UNITAR POCI courses into languages of main troop contributor countries?
  
  - There are no such plans, but could be provided if needed for a large number of students.

- One of the problems in the field are the high positioned persons with a lot of experiences going from one mission to the next, but without leaving any evaluations. Is there any way of targeting these persons in training modules?
- Not all UN problems can be solved through training and doctrine. There is a recruitment aspect to it also.

- What are some of the challenges and obstacles encountered in the process of disseminating doctrine and guidelines in e-learning?

- The main challenge is to constantly stay current and ensure the quality; to maintain all the little details, exam questions, updating and doctrine. Other challenges are language translations and the control of the quality of the translations, funding is at times a problem, and reaching out to people world wide is both a challenge and success.

- How are the authors picked to make sure that they are the right people to write the UNITAR POCI course curricula?

- Every course author has to have stature within the peacekeeping training community, which includes having experience, to be known and to be credible. They are reviewed by UNITAR POCI and at times discussed with the chief of ITS.

- In regard to the CRTs, what are their missions and tasks? Do they have a regular job between deployments and if so, who performs their regular job when they are out on deployment?

- The aim of the CRTs is to increase the rapid reaction capability of the EU. They can be used for assessment and fact finding, for mission build-up and initial presence, and to support ongoing ESDP operations. The CRTs consist of experts which have undergone a two week training session and can be mobilised within five days. Yes, they do have regular jobs in their capacity. When a CRT expert is needed, the member states would be called upon to provide the expert depending on her/his ability to deploy at that point in time.

- How can the learning techniques for training be improved in order to be more effective?

- When it comes to common learning projects of training people to cooperate, a common training activity should be designed to comprise three aspects of learning: to learn from each other, to learn about each other, and to learn with each other. The crucial factor is to learn about each other, in order to understand how another person thinks and interprets various things/issues. To learn with each other trains the negotiation and cooperation skills. Therefore, co-trained/integrated pre-mission training should be advocated.

- There is a demand among students to get to know the answers; rather than understanding the approach to be taken. In designing training programmes, it is often done in a particular way that provides an answer. The students, thereby, walk away knowing how to deal with a specific situation, when perhaps they have not even asked the correct question in relation to that situation.

- Does the theory of knowledge and learning environments presented in the panel match both vocational training as well as academic training? Or are these two seen as distinct and thereby requiring different models?

- Basically, there are more similarities than differences between these two ways of learning. For instance, in the position of a teacher, doctor or nurse, they have to make their own knowledge and skills actual and keep them in mind, but also practice “split-vision” – i.e. to pay attention and listen to the person/student with whom they are working. At the same time, if you find yourself working with carpentry, for example, you have to observe the physical world with which you are interfering, otherwise you may do the wrong thing. The “split-vision” between your own skills and knowledge and the context is what unifies practical application of knowledge as well as academic ones. It takes
time to establish the kind of skills that are necessary to get free space in your attention to focus on multiple incidents and impressions in a situation. A soldier, police, nurse, etc, should have enough reliability in her/his own skills to be able to read a situation as “accurately” as possible – that is the core of all knowledge usage.

- In regard to peacekeeping training in Pakistan, what is the usefulness of the evolving UN doctrine in terms of Pakistan’s own national training?

- As of now, Pakistan has not got its own doctrine. Instead, the guidelines that the UN issued in 1995 are used as the basis of training activities undertaken. The UN doctrine is considered to be comprehensive and to cover international training centres perspectives; however, a greater analysis will be conducted by the concerned departments. The aspects that have been reviewed in the doctrine are very relevant and any other doctrine developed should have an interface with it; the UN doctrine will also serve as a baseline in the development of a Pakistani doctrine.

- Since the EU is trying to greatly enhance its capabilities to conduct various tasks, for instance, the Helsinki Headline Goal Task for EU Member States, has the EU got an overarching policy or concept on how best member states should exploit the considerable expertise that currently exists in national training centres, to prepare military, police and civilians for these likely EU tasks?

- There is no such overarching doctrine, but there is the concept of “rapid deployment capability”, which is the relevant concept in regard to crisis management issues and deployments. There is always an interaction between Brussels and the member states, but one has to keep in mind that it is still early in the evolution in this area.

- In terms of crisis response, the EU has deployed peacekeepers – MONOC, for example. However, if the EU has not got a developed doctrine, what guidelines and doctrinal developments do the EU use as guidance for training and employment of the forces deploying in the field alongside UN peacekeepers?

- The EU is not starting from zero, because the EU member states are UN member states as well, and a lot of the capacities and experts have also been UN experts. Therefore, the EU is building upon the body of UN doctrines, concepts and guidelines.

- Which levels are in critical need of training harmonisation?

- The general training provided has proven to function well in most cases. Instead, it is the specialist training and advanced training where emphasis is needed. The Military Committee of the IAPTC could be used as a forum to develop a module for harmonising training.

- In regard to mission-specific training/pre-deployment training, does Pakistan have any suggestions of how the UN could improve in these areas?

- Mission-specific training is the most important training for a peacekeeping force. This training consists of two parts: pre-deployment period and post-deployment period. When the mandate is known in the pre-deployment period, there have to be different modules that target which chapters of the UN Charter each specific mission goes under and which areas are necessary to emphasise in the training curricula. Moreover, additional mission-specific training is very much required in the initial period of the troops’ deployment in the mission area.

- In terms of good learning processes, where does e-learning stand?
There is nothing within e-learning that forces an employment of a traditional behaviouristic view of learning. Since the e-learning system is flexible, learning environments that fulfil all the characteristics of a good learning process can be created, apart from the important physical contact.
CONFERENCE SPECIAL ISSUE #1

UN DPKO INTEGRATED TRAINING SERVICE UPDATE AND WAY AHEAD
The Integrated Training Service (ITS) was established in November, 2005 as a merger between the Training and Evaluation Service in DPKO’s military division and a small civilian training component within the Personnel Section.

**Previous activities of the ITS**

- Consolidated the DPKO training budget.
- Development and training in the area of senior leadership
- Established pre-deployment training programme, which is run out of the ITS office in Brindisi, Italy.
- Mandatory induction training for civilian personnel in peacekeeping operations who have been away from the field for more than two years (Brindisi).
- Delivery of training of trainers courses in collaboration with member states.
- Training development: Development of training modules for police based on the new policies; development of training for the Integrated Mission Planning Process (IMPP); the SMART programme; continued the Training Recognition Programme; mission support (Chad, Darfur); etc.

**Challenges**

One of the challenges of ITS is the numbers: approximately 150,000 persons are passing through UN peacekeeping on an annual basis – another 30,000 will be added for Darfur alone, whilst there are only 33 professionals at ITS whom are divided between New York and Brindisi. These numbers create a need for prioritising and questions such as how to prioritise, what must be done and done well, and what has to be let go?

A second challenge has originated from the split within DPKO, creating a cooperation between the ITS and the Department for Field Support (DFS). The challenges of this lie in working out the modalities for this arrangement and making sure that the clients are served well on both sides, as well as the colleagues in the field.

Thirdly, the evolution within peacekeeping has made the demands on training needs different than for only two, three years ago; updating and adapting are constantly needed to match the evolution – for example, the SGTMs, which are one of the products that the ITS is engaged in and have shown to be very useful.

A fourth challenge is the concern which has been raised about ITS not having done enough for training on the police and the civilian sides; those areas have lagged behind what has been done on the military side. One thing that is necessary is a thorough needs-assessment at all levels.

One of the challenges which is at the core of the 13th IAPTC conference is the question of is the training actually linked to the Capstone Doctrine? If not, what actions need to be taken?

Another issue, which has come up during the previous panel, is the crying need for an ITS website. In this day and age, there must be a website that all partners can easily access.

**Key Questions**

Despite the challenges mentioned above, ITS is optimistic and recognises the amount of actions which can be taken, even with limited staff. However, the ITS stresses the focus on quality ahead of quantity, in order to be as effective as possible.
The fundamental questions that need to be asked are:

- How can we make sure that we are truly contributing to improving peacekeeping?
- Are we supporting the member states in the best possible way?
- Are we supporting the civilian component more – the induction training in Brindisi? (The induction training is a very good start, but that is simply not enough.)
- Are we able to evaluate the impact of the training provided?

**Plenary Discussion Points**

- In regard to the resource limits of ITS, why not use “lead schools” partly funded by the ITS to efficiently develop training in certain areas, to create unity and minimum standards?

  - Those are the types of ideas that we need to look at carefully. ITS should not grow exponentially; its role is different. Therefore, ITS needs to tap into the resources which are out there to do some of the things that ITS cannot do.

- What is the status of the Training Recognition Programme and what is its future?

  - The Training Recognition Programme has been in place for over two years. A clear set of standards must exist before future visits to training centres can be conducted, and the programme itself needs to be looked at; the ITS needs to come up with new standards for that programme and a realistic way of moving forward to make recognition easier down the road.

- Will ITS continue to, as a standard, give recognition to training solely held in English, considering that there are six official languages in the UN?

  - As mentioned, the whole Training Recognition Programme has to be examined by ITS.
CONFERENCE SPECIAL ISSUE #2

ENHANCING COOPERATION AND COORDINATION ON EDUCATION AND TRAINING FOR PEACE OPERATIONS

Possible Issues and Approaches, and a brief and initial discussion on a G8 initiative to support international and regional cooperation on peacekeeping education and training

Moderator: Takahiro Hanada, Deputy Director, International Peace Cooperation Division, Ministry of Foreign Affairs, Japan
The more active role of the Security Council since the end of the Cold War has brought about two major changes:

1. New tasks from robust operations to governance and more comprehensive peacekeeping operations.
2. The number of peacekeeping operations, especially in Africa.

Reflecting these major changes, it was very natural for the G8 that peacekeeping operations in Africa became one of the main pillars of issues in the annual meetings. Therefore, the African Action Plan was adopted in 2002 and the Africa G8 Joint Action Plan in 2003. Since 2004, the G8 has begun to focus on the capacity building for peace support and has recognised four major problems:

- Lack of logistic support and equipment for troops in the field
- Lack of police – especially carabinieri or gendarmerie formed units
- Lack of civilian capabilities
- Lack of coordination mechanisms between the UN and the regional organisations, such as the AU

In order to deal with these problems, the Global Peace Operations Initiative (GPOI) was introduced in 2004, giving G8 countries a place to expand the global capability for peace support operations at the Sea Island Summit. Since then, the efforts for the issues of peace support training and Africa are pursued each year.
Global Peace Operations Initiatives

Ms Ronda Ferguson-Augustus, Deputy Director, PSO, Bureau of Political Affairs,
United States Department of State

The Global Peace Operations Initiative (GPOI) came directly out of the South Island Summit, where the G8 got together and articulated those points that needed to be most directly addressed.

GPOI objectives include:

- To train and, as appropriate, equip at least 75,000 peacekeepers worldwide - at the time of the 13th IAPTC conference, half of those peacekeepers have been trained. The largest programme is in Africa, but there is also presence in Latin America, East Asia, and the Middle East.
- To enhance regional capacity, including supplementing and enhancing regional programmes and training centres.
- To support G8-Africa Global Clearinghouse.
- To enhance the networks of transportation and logistics – a programme has been set up where various partners or recipients can put their logistical and transportation needs into a system for donors to address those needs.
- To provide a deployment and equipment programme.
- To build the capacity of all partner countries in a sustainable matter.

Funding is provided through cooperation with the Coordinating Committee for Multilateral Export Control, Combatant Commands, Embassies, host governments, etc, to determine the needs and priorities.

Mr Anthony Anderson, Peacekeeping and Peace Operations Group, Foreign Affairs Canada
(Longstanding individual member of the IAPTC)

After the presentation of the G8 Initiative, the diplomatic core was concerned about what the GPO proposal really meant. As a longstanding member of the IAPTC, the initiative was taken to gather a number of peacekeeping centres to look upon what could be useful if the IAPTC wanted to go in the direction of the G8 proposal. It was, however, stressed that it was very much up to the members of the IAPTC to decide which actions should or should not be taken. A suggestion for a process which the IAPTC would perhaps engage in has been mapped-out and was during the conference discussed by interested peacekeeping training centres for voluntary commentary, during the conference or in future forums.
G8 Proposal to Support PTC Networks

Col Fausto Rossi, Centre of Excellence for Stability Police Units, Italy

The Centre of Excellence for Stability Police Units (CoESPU) is one of the results of the G8 Sea Island Action Plan. The activities started in the end of 2005, and have so far trained about 1,500 police officers from 14 different countries.

G8 Generic Proposal

The proposal is based on the conclusions of the G8 Foreign Ministers Meeting in Potsdam on May 30, 2007, and approved at Heiligendamm Summit on June 8 the same year, as a part of the Statement on Growth and Responsibility in Africa. The proposal is designed to 'support a network of existing peacekeeping training facilities, in Africa and elsewhere, with a view to better coordinating their activities and maximizing their impact on the overall capabilities of peace support operations, in particular in Africa'.

Scope of the Proposal

The scope of the proposal is to support existing networks (in particular the IAPTC and its regional affiliated networks) in their efforts to develop productive synergies through the exchange of materials and information, as well as to identify and help overcome obstacles to more effective networking efforts in full respect of individual PTCs’ mandates and autonomy.

Rationale

The UN demand for peacekeeping operations is on the rise and CoESPU is holding a pre-deployment training course for Darfur including more than 100 participants coming from Nepal, Nigeria, Senegal, Mali, and Cameroon. Moreover, regional and sub-regional organisations, such as the AU and ECOWAS, are increasingly being called upon to offer peacekeeping assets and integrated missions are becoming increasingly common. In this environment, PTCs worldwide will likely be called upon to do more. This will require, among other things, increased communication and interoperability among PTCs and an enhanced role for networks that facilitate such cooperation. Also, more attention will need to be devoted to regional and sub-regional peacekeeping training centres.

Existing Networks

- The IAPTC – a fundamental forum for exchange of ideas/doctrine. Questions that could be raised: How to keep the exchange going after the conferences end? What are technological/logistical limitations given current resources? (www.iaptc.org)
- International Network to Promote the Rule of Law (INPROL) – a broad-based membership, including peacekeeping trainers, Rule of Law professionals, academics, consultants, etc. It has a secure website where members can exchange ideas and materials. The website registration is, however, still limited, in part due to technological difficulties in some regions. (www.inprol.org)
- UN Peacemaker – a secure website open to all UN peacekeepers. Question: To what extent can the PTCs benefit from it? (http://peacemaker.unlb.org)

Possible Areas of Focus of the Initiative

- Sharing of programmes and curricula, including teaching materials, training modules, conditions of admission, exam requirements, compliance with UN DPKO standards, etc.
- Exchange of information of peacekeeping “doctrine”, including aspects related to International Humanitarian Law, Human Rights, Rule of Law, etc.
- Development of concepts relevant to peacekeeping operations such as multifaceted operations involving election security, crowd control, high-risk arrests and joint military-police operations.
- Seminars and workshops with the cooperation of peacekeeping unit commanders, in collaboration with DPKO, AU and other regional and sub-regional organisations.
- Organising joint tabletop exercises, tests, practical training activities, etc.
- Drawing-up best practices and recommendations to be shared with DPKO, regional and sub-regional organisations, interested countries, etc.
An African Perspective on G8 Cooperation and Capacity Building in Africa

Mr Cedric de Coning, Research Fellow, ACCORD/Norwegian Institute for International Affairs

The Norwegian funded Training for Peace Programme is a partnership between a number of institutions in Africa that focuses on capacity building in Africa. One of the partners, the African Centre for the Constructive Resolution of Disputes (ACCORD), focuses on the civilian dimension of peace operations. ACCORD has in that role worked closely with the AU over the last couple of years to develop a civilian dimension of the African Standby Force.

The African Standby Force

The development of the African Standby Force is a significant development, because for the first time there is now within Africa a systematic approach and a specific goal in terms of what capacity Africa wants to develop. It is, therefore, important for the international community and the G8 specifically, to support Africa to achieve its goals and objectives. In other words and an overall point, the hope is that the support that G8++ wishes to give Africa is going to be needs based and not supply driven – both in terms of a strategic perspective and specifically in terms of a more practical perspective when it comes to training.

Equal Partnership

Most of the G8++ members have not really been active in UN or African peace operations in the last decade, whereas many African TCCs have gained a lot of experience. When it comes to substantial knowledge and experience it is, therefore, important for the G8 members not to come to the partnership with an impression or an approach that they have the knowledge and that they are coming to transfer that knowledge to the African partners. It should be acknowledged that there is an equal partnership, it is a common capacity which should be built, and that the partnership should be built around respective strengths and weaknesses.

Donor Perspective

From a donor perspective, it is important to recognise and respect that the institutional and management capacity, especially in terms regional economic communities, is weak. The representatives of African peacekeeping training centres at the 13th IAPTC conference are the main centres of excellence and the main areas expertise of military, police, and civilian capacity in Africa. However, it should be recognised that each G8 Initiative in Africa is engaging with a very limited capacity; every engagement comes with a cost. Engagement programmes must, therefore, be executed in a manner which allows for focus of the African counterparts on their main activities and that the donor and/or G8 engagements are in support of, and complement the already existing activities, without reducing their capacity by initiating programmes demanding services.

One of the practical ways in which that could be done is, for instance at the level of the AU, for the G8++ to set up a programme management unit, which can actually service all the practical programme management needs that the G8 partners have. In the context of the EU African peace facility, that step has been taken and will be established in 2008.
Plenary Discussion Points

- In reference to PTCs, it is not necessarily physical centres that provide peacekeeping capacity training; there are other types of institutions and structures that play an equally important role. Does the existing framework of the G8 extend to these other types of training service providers, or is it restricted to centres of excellence?

- The G8 is organised in such a way that it does not consist of a secretariat, instead it takes its leadership from successive presidencies and it makes political level statements from leaders. After the summit statements are made, it is up to each individual G8 country how its wants to deliver on its leader’s commitments. In regards to the G8 Initiative, it would be up to each country to elaborate on and respond to whether or not they find the Initiative extending to training service providers other than centres of excellence.
FUNCTIONAL COMMITTEE REPORTS

Moderator : Major General Robert Gordon
Civilian Functional Committee

Ms Yvonne Kasumba, Senior Programme Officer, ACCORD

Issue 1: Tracking of Trainees

On the issue of tracking of trainees, the key question that was raised pertained to whether or not any of the centres represented had actually developed a mechanism by which participants who have undergone training could effectively be tracked.

The following responses were recorded:

- The African Civilian Standby Roster for Humanitarian and Peace Support Missions (AFDEM) is managing a database containing African civilians who are eligible in terms of professional skills and experiences and who are ready for rapid deployment by international organisations in a variety of international missions. Through the AFDEM system, tracking is also possible of the various candidates on the database so as get an indication of their progress after having received. AFDEM is also able to relay the information back to their partners for statistical and other purposes.

- Hungary has a database in which professional CVs can be submitted

- The Kofi Annan International Peacekeeping Training Centre (KAIPTC) has a databank on trainees, which is tracks them for a period of six months.

There was recognition for the need to develop a system or mechanism that allows training centres to ascertain the value of the training delivered, as well as to track the work environments and organisations in which the trainees have been deployed. For training institutions, tracking the development of the trainee can help inform the return on investments, both for institutions and donors, as well as to ensure further development and perfection of training. There is, nevertheless, some way to go before a tracking capability for civilian trainees is possible.

In regard to return on investments, the Australian Federal Police, in collaboration with the University of Queensland, shared that they were working on establishing what measures could be used to determine a reasonable return on investments. The two institutions were open to receiving assistance on the work, particularly from other institutions with a strong research capacity, such as KAIPTC and Pearson Peacekeeping Training Centre.

Issue 2: The Necessity of Addressing the Planning Deficit for Civilians

One of the outcomes shared from the process of developing the Capstone Doctrine was that to bind the various threads or tenets together, a planning process and/or programme which targets and includes particularly, but not limited to, senior members of missions was necessary. Planning is something that is done mostly by the military, but in the context of the types of missions that exist today all the elements within the missions need to have basic planning skills.

At the DPKO level, the human resource capacity for fulltime planning and support for complex peace operations is rather limited and/or inadequate. Numbers aside, there is also the issue of competence of persons who actually undertake planning procedures and activities. Therefore, this capacity should be
developed with the aim of making people aware of the existence of relevant planning processes and also to demonstrate to them how they fit in and contribute to the larger processes.

**Issue 3: Standardisation of Civilian Training**

Even though progress has been made, there still exist a number of obstacles for standardising civilian training. Whilst there is a compulsory mandate for induction/re-induction training for UN personnel, the civilians who are outside the UN framework, such as NGO personnel are left for the large part without receiving the necessary preparation. What sort of training is available to them? The usual suspects in terms of obstacles to training still exist, such as lack of funding, lack of time, and lack of interest from the donor community, which result in a lot to be desired in terms of the knowledge, skills and capacity of the individuals working in these NGOs. Some of them have received some kind of training, but there are still huge numbers who lack any type of training. A more coherent strategy between the civilian institutions needs to be designed to reach these individuals. Also, a mechanism needs to be created that allows for a determination of existing training, curricula, and who is doing what in terms of training, in order to minimise overlaps and to make better use of the limited resources. Again, the issue of the establishment of databases was suggested as part of a solution.

Furthermore, there is a need for Integrated Mission Training Centres (IMTCs) and civilian training institutions to work more closely on training needs analysis, in order to determine the type of training and curricula that are most useful and relevant. In addition, the interaction and exchange between UN internal and UN external training need to be brought closer together.

Pre-deployment training should not be so narrow, in the sense that other issues than mandate and rules of engagement should be incorporated, such as role-plays and team building components. Hence, pre-deployment training should serve to make the missions more effective.

**Issue 4: The DPKO/DFS Training Policy Framework**

The DPKO/DFS Training Policy Framework (in draft shape at the time of the 13th IAPTC conference) will, once adopted, ensure that training activities conform and adhere to this policy as much as possible. It will be a system that will ensure that all training is informed by best practices and that the training meets the departments, workplaces and individual staff development needs. The framework will provide a process in which training can avoid the “re-invent the wheel” syndrome.
Police Functional Committee

Supt Ann-Kristin Kvilekval, Police University College, Norway

Issue: Framing the training for the deployment of the UN mission in Darfur

The existing training plan was studied and comments and amendment needs were raised. No particular conclusions were reached, due to the limited time at hand, however, good ideas were delivered to the ITS for them to further contemplate and develop.

On a positive note, it should not be forgotten that a number of training centres have already done a lot. After the functional committee discussion, the ITS received the information that a lot of bilateral projects will continue, as support from different training centres and institutes has been re-established within the last days of the conference.

The training of police officers varies greatly from country to country; some are trained for a couple of weeks, whereas others are trained for three-five years with a bachelor degree as a result. To be able to rely on each other in a mission is highly significant, which again stresses the importance of appropriate training. The Committee, therefore, welcomes communication and cooperation between training centres, as well as with the UN; all colleagues are urged to assist, support, and cooperate with the ITS, because once in a mission, all must be able to rely on each other.

The key questions are:

- Who do we train?
- What is to be taught?
- Where should the training take place?
- When should the training be given?

Cooperation is necessary in order to prevent time and capacity consuming overlaps and duplication of training.
Military Functional Committee

Lt Col Robin Steward, Peace Support Training Centre, Canada

Doctrinal Recommendations:

A disparity in the levels of training of the individuals/contingents entering a mission was acknowledged. It was recommended that perhaps a doctrine could be in a matrix form – i.e. a responsibility matrix for training: national, in terms of pre-deployment; in theatre-training; and continuation training.

Another doctrinal recommendation was, given the multi-faceted aspects of the missions, to try to keep it light; do not go into too much detail, allow instead the regional doctrines to fill in the gaps – perhaps with UN assistance if needed.

Once the doctrine is written, there need to be continuous reviews and updates of the document, in order to incorporate lessons learned, to react to the changing security environment, etc. If that body is not available centrally, perhaps the various parts of the doctrine could be allocated to various centres of excellence, which would be made responsible for regularly updating the document.

Training Recommendations:

To overcome the disparity in the levels of training, the Military Committee recommends that standardised training modules should be made, not only for individual training, but also for collective training and perhaps also for continuation training. Standardised training modules already exist for individual training, but the gaps in the collective training modules, as well as in quality control need to be addressed. Whereas there are national collective training standards within the military, there exist no such standards for a multi-national/multi-disciplinary environment.
MULTI-FUNCTIONAL GROUP REPORTS
Topic 1: Adequacy of Today’s Doctrines, Guidelines and Policies in Framing Peace Operations
Education and Training

Issues: Are existing doctrines, guidelines and policies adequate for preparing those in today’s missions for the challenges and realities of complex operations? What are the key doctrines, policies and guidelines to consider in such training, what needs more emphasis, and what may be missing? What existing UN doctrine(s), guidelines and policies should automatically be included in some form of national doctrine? How do regional doctrines differ in emphasis and approach? How comprehensive (more than military/security) are current national “doctrines”?

Group #3

Key Issues 1: How do we ensure that the Capstone Doctrine remains adequate?

- Responsibilities of member states to contribute to updating the doctrine.
- The Capstone Doctrine actually describing the process for updating, including setting review dates in the doctrine itself.
- Having human resources to maintain the currency of the doctrine.
- Ensuring that field experiences are captured accurately through best practice system.

Key Issue 2: Whether or not the Capstone Doctrine is adequate to provide a benchmark for national and regional doctrine development for UN peacekeeping operations.

- Recognising that the Capstone Doctrine is a benchmark will assist in the development of national and regional doctrines.
- Recognising that if the doctrine is considered as a philosophical statement of some of the key principles of peacekeeping, including team management principles, then the doctrine will be extremely useful for member states and regional organisations.
- The framework of the doctrine is important to the way that member states and regional organisations articulate their own views on UN peace operations.
- Acknowledging the importance of harmonising, at the strategic level, the regional doctrines with the UN doctrine. There would also be an expectation that regional and national doctrines are standardised in accordance with the UN doctrine.
Topic 2: Practical Methodologies and Approaches for Including Doctrines, Guidelines and Policies in Education and Training

Issues: What are the best ways of educating and training based on today’s principal doctrines, guidelines and policies? Especially, what is the best methodology for training on specific doctrines, guidelines and policies, and when in the individual, collective and joint training processes (or post-deployment?) should they be covered (consider all sources of doctrine, including UN, regional, national and functional)?

Group 2 & 4

Theoretical Knowledge (Doctrine)

- General principles
- UN approach (Integrated – Multi-national/Multi-disciplinary)
- Room for national doctrines
- Need for a type of STM for the civilian component

Learning Processes (Methodologies)

- Reading
- Memorising
- E-learning
- Case studies
- Seminars
- Workshops
- Lessons learned

Practical Knowledge (Field)

- Related to practice
- Capable of being put to use

Learning Processes (Methodologies)

- Levels: Tactical – teaching actions in fixed situations (linear problem approach)
  Operational & Strategic – training skills and education (non-linear problem approach)

In comparison, the tactical level is rather simplistic, whereas the operational and strategic levels, respectively, necessitate more developed training skills and education. To increase the quality of training, training exercises should be made to simulate reality as much as possible in order to provide experiences in situations which may be faced in missions.

Not only generals, colonels or senior civilian officers make operational and/or strategic decisions in a complex peacekeeping operation; everyone may be in a situation where a difficult decision must be made. The concept “mental filter” was, therefore, developed:

1. De-escalate – try to avoid the use of force and try to de-escalate every situation
2. Do not be a bully – the Goliath-syndrome
3. Be part of the solution

Everything is related to leadership. If a commanding position is desired, the first step is to be a teacher.
G8 and its Relationship with the AU

In relation to G8 and its relationship with the AU, in particular the AU Standby Force, the following suggestions were made:

- G8 initiatives should be clearly communicated and defined to the AU.
- G8 should define its role and relationship with the AU and sub-regional organisations.
- Gaps defined: training, logistics, capacity building, and standardisations, particularly in the central African region.

Training Concept

Training is continuous, progressive and must be integrated. In the training module suggested by group 4, integration must take place at appropriate level in order to achieve specific predetermined training objectives. Four different levels of training are located in the module:

- Basic training – where military and police receive the competencies which provide them with the ability to conduct their national jobs.
- Focused individual training – already conducted at the training centres. More emphasis on integrated training between all disciplines, using the range of peace operations functions, is required.
- Mission specific training – the most important area where integration, information and education could be most effectively conducted. Pre-deployment training, mission specific training, in theatre and post-deployment training are the most effective means of training civilians.
- Strategic and operational level training – high levels training for strategic leadership and management; focused SRSG, force commander and police commissioner level.

The Constraints in the Implementation of Methodology and Methods for Training

The constraints that affect the achievements of training objectives:

1. Language proficiency
2. IT skills
3. Driving skills
4. Professional vs. Volunteer – the difference between training a volunteer and a professional
5. Lack of quality of civilian training – in comparison with better quality levels of police and military

A Good Model

The Viking concept should be looked at in detail by the DPKO, as it is a particularly good model for training at various levels and can be modified for achieving training objectives.
Topic 3: Differences in Perceptions, Approaches and Training between Civilians, Military and Police with Respect to Doctrines, Guidelines and Policies

Issues: What are the differences in perception, approach and training between civilians, military and police with respect to doctrines, guidelines and policies? What are the principal challenges for each functional group? To what degree do various professional groups attempt to understand the doctrines, guidelines and policies of other groups? To what degree do NGOs and the Private Sector need to understand doctrines and policies of others and, if so, what are some of the ways that they might accomplish this?

Group 1 & 5

Major Points:

- One doctrine approach: A doctrine should integrate civilian, police and military cultures. It is not the military doctrine which is being adopted by police and civilian domains; it is the process, in terms of institutionalising, codifying and updating the doctrine. The result is a vibrant, up to date doctrine which is adjustable to the tactical, operational and strategic levels and to the regional organisations that are using it. In the manual itself, a broader overview of the roles, functions and instructions should be outlined in the beginning of the manual, in order to get the point across that it is one doctrine knitting together all the different players.

- NGOs recognise principles and guidelines, but do not like the term doctrine. They do, however, have guidelines which guide their actions. What is needed is to work together to get those guidelines clarified into one Capstone Doctrine at the strategic level. Member nations should encourage the participation of NGOs, as they are underrepresented in the IAPTC forum.

- Social, cultural and educational levels impact how nations and organisations approach training and education of the doctrine; it is not possible to have one doctrine that fits all. Instead, what is critical is how training and education of that doctrine is adjusted to the national, regional and cultural perspectives of the doctrine.

- There are general requirements for all three professional sectors (military, police and civilians) and also sector specific training requirements. The challenge is the multiple levels of training required to be able to embed the doctrine keeping in mind the cultural and regional differences.

- Doctrine provides a framework that allows discussion, which enables the mission to adapt to the situation on the ground. A mission guidance directive applicable to all three sectors is a necessity. The application of the principles to the situation is what is important.

- Doctrine will force us to deal with issues such as police sustainability; if we elevate the role of the police, then we also have to look at the capacity of the police. How sustainable is it to put a large number of police officers into the UN missions? Can we sustain that level of commitment? There are problems sustaining the level of troops, now there is also a need for increased emphasis on the number of police. The doctrine must, therefore, be orchestrated in a manner in which it does not commit us to resources we do not have.

- There is a lack of clarity on the applicability of doctrine to formed police units (FPUs), which needs to be given attention.

- Following questions need to be addressed: What can be done in order to reduce anticipated tension between peacekeepers and host nation/NGOs? Media, round-table meetings, and town hall
meetings can be used to minimise such tensions between NGOs, police and military, and to channel information, and to instigate cooperation.

- In regard to the G8, the IAPTC should encourage the formation of regional partnerships with regional organisations, allowing them to act as liaisons between organisations such as the G8 and the IAPTC.

The Francophone Approach to Peacekeeping

A further discussion focused on the French-speaking vision of peacekeeping, one characterised by a human and cultural approach. To this end, it complements the Anglo-Saxon tradition, which is rooted in a culture of producing immediate results. The French-speaking approach favoured pragmatic dialogue and negotiation. It considers content to be more important than form and reflects the attention that should be given to local particularities, key components for successful peace operations.

In concrete terms, French is very much a working language in the field. Many UN missions are conducted in French-speaking countries, and the framework nations or those contributing troops and police speak French. A French language professor at the SNDC suggested that engaged troops need to learn French. For example, he had to conduct an emergency training course for Swedish soldiers a few days before they were deployed to an operation in an African country⁶. He learned from the Swedish officers that speaking French on the ground often helped them to avoid opening fire. There is a need for an enhanced francophone network to consider such matters.

Such an informal network could help to create, strengthen and maintain ties between the various French-speaking centres and at the same time enable them to share experiences, provide advice and material assistance to other peacekeeping training centres. Textbooks and visiting teachers have already been exchanged between IAPTC member centres and institutes, but more could be done. One innovative idea was to have officers from Western countries take part in peacekeeping training courses in African centres. The EMP Bamako, Mali, is perfectly suited to this type of exchange: the courses given comply with UN standards and are given in French and English. The centres could strive to become melting pots in which the various peacekeeping approaches come together and align.

The French-speaking initiative could be continued with an informal working group of the IAPTC which would share its findings and make it possible to explore new areas of cooperation. This desire to ensure effective representation and global outreach is part of peacekeeping, one of the themes for the 12th Francophonie Summit to be held in Quebec in November 2008.

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⁶ Operation EUFOR-RD CONGO from 30 June to 30 November 2006.
APSTA Update

African Peace Support Trainers’ Association (APSTA) report from the ASF Training Support and Coordination Workshop initiated by AU in Addis Ababa in April, 2007, can be found at: (www.apsta-africa.org).

The key points from the workshop:

- Arrived at a need for a Memorandum of Understanding between APSTA and the AU, in order to provide a framework for coordinating the actions toward assisting the African Standby Force. The Legal Department of the AU has passed the Memorandum of Understanding and it is now awaiting signature. Once signed, it becomes the way forward for APSTA and its capacity building.

- Viewed the issue of a detailed programme of requirements in response to the areas of funding enquiry made by G8++ and other donor organisations.

Host and Theme of IAPTC 2008

The 14th IAPTC conference will be hosted by APSTA in Abuja, Nigeria, 2008 and the possible theme proposed by APSTA is as follows:

Evolving concepts of collective security and the challenges to doctrine and training

The suggested conference theme came out of the following overall context:

- Security Council thematic debate of March 2007, and Presidential Statement that requested the Secretary General to examine ‘how the United Nations can better support arrangements for further cooperation and coordination with regional organisations on Chapter VII arrangements in order to contribute significantly to the common security challenges’.

- The report will be completed by December 2007 and is due to be taken up in early 2008 by the South African Security Council Presidency.

- The debate will be ongoing during 2008 and will have implications for those involved in peacekeeping.

Relevance to the IAPTC

- Collective security involves all regions.
- Demand for peacekeeping missions continues to increase but resources are finite; therefore, we have to develop better ways of doing things.
- Addressing the issue in the context of Chapter VIII of the UN Charter builds on the work of the IAPTC 2007 as it develops the theme of harmonisation, cooperation between regional

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7 During the Executive Committee meeting in March 2008 this theme was considered and then revised. It was felt that the original topic might not have relevance for all participants – either the level, or function, or type of institution. Something slightly broader was felt to be necessary.
organisations and the need to develop the necessary mechanisms to ensure that doctrine and training keep pace with an evolving situation.

- It recognises that the UN and regional organisations need to move forward in tandem and reinforces the centrality of *the Capstone Doctrine* as the key to the process.

### Relevance to the IAPTC 2008

The 14\(^{th}\) IAPTC conference is being held in Africa and developing this theme contributes by:

- Recognising the efforts of the AU and the RECs to develop a regional peacekeeping capacity, particularly the African Standby Force.
- Acknowledging that the majority of UN peacekeeping efforts is currently deployed in Africa and draws upon experience within the region.
- Helping to identify areas for further cooperation between the region and the outside.

(See further discussion on the theme for IAPTC 2008 in the discussion of the Annual General Meeting)
ANNUAL GENERAL MEETING

Theme of IAPTC 2008

Two principal themes for the 14th IAPTC conference were proposed during the meeting:

1. *Evolving concepts of collective security and the challenges to doctrine and training* (proposed by APSTA)
2. *The challenges of measuring and evaluating the impact of training in the field* (proposed by the UN)

As was discussed, the UN suggestion could fit as a sub-theme under the APSTA proposal, as the APSTA theme is broad enough to allow the insertion of issues that will be attractive to the diverse membership. There was, however, a point raised by Canada of the need to add in, or ensure that, the humanitarian dimension is adequately looked after in the main theme. The theme will be considered further by the Executive Committee in its February 2008 meeting. The theme will need to be of interest to all regions and disciplines and have a clear training focus.

Host of IAPTC 2009

The annual IAPTC conference has a tradition of rotating by region: 2005 – Asia; 2006 – the Americas; 2007 – Europe; 2008 – Africa. The procedure of identifying the host two years ahead of the conference in question has been developed to enable the new host to join the Executive Committee in advance and observe the detailed process of planning and organising a conference.

Obligations of the host:

1. The host is responsible for all aspects of hosting, including arranging accommodation, internal transportation, the conference venue and related preparations; the host implements the programme, including not only organising appropriate facilities but also providing support staff to manage and guide the international gathering; by tradition, the host has organised a social programme to support and help facilitate the networking that is such an important feature of this forum.

2. The host undertakes certain financial obligations to keep the costs of the participants to a minimum. Most hosts have subsidised the costs of meals or accommodation to enable the attendance of participants from all parts of the world. The hosts have also assumed responsibilities to cover some of the costs of certain speakers, who could not otherwise participate in the conference.

3. The host normally develops the detailed conference curricula, in cooperation with the presidency based on the guidance from the Executive Committee. The host is expected to participate in the work of the Executive Committee for four years: First year – observing the process as the incoming host; Second year – the host; Third year – the presidency; Fourth year – the past presidency.

4. The host is expected to take the responsibility as president in the year following the hosting of a conference, in order to coordinate and manage the work done by the association and the secretariat.

- Australia was agreed as host for the 15th IAPTC conference in 2009.
Volunteers for hosts of the 16th IAPTC conference in 2010 were, in accordance with the rotation tradition, asked to submit their interest in writing to the IAPTC presidency (Folke Bernadotte Academy), or the secretariat.
- Bangladesh signalled an interest in hosting the 16th IAPTC conference.

Proposals and Issues in Need of Address

- The need to strengthen the IAPTC.

The Association was established in 1995 as a loose and informal association that brought like-minded persons together to discuss issues of concern. Over the course of 12 years, hard work has been done to maintain that loose association. However, as the IAPTC has grown substantially over the years, and the issues dealt with have become more and more complex, the Association has evolved to a point where it needs to take a step back and look at what it is and what it does. In other terms, is the initial concept of being a loose and informal association actually what the IAPTC is today and how do we see it evolve in the future? Or has it reached a point where it is necessary to actually establish a stronger capacity to more effectively address the interests of the very broad range of members?

- The necessity to examine how independent the IAPTC wishes to be.

If the IAPTC becomes an implementing partner of the G8, the perception and the reality of independence could be lost. However, if by coincidence the IAPTC happens to fulfil some of its own aims, it could be more acceptable to some of the members of the IAPTC.

- It would be to the IAPTC’s advantage to reach out to the coalition of NGOs called the International Council of Volunteer Agencies and explore any possible training collaboration between the two associations.

- Various institutes and centres have undertaken to examine the quality of the outcome of training (most of all their own training) and how to move things forward. These should be given a possibility to present their progress and results at the 14th IAPTC conference.

- At the 14th IAPTC conference, a selected number of training centres should be provided an opportunity to brief the members on how they operate their business, do their training, evaluations, etc.

- The presidency is asked to ensure that issues raised, and practical suggestions made, are involved in a follow-up process from which progress and results could be presented at the following conference.

- The issue of sponsorship to enable centres/institutes which are less affluent or which have a significant travel distance to attend the conferences needs to be addressed, in order to widen to scope of participation. The G8 ideas could assist.

- The Ideas Bazaar’s original concept of facilitating an opportunity for dialogue around specific ideas, issues and/or education and training concepts have evolved to being a marketing or communications opportunity. What seems to have been lost is the exchange in dialogue. Ideally, the 2008 conference should blend the original idea with the present format.

- One person within the Executive Committee could be appointed to locate training centres, especially in regions not attending the IAPTC, and invite them to the next conference.
The Executive Committee was given the approval to examine the proposal and issues raised in greater depth and to produce recommendations to the next annual general meeting.

**Functional Committee Chairs 2008**

Civilian Committee: Ms Suzanne Monaghan, President, Pearson Peacekeeping Centre, Canada

Police Committee: Senior Colonel Gao Xinman, Deputy Director, China Peacekeeping CIVPOL Training Centre, China

Military Committee: Col Gaudence Milanzi, Colonel, SADC Regional Peacekeeping Training Centre, Tanzania

\[8\] Subsequently, due to other commitments, Colonel Xinman was unable to continue as Police Chair. The previous Chair, Supt Ann-Kristin Kvillekval from Norway, has reassumed her duties.
“Your Excellencies, distinguished members of the International Association of Peacekeeping Training Centres, guests, ladies and gentlemen.

As the director of the Chilean Joint Centre for Peace Operations (CECOPAC) and current IAPTC president, I would like to present my compliments to all of you. I am particularly grateful to Sweden for hosting this year’s conference and especially to the Folke Bernadotte Academy, who are doing outstanding work in supporting this meeting. Their commitment and professionalism made possible the success of this conference. Distinguished guest, ladies and gentlemen, I look forward to getting the outcome of this conference and hope that the International Association of Peacekeeping Training Centres will grow and strengthen; thus continuing our efforts to achieve a sustainable training doctrine for the progress of peace.

This was the 13th meeting of the IAPTC. We are merely beginners in this enormous process to have a common doctrine, but we are progressing in this endeavour, by working together as a selected team with the best of our abilities, and so improving the preparations of future peacekeepers.

During this week we were witness to a series of presentations from knowledgeable and experienced officials. We heard from both top-level decision makers and those engaged at the operational and tactical levels in the field. All of them were represented here, showing that in our efforts to support peace, all the levels are important and essential. The main topic of doctrine gives us an opportunity to share, support and discuss concepts, definitions and understandings. All of us now have a clear view of the emerging Capstone Doctrine and its related guidelines and orientations.

I would like to thank the Executive Committee, who made possible the selection of the different subjects, the research on the theme, and the development of the program. I would also express my appreciation to the outstanding panellists and moderators throughout the week. In addition, thanks to the participants from many different organisations, who have all made a special effort to come to this conference, in particular the strong representation from DPKO/ITS, who provided the conference with the knowledge of the Capstone Doctrine.

It has been a great honour for the Chilean Joint Centre for Peace Operations to host the IAPTC presidency. Sincerely, I wish you the best of success in the coming 14th annual conference.

Folke Bernadotte Academy… Bien hecho!! Bro yurt!!! Well done!!!!

I am handing over this 2008 IAPTC presidency to the director of the Folke Bernadotte Academy, represented by Mr Jonas Alberoth. Finally, we wish you all a happy and safe trip home. Ladies and gentlemen thank you very much for your active participation on this annual conference.”
“Ladies and Gentlemen,

**Background – crisis in the world**

Multiple challenges of conflict and crisis are facing the International Community around the world. In Darfur, Kosovo, Chad and elsewhere, the capacities and resolve of the International Community is put to test as we speak. The International Community - and all of us – need to assess what we can do, and do what is possible, in the most sincere and effective way.

Before our young men and women are sent out on missions to help and protect the vulnerable and desperate, it is our responsibility to ensure that these young men and women have received the best possible ways and means of education and training in preparation for undertaking such often dangerous and critical assignments.

In order to be as effective as possible and whether being a military, civilian, or police, there is a critical need for an overarching, coherent and common understanding of the type of challenges that a mission is likely to face. What are the overall guidelines that should guide each and every commander and peacekeeper as he or she prepares him or herself for a mission? What are the principles that each and every commander will need to use as a terms of reference when faced with often immediate and challenging situations in the field.

Given the importance of your deliberations here this week, I am particularly pleased that the 13th Annual Conference of the International Association of Peacekeeping Training Centres (IAPTC) was hosted by Sweden through the Folke Bernadotte Academy in cooperation with our Armed Forces, National Police, and the National Defence College.

The theme chosen, “Framing Training: Doctrine and Guidelines for Peace Operations”, is intended to enable the international community of peacekeeping training centres; military, civilian and police, to discuss the meaning and implications of the evolving UN capstone doctrine.

I understand that the week has been productive. The value and importance of coming together among nations and organizations, among practitioners, policymakers and academics, in order to address some very fundamental and urgent matters, is clear.

What are the current, fundamental foundations for the planning, conduct and evaluation of multidisciplinary peace operations? What is the role of doctrine, guidelines and policies in relation to education and training? The different organizational and professional perspectives on these issues were highlighted during dynamic panel discussions held on Tuesday.

I have also been informed that Wednesdays deliberations on the challenges and implications of operationalising doctrine and guidelines, the identification of gaps or overlaps in doctrine development, was effectively informed by relevant field perspectives and experiences in Darfur, East Timor, and Sierra Leone, also raising the police and HQ:s angles on these issues.

The ongoing programmes and activities by the IAPTC membership itself was shared at the Ideas Bazaar hosted by and at SWEDINT. The wealth of experience and programmes in the IAPTC membership is and will continue to be a valuable source of or basis for future cooperation between
centres around the world - within the IAPTC framework, but also beyond and in between the annual conferences of the IAPTC.

**Participation**

I would like to congratulate you as IAPTC members on the ever growing membership of the association. I understand that a number of key contributors to peacekeeping participated in the IAPTC for the first time. This is indeed very important as the challenges of modern peace operations places an imperative on us to promote cooperation and coordination as a crucial element of multinational peace operations.

The hosting of the IAPTC in Sweden is an effort of cooperation and coordination in itself. In particular, the Swedish Government appreciates and welcomes the cooperation and coordination by four different Swedish agencies, representing the civilian, military and police dimension of multidimensional peace operations.

I also express our appreciation for the strong UN participation and engagement in this meeting and welcome their expressed support for the IAPTC current and future activities. The participation in the deliberations of the key regional dimensions of doctrine and training, contributed to a dynamic discussion indicating areas where future harmonization and complementarity could be enhanced.

**The potential value and impact of a UN Capstone**

Sweden appreciates and recognizes the importance of the development of a Capstone Doctrine for UN-led peace operations. I would like to thank the UN DPKO doctrine writers team for their tireless efforts and concrete results.

I believe that the development process of the consultative draft of the United Nations Capstone Doctrine has already contributed to an enhanced and more common view and appreciation of what modern peace operations can and cannot achieve, how mission goals can best be met, and what contributing actors should be prepared for, as they engage in current and future UN peacekeeping operations. That in itself, is to be commended.

The value added of this year’s annual conference of the IAPTC has been to assess what implications the Emerging Doctrine and Guidelines for peace operations will have for Education and Training. Issues like; How can doctrine most effectively be integrated in education and training methodology and plans? Are new training methodology and practices needed? How is doctrine best disseminated? were discussed on Thursday by different disciplines and pedagogical perspectives.

Should the substantive guidelines and principles of the document be properly integrated and mainstreamed into current practises and national teaching materials for future contributors, the result would be a valuable realignment of today’s realities and challenges on the ground with the actual planning and preparation for current and future missions through more effective and appropriate education and training.

**Looking to the future**

An effective adoption and implementation of the UN Capstone for modern peacekeeping operations, civilian, military and police, should enable the international community to better focus, prepare and engage the right tools for the right tasks. It will also allow an enhanced framework for a proper preparation of the men and women, who are sent out on missions and with challenging mandates to fulfil.
It is essential for the International Community to be able to agree to, and effectively promulgate, the new document. There is much in the document, if effectively implemented, that would make a substantive difference to the coordination and performance of UN peacekeeping.

I would like to conclude here by expressing my appreciation to all of you who have contributed to the deliberations of this years meeting here in Stockholm. I hope it has met your expectations and needs in your work and missions. I wish all of you productive work in the year ahead and it is a privilege to hand over the hosting of the IAPTC to Admiral Isa and our other peacekeeping colleagues at the Nigerian War College in Abuja, where next years IAPTC will be held. As Sweden now takes on the responsibility of the Presidency of the IAPTC, we look forward to the privilege of continue contributing to our common efforts also in that capacity.

I thank you for coming and we look forward to continue our fruitful and productive cooperation for our common aim to make peace operations more effective and efficient as a key mechanism for the promotion of peace.”
THE IDEAS BAZAAR

The Ideas Bazaar was introduced to the curricula following a successful tryout during the 2005 and 2006 conferences. The principle idea of the Bazaar is to have a forum in which original ideas are explored and information shared on contemporary training related issues and topics. Besides creating an informal space where the participants can also familiarise themselves with other centres and new subjects, the Bazaar facilitates crosscutting dialogue.

Stands at the Ideas Bazaar 2007 were held by:

- African Centre for the Constructive Resolution of Disputes (ACCORD)
- Centre Argentino de Entrenamiento Conjunto Para Operaciones de Paz (CAECOPAZ), Argentina
- Centre for Conflict Resolutions, UK
- Centre for Civil-Military Relations, USA
- China Peacekeeping CIVPOL Training Center, China
- Folke Bernadotte Academy, Sweden
- Geneva International Center for Humanitarian Demining, Switzerland
- Hiroshima Peacebuilders Center, Japan
- Kyiv National University of Internal Affairs, Ukraine
- Ministry of Foreign Affairs, Japan
- Office for the Coordination of Humanitarian Affairs, UN
- Pearson Peacekeeping Center, Canada
- Stimson Center, USA
- Partnership for Peace Training Centre, Turkey
- Swedish International Training Centre (SWEDINT), SWEDEN
- Tokai University European Center, Denmark
- United Nations Institute for Training and Research Programme of Correspondence Instruction (UNITAR POCI), UN
- US Army Peacekeeping and Stability Operations Institute, USA
- United States Department of State, USA

IDEAS BAZAAR – INTRODUCTORY REMARKS

The Commanding Officer of SWEDINT, Colonel Bengt Carlsson, welcomed the participants of the 13th Annual Conference to SWEDINT and to the Ideas Bazaar. He also introduced two other conference sponsors – the Swedish Armed Forces represented by Brigadier Lennart Bengtsson, and the Swedish National Police Board represented by the Deputy Chief of the National Criminal Police, Christer Ekberg.

Brigadier Bengtsson

“Ladies and Gentlemen, Colleagues and Friends!

It is almost four years ago since I left SWEDINT as Commanding Officer. Unfortunately, I never had the opportunity to take an active part in the activities of the International Association of Peacekeeping Training Centres during my time in office.

But today, on behalf of the Supreme Commander of the Swedish Armed Forces I have the pleasure and
the privilege to welcome you all to our International Centre - SWEDINT.

We have a long tradition in training, education and participation in Peace Operations – SWEDINT started its activities already in 1948.

We also have a long tradition of cooperation between the Nordic countries. In the mid 1960-ies it was decided that the burden of training and education should be shared between Finland, Norway, Denmark and Sweden. This cooperation is still ongoing, and is often looked upon as a good example when regionalisation and effectiveness is discussed.

During the same decade SWEDINT started its cooperation with the Swedish Police – a cooperation which later on, created the foundation of an integrated concept for individual training and education at SWEDINT. The multifunctional or integrated concept has since then been a guiding star and focus for our UN education and training activities.

The topical theme for this year’s seminar, *Framing Training – Doctrine and Guidelines for Peace Operations* coincides with our ambitions to continuously develop our methods to prepare units and individuals for Peace Operations.

The IAPTC is a unique forum which has evolved in a number of positive ways over the years. The Swedish Armed Forces HQ and SWEDINT are proud and we feel privileged to be one of the co-hosts for this year’s event in Stockholm.

We are now half way through the programme, facing the "Ideas Bazaar". The idea of a Bazaar became a reality in New Delhi two years ago and it seems to me that it has become a highly appreciated part of the IAPTC programme. Close to 30 Stands are registered for this year’s Ideas Bazaar – which is more than previous years. I hope the Bazaar will give institutions and individuals an opportunity to present new ideas, learning methodologies, best practices, innovative tools and procedures within the field of education and training.

When we close the seminar on Friday I hope that we, the hosts and co-hosts have been able to meet your expectations, and that all of us together, have been able to meet the overall aim of IAPTC and this year’s seminar.

I wish you the best of luck and I give the floor to the Swedish National Police Board, a colleague in training and education for Peace Operations for several decades”.

*Deputy Chief Ekberg*

“On behalf of the National Police Board I am glad to see such prominent guests at SWEDINT today.

In my capacity as deputy chief of the National Criminal Police I am very close to the fight against organised crime with international ramifications. Criminals of the said category nowadays have in their mind three things, i.e. multidisciplinary criminality, profit and international relations.

Multidisciplinary criminality means a combination for instance of trafficking in human beings in connection with weapons smuggling, illegal drugs handling, extortion and money laundering at the same time. The main goal is profit – as much as possible. International relations means business contacts abroad for investment and for refuge. Thus, they have a “horizontal” behaviour.

In Swedish law enforcement as well as in many other countries of the EU we have a corresponding view – we are working horizontally and multidisciplinary between units to solve crime problems.
A law enforcement officer who is assigned an international job for peacekeeping purposes must have a good overall knowledge of policing in general terms. Qualified training in order to be familiar with specific issues for international use is vital. Especially detectives are working in an integrated manner.

Integration is a key issue also in peace-keeping missions where Swedish Police officers co-operate together with the Swedish Armed Forces in different missions. Our common tradition is co-operation, co-ordination and integration. These words are the leading ones, leading to success in difficult situations. Together with that we now also can add human rights, gender issues and of course best practices.

All over the world police officers more and more are involved in big scale crisis management. By the way, police officers are used to solve minor crises like family violence etc.

In my opinion international peace keeping work by nature leads to a knowledge in handling big crises in the field that should not be neglected at home. This experience in connection with humility is a good basis for policing in many situations.

I know that SWEDINT means QUALITY in training, may it be in basic training, senior or specialised training.

Therefore it is also my pleasure to see all of you to the afternoon’s Ideas Bazaar.

I notice with great interest the engagement of The Folke Bernadotte Academy.

Thank you for your attention”

Concluding Remarks

The Ideas Bazaar was again an appreciated part of the curricula. The following page offers a glimpse of the professionalism and diversity of exhibits.

The presidency and host of the upcoming conference in Abuja urge all participants to plan in advance to take the chance to highlight new ideas, technologies, methodologies, etc. in peace operations, education and training at the Bazaar in 2008.
Pictures from the Ideas Bazaar 2007
The IAPTC was originally founded in 1995 by Pearson Peacekeeping Training Centre in Canada, with the motto “dedicated to the achievement of excellence” and the aim of facilitating communication and information exchange between the different peacekeeping centres and/or among people responsible for, and interested in, peacekeeping training. The IAPTC promotes better understanding of peacekeeping, its goals and objectives, and of the methods used in training for peace operations of all types. The Association has the additional advantages of allowing centres to minimise duplication of their efforts, facilitating further specialisation and sharing of responsibility.

The IAPTC offers peacekeeping training centre personnel a forum for discussions relating to training without their having to deal with national interests (and sometimes restrictions). Each year, there is an annual conference hosted on a regional basis, with a theme proposed by members and developed by the IAPTC Executive Committee in cooperation with the annual conference host.

Previous hosts:

1. 1995 – Inaugural meeting hosted by the Pearson Peacekeeping Centre in Nova Scotia, Canada
2. 1996 – Scuola Superiore S. Anna, Pisa, Italy
3. 1997 – Foundation for International Studies, Valletta, Malta
4. 1998 – Norwegian Institute of International Affairs, Oslo, Norway
5. 1999 – Pearson Peacekeeping Centre, Canada
6. 2000 – African Centre for the Constructive Resolution of Disputes, South Africa
7. 2001 – United Nations University, Tokyo, Japan
8. 2002 – CAECOPAZ, Buenos Aires, Argentina
9. 2003 – Wertheim Police Academy, Germany
10. 2004 – Kofi Annan International Peacekeeping Training Centre, Ghana
11. 2005 – Centre for United Nations Peacekeeping, India
12. 2006 – CECOPAZ, Santiago, Chile
13. 2007 – Folke Bernadotte Academy, Stockholm, Sweden
The 13th Annual Conference - more 150 participants from some 50 different nations

The 1st Annual Conference – the initial participants
## APPENDIX I

### PARTICIPANT LIST

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
<th>Country</th>
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<tr>
<td>Col Carlos Pissolito</td>
<td>CAECOPAZ</td>
<td>Argentina</td>
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<td>Maj Claudio Marcelo Ferrenti Arias</td>
<td>CAECOPAZ</td>
<td>Argentina</td>
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<td>Lt Col Jose Ricardo Vendramin Nunes</td>
<td>CAECOPAZ</td>
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<tr>
<td>Maj Manuel Roberto Melendez</td>
<td>CAECOPAZ/US Military</td>
<td>Argentina</td>
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<tr>
<td>Mr Dawit Toga</td>
<td>African Union Commission</td>
<td>AU</td>
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<tr>
<td>Lt Col Charles Debrabah</td>
<td>Peace Support Operations Division</td>
<td>AU</td>
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<tr>
<td>Gr Captain Keith Brackenbury</td>
<td>ADF Peacekeeping Centre</td>
<td>Australia</td>
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<tr>
<td>Com Justine Saunders</td>
<td>Australian Federal Police/</td>
<td>Australia</td>
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<td>Australian Mission to the UN</td>
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<td>Supt Steve Samuels</td>
<td>Australian Federal Police</td>
<td>Australia</td>
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<tr>
<td>Mr Bruce Oswald</td>
<td>University of Melbourne</td>
<td>Australia</td>
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<tr>
<td>Col Claus Amon</td>
<td>Centre for Operations Preparation</td>
<td>Austria</td>
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<tr>
<td>Brig Gen Saiful Ali</td>
<td>Bangladesh Institute of Peace</td>
<td>Bangladesh</td>
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<td>Support Operation Training</td>
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<td>CF Wagner Freitas</td>
<td>Joint Staff of Brazil</td>
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<td>Military of Defence</td>
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<tr>
<td>Mr Anthony Anderson</td>
<td>Department of Foreign Affairs</td>
<td>Canada</td>
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<tr>
<td>Mr David Lightburn</td>
<td>Folke Bernadotte Academy</td>
<td>Canada</td>
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<tr>
<td>Capt Christian Caron</td>
<td>Peace Support Training Centre</td>
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<td>Lt Col Robin Steward</td>
<td>Peace Support Training Centre</td>
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<tr>
<td>Ms Suzanne Monaghan</td>
<td>Pearson Peacekeeping Centre</td>
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<td>Mr Ted Itani</td>
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<td>Mr Vic Josey</td>
<td>Pearson Peacekeeping Centre</td>
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<td>Supt Douglas Coates</td>
<td>Royal Canadian Mounted Police</td>
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<td>Lt Col Rene Leiva</td>
<td>CECOPAC</td>
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<td>Col Vittorio Gallegos</td>
<td>CECOPAC</td>
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<td>Prof Ximena Jimenez</td>
<td>UNOSAGI/UNITAR POCI/CECOPAC</td>
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<td>S Col Gao Xinman</td>
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<td>Mr Jiri Nudcenko</td>
<td>Peace Forces Training Centre</td>
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<tr>
<td>Brig Gen Michael Lollesgaard</td>
<td>Peace Support Operations Training Centre</td>
<td>Denmark</td>
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<tr>
<td>Mr Yusuke Dan</td>
<td>Tokai University European Centre</td>
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<tr>
<td>Mr Alaa Abdel Aziz</td>
<td>Cairo Center for Training on Conflict Resolution and Peacekeeping in Africa</td>
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<tr>
<td>Mr Sherif Rifaat</td>
<td>Ministry of Foreign Affairs</td>
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<tr>
<td>Mr Richard Zabot</td>
<td>Ministry of Foreign Affairs</td>
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<tr>
<td>Lt Col Thierry Baud</td>
<td>Police Unit Civilian Crisis Management DGEIX</td>
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<td>Maj Rolf Helenius</td>
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<td>Staff Sgt Jann Quanz</td>
<td>Federal Police Academy</td>
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<tr>
<td>Det Maj Christina Tränkle</td>
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<td>Chief Insp Joachim Peters</td>
<td>Polizei NRW LAFP</td>
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<td>Det Chief Insp Peter Heepen</td>
<td>State Police College of the State of Baden-Wuerttemberg</td>
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<tr>
<td>Dr Winrich Kühne</td>
<td>Zentrum für Internationale Freidenseinsätze</td>
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<tr>
<td>Com Albert Addison</td>
<td>Kofi Annan International Peacekeeping Training Centre</td>
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<tr>
<td>Com Alan Horsley</td>
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<td>Col George McGarr</td>
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<td>Col Ilias Hostelidis</td>
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<td>Col Fredy Reyes</td>
<td>CREOMPAZ</td>
<td>Guatemala</td>
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<tr>
<td>Mr István Klóvér</td>
<td>Hungarian Defence Forces CO PSTC, HDF</td>
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<td>Col Zoltán Mátyus</td>
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<td>Lt Col Miklos Szabo</td>
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<tr>
<td>Col Dharmindra Singh Gill</td>
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<tr>
<td>Col Thomas Doyle</td>
<td>Center of Excellence for Stability Police Units</td>
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<tr>
<td>Col Hirokazu Kawamura</td>
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<td>Mr Yuji Uesugi</td>
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<tr>
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<td>Maj Jason Steeves</td>
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<tr>
<td>Mr Modibo Goita</td>
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<td>Brig Gen Souleymane Sidibe</td>
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<td>Lt Col Rupert Forrester</td>
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<td>Mr Pradeep Poudyal</td>
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<td>Col Devendra Medhasi</td>
<td>Permanent Mission of Nepal to the UN</td>
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<td>Lt Col Jef Bolders</td>
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<td>Col Adama Mbaye</td>
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<td>Rear Adm Anthony Isa</td>
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<td>Mr Haakon Svane</td>
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<tr>
<td>Mr Benjamin de Carvalho</td>
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<td>Ms Helene Revhaug</td>
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<td>Col Atilla Erdogan</td>
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<td>Brig Hamid Abdullah</td>
<td>Military Training Directorate</td>
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Brig Malik Zafar Iqbal
Lt Gen Mohammad Hamid Khan
Col Muhammad Asim
Lt Col Jerzy Kucharski
Ms Wendy Koh
Mr Cedric de Coning
Ms Yvonne Kasumba
Lt Col Richard Danby
Mr Festus B. Aboagye
Maj Gen Magzoub Rahma Elbadwi
Lt Col Alf Görsjö
Ms Anna Lindström
Dr Birger Heldt
Mr Johan Godin
Mr Jonas Alberoth
Ms Lena Larsson
Col Nils Förander
Amb Ragnar Ängeby
Col Ulf R. Johansson
Lt Col Joakim Martell
Ms Äse Lunde
Ms Birgitta Ekelund
DP Com Stig Månsson
Ms Kristen Söder
Amb Stig Elvemar
Lt Col Bengt Carlsson
Maj Bengt-Åke Folkesson
Maj Christer Nyström
Maj Claes Bernholm
Maj David Johannesson
Maj Frank Larsson
Lt Col Timo Mellin
Lt Col Sven Arve
Mr Hans Thorgren
Mr Mikael Wilhelmsson
Supt Christina Meuller
Ms Agneta Johnson
Prof Lars Owe Dahlgren
Mr Cosmas Nkara Bahali
Maj M. Alpay Pilevne
Mr David Curran
Mr Yevhen Moiseiev
Mr Andriy Sachavo
Maj Gen Robert Gordon
Mr Andrew Carpenter
Mr Ugo Solinas
Mr Nicholas Seymour

National Defence University
National Defence University
Permanent Mission of Pakistan
Sikorski Military Training Centre
Singapore Police Force
ACCORD/NUPI
ACCORD
South Africa National Peace Mission Training Centre
Training for Peace Program
Ministry of Defence
Consultant
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National Swedish Police Board
Stockholm International Research Institute
Sweden’s Ambassador to Egypt
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Swedish National Criminal Police
Swedish Prison and Probation Service
University of Linköping
Institute of Peace and Conflict Studies
Partnership for Peace Training Centre
University of Bradford
Kiev National University of International Affairs
Kiev National University of International Affairs
Consultant/UN
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## 13th Annual Conference of the International Association of Peacekeeping Training Centres

**Framing Training: Doctrine and Guidelines for Peace Operations**

Stockholm, 24 - 28 September, 2007

<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Event</th>
<th>Speaker / Facilitator</th>
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<tbody>
<tr>
<td>Sunday 23 Sep</td>
<td>All day</td>
<td>Arrival of IAPTC Delegates</td>
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<tr>
<td>Monday 24 Sep</td>
<td>09:00-18:00</td>
<td>Excursion and Tour of Stockholm</td>
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<td></td>
<td>18:30-20:00</td>
<td>Meet and Greet – Icebreaker Activity</td>
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<td>20:00-22:00</td>
<td>Executive Committee – Meeting I</td>
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<tr>
<td>Time</td>
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<tr>
<td>08:00</td>
<td>Departure from Hotel</td>
<td>Host</td>
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<tr>
<td>09:00-12:30</td>
<td><strong>Opening Session</strong></td>
<td>Col Vittorio Gallegos, Director, CECOPAC, Chile</td>
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<tr>
<td></td>
<td>Welcome by Presidency</td>
<td>Mr Jonas Alberoth, Director General (acting), Folke Bernadotte Academy, Sweden</td>
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<td></td>
<td>Welcome by Host</td>
<td>Ambassador Frank Belfrage, State Secretary for Foreign Affairs, Swedish Ministry for Foreign Affairs, Sweden</td>
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<tr>
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<td>Opening Address by Host Country Senior Official</td>
<td>Dr William Durch, Senior Research Fellow, Henry L. Stimson Centre, USA</td>
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<tr>
<td>10:00-10:30</td>
<td>IAPTC Concept and Program</td>
<td>Secretariat and Host</td>
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<tr>
<td>10:30-11:00</td>
<td>Conference Photo</td>
<td>Host</td>
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<tr>
<td>11:00-11:30</td>
<td>Refreshment Break</td>
<td>Host</td>
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<tr>
<td>11:30-12:30</td>
<td>Introductory Presentation -</td>
<td>Dr William Durch, Senior Research Fellow, Henry L. Stimson Centre, USA</td>
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<tr>
<td></td>
<td>Doctrine and Guidelines for Peace Operations</td>
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<tr>
<td>12.30-14:00</td>
<td>Lunch in Functional Committees</td>
<td>Host and Functional Chairs</td>
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<tr>
<td>14:00-18:00</td>
<td><strong>Conference Panel I:</strong></td>
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<tr>
<td></td>
<td><strong>Doctrine and Guidelines for Peace Operations – an Emerging Framework for Education and Training</strong></td>
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<tr>
<td></td>
<td>What are the current, fundamental foundations for the planning, conduct and evaluation of multidisciplinary peace operations? What is the role of doctrine, guidelines and policies in relation to education and training?</td>
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<tr>
<td>14:00-14:05</td>
<td>Introduction to Panel I – Part I</td>
<td>Moderator: Mr Nicholas Seymour, Head, AU Support Unit, UN DPKO</td>
</tr>
<tr>
<td>14:05-14:25</td>
<td>Multidisciplinary Perspective – Emerging UN Principles and Guidelines</td>
<td>Mr Ugo Solinas, Political Affairs Officer, Policy, Evaluation and Training Division, UN DPKO</td>
</tr>
<tr>
<td>14:25-14:45</td>
<td>Regional Perspective – Emerging AU Doctrine</td>
<td>Lt Col Charles Debragh, Peace Support Operations Division, African Union</td>
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<tr>
<td>14:45-15:05</td>
<td>Military Perspective</td>
<td>Lt Col Rupert Forrest, NATO School, SHAPE</td>
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<tr>
<td>15:05-15:45</td>
<td>Discussion</td>
<td>Moderator lead</td>
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<tr>
<td>15:45-16:10</td>
<td>Refreshment Break</td>
<td>Host</td>
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<tr>
<td>16:10-16:15</td>
<td>Introduction to Panel I – Part II</td>
<td>Moderator: Maj Gen (retd) Robert Gordon, United Kingdom</td>
</tr>
<tr>
<td>16:15-16:35</td>
<td>National Perspective</td>
<td>Col Dharmindra Singh Gill, Indian Armed Forces, India</td>
</tr>
<tr>
<td>16:35-16:55</td>
<td>Multidisciplinary perspective</td>
<td>Col John Agoglia, Director, US Army Peacekeeping and Stability Operations Institute, USA</td>
</tr>
<tr>
<td>Time</td>
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<td>Speaker / Facilitator</td>
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<tr>
<td>16:55-17:15</td>
<td>Humanitarian Perspective</td>
<td>Mr Ted Itani, Canada</td>
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<tr>
<td>17:15-18:00</td>
<td>Panel I – Plenary Discussion</td>
<td>Moderator lead</td>
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<tr>
<td>18:00</td>
<td>Transport to Hotel</td>
<td>Host</td>
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<tr>
<td>19:15</td>
<td>Transport to Opening Dinner</td>
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<tr>
<td>19:45-23:00</td>
<td>Opening Dinner at Nordic Museum</td>
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<tr>
<th>Wednesday 26 Sep</th>
<th>Event</th>
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<tr>
<td>08:00</td>
<td>Transport from Hotel</td>
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<tr>
<td><strong>09:00-12:00</strong></td>
<td><strong>Conference Panel II:</strong> Operationalising Doctrine and Guidelines</td>
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<tr>
<td></td>
<td>**What are the challenges and implications of operationalising</td>
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<td>**doctrine and guidelines? Do the current doctrines and guidelines</td>
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<td>**meet the needs in the field? What are the gaps or overlaps? What</td>
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<td>**are the issues that need to be addressed further and in greater or</td>
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<td><strong>lesser detail?</strong></td>
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<tr>
<td>09:00-09:05</td>
<td>Introduction to Panel II</td>
<td>Moderator: Col John Agoglia, Director, US Army Peacekeeping and Stability Operations Institute, USA</td>
</tr>
<tr>
<td>09:05-09:25</td>
<td>UN Perspective</td>
<td>Mr Ugo Solinas, Political Affairs Officer, Policy, Evaluation and Training Division, UN DPKO</td>
</tr>
<tr>
<td>09:25-09:45</td>
<td>UN Field Perspective</td>
<td>Amb Daudi Mwakawago, fmr SRSG, UN Mission in Sierra Leone (UNAMSIL)</td>
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<tr>
<td>09:45-10:05</td>
<td>AU Field Perspective (Video presentation)</td>
<td>Gen Martin L. Agwai, Force Commander, AU-UN Hybrid Mission in Darfur</td>
</tr>
<tr>
<td>10:05-10:25</td>
<td>Police Field Perspective</td>
<td>Mr Andrew Carpenter, Chief, Strategic Policy and Development Service, Police Division, UN DPKO</td>
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<td>10:45-11:00</td>
<td>Refreshment Break</td>
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<td>11:00-12:00</td>
<td>Discussion Panel II</td>
<td>Moderator leads</td>
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<tr>
<td><strong>12:00-12:30</strong></td>
<td><strong>Conference Special Issue I:</strong> UN DPKO Integrated Training Services – Update and Way Ahead</td>
<td>Ms Fatemeh Ziai, Chief, Integrated Training Service, UN DPKO</td>
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<tr>
<td><strong>12:30-14:30</strong></td>
<td><strong>Functional Committee Discussions</strong></td>
<td>Functional Group Chairs:</td>
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<td>Based on ideas/agenda agreed at opening day lunch</td>
<td>Lt Col RT Robin Steward, Peace Support Training Centre, Canada</td>
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<td>Ms Yvonne Kasumba, ACCORD, South Africa</td>
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<td>Ms Ann-Kristin Kvilekval, Police Superintendent, Police University College,</td>
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<td>Time</td>
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<td>13:00-14:30</td>
<td>Buffet Lunch provided in Functional Committees (discussions continue)</td>
<td>Host and Chairs</td>
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<td>14:30-15:15</td>
<td>Transport to SWEDINT</td>
<td>Host</td>
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<tr>
<td>15:15-15:30</td>
<td>Welcome Remarks</td>
<td>Col Bengt Carlsson, Commanding Officer, Swedish Armed Forces International Centre</td>
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<td>Deputy Commissioner Stig Månsson, Deputy Police Commander, Swedish National Police Board</td>
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<tr>
<td>15:30-18:30</td>
<td>Ideas Bazaar</td>
<td>Host and Individual Presenters</td>
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<td>15:30-18:30</td>
<td>Visits to Stands of Interest</td>
<td>Individual Delegates</td>
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<td>15:30-18:30</td>
<td>Opportunity for Bilateral Discussions</td>
<td>Individual Delegates</td>
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<td>18:30</td>
<td>Transport to Hotel</td>
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<td>Evening</td>
<td>Free Time</td>
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<td>Thursday 27 Sep</td>
<td><strong>Conference Panel III:</strong> Emerging Doctrine and Guidelines – Implications for Education and Training**</td>
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<td>08:00</td>
<td>Departure from Hotel</td>
<td>Host</td>
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<tr>
<td>09:00-13:00</td>
<td><strong>Conference Panel III:</strong> Emerging Doctrine and Guidelines – Implications for Education and Training **</td>
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<tr>
<td></td>
<td>Emerging doctrines and guidelines – what are the implications for the planning and conduct of education and training? How is doctrine best disseminated? How can doctrine most effectively be integrated in education and training methodology and plans? Are new training methodology and practices needed?</td>
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<tr>
<td>09:00-09:05</td>
<td>Introduction to Panel III – Part I</td>
<td>Moderator:</td>
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<td>Lt Col RT Robin Steward, Peace Support Training Centre, Canada</td>
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<tr>
<td>09:05-09:25</td>
<td>Linking Education and Training with Policy Development</td>
<td>Ms Fatemeh Ziai, Chief, Integrated Training Service, UN DPKO</td>
</tr>
<tr>
<td>09:25-09:45</td>
<td>Implementing Doctrine Distribution Through E-Learning</td>
<td>Dr Harvey Langholtz, Director, UN Institute for Training and Research Program of Correspondence – UNITAR POCI</td>
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<tr>
<td>09:45-10:30</td>
<td>Panel Discussion</td>
<td>Moderator leads</td>
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<tr>
<td>10:30-11:00</td>
<td>Refreshment Break</td>
<td>Host</td>
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<tr>
<td>11:00-13:00</td>
<td>Conference Panel III continues</td>
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<tr>
<td>Time</td>
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<tr>
<td>11:00-11:05</td>
<td>Introduction to Panel III - Part II</td>
<td>Moderator: Mr Hilary Nicholson, Chief, Training Delivery Section, UNLB, Brindisi, Integrated Training Service, UN DPKO</td>
</tr>
<tr>
<td>11:05-11:25</td>
<td>A Pedagogical Perspective – Framing Education and Training</td>
<td>Prof Lars Owe Dahlgren, University of Linköping, Sweden</td>
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<tr>
<td>11:25-11:45</td>
<td>A Major Troop Contributors Perspective</td>
<td>Lt Gen Mohammad Hamid Khan, President, National Defence University, Pakistan</td>
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<tr>
<td>11:45-12:05</td>
<td>EU Police Perspective</td>
<td>Mr Thierry Baud, Council of the European Union, Civilian Planning and Conduct Capability, Brussels</td>
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<tr>
<td>12:05-12:50</td>
<td>Panel Discussion</td>
<td>Moderator leads</td>
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<tr>
<td>12:50-14:00</td>
<td>Lunch (Bilateral Discussions)</td>
<td>Host</td>
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<tr>
<td>12:50-14:00</td>
<td>Executive Committee Working Lunch (Meeting II)</td>
<td>Presidency and Host</td>
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</table>
| 14:00-14:45| Conference Special Issue II: Enhancing Cooperation and Coordination on Education and Training for Peace Operations – Possible Issues and Approaches on brief and initial discussion on G8 initiative to support international and regional cooperation on peacekeeping education and training | Moderator: Takahiro Hanada, Deputy Director, International Peace Cooperation Division, Ministry of Foreign Affairs, Japan  
Col Fausto Rossi, Center of Excellence for Stability Police Units, Italy  
Discussant: Mr Cedric de Coning, Research Fellow, ACCORD, South Africa |
| 14:45-18:00| Multifunctional Group Discussions                                                | Moderators: Ms Suzan Monaghan, President, Pearson Peacekeeping Centre, Canada  
Mr Bruce Oswald, Lecturer, University of Melbourne, Australia  
Col Carlos Alberto Pissolito, Director, Caecopaz, Argentina |
<p>| 15:00-18:00| Executive Committee Meeting II (as required)                                    | Presidency and Host                                                                     |
| 18:00      | Transport to Hotel                                                              | Host                                                                                   |
| 19:15      | Transport Departs Hotel for Closing Dinner                                      | Host                                                                                   |
| 20:00      | Closing Dinner at Castle of Karlberg                                            | Host                                                                                   |
| 23:00      | Transport to Hotel                                                              | Host                                                                                   |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Speaker / Facilitator</th>
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<tbody>
<tr>
<td>07:30</td>
<td>Working Breakfast for Executive Committee (if required)</td>
<td>Presidency and Host</td>
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<tr>
<td>08:00</td>
<td>Departure from Hotel</td>
<td>Host</td>
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<tr>
<td><strong>09:00-13:30</strong></td>
<td><strong>Closing Session</strong></td>
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<tr>
<td>09:00-09:05</td>
<td>Introduction</td>
<td>Mr Jonas Alberoth, Director General (acting), Folke Bernadotte Academy, Sweden</td>
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<tr>
<td>09:05-09:50</td>
<td>Reports from Functional Groups</td>
<td>Functional Chairs</td>
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<tr>
<td>09:50-10:35</td>
<td>Reports from Multifunctional Groups</td>
<td>Multifunctional Group Moderators</td>
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<tr>
<td>10:35-11:00</td>
<td>Presentation by Host IAPTC 2008, including update on APSTA</td>
<td>Adm Anthony Isa, Commandant, National War College, Nigeria</td>
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<tr>
<td>11:00-11:30</td>
<td>Refreshment Break</td>
<td>Host</td>
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<tr>
<td>11:30-12:30</td>
<td>Annual General Meeting</td>
<td>Presidency and Secretariat</td>
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<tr>
<td>12:30-13:30</td>
<td>Closing Remarks by Presidency</td>
<td>Col Vittorio Gallegos, Director, CECOPAC, Chile</td>
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<td></td>
<td>Closing Remarks by Host/Incoming Presidency</td>
<td>Mr Jonas Alberoth, Director General (acting), Folke Bernadotte Academy, Sweden</td>
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<td>Closing Address by Host Country Senior Official</td>
<td>Swedish Government Representative</td>
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<tr>
<td>13:30-14:30</td>
<td>Closing Lunch</td>
<td>Host</td>
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<tr>
<td>14:30</td>
<td>Transport to Hotel</td>
<td>Host</td>
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<tr>
<td>14:30-15:00</td>
<td>Executive Committee Meeting III</td>
<td>Host – Outgoing and Incoming Members to participate</td>
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<tr>
<td>14:30-</td>
<td>Delegates Departures Commence</td>
<td>Host</td>
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<td>onwards</td>
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**Saturday 29 Sep**

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<thead>
<tr>
<th>Time</th>
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<th>Speaker / Facilitator</th>
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<tbody>
<tr>
<td>All day</td>
<td>Departure of the IAPTC Delegates</td>
<td>Host</td>
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