18th Annual International Association of Peacekeeping Training Centres Conference

CONFERENCE REPORT

Effective Peacekeeping and Peacebuilding: Challenges for the Training Community

17-20 September 2012
Hilton Helsinki Kalastajatorppa Hotel, Helsinki, Finland
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Dear delegates and colleagues in the peacekeeping training community. We gathered at the 18th IAPTC Conference in Helsinki in September 2012 and now it is my pleasure to introduce you the conference report.

The Crisis Management Centre (CMC) Finland and the Finnish Defence Forces International Centre (FINCENT) co-hosted the annual conference. By co-hosting we wanted to show the practice of good cooperation between civilian, police and military training institutions to the IAPTC members; different actors complement each other in the crisis areas as well as within national capacities.

The annual conference provides members and peacekeeping training community a unique opportunity to discuss and share experiences. This opportunity was certainly utilised during this year as the 18th IAPTC conference had over 200 delegates from 48 countries, a record in the history of the IAPTC.

The theme for this year’s conference was based on the input received from IAPTC members. The Executive Committee decided the theme would be “Effective Peacekeeping and Peacebuilding: Challenges for the Training Community”. It was also decided that the Executive Committee would prepare a background paper in order to introduce the theme and its roots in more detail to delegates. This practice was well received from the members and it is also recommended for future conferences. The background paper can be found in Annex 1.

After the conference I feel that IAPTC members gained a better understanding of civilian, military and police organisational cultures and had a good overview of current trends in the peacekeeping-peacebuilding nexus. As president, I look forward to further foster the interaction between IAPTC members and the Executive Committee, which plans the forthcoming conference.

In Helsinki some innovations concerning active use of social media were introduced in order to make conference more interactive. In the future I encourage all members to be in touch with Executive Committee members (contact details can be found in Annex 2) and share ideas how to further develop the conference.

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Amongst the observations that emerged from this year’s IAPTC Conference titled “Effective Peacekeeping and Peacebuilding: Challenges for the Training Community” was the recommendation to develop ways to establish a “needs driven approach” that can ensure that the training that is being delivered is relevant and effective.

Another observation was the need to establish core competencies to achieve effective peacebuilding in the areas of mentoring and advising, managing projects, educating the mission leadership team to reduce the civilian–military cultural divide, and creating real understanding of gender issues to include the implementation of 1325.

Several other key related topics were covered including anti-corruption training, empowering women, security sector reform, integrating international law standards on use of force, enhancing intercultural competence, understanding stress management, and adapting lessons from current engagements.

The strongest theme of the week, however, was that of harmonizing training and exercises and establishing firm links not only among the various training centres but primarily between those delivering the training and the field where the missions are conducted. There is recognition that our community of peacekeeping practitioners, represented by IAPTC, must continue to facilitate the partnerships and relationships between ourselves and other organizations and associations that care about prevention and peaceful resolutions of conflict.

Mr. Petteri Taitto
Head of Training, CMC Finland
President IAPTC

Executive Summary

This summary is based on the speech of the IAPTC President, Colonel Cliff Crofford, during the Annual General Meeting.

Amongst the observations that emerged from this year’s IAPTC Conference titled “Effective Peacekeeping and Peacebuilding: Challenges for the Training Community” was the recommendation to develop ways to establish a “needs driven approach” that can ensure that the training that is being delivered is relevant and effective.

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Conference Considerations

The Peacekeeping/Peacebuilding Nexus

1. The complexity of conflicts and broad mandates of peace support operations challenge the traditional concept of peacekeeping. Peacekeepers are increasingly involved in peacebuilding, which is a politically sensitive process involving many actors at different levels. This is not a linear relationship; rather, there can be no security without development and no development without security. While a peacekeeping mission needs to be integrated, it must work very closely with development actors. Also, when either peacekeeping or peacebuilding fail, they both fail.

2. The sustainability of any intervention depends on developing local capacity. This requires that peacekeepers have mentoring skills, a theme reiterated throughout the conference. In addition to mentoring skills, the importance of ‘more focused’ pre-deployment training, the fact that a mission cannot become a training academy, and the need to be hard on sexual abuse, were all emphasised. A further key is to look more closely at how we conduct civilian-military relations instead of overly focusing on the peacekeeping/peacebuilding nexus.

The Peacekeeping/Peacebuilding Nexus Challenges for Trainers

3. Three principal challenges confront those designing training: one is “If training is deemed inadequate, is status quo an option; the second “What competences are needed by peacekeepers if they are early peace-builders; and, third, “What can we do to make good training great, especially since we cannot expect to train on everything”. The context for these challenges is a most complex operational environment, including the fact that conflict continues to change, as do the drivers of conflict. Global economic realities mean that taxpayers increasingly expect value for money; and technology quickens the speed at which human rights violations and humanitarian crises are visible across the world.

Meeting the Training Challenges of the Peacekeeping/Peacebuilding nexus

4. Peacekeepers are in reality “change agents”. They need two special competencies - intercultural literacy and adaptability, and change management. This in turn requires leadership, another theme that recurred throughout the conference. Lower levels of leadership require an emphasis – with attention to initiative, situational awareness, responsiveness, and adaptability. Learning is also more than a course; it occurs only by “doing”. Gender training and project management skills are also important areas of emphasis.

5. A thorough training needs assessment (TNA) is required. The UN is currently undertaking a focused global needs assessment, with a (welcome) focus on leadership. It seeks to identify performance gaps in order to address the diversity and scope of the peacekeepers. The goal is to produce a TNA which is strategic and builds on practical experiences from the field. Preliminary findings include need for better understanding of the tasks and of the political and cultural context; need for analytical theory, project management, overall crisis management and language skills; and, the aforementioned mentoring skills and need to work in an integrated fashion.

6. Peacebuilding tasks need to be identified early. Full engagement with local actors becomes a key challenge. The increasing role of women in peace operations also needs to be recognized and addressed by educators and trainers in all functions. To do much of the foregoing requires strengthening the coordination and cooperation between the civilian training centres. One possibility might be to use the IAPTC website to list all training institutions, and identify clearly those with a civilian or joint training mandate.

7. Cooperation needs to be strengthened between training centres and seen as a ‘business investment’.

Other Considerations during the 18th Annual Conference

8. The regional (European) context for 2012 was introduced, highlighting the EU’s considerable capabilities and capacity – more than 5000 experts and 15 missions and operations; in the fields of rule of law, mentoring, SSR, training, and piracy, amongst others. There is still enormous duplication within the 27 member states. The concept of adding a regional dimension to the overview and context of the conference built on the already successful UN update. Moreover, all four regions presented training activity updates. A new IAPTC focus on Members’ research activity was presented and will become an interactive feature on the IAPTC website. A preliminary list of research notified during the conference is attached to this ‘takeaway’ report. The training awards policy was revised and agreed, in the expectation that now there will be many such nominees and awards of outstanding trainers each year. More than 200 educators, trainers and other interested personnel from 48 countries participated.

9. Other areas of consideration included training to counter corruption, recognizing that corruption is both a cause and consequence of a crisis and needs to be understood by all; training that focuses on empowering women as a major contribution to a durable peace; cross-cultural competences and the need to understand cultural diversities, both host/ local and contributors; role of formed police units confronting law and order issues and organized crime, including a focus on protection of civilians; joint training between military and civilians, especially in joint exercises where the focus is on civilian-military interaction, and on better unity of effort in mission; and, possibility of using enhanced ‘simulation’ methodology in future education and training.

Other Conference Activities

10. Considerable networking occurred within and on the margins of the conference. Needs assessment and SSR surveys were part of the 3-day session, as was the opportunity to discuss issues in functional, multi-functional, thematic and regional groups. Some 35 members presented program information, concepts and ideas at the Ideas Bazaar. The concept of adding a regional dimension to the overview and context of the conference built on the already successful UN update. Moreover, all four regions presented training activity updates. A new IAPTC focus on Members’ research activity was presented and will become an interactive feature on the IAPTC website. A preliminary list of research notified during the conference is attached to this ‘takeaway’ report. The training awards policy was revised and agreed, in the expectation that now there will be many such nominees and awards of outstanding trainers each year. More than 200 educators, trainers and other interested personnel from 48 countries participated.

11. The 2013 host will be the Cairo Centre on Conflict Resolution and Peacekeeping in Africa, with the 19th annual conference scheduled for 28-31 October 2013 in Cairo (Executive Committee planning meeting 15-17 April). Indonesia will host the 20th annual conference in July 2014, and has joined the IAPTC planning process.
Respected members of the diplomatic corps, Executive Committee members of the IAPTC, distinguished ladies and gentlemen. Good Morning.

It is my distinct pleasure and honour to welcome you all to the 18th Annual Conference of the International Association of Peacekeeping Training Centres here in Helsinki, Finland. I think you will agree that we could not have hoped for a more beautiful setting to conduct the important business of our annual assemblage.

Since its inception at Canada’s Pearson Peacekeeping Center in 1995, the IAPTC has endeavoured to promote a better understanding of peacekeeping, its goals and objectives, as well as the methods used in training for peace operations of all types.

This annual conference is particularly important in realizing the Association’s purpose to broaden contacts between various international organizations, peacekeeping training centres, and other interested groups in order to promote more effective peace operations.

This year’s conference builds on our work from last year. Based on membership theme proposals, the Executive Committee developed a theme to reflect a longstanding but growing trend in peacekeeping: that peacekeepers are increasingly called upon to act as early peacebuilders. As such this year’s overall theme is “Effective Peacekeeping and Peacebuilding: Challenges for the Training Community.” This theme is timely in that it reflects current and likely future challenges for those of us concerned with the prevention and peaceful resolution of conflict.

As mandates have evolved and situations in the field dictate, peacekeepers are faced with complex challenges that have been described as “the peacekeeping-peacebuilding nexus.”

Peacekeepers are called upon to use their knowledge, skills, methods, and capabilities not only to secure the peace, but also to promote the resiliency of such peace to prevent relapse into conflict. This includes addressing the drivers of conflict while helping national authorities and local communities to strengthen or rebuild the capacity that will lay the foundation for sustained peace.

Peacebuilding presents challenges for the peacekeeping force which has evolved, and now must facilitate what is primarily the responsibility of legitimate authorities of the country where peacekeepers are deployed.

Peacebuilding is fundamentally a political process that requires on-going mediation and strengthening of national capacities for conflict management.

It is a continuous process that may begin prior to the arrival of a peacekeeping mission and always continues beyond its departure. It is supported by a variety of national and international actors, happens at different levels (political, operational, technical, national, sub-national), and across many closely linked sectors.

I implore you all to reflect on the theme this week. For example:

- How do the current activities of your organizations—or how might future activities—contribute to the abilities of peacekeepers to meet the challenges of peacebuilding?
- How do you assess training needs for peacekeepers to serve simultaneously as peacebuilders?

The Conference sessions are organized to allow all participants to offer their views and to discuss these and other questions about the relationship between training and the peacekeeping-peacebuilding nexus.

In Session 1 on Tuesday, you will have an
I again implore you to take full advantage of both the agenda this week as well as the tremendous congregation of experience and knowledge we have here. There will be ample occasion, both formally and informally, for you all to exchange information and best practices – I hope you are able to take full advantage of this remarkable opportunity.

I would like to thank the Crisis Management Centre, Finland (CMC) and the Finnish Defence Forces International Centre (FINCENT) for hosting this year’s assemblage and doing such an extraordinary job looking after our needs. I would also like to thank the Executive Committee of the IAPTC for all their hard work throughout the year in planning and preparing for this conference.

We have a busy and exciting week ahead. I wish you all a most productive and enjoyable IAPTC experience.

Thank you.
CMC Finland and FINCENT are cooperating closely in the spirit of comprehensive crisis management and these two centres are co-hosting the 18th IAPTC Conference. CMC Finland is a centre responsible for training, recruiting and deploying civilian and police experts to peacekeeping and peacebuilding missions around the world. FINCENT stands for Finnish Defence Forces International Centre and it trains military personnel for peace support operations.

From the inception of the CMC Finland these centres have been operating closely by organizing trainings and seminars and by publishing research related to comprehensive crisis management. For example, FINCENT and CMC are running a course together this week in Nairobi. Furthermore, the organizing of the 18th IAPTC Conference has deepened the good cooperation between the two centres.

This year’s conference will be held at the historic Hilton Kalastajatorppa Hotel. It is a fitting venue for this conference as it has been the scene of many important events related to our foreign relations. The programme has been tailored by the Executive Committee, but preparations have been made by the personnel of CMC Finland and FINCENT. I would like to thank our project organization for the job well done so far, and also Ministry for Foreign Affairs and Ministry of Defence for the substantial support you have provided us during the preparations.

President of the IAPTC, Your Excellencies, fellow IAPTC participants: welcome, tervetuloa, välkommen to the 18th IAPTC in Helsinki, Finland. The Government greeting is brought to us by the Minister for Foreign Affairs Mr. Erkki Tuomioja. It is my pleasure to invite Minister Tuomioja to the podium. He is ready to respond few questions after his speech.

The IAPTC Secretariat gave an information package about the IAPTC, its history, structure, objective and activities. The full presentation can be found in the IAPTC website: www.iaptc.org

The IAPTC was founded by Canada’s Pearson Peacekeeping Centre (now called the Pearson Centre) and the inaugural meeting was held at the PPC site in Cornwallis, Nova Scotia in the summer of 1995. There were 21 participants. The purpose was to bring together a number of like-minded institutions simply to exchange ideas and programs related to peacekeeping education and training, as well as to explore possibilities for exchanging instructors.

Since then, the IAPTC annual conferences have grown in size, complexity and utility and recently have been averaging some 150 to 200 participants. Furthermore, the program has become much more sophisticated, it is more than just an exchange of program information.

The objectives of the Association are straightforward, and the key objective is shown above in red at the bottom of the pyramid (see figure 1). This is the rationale for why the Association was originally formed and, since then, specific objectives have been elaborated and approved by the Association.

The participation in the conference and membership in the Association are straightforward; the requirement is that the participants have some form of interest, expertise and/or responsibility related to education and training for peace or crisis response operations. There is no formal membership – this means “no need to apply”, “no forms to fill” - simply register for an annual conference and participate. Participants in the annual conference are automatically members and invited to the next year’s conference. IAPTC information, including invitations to the next annual conference, will automatically be sent out to conference participants from the previous 2 years. Unless one stipulates otherwise, the Secretariat will automatically add participants’ names and organisations to the list of all participants who have attended annual conferences since the founding year, 1995. The affairs of the Association, particularly the planning and conduct of the annual conference are managed by an Executive Committee which currently consists of 12 members (see Annex 2).
Excellencies, ladies and gentlemen,

I am glad to have this opportunity to personally welcome you all to Helsinki to the annual conference of International Association of Peacekeeping Training Centres. I am grateful that you have accepted our invitation to the conference.

United Nations peacekeeping is a success story in many ways. Over the decades, peacekeeping operations have made a great difference in all parts of the world. At the moment 100,000 UN peacekeepers are working for peace and security around the world.

Finland has been involved in these efforts since the early days of UN peacekeeping, and we are committed to continuing - and increasing - our contribution. Our peacekeeping history dates back to 1950s to Suez crisis. Since then Finnish troops, over 50,000 men and women, have participated in numerous UN missions. The Finnish contribution in the Middle East increased recently as we returned to the UNIFIL operation and some 170 Finnish peacekeepers were deployed to Lebanon. Finland is also currently considering whether we could later increase our contribution to the operation by taking the role as the lead nation for the Irish-Finnish Battalion.

In UN peace operations, we have an extremely valuable and important instrument in our hands. The challenge today is to adapt this instrument so that it can most effectively respond to the changing environment and the new complexities of crises situations. Nowadays, most peacekeeping operations have a broad mandate with tasks ranging from protecting civilians, assisting in inclusive political processes and supporting rule of law and assisting in security sector reform.

The United Nations is not alone in dealing with this huge task. Partnerships have become more and more important factor for the success of peace operations. In recent years, strategic partnerships between the UN and regional organizations have become extremely important, as we have seen for instance, in Darfur, where the United Nations and the African Union joined their forces in 2007 by establishing the joint operation in Darfur (UNAMID). As this and many other examples have shown, enhanced cooperation with partners helps to maximize the collective impact. Further strengthening of partnerships with regional organizations and civil society organizations is a key priority.

As an EU Member State, Finland supports the strengthening of cooperation between the EU and the UN. Enhanced coordination and synergies should be sought, for example, in the Horn of Africa, where both the UN and the EU are present. In the Horn of Africa region the EU is already working closely together with the UN and the African Union through the EUNAVFOR/Atalanta operation against piracy and the EUTM training mission training Somali security forces in Uganda. A new EU civilian crisis management mission has been established for regional maritime capacity building of Africa (EUCAP Nestor). While cooperation is already taking place on different levels, there is certainly still room for further intensifying this cooperation.

Finland’s approach is based on a notion of comprehensive security combining civil and military activities, looking at the conflict cycle holistically from conflict prevention to long-term development. Not only soldiers and police are needed, but also engineers, human rights experts, gender advisers, doctors and lawyers. Finland has been a forerunner in developing civilian capacities. Annually around 130 Finnish civilian experts are sent to conflict areas to support peacekeeping and peacebuilding efforts and around 40% of them are women.

Finland contributes to strengthening of both military and civilian capacities by sharing our experience and knowledge from training and offering support to capacity building. The first peacekeeping centre in the world was established in Finland in 1969, today called FINCENT. FINCENT organizes United Nations Observer Courses and to this date, some 4500 military observers have been trained there.

FINCENT and its civilian counterpart Crisis Management Centre (CMC), which are in charge of organizing this event, organize joint civil-military courses, seminars and publications with an aim to create wider culture of cooperation and enhance effectiveness on the ground. Bringing different actors to the same learning environment is cost-effective and one way of implementing comprehensiveness in training.

As the environment of peacekeeping and peacebuilding evolves, training faces new challenges. Hybrid operations between organisations, integrated civil-military operations as well as political missions working on conflict resolution require new skills. Training should thus be seen as a vital tool to improve effectiveness and impact of missions and operations on the ground.

Excellencies, ladies and gentlemen,

Finland actively promotes Security Council Resolution 1325 on women, peace and security. Finland has recently published its second National Action Plan for the implementation of resolution 1325 for the years 2012-2016. Our first 1325 National Action Plan helped us to increase the participation of women in crisis management operations, and approximately 40% of Finnish civilian experts are currently women. We are also engaged in twinning cooperation with partner countries Afghanistan, Kenya and Nepal.

At the tenth anniversary of Security Council resolution 1325 on women, peace and security, the Department of Peace-keeping Operations commissioned a study to assess the implementation of the resolution in peacekeeping mandates. The report reached
a mixed verdict and provided a number of recommendations. I would like to draw attention in particular to the recommendations aimed at increasing women’s participation in peace negotiations and in political processes. Finland is highly committed to these goals. We are doing this for instance through the Group of Friends of Mediation, established together with Turkey in 2010.

Afghanistan is at a critical juncture in this respect. As the world redefines its role in Afghanistan, it is of utmost importance to remain focused on gender issues. The Executive Director of UN Women, Michelle Bachelet, has noted the following: as the peace and reconciliation process evolves, as the ISAF draws down and as more and more parties are encouraged to come to the negotiating table, Afghan women are seeing that the pace of change as regards women’s issues has not only slowed down, but in some ways gone into reverse. She noted that early-warning indicators are there, but not yet heard.

We have to ensure that Afghan women are engaged, that their voices are heard and their perspectives are taken into account in the peace and reconciliation process. Each of us can contribute to this by ensuring that when we are discussing the future involvement in Afghanistan, women’s issues are at the heart of the agenda, not a footnote.

These will be themes that Finland will promote, should we be elected to UN Security Council. Finland is applying for a membership in the UN Security Council for the period 2013-14. This would give us an opportunity to give our full contribution to international peace and security.

Keynote Speaker I

The Peacekeeping-Peacebuilding Nexus

Ambassador Ellen Løj

Ladies and Gentlemen

Thank you very much for offering me this opportunity to address you at the opening of the 2012 Conference of the International Association of Peacekeeping Training Centers.

I asked a few participants what would be most interesting for me to cover and the answer was — “your experience in Liberia, your experience as Permanent Representative in New York and your experience representing your country on the Security Council”. But I have been allocated a relatively short time under the heading “The Peacekeeping-Peacebuilding Nexus”!!

So I regret, I will not be able to share all the views I have about how to improve the training for peacekeepers in light of these experiences — but will be happy to answer any questions you might have during my stay at the Conference. Let me, in this intervention, focus on the Peacekeeping – Peacebuilding challenge and how important it is for all peacekeepers – military, police and civilians alike- to be fully aware of these challenges and trained to deal with them. But I cannot but close without a few words about the importance of focused pre-deployment training.

Let me start with the Peacekeeping- Peacebuilding nexus. In fact the discussion within the UN community really took off with the proposals in the report of the High-Level Panel on Threats, Challenges and Changes from December 2004. As Ambassador in New York I was closely engaged in the follow-up to these proposals that in 2005 led to the establishment of the Peacebuilding Commission.

As soon as hostilities cease in a conflict country and the country enters the post conflict stage, it is important that the new peace is kept, that a sustainable peace is built and long-term development promoted. That is a tall order for any post-conflict country, especially one with limited capacity and resources – not least if the country is also dealing with tremendous human and physical destruction.

Therefore, with the support of the international community, the government in any post-conflict country will have to pursue three challenges simultaneously: peacekeeping, peacebuilding and long-term development. These are not linear or sequential processes. There is no development without security and there is no development without security. These three activities will have to be embarked upon at the same time or in parallel — but their timeline is and should be different. To illustrate – it should be possible to phase out peacekeeping before peacebuilding - let alone long term development- is fully achieved. But they all have to start immediately!

The High Level panel in 2004 in proposing the establishment of the Peacebuilding Commission talked about “the international obligation to assist States under stress recovering from conflict in developing their capacity to perform their sovereign functions effectively and responsibly”. I believe it is crucial for all actors – the host government, the international partners and the peacekeeping mission - to keep this in mind throughout. If not improvements on the ground will be short-lived. Sustainability of interventions will only be achieved if national capacity is build and exercised.

When an international peacekeeping force is deployed in a post conflict country it is always with the expectation that it is an interim measure. An interim measure that will only be present until national capacity has been built and/or until the underlying causes of the conflict have been addressed. Therefore the mandate
of the peacekeeping mission often includes provisions regarding support for building national capacity and reform of the security sector in addition to other mandated functions related to disarmament, demobilization and reintegration just to mention a few. For the peacekeepers in a mission – be it military, police or civilian personal – it is important to keep this capacity building necessity in mind throughout. Yes, sometimes, especially in the beginning of a mission, the peacekeepers are “doers” – they run the disarmament program, they patrol the streets and make sure that the peace is kept. But for the peace to be sustainable they should sooner, rather than later, become “mentors” to their national counterparts. Sometimes I have illustrated it by saying that at the beginning of a mission the peacekeepers are in the driver’s seat, but should aim to move to the passenger seat as soon as possible and eventually totally out of the car.

Throughout my four years as SRSG in Liberia I found that all categories of personal had great difficulties in fully understanding this necessity. In the Liberia case maybe especially the police and the civilian staff since there was no functional operational army in Liberia. I was often met with the argument “it is quicker that we do it”, or “we have to do it”. Yes maybe, but if we do not focus on building the national capacity the peacekeeping mission will have to stay forever. In recruiting our personnel we tried to pay attention to these mentoring skills, but it was particular for the police advisors, difficult to get such experts in capacity building within a police force from the PCC’s. So I would strongly appeal to all of you involved in training of peacekeepers, again all categories of personnel, to offer training in this important aspect of peacekeeping.

Let me hasten to add that the importance of national capacity building also entails difficult choices for both the government in a post conflict country and the international community.

The government is faced with numerous challenges – return and reintegration of refugees and IDPs, economic revitalization, income generation, rehabilitation of physical infrastructure, and provision of basic services. Again it is just a few but all daunting challenges for a government often with limited capacity itself. And on the same time the expectation from the population is very high – they want and expect to feel that peace makes a difference in their daily life. They want a peace dividend. It is therefore tempting not only for the ordinary citizens but also for the government to say – “the peacekeepers look after security so let us focus our limited resources on activities that directly benefits the people – health, education, job creation roads etc”. But right from the deployment of a peacekeeping mission and throughout, it has to be made abundantly clear that a peacekeeping mission is temporary and not permanent.

But also for the international community and the international partners this crucial challenge of building national capacity entails hard choices. First and foremost the international partners must respect the priorities established by the national government and refrain from “picking and choosing” – let alone not pursue development activities outside the established national priorities. Yes, I know full well, that some activities are more attractive for a donor than others. But the facts on the ground clearly demonstrate that some less attractive activities, seen from a donor perspective, are essential for the more attractive ones to be sustainable.

As someone once said to me in Liberia after I had tried to explain this. “I see what you mean – it is not of much help that the children can walk to school on a new road if they cannot do it in safety”. I have loads and loads of concrete examples – for instance about providing the means to function for the security services like equipment and correction facilities. And about the challenges the peacekeeping mission face because the cost of the mission is financed by assessed contributions while the peacebuilding activities, as well as the long term development activities, are financed by voluntary contributions. But I will save those comments to another audience and only remind you who are involved in training of peacekeepers that many peacekeepers are not fully aware of this challenge from the outset.

I have one final point to make in conclusion on the peacekeeping-peacebuilding nexus. That is about integration. In order to succeed it is important not only that a peacekeeping mission works as an integrated mission but also that the mission works closely with the development actors within and outside the UN. Yes, peacekeepers are peacebuilders, especially in relation to capacity building, but the development actors also implement peacebuilding activities and certainly long-term development activities. And they stay, and should stay, on the ground long after the peacekeepers have left. So we have to work together. We have to ensure that we pull together towards the same goal.

Ladies and Gentlemen

Let me stop here on the peacekeeping-peacebuilding nexus. I will as I said be happy to answer any questions you might have either afterwards or bilaterally.

However, when I have the floor in front of such a high level gathering of people involved in training of peacekeeper I cannot let go of the microphone without getting a few very important points in relation to training of peacekeepers off my chest.

One is about the importance of predeployment training and about that training to be mission specific. Personnel coming to a peacekeeping mission – again regardless of whether they are military, police or civilian - are supposed to be able to function from day one. Yes we have refresher training programs, but it is much to costly to turn a peacekeeping mission into a training academy. They have to know and understand for instance that the challenges in relation to protection of civilians and dealing with armed groups are different in for instance Liberia and Eastern Congo. They have to know and understand the mission specific either military or police concept of operations and rules of engagement before they deploy. And let me add in full throughout their deployment. In case any of you wonder what I mean with “in full” – let me just say that ever so often I have been worried, both in the mission I headed and hearing from others, about
how “one-sided” these concepts and rules were interpreted. Yes, peacekeepers have to protect UN staff and UN facilities – but that is not the only task! Sometimes they also have to be robust – of course measured to the concrete challenges. My pursuit of this point might be why the Military Advisor in UNHQ, Lt. General Gaye gave me the title of Field Marshal!!

And then my last point. Everybody involved in training of peacekeepers have to be much, much better in getting the point about zero-tolerance of Sexual Exploitation and Abuse. Not only because it damages the image of the mission. But first and foremost because involvement in such activities very simply said pulls the carpet away under everything a peacekeeping mission is trying to achieve. Namely building national capacity, trust and self-confidence in being able to manage your own affairs. All peacekeepers – and let me underline not only the military but also the police and civilian staff – have to fully understand that being a peacekeeper is not about “enjoying ” yourself!! Serving four years as SRSG, this is perhaps my greatest frustration. I talked about it all the time. I talked about ensuring speedy and decisive action when such incidents occur – but neither the peacekeepers get it nor those that have to follow-up on such cases be it the TCC’s, the PCC’s or the UN itself. I know it is not a gender specific problem. But let me nevertheless close by stating – we simply cannot and should not accept the saying “boys are boys” in peacekeeping.

Thank you.

Summary

In a post conflict situation, the international community must engage itself in three undertakings simultaneously: peacekeeping, peacebuilding and promoting development. Even though all of them have a different timeline, they must be initiated immediately and implemented in co-ordination. It is only through these three elements that sustainable peace is achieved.

Promoting local ownership and building capacity are prerequisites for a lasting peace. Peacekeeping personnel should turn from ‘doers’ into mentors as soon as possible. Capacity building and mentoring should therefore be an integral part of any peacekeeping training.

All peacekeeping personnel should receive mission specific pre-deployment training. In order to be fully functional from the very start, peacekeepers must have a clear understanding of mission specific purpose, rules of engagement as well possible political and cultural sensitivities. There should be zero tolerance for sexual exploitation and abuse. Personnel from different countries should be trained towards the same goal and standards of training should therefore be similar.

Keynote Speaker II

Challenges for the Training Community

Ms. Suzanne Monaghan

Introduction

Thank you to the Crisis Management Centre- Finland and the Finnish Defence Forces International Centre for hosting this important conference, and for the invitation to speak at the IAPTC 2012 annual conference in Helsinki. It is a real pleasure to be back among this group to discuss peacekeeping training issues. I have a very close and personal relationship with the IAPTC, having led the founding organization - the Pearson Peacekeeping Centre - for six years.

So, I am not the mother of the IAPTC, but I am a direct descendant who has contributed to its growth and development and hopes to continue doing so.

I’d like to congratulate the Executive Committee for developing a very focused and timely program. There are so few opportunities for our international community to exchange ideas and share information on peacekeeping training and even fewer opportunities to think more strategically about how we can improve our organizational performance as well as the performance of those we train.

For that is what training is meant to accomplish – produce effective or improved performance. I think that sometimes we forget why we do this. I would suggest that it is for the woman whose protection peacekeepers provide while she collects firewood; it is for the government official in a post conflict environment who benefits from the mentoring provided by the mission to create rule of law institutions that support building sustainable peace; ultimately, it is for humanity’s well-being that we all work in the service of peace.

And even though we come at the issue of training from different roles, I’m making an assumption that the peacekeeping training business has a common goal or mission: to equip peacekeepers – military, police and civilian – to perform efficiently and well, and to be effective as they deploy into increasingly complex peace operations environments.

The task of the peacekeeping training industry is to make them effective peacekeepers, with an increasing requirement to also be peacebuilders, and this will be the focus of my discussion with you.

I’ve been asked to speak about the Current Challenges Facing the Peacekeeping Training Community.

This theme is not new to any of us and, in fact, having reviewed a number of documents from the past in writing this speech, including last year’s Conference Considerations, it is obvious that this topic has been discussed over and over again. I asked myself, how could possibly say anything new or interesting that would be meaningful to you and that might frame the conference discussion.

So, the first challenge is not to repeat what has been said at previous conferences. That may be difficult but I will throw out some thoughts and ideas to provoke the discussion. Perhaps this week we will find some new solutions!

During the next half hour, I would like to focus on the following three challenges:

- **Challenge 1:** We are told that the men and women who deploy into missions are not adequately trained. Collectively, our respective organizations have trained hundreds of thousands of military, police and civilians; many millions of dollars are spent...
every year by our governments on training peacekeepers. We are the ones with the knowledge and the ability to do something to change this situation. If training is deemed inadequate, is the status quo an option?

- **Challenge 2:** Peacekeepers as early peacebuilders are members of a team comprised of civilians, military and police who work with a host government, in building a nation, and supporting change; these are not the traditional roles that uniformed personnel are usually trained for. Civilians are seldom trained as robustly as our military and police colleagues. What competencies are needed by this team to be effective in these roles?

- **Challenge 3:** We can’t possibly train everyone to know everything they need to know...the environment into which they are being deployed is too complex. The knowledge and skill required is extensive and the time available for training is limited. The reality is that there is no developed training culture (or the necessary resources) in some organizations. What then can we do to make sure that the training they get is great?

But first, as training providers, we need to know and understand the context into which we are deploying personnel; we also need to understand how the whole UN system works; without understanding these realities, the training community’s contribution will not be connected and aligned.

So, what does the landscape look like into which we deploy peace operations personnel and then let’s ask if our training aligns with the context and the complex systems where they work? I will only offer a few general points:

- **Conflict** continues to change, as do the drivers of conflict; increasingly, the demand and search for natural resources, organized crime/transnational crime, border issues, and internal tensions are creating conflicts that are hard to manage, are increasingly complex, and which require political solutions; we already know that intra-state conflict impacts civilians, primarily women and girls, with disastrous effects;

- **Global economic realities** mean that taxpayers increasingly expect value for money. We all know that there is less interest in providing continued funding for missions which do not show results. We all are being asked to do more with less. At the same time, the Afghanistan experience has dampened the public’s interest in intervention (certainly in the West). Increasingly, there is difficulty in getting agreement on establishing new missions, as we saw in the case of Libya and most recently, Syria, despite the civilian casualties and humanitarian crises that fill our news each night. Accordingly, we see a drive for smarter, more nimble, higher quality, but smaller interventions, which themselves create a major training challenge;

- **Technology** quickens the speed at which human rights violations and humanitarian crises are visible across the world; technology also spreads the stories of peacekeepers that abuse and violate the people they are sent to protect, resulting in a loss of legitimacy and credibility for the UN and its missions. These are only a few of the factors which result in the increased complexity of mission mandates and serves as the backdrop to understanding the challenge of creating effective peacekeepers, especially those with peacebuilding tasks.

It is critical that training institutions understand the tensions in the triangulated relationship among the Member States, the Security Council and the Secretariat. The concepts outlined in the “Capstone Doctrine” and “New Horizons” documents, as well as the “DPKO/DFS Strategy for Peacekeepers” for early peacebuilders will greatly enhance knowledge of the future direction of peacekeeping. It makes expectations clear and certainly provides guidance on what will be expected of peacekeepers on the ground. The “Considerations for Mission Leadership in UN Peacekeeping Operations” document produced by the Challenges Partnership, guided expertly by our Swedish colleagues at FBA, is a baseline for the mission leadership training which should be provided by training institutions.

So then, understanding the context into which we are deploying personnel and knowing how the UN system works, will ensure that we are ready to face the challenges of preparing peacekeepers and peacebuilders for the field.

**Challenge 1 - if training is inadequate, is status quo an option?**

At various times and with some frequency, the Secretary General, the Special Committee on Peacekeeping (C-34) and a variety of UN reports and other studies have remarked about the need for better trained peacekeepers. I’ve heard this myself a number of times directly from SRSGs, Force Commanders and Police Commissioners in the missions I have visited. Given the above, if our job is to produce effective peacekeepers, are we failing short of our objective?

Admittedly, there might be many reasons why the feedback from missions is that personnel are not up to the task – and only some of reason might be because of inadequate or poor training. Consider that there are five times more peacekeepers today than when the Brahimi Report was published in 2000. It is no wonder that the system is under duress.

But where there is smoke, there is fire. The problem is that if every institution and every member state thinks and says that their training is great, is there any motivation to improve...I think we can all improve.

I am suggesting that Einstein’s theory of insanity is relevant here...insanity is doing the same thing over and over again and expecting different results.

This conference gives us the opportunity to think strategically about how we might act differently and to discuss some measures we might take collectively to generate different results. We have the power to make change.

The standards we as a training community must meet have been created by the UN Integrated Training Service (ITS). Member States control how their own people are trained to the standards. Unfortunately, quantity often wins out over quality, as the benchmarks for ensuring quality are weak, and the need for sufficient boots on the ground is great. In order to be more effective and have strong alignment, we as the training institutions can and should be more insistent on at least meeting the ITS standards and ensuring as much as possible the knowledge transfer with our trainees. This we should be able to do.

Training is often the first item to be cut from a budget. I’ve seen this time and time again in many different organizations (including within the UN itself). This sometimes happens because training organizations haven’t made the business case to demonstrate their return on investment and cost-effectiveness. It can also be before senior people and/or budget managers don’t see the value or importance of training.

There are mixed signals from New York. ITS is under-resourced to meet their objectives and our collective expectations; and their budget was significantly cut last year. This sends the wrong message to Member States about the importance of training.

To address ITS budget constraints, one idea that is perhaps “way out there”, and is likely to be interpreted as political, controversial, or to some, may be viewed as repudiation of ITS – it is not. It’s simply about finding a way of working better together. The idea is for ITS to “deputize” some trusted partners to assist in ensuring its quality and standards objectives are being met. I understand how difficult and sensitive this would be to implement...this
A responsibility the training community can take on to increase alignment is to collaborate more with each other so that we are not duplicating services, wasting time and money. Some collaboration between organizations already exists. I’m suggesting a more comprehensive, multilateral approach to achieve alignment and cooperation. This would mean sharing information, jointly developing courses for the greater good, and sharing the stage with each other. There are already some models for this – the Challenges Partnership, led by the FBA, has made a significant contribution over the years, and Europe’s new training initiative for civilian crisis management ENTRi, led by ZIF, with 13 implementing partners (and including our host) is another great model.

Can we do more? Could the regional associations of the IAPTC play a leadership role in this endeavour? Perhaps the IAPTC could be more active between meetings and become a clearinghouse of available courses and workshops. Could the G8 Africa Clearinghouse assist?

One reason for untrained or poorly trained peacekeepers is likely the cost of training and the unavailability of training products especially on those subjects various reports have said are lacking. A robust program of e-learning courses on a broad range of subjects and skills would provide a partial answer to this problem. Some of them already produce distance learning and online products, some for free and some for a fee.

There are a great many forms of e-learning. Some are strictly knowledge based; others are more interactive allowing for analysis, interaction and discussion; some are pre-learning for classroom training; others are stand-alone. If standards were set by IAPTC, and a coordinating mechanism established, this might multiply by many factors, the availability of courses and would provide opportunities for knowledge and skills to be learned before deployment. This might take some pressure off induction training in mission and should result in better peacekeepers.

In summary, the challenge of improving the quality of peacekeepers requires that a more coordinated and partnership approach be taken by the peacekeeping community. As the regional associations meet during the conference, as we hear from New York, Brussels, and IAPTC, and as we consider our own organizational behaviours, can we effect some change?

**Challenge 2 – Do peacekeepers have the competencies to be peacebuilders?**

If we accept that peacekeepers are early peacebuilders, and are part of a team that is to mentor, support, secure, help manage change, and create the conditions for sustainable peace, I am of the view that there are two competencies that are mandatory. Peacekeepers are change agents if you think about a peacekeeping mission being a change or transformation process. They are the early peacekeepers who help create the conditions for building the institutions for rule of law, economic viability and governance; what is often called peacebuilding. That’s a very different role from the first peacekeepers deployed in the Suez Crisis. I’m sure Lester B Pearson would be very impressed to see how his idea has matured and grown.

I am suggesting that two competencies would lead to more success in achieving mission mandates: inter-cultural literacy and adaptability, and change management.

If there are any competency experts in the audience, you will know that the development of behavioral competencies for roles requires a more arduous process than simply declaring them to be so, as I have just done. I am presently doing some work with the Canadian Police Sector Council on the implementation of Competency Based Management for some police jurisdictions in Canada, so I know that consultation, analysis and validation is required. But for the purposes of this week’s discussion and based on the literature and my knowledge of the work peacekeepers are increasingly being asked to do, I submit these for consideration and discussion. I know that Session II on Core Competencies will have more to say on this issue.

Mandates have become increasingly complex and are often left to interpretation by the personnel on the ground. Sustainable peace today, as you know, requires more than separating the parties to the conflict. It takes quite sophisticated knowledge, skills and above all, attitudes to accomplish the tasks which the Security Council mandates. The New Horizons non-paper speaks to these issues.

We also have to acknowledge that peacekeeping does not move to peacebuilding in a neat and tidy linear sequence. Instead, in this complex, multi-dimensional environment, it is messy, and interconnected. Peacekeeping and peacebuilding are inter-related; when one fails, they both fail. And the people we are mandated to protect lose, again.

What do I mean when I say inter-cultural literacy and adaptability? Basically, this means that our peacekeepers need the capacity to understand the culture, practices, laws, history, geography, and people where they are deployed. I am referring to an ability to adjust quickly to a new environment, and to be open to its nuances, expectations, practices, and history. If they cannot understand and accept where they are, then it will be impossible for the peacekeepers to effect change.

Knowing how to take the temperature of the place where you are deployed is both an art and science; it means knowing how to let go of preconceived prejudices and assumptions about situations and people; it means being very clear about how to communicate with authority, how to be respectful of cultural realities without sacrificing the international norms and universal human rights which might be in contention with the local landscape.

Often we see this most critically in sexual violence and gender mainstreaming issues where the role of women and girls in the local society does not reflect international positions. It is a delicate balance to ensure gender equality while being alert to the cultural norms that will impact on the ability to meet that objective.

The second competency I have called Change Management. It is about facilitating a transition from a culture of war to a culture of peace. It is about leadership and decision making. It is about doing what we say, and saying what we do. Having been involved in a number of organizational change processes, I do know that if you don’t understand the principles of change management you will likely not succeed. At the end of the day it is about motivating people to behave differently. The different levels of proficiency required depend on the role played in the mission from formulating a clear and compelling vision for change with the host government to monitoring and overseeing change implementation.

One of the most important roles of a change agent is to mentor and advise. Mentoring and advising requires training in listening beyond the spoken word; knowing the cultural environment, as well as the power relationships and systems of authority, will result in a mentor who can slowly and effectively effect change. Mentoring and advising means accepting that there is no same size fits all solution for every problem, and generally, the solution will not come from the mentor. Mentoring means brainstorming to find solutions to issues.

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Mentoring means being quiet and waiting for the solution to emerge from those who will have to live with the consequences of the decisions. Mentoring means being sensitive to the
Capacity and capability of the partner, whether it is an individual or an organization. Mentoring requires understanding and accepting complex systems, and long established relationships, that are likely different from your own, and using that difference as a starting point for dialogue and negotiation. Mentoring is never about insisting on "my way or the highway". It requires systematic and critical training to create the confidence, the mental acuity, and the emotional flexibility needed for the peacekeeper to be an effective change agent.

Change management takes leadership. Leadership is not reserved for the senior members of the mission; at every level, and within each discipline, leadership is required if the mandates are to be achieved. Leadership means making the tough decisions on the ground, and basing them on ethical decision-making frameworks. Failure to train and sustain leaders can result in the credibility and legitimacy of the mission being compromised as the local population observes the gap when leaders fail to do what they said they would do, at all levels.

I expect that leadership issues will also get a more fulsome airing in Session II.

In summary, the second challenge is to ensure that peacekeepers being deployed have a proficiency in peacebuilding competencies. It may be that these competencies are gained over time as a career progresses as they are not learned in a one or two week pre-deployment or induction training class. The question of how to split the burden between discipline specific training for military, police and civilians in both their domestic roles and for international deployment, and preparing peacekeepers for the specialized training increasingly required for complex and multi-dimensional peace operations is an important question to ask and it remains unanswered at our peril.

**Challenge 3 - How to make good training great?**

We can’t possibly train a peacekeeper to know everything s/he will need to know given the unpredictable, ever-changing, complex environment into which they are deploying. That is why there is an increasing demand for specialists – and we will be speaking about a number of these this week. Notwithstanding, there are some training techniques and methodologies which are considered best practices. Some among you are very familiar and use these training approaches. I hope that we will see demonstrations of innovative solutions at the Ideas Bazaar this afternoon to further stimulate our thinking.

First, let me deal with what I will call popular misconceptions about training. I know this from 15 years of experience leading training organizations and from hearing feedback from learners and their managers:

- Just because people receive training – they will be able to perform. Not true! Not all adults learn the same way. Generally, learners retain 10% of what they read, 20% of what they hear and 90% of what they do. This suggests that our training methodology makes a real difference. We can’t lecture for 15 days and think learners will leave the classroom knowing exactly what they need to do. We need to actively engage the participants in role playing, small group discussions and problem solving. Practicing decision making allows mistakes that are not measured in human lives, and supports learning by doing.

- Experts are the best trainers, and anyone can design learning product – experience tells me that when subject matter experts design a learning product, they want the learners to know everything. They often load too much unnecessary information into the course, the material isn’t organized from a learner perspective and, without the proper structure, experts like to tell ‘war’ stories when doing the training delivery. When war stories are told, the focus is on the trainer and not the learner.

To be an effective trainer, you need to be a facilitator...not a lecturer. The best design is done by learning professionals working with subject matter experts using adult learning principles. When these conditions are in place the learners generally "hit the ground running" when they arrive in mission.

So, what does effective training look like?

First and foremost to the extent that you can, ensure that the learners on your course are appropriate for the subject being taught. And make sure that your course meets the needs of the job they are going to be doing. This is when a good needs analysis is required. Isn’t it timely that Kevin Kennedy has launched his Global Peacekeeping Needs Assessment? More from Kevin and the panel on needs driven approach tomorrow.

And although this is likely beyond your control – those deployed should be the ones who are trained.

Adults learn best by doing. The methodologies of active learning and problem based learning have proven that learners are better prepared to do the work than if they have been trained using more traditional training methods. As proof, medical schools use this approach to train doctors, as do other professions such as law and engineering.

There are many different ways to provide active learning opportunities to a learning audience. Most importantly, though, learning should be designed for maximum small group discussion of the problems with facilitators as mentors and guides to the learning process. Presentations by the facilitators are kept to a minimum. Webinars, discussion threads, communities of practice, learning aids are excellent ways to supplement...
this training and it is effective in both classroom and e-learning.

What is achieved by active learning methodology is that the learners develop problem-solving and critical thinking skills. This is the most useful element of the learning, because they cannot be prepared for every situation they might encounter in the field. This skill will make the difference between a good peacekeeper and a great peacekeeper. I received countless messages from peacekeepers after they had been trained in this way saying they were confident, they knew exactly what to do when confronted with issues in the mission; they had practiced problem solving and critical thinking.

Content should be well researched and current and should include mission specific information and case studies. Including training on mission mandates and rules of engagement is absolutely necessary. Feedback from mission participants and lessons learned will help keep the content current. Continually asking for information from UN Best Practices will also provide necessary information to include in training materials.

As much as we’d like a long-shelf-life for a learning product, the reality is that there needs to be a continuous improvement strategy in place to keep the content fresh and current.

As already mentioned, a lack of sensitivity to cultural norms, practises and laws can be a major barrier to effectiveness. An off-the-shelf course from one environment is not necessarily relevant for another without some tweaking – I’ve been told by a former Police Commissioner that a major crime course delivered in Haiti which focused on forensic evidence completely missed the point that Haitian law did not recognize forensic evidence, their police had never been exposed to it, nor were they capable of storing or preserving it.

Above all, the training needs to reinforce the interconnectedness of the players in the mission. The most effective training is when we train together with an integrated audience of military, police and civilian participants. The training team also benefits from being a multi-dimensional training team. You have heard this many times before and will hear it again many times this week...it is a proven successful, but not often enough used, approach. I swear it really works to build understanding and relationships among military, police and civilian roles. The model for this is the UN Senior Mission leaders programme; a programme supported by many of the training institutions in this room, in which senior civilians, police and military train and learn together. I’ve seen it successfully used elsewhere in mission planning courses and in exercises. The panel in Session 3 will surely reinforce this point. Cooperation and coordination comes much easier when trust and common purpose is established through mutual respect and understanding.

Train the trainers – this is a popular way for "force generation" but as mentioned earlier, not everyone is an effective trainer or facilitator. It is important to ensure that the skills required are well articulated so that those who are trained as facilitators are appropriate for the role. You will want to ensure that those trained in these skills will be available when required. My experience is that there is a lot of mobility, particularly in military and police organizations and often those trained are not available when they are needed.

Measuring matters – especially when you want to demonstrate that your training is effective. End of course questionnaires, often referred to as smile sheets are easy, and let us think we are on the hook for evaluation, but smile sheets do not demonstrate that the resources being spent achieve the objective. Effectiveness is not "numbers trained". The Kirkpatrick model of four levels of evaluation and Jack Phillips' theory on Return on Investment are the industry standards in this regard. Level three and four which measure change in on the job behaviour, and changes in organizational outcome, (impact) are more useful. Again, there is cost to this activity, but finders are increasingly interested in knowing that their scarce resources are getting results.

Measuring our effectiveness as training institutions also is critical; we need to have the courage to assess whether we are meeting our own objectives and preparing men and women for duty.

Most importantly, when we determine that we are not current with UN standards, and our trainees are not effective, then we need to analyze what changes need to be made at the institutional level that will ensure that we change our practices to meet the need. Partnerships with other like-minded organizations can help by sharing information, materials, and reports. In summary, the challenge is to ensure that peacekeepers are trained in a way that they are confident that they can do the job required of them. As I’ve suggested, some methodologies work better than others. There is a cost to training, but doing it well will deliver results. And what is the cost of not doing it well? And we should always be measuring our effectiveness...and not only with smile sheets.

Conclusion

My time is up, and much of what I have shared from my experience is not new to this audience. As mentioned earlier, in preparing for this keynote address, I went back into the IATPC history and found speeches, papers, and reports from past meetings where these same issues have been raised each year.

The context has changed radically, and every indication is that the emerging issues that will drive peace operations are also continuing to change. We are going to be required to increasingly "think out of the box"; we are going to have to prepare men and many more women to function in highly complex environments. Are we prepared for this future? Are we willing to take on the changes that will create these leaders of tomorrow’s peace operations? Are we willing to share more, harmonize more, and demand more of our institutions, ourselves as leaders, and our trainees?

If so, then the people we are obligated to protect will have a chance to live in an environment of sustained peace, and governments emerging from conflict will find strong support as they work their way to defining the social contract between themselves and the people they govern.

If we are to have any chance at making "... succeeding generations safe from the scourge of war" as the Charter mandates, then we as the training community are on the front line and have an awesome opportunity to create the conditions where people can be trained to meet the challenges in the service of peace.

Summary

Regardless of the role or field (civilian, military etc.) the main objective of the training community is to equip peacekeepers to be effective and also to be able to act as peacebuilders.

Monaghan raised three challenges for the training community:

1. Peacekeepers are not adequately trained
   - Is the status quo an option? Are we falling short? It’s often heard that the training of peacekeepers is not adequate.
   - Quantity in training should not win over quality.
   - Training is often the first thing that is cut from the budget.
   - If everybody thinks their training is great, is there any motivation to improve? We should demand more from ourselves.
   - The ITS Standards should be met.
   - New kind of cooperation and collaboration is
needed. There should be new ways to work together and adopt a multilateral approach to cooperation. This would require the sharing of information and sharing the stage. One example of this is Europe’s New Training Initiative for Civilian Crisis Management (ENTRI).

- New possible ways to cooperate, such as e-learning and distance learning, can multiply the availability of specific training.

2. With the missions and teams getting more complex (especially because of more and more civilians involved), how can peacekeepers also be peace builders?

- Peacekeepers are, or should be, change agents.
- Often there is not even peace to keep, so peace building is essential.
- Peacekeeping does not move to peacebuilding linearly, it’s a messy and interconnected process.
- Intercultural literacy is needed. Peacekeepers must adapt quickly and have knowledge on the geography, history, people and culture of the place of their mission.
- Peacekeepers should be alert and show sensitivity to the local cultural norms and customs without sacrificing human rights and international norms.
- The transition should be from culture of war to culture of peace.
- One of the important aspects in peacebuilding is mentoring. Mentoring is never insisting your own way.
- It’s important to understand power relations and realize that the same solution does not fit for everything.
- Change management requires a lot of leadership.

3. How to make good training great?

- There is an increasing demand for specialization, smaller but higher quality interventions and new ways to train.
- To get training does not mean the trained can perform. People absorb only 20% of the things they hear. That’s why active training, small group discussions and role plays etc. are needed.
- Experts are not necessarily the best trainers, and not just anybody can design a training product. Experts often include too much unnecessary things (and war stories). Designing a training product is ideally done together by professionals of training and experts from the field.
- Those who are trained should be deployed, and vice versa. Also those who are trained should be the right people for the job, from the beginning.
- Adults learn best by doing. Active learning and problem-based learning methods, small groups and case studies are needed. The most important thing is that the peacekeepers feel confident, whatever situation they face.
- There should also be a new kind of approach to the cooperation between the different actors such as civilian, military and police. They should all learn together and from each other and have mutual respect and understanding.
- Feedback from the mission participants is also important way of improving the training, and so are the UN Best Practices.
- Training products should always have fresh content.
- Measuring matters. End of course questionnaires (smile sheets) are not enough, also effectiveness should be measured. It’s also important to measure, whether we are meeting our own objectives – and if not, what should be done.

Views from the Headquarters

As trainers and those involved in peacekeeping training, the IAPTC community has a long cooperation with the organisations that establish peace operations as it is important for successful training. The United Nations has long been a partner with the IAPTC community but with the growing importance of regional organisations in peacebuilding and peacekeeping, the IAPTC Executive Committee decided that it was important to include presentations from the relevant regional organisations respective of where the conference is being held in a particular year in addition to the message from the UN DPKO.

Views from Brussels

Ms. Veronica Cody

Ms. Cody, from the European Union External Action Service (EEAS), gave an overview on the current developments in the EU level. She emphasized the EU’s major role in peacekeeping. Even if there is a tendency to call the EU too slow or too soft, it is involved in a wide range of civilian and military capabilities.

Currently, the EU has 5000 experts working in 12 missions, for example, in Afghanistan, Kosovo and the Horn of Africa. Mandates vary from police and prosecutor training and mentoring, integrated rule of law tasks to fighting piracy.

Ms. Cody stressed that the crises are becoming more complex and consequently also the need and requirements for crisis management are increasing. However, at the same time the EU is experiencing major budgetary and financial constraints which challenge both civilian and military domains of the crisis management. She also noted that 40% of the UN budget is provided by the 27 member states of EU. Thus, there is a great financial burden that the EU member states share.

One of the challenges Ms. Cody mentioned is duplication of the administrative/running costs of each member states with their own structures. Currently there is an attempt to address/reduce this duplication to enhance positive impact and effectiveness.

The strength of the EU in crisis management is that it has a huge tool box of different instruments available; however, the challenge is how these various instruments are used and utilized in order to make action more effective and outcome more desired. The question is “do we make an impact?” New methodology adopted in the EU is the comprehensive approach: no one-sided solutions, but maximum complementary actions and strategies in a view of the Lisbon Treaty. Moreover, the EU calls for coordination and cooperation with other actors.

The EU’s advantages are the range of actions, diversity of tasks and the integrated structures of missions. For example, the focus has changed from solely police missions to wider and more integrated rule of law missions. Naturally, this has also created a challenge for the crisis management training and recruiting. Ms. Cody stressed that to find the right capabilities both for the on-going and new operations is difficult. The capabilities that were needed in the early missions are no longer enough, for example, when it comes to shifting from simple police operations, to the wider rule of law context.

Pre-deployment training in the EU is the responsibility of the Member States. It is mission specific training. Ms. Cody commented that the problem in the civilian training is that even if some Member States are able to offer quality
training, others have very limited possibilities and facilities. Therefore, all the training requirements cannot be met and as a consequence poorly trained staff impacts negatively to the mission delivery.

Nevertheless, there are EU-level training projects which have brought the EU training providers together, such as ENTRI with 14 member states led by ZIF in Germany and EUPST in Italy. The results are extremely positive ensuring elimination of duplication and the greater coherence of training instruments.

Ms. Cody also mentioned that contracted personnel create another challenge for the training. While the EU missions have become more specialized, the number of contracted staff has concurrently increased especially in the fields of procurement, logistics, and communications. The Member States are not responsible for training of the contracted staff and therefore they are behind the skills compared to the seconded staff. Moreover, in general, there is a need to link training with recruitment: It is a waste of resources to train people who are never deployed to the missions.

Key messages and training challenges listed by Ms. Cody:

1. Training should not be seen in isolation. Keep asking what are we training for? What are the challenges? Keep building and improving capabilities and capacities
2. Training should be seen as a part of the overall policy cycle. The concepts, lessons and training form a circle of activities feeding each other and creating a virtuous cycle.
3. There should be more focus on MMA training, as the missions largely concentrate in MMA. The focus should be on “how” instead of “what” – police are experts in their own field, but another thing is how to convey the skills to the members.
4. The EU has made progress on the nexus between the EU’s internal and external security. A link and cooperation between the crisis management activities in the CSDP/EEAS context and the agencies such as EUROJUST, EUROPOL and INTERPOL has been acknowledged.

Introduction

I would like to begin by sketching out the strategic context of the last decade before providing you with more detailed examples of today’s EU development as a peacebuilder. I will then move on to current and future challenges, more specifically, on training.

1. A few words about the past, strategic context and the EU

   • Over the past decade, the EU has developed a range of civilian and military capabilities for crisis management and is currently deploying over 5,000 experts in twelve missions and operations across the globe supporting the rule of law (Kosovo), training and mentoring police and judiciary (Afghanistan, Iraq, Palestinian Territories), monitoring a peace

   • Over the past decade, the EU has grown up as a security provider - or to put it differently, as a peace builder. The new US Defence Strategic Review recognises not only that Europe is a “producer of security rather than consumer” but also calls on the EU to take a larger share of the burden.

   • There is a growing demand internationally for the EU to become a more prominent security provider and that is all the more needed with crisis erupting and getting more and more complex, in e.g. Sahel, Horn of Africa, Southern Neighbourhood.

   • Paradoxically, at the moment that the need for crisis management capacities is increasing, we are being hit by a very severe financial and budgetary crisis that has put a serious cap on crisis management resources that we need in order to act, both in military and civilian domains.

   • The strength of the EU is its wide tool box of instruments with which it can engage to manage or prevent conflict (diplomatic, development, humanitarian, security).

   • The Comprehensive Approach (CA), is a term we hear more and more often, and it is the right way to move forward. It is not just a “catchy” phrase. It is the most optimal route to achieve what we have set out in European Security Strategy and what was on our minds when uniting behind the Lisbon Treaty.

   • The CA is a must for two reasons:
     1. It acknowledges the fact that there exists no single, one-sided solution to the complex security problems of today; you need to employ a broad spectrum of tools to provide enduring effects.
     2. In times of scarce resources you need to ensure a maximum of complementarity, avoid duplication, explore synergies and identify enabling and multiplying effects.

2. The Lisbon Treaty

   • The Lisbon Treaty is designed to enable the EU to act more coherently, in a comprehensive way.

   • European External Action Service (EEAS) is in place: rendering CFSP more coherent and by providing continuity in external representation and by being a service provider to EU Member States. The HR has described the EEAS as a “machine” for conflict prevention, security and stability. A range of internal steps were effectuated to bring together all relevant players in the service, Geo Desk, CSDP, crisis response in the Crisis Management Board and ad hoc Crisis Platforms as well as in the Crisis Prevention Board. We should be narrowing further the gaps between CFSP and the external aspects of the Commission’s work.

   • The EU has experience with running CSDP missions and operations for more than a decade now (total of 24 missions/operations, trained security personnel, civ-mil Li, cooperation/collaboration with partners ...).

   • Clearly, the seeds for CSDP were sown before 2012. But the approach was more ad-hoc, less joined-up, more focused on short-term solutions. Now, as a result of enhanced coherence, continuity and service-orientation slowly but surely and in difficult environment, a new type of crisis management is emerging.

   • In other words, we are in midst of “defragmentation” of EU external action and I would like to point to the case of Horn of Africa how we are already making a difference.

3. Translating Comprehensive Approach into Comprehensive Action: Horn of Africa and the fight against piracy, which is a huge challenge.

   • The EU’s first maritime mission, Operation Atlanta, was launched in 2008 and has been successful in protecting World Food Programme and AMISOM shipments into Somalia. Additionally, they have provided protection to merchant ships transiting this key route to Europe and disrupted piracy. Atalanta works closely together with NATO’s “Ocean Shield”, the US-led Coalition Maritime Forces, and other naval forces in the region to fight piracy.

   • However, piracy at sea is due to instability and lack of governance and development on land in Somalia. We also need to address this. The EU’s Training Mission EUTM has
We have recently activated the Operations Centre in Brussels to better coordinate the military aspects of our different missions. The EUSR for the Horn of Africa, coordinates all different strands of our action and makes sure that the political process in Somalia remains on track, which is key to progress and success.

All of this is tied together by the Horn of Africa strategy, agreed by all 27 MS as the wider framework for our action. We understand the problem, we have a common end-state, and we work together in a coherent manner.

And we are now working on an “Action Plan for the EU fight against Piracy off the HoA and in the Western Indian Ocean”. It is the EU version of a classical campaign plan, putting all the necessary strands together to contain piracy, to deter people from joining piracy groups, to encourage Somalia and the region to fight poverty and promote sustainable development.

The comprehensive approach is not limited to EU activity - we conduct this with partners.

For the EU Training Mission of Somali soldiers we have partnered with the United States, AMISOM and Uganda. This has been key to the success of our mission. By the end of the second mandate (December 2013), we will have contributed to training ca. 3,000 Somali security forces. They have been very instrumental, together with AMISOM, in the TFG regaining control over Mogadishu and wider areas in Somalia proper, which was until now in the hands of Al Shabab.

EUTM Somalia is a case point in to make use of multiplying and enabling effects: a relatively small and affordable mission (first mandate 7mil EUR, second mandate 4.8mil EUR, max. 124 personnel from 14 nations, amongst them several partner nations) provides enormous effects. EUTM is considered to be the most efficient mission to date.

Partners add considerable value to our missions, they increase our reach and impact. For the Maritime Capacity Building mission in the Horn of Africa, we link in with the International Maritime Organisation, with UNODC, UNDP, and we have strong interest from Third countries such as South Korea and Japan. The US is one of our principal partners. The EU and the US recently signed a Framework Agreement to regulate the participation of US staff in EU-lead missions - as it is already the case in Kosovo and Congo.

With all that, we are starting to have an effect. The International Maritime Bureau noted a significant drop in pirate attacks for this year off Somalia indeed they stated that “naval actions play an essential role in frustrating the pirates” and the naval presence simply must continue.

Somalia is now enjoying a protracted period of better security, diaspora is slowly starting to return and invest in the war-torn country. The successful rate of attacks is down but the challenges remain considerable and the issue is far from being solved. However, there seems to be some hope for the Somali people.

(According to BBC “Amidst the rubble, homes are being rebuilt, cafes and hotels opening, thousands of members of the diaspora are returning, and everyone is talking - with varying degrees of confidence - about future without bloodshed”)

HoA should become the norm, the new, wholesome model of EU action.

We are developing the same approach for the Sahel region. We are launching a capacity building mission in Niger and carrying out prudent planning to address the security situation in Mali.

4. To be able to deliver, we need robust capabilities and resources to act

- Force generation and capability development are key for the EU’s credibility. It is easy to talk, we also need to deliver.
- Some 80,000 people have been deployed in CSDP missions and operations over the past 10 years, but a maximum at any one time of around 9,500 namely in 2006 (EUFOR DRC and Althea) and 2009 (Tchad). Although civilian missions outnumber military operations by far, military operations tend to be much larger in size. As we speak, there are over 5,000 men and women deployed in 15 missions and operations. Where do we find them? The Headline Goals, both military and civilian set numerical and also qualitative targets for personnel for deployment to missions / CSDP operations.

5. Training of CSDP Missions and Operations personnel

- Properly conducted training (both generic and mission specific pre-deployment) of seconded national experts, linked to the in-mission training directly impact the quality of CSDP mission personnel. Quality of CSDP personnel can make a difference - need for well-trained, well-prepared, well equipped personnel that will be able to perform on the ground very quickly upon their deployment, both in their individual and collective capacity in a multinational environment.
- We should be aware of major structural
We need to address specific issue of training civilian CSDP personnel.

- pre-formed, pre-equipped, pre-trained military units
- individually recruited, trained and equipped civilian experts (with exception of IPUs/FPUs)
- international/local contracted personnel in civilian CSDP missions
- profile of civilian CSDP missions and main tasks (MMA, non-executive)

Recall that 'Training' is one of the four key profile of civilian CSDP missions and main international/local contracted personnel in civilian CSDP missions.

Survey conducted by EEAS / CMDP last year among all 27 Member States on their training capacities and models of civilian pre-deployment training, complemented by feedback from CSDP Missions. Figures on seconded personnel deploying to our CSDP Missions without receiving any pre-deployment training is still unacceptably high and major gap with training contracted personnel should not be forgotten either.

Skills that personnel need to be trained in (and evaluated) during a pre-deployment phase: field security, mission language, driving 4 x 4, project management, programmatic approach, reporting, radio communication, etc.

Informational /raising awareness could effectively be delivered during a pre-deployment phase also on: EU/CSDP structures/policies, horizontal issues (e.g. gender, human rights, child protection), latest EU concepts (justice, Police Strengthening), region/country specific issues, anti-corruption, etc.

Important factor is also enhancing the ways through which we can link the pre-deployment training and in-mission training, enhance their complementarily, so that there is one coherent way in which we prepare personnel deploying to civilian CSDP Missions.

We need to address specific issue of training on MMA. It is important because how we do things is as important (if not sometimes even more important) as what we do - in both our civilian CSDP Missions and military CSDP operations.

- Let me briefly also highlight the role of the EEAS, especially its crisis management structures in this process. EEAS provides overall guidance, helps in mainstreaming of horizontal topics (UNSCR 1325/1820, CMCO, SSR), concepts, lessons from Missions. CMDP/CPCD have been conducting special induction training for Head of Mission and Key Mission Personnel (from 2007 onwards, first case EULEX Kosovo).
- We also act on promoting civ-mil synergies which have their impact also on the training for CSDP Missions and Operations.
- We also help in designing and steering implementation of supporting actions, such as projects co-financed from Instrument of Stability. Two important projects of this kind - ENTRi and EUPST - greatly contribute to the training of crisis management personnel.
- Efforts continue to improve the CSDP-related training, improving both functioning of Brussels structures and bodies as well as CSDP operational activities.
- Overall principle of linking CSDP operational activities through lessons. Lessons are validated and then included in training and exercises, concepts and development of capabilities, leading to a “virtuous circle”.
- Work under way, on Mentoring Monitoring and Advising, as identified in CART 2011, one of the priorities in civilian CSDP field which could be of benefit also for military personnel.
- Minimum standard training elements to be developed at two levels (operational and strategic) with the help of Germany (well-functioning model of Mentoring course, developed by police/civilian/military training institutions) and EULEX Kosovo respectively.
- A meeting on Training of CSDP Missions and Operations personnel was held on 7-8 May 2012 organised for the first time ever in such a format, bringing together training experts from EU institutions, all civilian CSDP missions, two EU OHQs/ FHQs, as well as training providers operating at EU level.
- Conceived as civ-mil event, reflected in the programme, raising awareness on approaches/structures in the two representative domains: Cross-cutting issues (MMA, support of training activities from the EU - level, training modules/minimum standard training elements linking pre-deployment and in-mission training.
- Very positive feedback from participants, aim to organise it as a regular event, build on the training community’s expertise.
- Also an EU Senior Mission Leadership course was held earlier this year. Concept of the course developed by Folke Bernadotte Academy, with a strong support from CMDP, linking lessons from CSDP operational activities to training efforts.
- Conducted by Folke Bernadotte Academy, under the framework of the ESFDC, in Brussels/Bruges 16-17 April 2012.
- High level EEAS speakers and experienced mentors important feature of the course
- Very good mix of high-ranking participants covering military, diplomatic and civilian backgrounds
- Linked to the future use of this personnel in CSDP Missions and operations senior functions
- Promoting women’s participation/candidatures for HoMs positions.
- Another good example of training support available from the EU level are Minimum standard training elements and full-fledged training modules, which could be used in both civilian and military domains and contribute to cross-fertilization.
- Minimum standard training elements which exist (agreed by the PSC in December 2010) on Human rights, Gender, Child Protection are now being further developed into full-fledged training modules.
- To conclude, much is being done at EU level and in the Member States to improve training for personnel deploying to countries in conflict and crisis. More personnel are being trained every day, and better trained. But gaps still remain and much remains to be done if we are to achieve maximum impact in our missions and operations. In the end of the day, it is the quality of the personnel which makes that critical difference.
Mr. Kennedy, Chief of the UN DPKO Integrated Training Services (ITS), stressed that the global financial crisis and the sustained focus on reform/cost-effectiveness has also created new challenges to the UN and specifically DPKO.

Currently there are 15 on-going peacekeeping operations and one DPKO-led special political mission (UNAMA in Afghanistan). Some 119,000 UN personnel are serving in peacekeeping operations with the combined costs of $7.2 billion.

To look towards the future and UN planning assumptions, the operation in East-Timor (UNMIT) will be concluded by the end of 2012. The focus on Somalia will be enhanced (to AMISON via UNSOA) with the aim of increasing the support for the democratization process. Moreover, there is contingency planning for potential new missions (Sahel? Syria?). The UN also hopes to see formerly active countries returning to UN peacekeeping and increasing the cooperation among the different organizations, such as the EU, NATO and AU.

The United Nations Security Council reflects volatile global political and economic environment and is sharply divided over some situations, especially over Syria. Mr. Kennedy stressed that the lesson from the UNSMIS operation in Syria was that peacekeeping cannot be demonstrated without political will and with a divided Security Council (SC).

However, there are also significant agreements within the SC, for example, when it comes to including sustained support on a range of peacekeeping priorities. Moreover, the UNSC is also clearly interested in the performance and progress of peacekeeping with regular reviews and benchmarking.

Some 70 distinct mandated tasks in peacekeeping/peacebuilding operations also create a challenge for the training community. Peacekeeping is about partnership at various levels, however there are also some factors that create strain; continued tensions between “those who deploy” and “those who pay” and the continued conjecture in the global South that current international decision-making mechanisms are inadequate, depriving TCCs and PCCs of sufficient voice. Moreover, fiscal constraints imposed by the economic crisis have strained all partners.

Mr. Kennedy also gave a summary on the 2011-12 report of the Special Committee on Peacekeeping (C-34) which “expressed concern over outstanding reimbursements; adverse effects of delayed reimbursement on capacities of TCCs; underlined importance of the Senior Advisory Group on troop costs and noted the review of the methodology for reimbursement rates endorsed by the 63rd GA”.

The other highlights mentioned in the report include, i.a. increased attention to police needs in light of expanding mandates; reference to inter-mission cooperation, which is significant in light of the cross-border challenges facing missions, and the need to optimize the use of scarce air assets in vast deployment; first-ever reference to “defence sector reform” and the need for guidance— issues vehemently debated in previous years, and 14 new paragraphs on enhancement of African peacekeeping capacities.

Moreover, the report indicates that reforms proposed in the New Horizon paper are on track; particularly the “capability-driven approach” aimed at improving overall performance in the field and stresses the need for stronger consultation between the Secretariat, TCCs and PCCs, and stronger triangular consultation between them and the Security Council.

The four pillars of the New Horizon Reforms and progress in pilot initiatives are described in the following slides:

**New Horizon Reforms: Core Pillars**

- **Policy Development**
  - e.g. protection of civilians, peacebuilding roles of peacekeepers, effective peacekeeping

- **Field Support**
  - e.g. faster deployment, scale efficiencies, client orientation

- **Capability Development**
  - e.g. performance culture, strategic force generation & outreach, training

- **Planning & Oversight**
  - e.g. triangular cooperation, accountability frameworks, reporting

**New Horizon: progress in pilot initiatives**

- **Infantry Battalion standards**: a first-ever generic United Nations Infantry Battalion Manual has been developed and released.
- **Scenario-based infantry staff training modules for MONUSCO, UNAMID and UNMIS are complete**.
- **Military Medical Support standards**: A revised Medical Support Manual is expected by November/2012; to be accompanied by recommendations for improved medical planning, force generation, and other actions.
- **Staff Officers training standards**: Pre-deployment Standards & Specialized Training Material for Staff Officers are complete. TOTs are planned this year.
- **Force Commanders intensive orientation course**: a new initiative of dedicated training and mentoring for newly-appointed Heads of Military Component.
With regard to peacekeeping and early peacebuilding nexus, Mr. Kennedy mentioned that the mandates of the Security Council assign peacekeepers multiple roles—many critical to early peacebuilding. The importance of peacekeepers as peacebuilders has been also acknowledged by the C-34.

The Secretariat has made progress on clarifying the peacekeeping-peacebuilding “nexus” and ensuring security and safety and track two refers to actions that lay the foundation for longer term institution building.

The strategy also implies in-depth background knowledge and assessments of conflict drivers and the capacities of national institutions and actors and the ability to rapidly deploy personnel with the appropriate skill sets and equipment, and development of partnerships. Therefore, there is increased need for professional knowledge and expertise as well as specific skills: e.g. project management, mentoring, advising and skills transfer. This naturally has implications for training.

The following is the list, provided by Mr. Kennedy, of training related highlights in the C-34 report:

- Training referenced throughout the report
- Stresses importance of training in all phases of deployment and for all personnel; aimed at building peacekeeping capacity, including for peacekeepers to take on early peacebuilding tasks.
- Stresses the importance of the operational readiness of peacekeepers to effectively implement mandates; emphasizes TCCs role in force generation, pre-deployment training
- Encourages further cooperation between the Secretariat and troop-contributing countries on measures to improve operational readiness
- Continues to highlight gender, sexual violence, protection of civilians and mission-specific training in line with work completed and anticipated needs
- Notes the sustained increase of the police dimension in a number of missions, the need to address shortfalls, particularly for police officers with specialist skills; requests DPKO to indicate measures to address the additional training needs.
- Notes that peacekeeping training is currently provided by a number of actors, namely Member States, UN system organizations and non-governmental training organizations; encourages partnerships
- Global Peacekeeping Training Needs Assessment: An important opportunity to ensure coherence and a common view of the roles and responsibilities of the various actors engaged in providing training to peacekeepers.

DPKO has elaborated an early peacebuilding strategy to help missions establish and sequence peacebuilding priorities in areas such as policing, rule of law, DDR, security sector reform and mine action.

An early peacebuilding strategy has a two-track approach: track one refers to actions related to immediate peacekeeping tasks; advancing missions’ political objectives or peace processes, and track two refers to actions that lay the foundation for longer term institution building.
Ideas Bazaar

The Ideas Bazaar is a part of the conference that is dedicated to giving participants a chance to showcase their centre and the work of their centres. It is an opportunity to have informal discussions and network with peacekeeping training colleagues from around the world to share their ideas and new initiatives.

Participants showcase their centre through table top displays and bring recent publications and training materials to share which sparks lively discussion and can create the impetus for future collaboration. The Ideas Bazaar was held in the afternoon of the first day of the conference, there were over 30 exhibitors.
IAPTC 2012 Conference Report

Day II: Tuesday 18 September

Session I:
Needs Driven Approach to Training

Panel Discussion
Chair: Brigadier General Marcel Chirwa

This session introduced the needs driven approach to training.

In the panel discussion Mr. Kevin Kennedy from UN DPKO ITS briefed the participants on the global training needs assessment (TNA) conducted by ITS, and A/C Mandy Newton from Australian Federal Police gave an overview of the International Deployment Group (IDG) and on Australian capacities to deploy Australian Police domestically and internationally to contribute to peace and stability and security operations.

After the panel discussion participants continued the discussion in the functional groups (military, police, civilian and pedagogical).

UN Global Needs Assessment

Mr. Kevin Kennedy

The Integrated Training Service (ITS) of UN DPKO/DFS will conduct a global training needs assessment (TNA) in 2012 covering all peacekeeping personnel at Headquarters and in peacekeeping missions, including civilian, military and police, international and national staff.

Since the last global peacekeeping TNA was conducted in 2008, peacekeeping has evolved significantly and valuable experience has been gained in training.

Mission mandates and operations continue to evolve and an array of reforms have been initiated, along with new strategies and policies. The global peacekeeping TNA in 2012 will take these factors into account, along with expectations of Member States and the increased emphasis on specific areas, such as protection of civilians, sexual violence, and developments in cross-cutting areas.

The objectives of the TNA are as follows:

- Determine skills, knowledge, and behaviour that all categories of peacekeeping personnel need to deliver on mandates
- Identify performance/skills gaps, particularly with respect to mandate implementation, that can be addressed by training
- Assess current peacekeeping training and learning activities and mechanisms

The methodology (top down and bottom up) will involve the following components:

- Desk review
- Data collection (focus groups, consultations, individual interviews)
- Electronic survey of sample population
- Consultation with “parent offices” at Headquarters, Integrated Mission Training Centres, Member State training institutes

The timeline for the TNA is divided into five phases:

Phase 1: Develop the TNA process and refine the methodology and scope (June 2012); seek endorsement of the DPKO/DFS Working Group

Phase 2: Conduct TNA, including desk review, interviews, survey, focus groups, consultation meetings (July – November 2012)

Phase 3: Carry out analysis of data obtained through TNA and draft final report (November - December 2012). Validate findings.

Phase 4: Present TNA results and related recommendations to DPKO/DFS Working Group, C34 and others as required. (January – February 2013)

Phase 5: Draft new training strategy, priorities and strategic implementation plan (March – April 2013)

Mr. Kennedy in his presentation emphasised that ideally each mission should also conduct their own TNA, based on strategic guidance from HQ. Each mission should have training plans based both on strategic assumptions as well as force commanders training directive.

Mr. Kennedy lamented that the training needs of missions are based often on wish lists. He stressed that training should be seen a strategic tool. Missions cannot be training institutions (reference to Ambassador LJ's intervention from Monday) but missions should have an understanding that training can be a very useful tool (example from DRC).

Mr. Kennedy said that at the time of the conference data collection is still underway. However, some preliminary findings have been found on the training needs described in the following slides.
2012 Training Needs Assessment Preliminary Findings

Training needs across personnel (civilian, military, police)
- UN peacekeeping – basic history, dynamics (GA, SC, ACABQ, C-34 etc)
- UN peacekeeping – mandated tasks, such as POC
- Understanding of political and cultural context where peacekeeping mission is based
- Analytical thinking (inc. political, conflict analysis) and writing
- Project management, planning, crisis management
- Capacity-building, skills transfer, mentoring
- Working in an integrated manner – civilians, military, police and across cultures
- Language skills relevant to the mission

Specific training needs for Staff Officers
- Coordination and interaction with other actors

Specific training needs for Military Liaison Officers and Military Observers
- Liaison, negotiation and mediation
- Information sharing
- Communications skills and Interview techniques

Specific in-Mission Training Needs for Military Units
- Weapons firing exercises
- Night operations

Training needs specific for police
- Understanding of police mandate in the particular mission
- Capacity-building and institutional reform skills
- Skills/knowledge transfer, mentoring
- English language communication skills
- Driving (adapted to local terrain and climate)
- Weapons firing (for armed police)

Training needs specific for military
- Political analysis, understanding local context, dynamics and actors
- Understanding administrative requirements of peacekeeping mission
- Understanding and using ROE
- Integrating military planning with civilian planning processes
- Driving
- English writing and communications
A/C Newton presented information on the Australian Federal Police (AFP), which has established the International Deployment Group (IDG) in February 2004 in response to the increasing unrest and instability in the Asia-Pacific region. The IDG provides a standing capacity to deploy Australian Police domestically and internationally to contribute to peace and stability and security operations.

It takes time to educate a police officer who is capable for deployment and work either as an adviser, trainer, mentor or peacekeeper. IDG now provides a standing capacity to deploy nationally and internationally. IDG works in partnerships with national and international actors and training is also provided for neighbouring countries.

The IDG training village simulates mission environment. It is a purpose built facility to replicate overseas mission environments. Training includes capacity development, human rights, cultural awareness and basic skills such as four wheel driving and field first aid. IDG's pre-deployment training is internationally recognised and the AFP is the first police force in the world to receive UN recognition for its pre-deployment training.

TNAs are normally done in mission (identified a need for training in capacity development, CD). In recruitment, a suitable professional background and attitude play a role. It has been recognized that many of the barriers to being a good adviser were related to understanding the culture.

A/C Newton mentioned that a number of members identified that they did not have a good understanding of their role as ‘advisor’. Many staff identified related issues including timeframes for engagement with RSIPF (Royal Solomon Islands Police Force) staff, having an understanding that you personally may only be able to make small achievements, managing expectations of yourself and your counterpart, and managing challenges to capacity development as they arise.

Other important comments that were raised were the importance of building a solid relationship with your counterpart, and the problems that are encountered when advisors constantly change processes to the “Australian way”. IDG has conducted 5 programs in 2012, with constant evaluation and continuous improvement.

A/C Newton gave two training examples, RAMSI (Regional Assistance Mission to Solomon Islands) and police training in Afghanistan (see slides). A/C Newton also mentioned the Police Development Project (PDP) which will create a specific AFP/IDG approach to Police Development. It aims at improving how the AFP supports and assists policing in developing countries.

It will formulate a Strategic Framework for Police Development and develop a practical toolkit containing over 100 practical guides and guidance notes that will ensure shared understanding of what police development is, what it seeks to achieve, and how best to do it (see slides).

To date PDP has achieved a lot in a short time. Internal Knowledge Group (IKG) has been established to assist in the development of the toolkit and four Framework Workshops have been conducted to develop the structure of the program management cycle and activities. All activities are structured in line with AFP and IDG objectives, PDP has visited to Tonga and Timor Leste to capture policing counterparts views on “what worked”, AFP co-hosted, with the Indonesian National Police, a United Nations workshop on Strategic Guidance Framework in June 2012 at JCLEC and IDG hosted international researcher, Professor Bruce Baker, who spoke to IDG members on local forms of policing and justice.

Results from the field
Assistant Commissioner Mandy Newton

International Deployment Group
The IDG provides a standing capacity to deploy Australian Police domestically and internationally to contribute to peace and stability and security operations.

GOAL
To provide leadership within the law and justice sector in the delivery of offshore law enforcement initiatives.

PURPOSE
To contribute to regional and international stability and security on behalf of the Government of Australia.

ACHIEVED BY
Contributing to offshore law enforcement initiatives.
Participating in capacity development programs within the law and justice sector.

Training example – Afghanistan
- AFP has been training Afghan National Police (ANP) since 2007.
- Op Illuminate’s aim is to train, develop and mentor ANP.
- To develop the capacity of the ANP so they take responsibility for civil policing operations.
- AFP have trained over 2000 ANP members on Afghan Uniform Patrolman’s Course.
- Almost 200 ANP members completed non-commissioned officers’ training.
- Achieved success in transferring training skills to AFP members.
The main focus of the discussion was the new UN Infantry Battalion Training Manual (UNIBTM) and the needs driven approach to training. It was stated that despite the fact that the UNIBTM outlines basic standards for the UN Infantry Battalion Training it’s more than training manual, because it offers guidance also on strategic, operational, and technical levels. Furthermore, it contains for example 50-pages check-list of UN requirements. The main goal of the manual is to facilitate smooth transition between UN missions and national tasks as well as to advance the harmonization of the different national training systems.

Regarding training, the key discussion topics included: harmonization of training, development of training, and how to evaluate the impact of the training. It was generally stated that there should be bigger emphasizes on need driven approach to training. Pre-deployment training should include among other things mission specific training modules, scenarios with backgrounds and key lessons learned, and introductory documentation.

As one of the key ideas it was suggested that there should be better and stronger link between troops and HQ planning, which practically could mean that national training
and military experts should conduct regular assessment visits on the missions for evaluation and publish the findings.

It was also emphasized that national training centres should develop regular after mission feedback mechanism and to share acquired lessons learned to be used for necessary training adjustments.

Participants also pointed out the principality of junior leadership on peacekeeping missions referring to the practical observation that success of the mission depends heavily of junior leaders’ initiative, situational judgment and adaptability, which should be noticed in training.

The following are the findings of the groups and recommendations:

- Recognition of early peacebuilding tasks
- Standardization of training for quality and performance in the field
- Training should be needs and objectives driven
- Training should meet the expectations and requirements of the mission
- Member states to carry out self-evaluation, maintain operational readiness and quality assurance
- Member states may send assessment teams to the mission area for realistic evaluation of training needs
- Establish effective monitoring and feedback mechanism for impact assessment
- Need for effective knowledge management and lessons learned for incorporating in the training curricula
- Junior leadership – need for accountability, responsiveness, initiative, education and training, need for adopting to mission environment
- Address trainability factor and professional ethos specific to member states to tune mission operational environment
- Address trainability factor and professional ethos specific to member states to tune mission operational environment
- Tap into institutional memory for better knowledge management and develop effective training tools

Police

The group had a lively discussion based on the guiding questions put forward by the Chair:

- What is the role of training needs assessment?
- Should it be cross-functioning, taking into account both the peacekeeping and peacebuilding dimensions?
- What is the role of cross-agency cooperation between civilian, military and police actors?
- What is the way forward?

Many participants noted that one of the key challenges in identifying training needs is the lack of common baseline both in the national basic training as well as in the pre-deployment training. The role and tasks of the police can vary greatly in different countries and there is no comparable basic skill level among the police officers. There is also great variation in the pre-deployment training. To balance the situation, it was proposed that a basic curriculum on peacekeeping and peacebuilding policing could be developed. Cooperation between military and police should be one important element of such training.

In order to better adjust the training already in place, it was opined that the UN could give guidelines on what kind of policing will be needed in future operations. Also, introducing detailed job descriptions would help the contributing countries in identifying and training suitable personnel.

Several participants stressed the importance of bilateral cooperation as it is considered to contribute to coherence, continuity and accountability. Working on a bilateral basis helps to identify the training needs and to develop specialized training. It also helps to address the challenge of rotation of the trainers.

It was proposed that the United Nations take a coordinating role in this regard to ensure efficiency and eliminate double efforts. The ownership and commitment of the receiving country was also considered vital to the success of the bilateral programmes.

It was also highlighted that since there is a shift from peacekeeping towards peacebuilding, there is a need to differentiate between police skills and police reform skills. Police and security sector reform often require also civilian skill and basic policing skills as such might not be sufficient.

Finally, it was proposed that the police group could meet more often to discuss topical issues.
The civilian group's main topics were training needs assessment and cooperation between different training centres. The group agreed that a running assessment on training needs is critical. One of the best methods was seen to be the interviews of deployed personnel.

To avoid the possible obstacles and resistance to the interviews, the assessment goals and benefits should be made clear for all parties through high level support.

The group's second concern was that the current training is concentrated too much on individual training and consequently lacks focus on collective and integrated training that would enable better cooperation in real life situations in missions. Exercises were seen as an excellent way to train personnel on integrated operations. This was seen especially useful for civil-military operations where often both sides consider their counterparts to have alternative priorities and aims.

In addition, intercultural understanding should be emphasized in training; to facilitate the transition to the operational environment. Smooth cooperation between different organizations and cultures was seen almost as the ultimate aim and a critical factor for increasing the effectiveness of operations.

In general, it was also agreed that the centres should increase the overall training cooperation and initiate stronger communication towards various interest groups such as governmental and non-governmental organizations and potential trainees or trainee organizations.

Cooperation between training centres was seen as a very positive thing and it was proposed that a website combining all contact details in one place. Currently there is some collated data, mainly done by Zentrum für Internationale Friedenseinsätze (ZIF), on training centres in Africa, Middle East and South America, but otherwise a comprehensive registry of centres is missing.

It was seen that there is a need for this kind of registry, so both trainers and potential trainees could see what trainings are available and where and by whom the trainings are organized. It was proposed that this need could be addressed for example by a new website that incorporates the necessary information.

Due to the fact that there are no resources allocated for the upkeep, it was suggested that the site would only have a set of links (possibly in the form of an interactive map) to the different centres respective sites, thus placing the responsibility of keeping the training data up to date to the training centres.

It was also suggested that the site would be hosted by IAPTC as they have the necessary web infrastructure.
The discussion started by reviewing some of the basic definitions related to the peacekeeping training. Pedagogy was defined as the transfer of knowledge from one person to another in an efficient way. The difference between education and training was highlighted with education being more general and referring to the broad cultural and societal skills that a young adult learns as part of the development process such as language and customs for example, whereas training is job specific and prepares somebody to do job related tasks. Following these definitions, peacekeeping training was defined as preparing people to work on peacekeeping missions.

The participants emphasized that training is an investment and for it to be effective and to bring the desired return of investment, certain measures must be taken. Trainings have to be designed carefully, taking into consideration the cultural context as well as the expectations of different stakeholders. Trainings should be seen as a forum where participants can share and learn from one another. Each participant brings his or her own expertise and experience to this learning environment.

Using the right trainers and getting the participants engaged with active and participatory learning methods, peacekeeping trainings should give a glimpse of the realities of everyday life in the mission and draw on real case studies where possible. Meeting expectations of various stakeholders, having unrealistic learning objectives and the difficulty of measuring impact were considered some of the most important challenges of the field.

With regard to the complex and demanding nature of peacekeeping training, it was proposed that in the next year annual conference, there should be a plenary session covering the pedagogical aspects of trainings and learning approaches in peacekeeping missions.

### Session II: Core Competencies in Effective Peacebuilding - Implications for Training

**Panel Discussion**

Chair: **Major General Jorge Peña Cobeña**

This session started with a panel discussion on core competences in effective peacebuilding chaired by Major General Jorge Peña Cobeña. Topics of this panel discussion included mentoring and advising, project management, implementation of UNSCR 1325 and leadership.

The speakers included Dr Nadia Gerspacher from USIP, Mr Ary Bobrow from UNOPS, Ms Sarah Martin from WPS Resources and Col Stephen Kilpatrick of UNMISS.

The discussion about each of the topics presented in the panel continued in the multifunctional groups.
Mentoring and Advising
Dr. Nadia Gerspacher

A question that Dr. Gerspacher presented in the beginning of her presentation was “how do we help the peacekeeper also be a peacebuilder when needed”?

At first it is necessary to understand what is meant by ‘peacebuilding’ and how it differs from peacekeeping. Dr. Gerspacher emphasized that capacity building is the key task of the peacebuilder – advising, mentoring, and training – whereas the peacekeeper mostly executes an action.

Moreover, there is often confusion in distinguishing between advising, mentoring and training. Dr. Gerspacher sees advising as strategic action, mentoring as implementing training and learning, and training as creating curriculums and helping to implement new procedures.

She also stressed that in order to build the capacity of local actors local solutions, identification, planning and implementation are needed: peace results from local solutions. To build capacity, is being part of the process, to help transferring skills, it is not a solution in itself.

Dr. Gerspacher also listed the key principles of advising/mentoring:

- local ownership
- do no harm
- sustainable solutions,
- respect/humility/empathy.

Knowledge and skills needed in the capacity building are:

- substantive knowledge about target issue(s) for reform/change
- becoming a capacity builder / advisor / mentor,
- briefings and information about country/environment
- practicum and debriefs.

Project Management
Mr. Ary Bobrow

In the beginning of his presentation Mr. Bobrow presented the activities of the United Nations Office for Project Services. UNOPS operates in the areas of infrastructure (e.g. construction and rehabilitation of buildings and roads), mine action and procurement, areas that are linked to project management. The question that he gave to the audience was, how do we function as a team more effectively? This has been discussed internally within UNOPS.

He said that adding value to project management the operation and effectiveness of the UNOPS has been tremendously enhanced. It has been done by prioritizing project sustainability (beyond time, cost and quality, considering economic and environmental impacts, promoting local ownership and building local capacity), and by focusing on tailored level of support, expertise and state-of-art tools (Management Workspace, interactive online Partner Center).

Mr. Bobrow introduced the P3M3-model: Portfolio, Programme, Project Management Maturity Model.

Organisations and/or individuals will show capability across all levels, but will not maximise the higher levels until the lower levels are complete. For example if risk is not managed (level 1) it will never be fully capable. To focus on and increase the value of projects, change management has great advantages:

- Increase impact
- Reduce and control risk
- Reduce overruns, failed projects
- Reduce time and cost over runs
- Reduce failed projects
- Improved time, cost and quality measures
- Successfully completing the right projects by doing them right
- Return on Investment

In 2007 UNOPS implemented a certification programme. It took nearly 3 years before the methodology was embedded in the organization and results are encouraging. The questions to ask in relation to peacekeeping/peacebuilding are: what is the right level of maturity for the peacekeeping and peacebuilding, what incentives can we build to encourage project management maturity and how can we embed the methodology in our organization?
Ms. Sarah Martin, in her presentation, emphasized that as all peacekeeping missions are mandated to advance gender equality and foster sustainable approaches to the peace process, all peacekeepers should understand the different ways that conflict impacts men and women in order to be effective as well as promote women’s participation.

She presented the evolution of gender training in UN Peacekeeping missions in variety of “versions”, like updated versions of the mobile phones. According Ms Martin v2.0 is the current state.

- Version 1.0 (Awareness-raising on Gender & 1325 & what not to do – code of conduct)
- Version 2.0 (Foundations of gender, applying gender lens; more attention to gender based violence, GBV, as a weapon of war; jobs and skills)
- Version 3.0 (Upholding the principles of gender equality; transform the culture of peacekeeping missions to make 1325 principles a reality)

Ms. Martin said that v1.0 was basically introducing the concepts and raising awareness that 1325 existed as well as focusing on what NOT to do. V2.0 is with more guidance and modules and specialized training for areas like rule of law, mediation, and gender based violence.

There are many challenges that need to be addressed. First and foremost, it is not possible to address the current multidimensional and integrated challenges facing peacekeepers with version 1.0 or 2.0 technology. The only way to keep up with the evolving mandates and demands is to move into v3.0.

According to Ms. Martin this means developing leaders who have understood the importance of incorporating a gender perspective in the work and who will make sure that the women are included in all aspects of peacekeeping and peacebuilding: “We want to see more emphasis on preparing our leaders to address these issues and see training institutions to take the lead on this”.

To continue with the challenges the gender training is facing, Ms. Martin emphasized that still generic training modules on gender are in use which do not incorporate the new ideas. She noted that as training institutions, training centres should move beyond generic modules and apply the current research and lessons learned from the field systematically.

Ms. Martin highlighted that there have been advances in the study of masculinities, prevention of violence, and in training techniques for adults. Furthermore, training alone cannot transform attitudes, but training must be conducted. Trainings must challenge assumptions, provide guidance and support accountability – without this, knowledge may change but attitudes and behaviours will not. The reality is that there is limited success with v 1.0 training.

Ms. Martin also reminded that the understanding of gender and how to apply it must extend beyond peacekeeping personnel – if the “peacekeeping-peacebuilding nexus” is to be addressed, the role of mentoring in post-conflict countries must be expanded and strengthened.

Also, they need to be supported by applying a gender perspective and incorporating the needs of men, women, boys, and girls as well as moving beyond seeing women only as victims and seeing the inclusion of women as integral for success.

It is not possible to train mentoring and capacity building without making sure that gender and the principles of 1325 are incorporated. Finally, leadership by senior managers is a key for success and therefore attitudes of senior managers must change; the senior managers...
have to show leadership on this issue, to clearly and truly express that gender is important.

Ms. Martin gave some ideas on how to meet the challenges the gender training is facing:

- Monitor and Evaluate current training and adapt modules that are not working
- Respond to Emerging Research & Technology – a whole community – not piecemeal by institution
- Leadership training must incorporate 1325 core competences

Ms. Martin suggested that should improve monitoring and evaluation of trainings should be implemented to see what is really effective. Many current evaluation procedures do not go far enough to see how long-term the trainings are working. It must go beyond looking at how many were trained and see the longer term impact of the trainings. Respond to emerging research – the bulk of the people that we are training are male but we are taking a gender-neutral approach to training that assumes the messages being sent resonate with men and women equally.

The international community is learning more and more through innovative research about masculinities and prevention. There is, for example, research with perpetrators to understand the motivation behind sexual violence and this will help develop trainings that actually work to change knowledge, attitudes, and practices rather than just raise awareness of the issue. The majority of peacekeepers are still men and it is clear that using the language of gender is sometimes alienating to them.

The question is how can it be possible to ensure trainings resonate and do not alienate? Moreover, new technology is being used in innovative behaviour change campaigns – using touch screen technology for interactive training, using mobile phones and web based applications to reach people outside of the classroom. Ms. Martin stressed that as a training community need to be sharing these new opportunities not on an individual level but as a group, taking advantage of this forum and others.

Training should be used to improve leadership on gender and the implementation of UNSCR 1325. Leadership is a skill and can therefore be trained and developed. Ms. Martin believes that incorporating more information and ability to understand gender analysis itself will improve leadership in incorporating UNSCR 1325 and the women, peace, and security agenda into UN peacekeeping/peacebuilding efforts.

Listed below are the core competencies for the leaders on implementation of 1325:

- Vision
- Accountability
- Persuasion
- Leading by Example
- Cross cultural communication skills
- Commitment to Transparency
- Integrity

Ms. Martin proposed few preliminary ideas to meet the challenges. She said that the training community must invest in its own training cadre. She said she was excited to see the Nordic Centre’s work on gender.

She asked whether the training centres communicate with each other regularly on what’s working or not? Do training institutions share lessons learned as well as worst practices? Moreover, Ms. Martin said that the monitoring and evaluation of current trainings should be improved. What is being done to follow-up with personnel once they have been trained? One-off trainings rarely change behaviour and attitudes. How is it possible to see what is resonating with our trainees and build off of that? With the budget pressures that are impacting everyone, how can it be justified that the trainings are achieving results?

Finally, the leaders must be trained to understand and promote a vision with accountability for incorporating the tenets of UNSCR 1325’s agenda on women, peace, and security. It was questioned whether the leaders can actually talk about UNSCR 1325 without using the number 1325 or the word gender and make people understand what this resolution is really about?

Leadership
Colonel Stephen Kilpatrick

Col Kilpatrick, in his presentation on leadership, discussed the blue beret, the national cultural challenge, the civilian-military cultural divide and in the end gave recommendations on what is needed in order to move forward. He shared his personal perspectives as a Chief of Staff Force HQ in UNMISS operation in South Sudan.

Concerning the blue beret, Col Kilpatrick questioned whether it is a source of pride or a cloak of unprofessionalism. He mentioned the competition between the national and UN flags in missions and that the standards go down when the beret is placed on the head.

He noted that there is lack of basic skills, inefficacy, lack of initiative and struggle for achievement amongst peacekeepers. Moreover, Col Kilpatrick sees the missions are too large, “there are too many people doing too little”. Even if there might be a genuine will to do well, it can be asked, what is the real motivation of the blue berets?

Col Kilpatrick also mentioned the national cultural challenge. The standards and attitudes are different among the TCCs. Moreover, there is a clash of agendas, language can be a struggle and an alternative command structure all contribute to the challenges.

Furthermore, Col Kilpatrick said that the civilian-military cultural divide is a challenge in UN. He questioned whether civilians really respect the military and mentioned that the mutual trust is not always obvious. According to Col Kilpatrick, the military has much to offer, but is afraid that the civilians see the military as a threat.

Col Kilpatrick listed what is needed from training in order to make peacekeeping/peacebuilding more effective (see slide). In the end of his presentation, Col Kilpatrick mentioned few personal lessons learned and perspectives for peacekeeping:

- Minor progress is nonetheless progress
- Mild praise is better than criticism
- Everyone has qualities to exploit
- Never lose your temper
- Delegation a real challenge
- Try to spread the workload
- Don’t lose heart and keep everything in perspective

WHAT IS NEEDED IN TRAINING

- Focus on the basics (of soldiering)
- Ask the customer for input, or visit
- Focus on the mindset/attitude
- Focus on the leadership
- Train alongside civilians
- Focus on delivering effect on the ground
Breakout Session - Multifunctional Groups

Mentoring and Advising

Mentoring and advising mean slightly different things, but both form an integral part of capacity building. Mentoring can be defined as getting someone to do something on their own, differing from advising with the clear avoidance of doing the task yourself.

Peacemaking and capacity building missions are increasingly relying on mentoring and advising, but the training is often superficial and lacking on certain aspects. The worst ramifications of this have been visible in Afghanistan with the green-on-blue violence between the Afghan National Police/Army and ISAF troops.

Personnel in missions have expressed their will and need for more in-depth training. Training should be specialized to some extent, and thus to be able to respond to different tasks and issues encountered in the field, along the occupational lines (military, police, and civilian) and also along geographical regions (Africa, Middle East, Asia, etc.). Currently some organizations offer more in-depth training while others go through the issues very briefly and superficially.

The training is often focused on individual practical and technical skills instead of actual mentoring training. This can be somewhat due to the fact that occasionally training organizations lack capacity for conducting capacity building training.

Moreover, a common base would also be required for training and operational activities; for example, job titles and terms of references are now unsynchronized causing confusion and conflict. Synchronization would improve the efficiency of the mission organization and ease the transition and cooperation between missions.

When considering mentoring objectives and outcomes it should be noted that mentoring is a lengthy process. Handovers should be extensively planned to avoid nullifying the previous success for example by altering the aim of mentoring. Mentors should also be familiar with their mentees background and training history to avoid forcing their own conflicting systems and methods on them.

The complexity of mentoring should also be understood by the donors and deploying organizations. Currently the donor expectations are exaggerated with unrealistic mandates and demands for fast results.

Project Management

The group’s discussion, led by Mr. Ary Bobrow from UNOPS, focussed on the role and qualities of a good project manager. It was noted that successful project management requires not only financial and technical skills but the ability to plan, evaluate and review.

In the field of peacekeeping and peacebuilding, decisions are often made in a fog and a good project manager must be able to manage change. The group identified some key issues that should be taken into account while training project managers.

Firstly, it is vital that the project manager understands the ultimate goal of the project (e.g. building a school or helping children). This will help the project manager to see if the project threatens to fail and implementation can be reviewed in time.

Secondly, there is a careful balance between
effective and detailed planning. Lessons learned from previous projects can provide useful information when drafting a plan. There should also be a sufficient amount of time reserved for planning as experience shows that successful managers spend twice as much time in the planning phase. At the same time, the plan should not be too detailed nor should the project manager be afraid to adjust the plan when necessary.

Thirdly, more attention should be paid to stakeholder management. Building a good relationship with the key actors is vital to the success of the project and helps to promote local ownership and commitment to the project.

As to the methodology of training, providing the project managers with limited and structured information instead of large manuals can be more efficient. UNOPS for example has positive experiences in using short aide-memoires, news flashes and web courses.

It was proposed that a better network between the training institutes could be created to develop their capacity. UNOPS is also ready to provide advisory services for governments wishing to set up project management offices.

Implementation of UNSCR 1325

The group had an open discussion on the issue of gender in the framework of Security Council Resolution 1325. Challenges of the field were addressed up as well as some success stories and effective strategies.

The field of gender is very complex and this complexity is growing. Women’s participation in peace and conflict is now the topic of many research and publications and the field is becoming very specialized. Thirty-seven countries have now their own national plans on women, peace and security.

This growing specialization of the field is an alarm for training centres to expect an increasing pressure and demand for enhanced performance. Different organizations have different capacities to deal with gender issues and not all training centres have enough resources. This highlights the need for further networking and partnership between the training centres.

The fact that not all trainers have the right mind set about gender training was also mentioned by many of the participants. It was said that even for experts, officers and some in the leadership positions, it is very common to confuse gender mainstreaming with feminism.

It is vital to remember that having both men and women at the strategic level in decision making is important. Men are also active agents of change in the field of gender.

The group recommended that gender should be implemented into IAPTC structures.

Leadership

The central focus of leadership group’s discussions was twofold. The question of how to get the right training for those staff members who need it most in the missions was discussed in length as well as if the missions are staffed with the right personnel with the right training? It was stated that new, comprehensive and integrated missions will require slightly different leadership capabilities and skills than previous ones, such as adaptability and flexibility.

Furthermore, in reference to delivering proper need-based training it was pointed out that staff officers and mission personnel have different
Day III: Wednesday 19 September

Session III: Integrated Training from the Peacebuilding Perspective

Panel Discussion
Chair: Brigadier General Imam Eddy Mulyono

In this session the experiences from training exercises were shared with the participants by four panelists. The focus was on the integrated nature of the trainings. The session was chaired by BG Mulyono from Indonesia and it gave an opportunity to evaluate each other’s training activities.

Gen Illya Samaila started the panel discussion by introducing the Amani Africa - exercise. Amani Africa was a series of training cycles and capacity building for African Standby Force (ASF) and African Peace and Security Architecture (APSA). Each of the training cycle culminates into an exercise. The next Amani Africa will be held in 2014.

Lt Col Taubeneder’s presented the Blue Flag -exercise organized by the German UN Training Centre. The Blue Flag exercise has grown from a national military exercise to an integrated multidisciplinary and multinational tactical level exercise on Lake Constan combining all sectors from military to civilian. In 2013 there will be a change in scenario with more focus on UNMISS, Libya, Syria; more integration, more partners and more 4-PCE nations.

Mika Sörensen from Folke Bernadotte Academy (FBA) presented the Viking - exercise. FBA’s Viking exercises have been organized eight times starting from 1999. The Viking concept is based heavily on the NATO Partnership for Peace (PPP) programme (initiated by Sweden and USA at NATO’s 50th Anniversary Summit in 1999), but it now combines civilian, military and police components in a computer assisted command post exercise with realistic and updated scenarios.

The exercise is designed to practise a comprehensive approach, integrated planning, conduct and evaluation using a modern, realistic scenario while taking into account the latest policy development and research. The comprehensive approach ensures a coherent response to the crisis by involved participant. The next exercise, Viking 14, will be organized in 2014 and aims to increase the humanitarian and police participation.

Finally BG Anisuzzaman Bhuiyan introduced the GPOI (Global Peace Operations Initiative) Capstone – exercise Shanti Doot-3. It combined the GPOI nations under one exercise integrating a strategic exercise with a tactical level field exercise and with the objective to train mission ready personnel. After the exercise, several platoons were deployed immediately to UN operations.

During the session some challenges for the integrated training were raised - in relation to the Blue Flag exercise:

1. Time and personnel (more involvement from the civilians needed, time constraints)
2. Scenario (main focus in military integration, definition of common objectives needed)
3. Command & Control (natural limitations, keep directing staff and organization low)
In relation to Amani Africa the following challenges listed were: staffing, funding, integrated planning and training needs analysis.

It was discussed that vital for the integrated and comprehensive training approach is, e.g., integrated planning, conduct and evaluation as well as modern and realistic scenario. Augmenting integrated training in relation to Amani Africa and GPOI Capstone’s Shanti Doot-3 exercises was seen as an important future goal by the panellists. Moreover, further coordination and sharing of experiences between the training organizations were called for.

In the next chapters the key slides of each panellist and exercise are presented.
The following challenges for the AMANI exercise were identified by Gen Iliya Samaila:

- Staffing of the Exercise Core Planning Team (CPT)
- Funding & Provision of adequate resources.
- Selection of the Hosting Region and Host Nation for the Mission
- Strategic Communications, Lift & Logistics
- Advocacy & Public Information and Outreach
- Integrated Planning through repeated training and capacity building.
- Training Needs Analysis

Blue Flag
Lieutenant Colonel Taubeneder

The UNMOC (EOM) as basis for the exercise

- 3 times a year
- 60 national + 20 international students
- Consists of
  - Basic seminar about DEU roles and tasks (1 week)
  - Extended medical course (2 weeks)
  - English for UN missions (3 weeks)
  - Core EOM course (3 weeks)
- with 6- days field exercise

Light yellow = German students only

Integrate Police

- Since 2008 (Federal and State-Police)
- First as role-player
- Since 2009 expanding the involvement
- Follow principles and ideas
  - Police as integrated part of mission
  - Assisting in SSR, Peace-Building
  - Mentor/Advise local police
  - Monitor Human Rights Situation
  - Assist in IDP/Refugee handling
  - Assist in DDR issues
  - Monitor Human Security, POC
- Integrated in planning and preparation & LI
Lieutenant Colonel Taubeneder listed the following challenges for the Blue Flag Exercise:

1. Time and Personnel
   - Finding a date suitable for all partners
   - Having the same personnel involved with planning and execution when the process is over half a year.
   - Finding suitable and capable civilian personnel.

2. Scenario
   - The main focus is still military.
   - Integration of all requirements and wishes.
   - Defining common objectives.

3. Command and Control
   - Keeping directing staff and organization low.
   - Consider natural limitations.

Since 2010 (ZIF & GIZ)
First as role-player
Since 2011 expanding involvement
Follow principles and ideas
- Reconnoiter humanitarian/economic situation
- Support Disaster Relief and Humanitarian Aid
- Preparation of polling/elections
- Develop and establish development projects
- Set up offices and communication
- Cooperation with other players
- Foster collocation/local ownership
- Integrated in planning and preparation & LI

Viking
Mr. Mika Sørensen

What is VIKING?

- Command post exercise (CPX)
- Computer-assisted (CAx)
- Co-chaired by SWAF & FBA (planning, conduct & evaluation)
- Distributed (exercise sites in different countries)
- Multinational & multifunctional (military-civilian-policing)
- Focus: integrated training & comprehensive approach
- Multidimensional with current operational concepts
- Up to date scenario focusing on peacekeeping - peacebuilding
- A flexible platform for training mission and regional HQ’s.

Comprehensive Approach - how it will be achieved

- Integrated planning, conduct and evaluation
- A modern realistic scenario taking into account latest policy development and research
- Focus on a mission that is stabilising after 6 months (D=180) with mandates that encourage interaction
- Main themes that demand multifunctional coordination and reflect current issues
- Multifunctional Training Audience at all levels to provide basis for interaction.
- All organisations participate on their own conditions
- Training objectives adjusted to meet the needs of all participating actors
- Cross-functional Observer, Trainer & Mentors
GPOI Capstone
Brigadier General Anisuzzaman Bhuiyan

OBJECTIVES OF STAFFEX

OBJECTIVES

- Exchange of Tactics, Techniques, and Procedures (TTPs)
- Use of UN CPTM
- Guidelines to gain UN training recognition
- Train some 08 BIPSOT Instructors through ‘On Job Training’ to conduct the STAFFEX

OBJECTIVES

- Improve multilateral readiness and cooperation in a UN Force HQ (UNFHQ) environment
- HQ Staffs Skill Development in preparation for PSO deployment
- Improved capabilities in PSO and Civil Military Liaison
BG Anisuzzaman Bhuiyan listed the following achievements of the exercises (FTX and STAFFEX):

1. Meshing of potential peacekeepers; experiencing behaviour, culture and working procedure of each other
   - Enhance Areas of Cooperation Globally
   - Mutual Understanding
   - Building Trust and Confidence
   - Developing Mode of Conduct through sharing working procedure

2. Educating the potential peacekeepers on the most sensitive issues:
   - POC
   - UNCIMIC
   - Robust Peacekeeping
   - Peacebuilding

3. Gender mainstreaming, there was participation of female peacekeepers both in FTX and STAFFEX.

In this session Ms. Sheridan from the Australian Civil-Military Centre presented a documentary called Side by Side: Women, Peace and Security. (http://www.youtube.com/watch?v=dzNlBgWnAUj)

In 2011, the Australian Civil-Military Centre and UNITAR produced a documentary on the protection of civilians titled Mandated to Protect. It was distributed at the IAPTC Conference in 2011 and received positive feedback. Following the success of Mandated to Protect, the Australian Government decided to produce another documentary, this time in partnership with UN Women. The documentary is titled Side By Side and looks specifically at the women, peace and security agenda. It emphasises the role that women do, can and should play in peace negotiations, conflict prevention, management and the resolution of conflict.

Like Mandated to Protect, the documentary is an educational tool that can be used to raise awareness and knowledge of Resolution 1325, Women, Peace and Security, and how peacekeepers and the international community can work to better ensure the protection and participation of women before, during and after conflict.

Since UNSCR 1325, there have been subsequent resolutions that have helped to broaden the agenda, including the calling for an end to sexual and gender based violence against women and girls and an end to impunity. Together these resolutions form the women, peace and
IAPTC 2012 Conference Report

Why a documentary on Women, Peace and Security?

- UNSC Resolution 1325
- The way in which women are specifically targeted in war is well documented, but not widely known.
- Time for action.
- This documentary offers a snapshot of current thinking of UN leaders, activists, NGOs and women who have been affected by conflict.
- Introduction from Secretary-General Ban Ki-moon.

Content and Major Themes

Chapter 1 – What is Women, Peace and Security?
What is the UN Women, Peace and Security agenda and why is it important? Explains the way conflict affects women.
Introduces the major themes of the Women, Peace and Security.

Chapter 2 - Protection
How can the international community better protect women during conflict, including protecting them from sexual violence?

Chapter 3 – Prevention
How can the international community help prevent conflicts and what role to women play? Explains the need to remove discrimination and to work with women to strengthen communication with local communities.

Chapter 4 – Empowerment
Examines why women’s empowerment and participation is necessary and how the international community can help strengthen the voices of women.

Security agenda. The way in which women are specifically targeted in war is well documented, but not widely known. The Women, Peace and Security Agenda (WPS) is now well-defined and suitable for capture in a documentary form.

The Australian Government has also developed an educational toolkit to accompany Side By Side. It includes lesson plans, exercises, handouts, PowerPoint presentations, simulations and facilitators notes and they should be used in tandem with Side By Side. The Resource CD is broken down into modules:
1. Introduction to Women, Peace and Security,
2. Protection,
3. Prevention,
4. Empowerment and Participation and
5. Relief and Recovery.
Each module contains a number of activities – facilitators can choose which they would like to use appropriate to their audience and situation.

After the presentation of Ms. Sheridan, Ms. Charmaine Quade from Timor Leste Police Development Programme introduced her organization’s work from the point of view of training UNSCR 1325. The programme is an Australian bilateral contribution that will last until 2014 and aims at building capacity of the PNTL (National Police of East-Timor). Moreover, it supports the PNTL to become a robust and crisis resistant by selecting key personnel, networking with organizations, supporting infrastructure and developing skills.

Gender based violence/child abuse and neglect are common in East-Timor with the slow justice system and limited capacity to arrest the perpetrators. Gender has been incorporated to all training as a cross-cutting issue, but also specialized training is organized, e.g. GBV Investigations & Awareness Training. In addition, Police Vulnerable Persons Unit has been established. Timor Leste Police Development Programme is working with NGOs to increase effectiveness and there is an emphasis in empowering the female personnel of the PNTL.
Corruption affects all aspects of peacekeeping, peacebuilding and long-term development in some form or other – corruption is both a cause and consequence of conflict. Therefore, it is important to understand the environment where you operate.

Unless the members of the mission/operation are aware of the scale in which corruption can affect them they can become unwitting collaborators. This all brings a challenge also for the training and has to be addressed both in pre-deployment and in-service trainings.

During the session Nick Seymour from Transparency International (TI) introduced trainings and tools used by TI. The focus is on national capacity to reduce corruption risk, however there are courses for peacekeepers as the need for this type of training is quite apparent.

These are some key slides from Mr. Seymour’s presentation:
The discussion was facilitated by Mr. Andrew Carswell and Mr. John-Erik Jensen, who introduced the work and principles of the International Committee of the Red Cross (ICRC) as well as the international legal framework governing armed conflicts.

The legal framework consists of the UN charter, international humanitarian law (IHL) and law on armed conflict, international human rights law and domestic law. The key question is which body of law applies to each conflict - how to distinguish between interstate and intra-state conflict and how to define when the line from peace to war is crossed. When deploying for a mission, the troop contributing country should be aware of the situation on the ground, understand which law is applicable and be aware that the situation can change rapidly. Both the status of peacekeepers (civilian vs combatant) and whether the troop contributing country or the international community can be considered a party to the conflict depends on the situation.

The integration of international humanitarian law to operations is primarily a state responsibility and troop contributing countries must ensure that their personnel are aware of and act in accordance with the law. While national military authorities and international organizations have a key role as implementers, individual combatants will choose whether to follow orders. As pre-deployment training is not sufficient to change root behaviour, IHL and the law of armed conflict should be integrated both to the doctrine and to training on a continuous basis. It is also important to link behaviour to orders and their origins and translate rules into practise by means of education, field training etc. In order to further promote the integration of international humanitarian law, it could be considered that sufficient IHL training be one criterion when choosing troop and police contributing countries.

In the current peace support operations the police have become more exposed and visible. Hence, including IHL to the pre-deployment training for the police is recommended. ICRC also contributes to national training on arrest and detention, search and seizure, interrogation, and use of force.

Thematic Discussions
Chair: Chief Superintendent Markus Feilke

ICRC Support to Pre-Deployment Training - Integrating International Law Standards on the Use of Force into Operational Practice

The discussion was facilitated by Mr. Andrew Carswell and Mr. John-Erik Jensen, who introduced the work and principles of the International Committee of the Red Cross (ICRC) as well as the international legal framework governing armed conflicts.

The legal framework consists of the UN charter, international humanitarian law (IHL) and law on armed conflict, international human rights law and domestic law. The key question is which body of law applies to each conflict - how to distinguish between interstate and intra-state conflict and how to define when the line from peace to war is crossed. When deploying for a mission, the troop contributing country should be aware of the situation on the ground, understand which law is applicable and be aware that the situation can change rapidly. Both the status of peacekeepers (civilian vs combatant) and whether the troop contributing country or the international community can be considered a party to the conflict depends on the situation.

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"Culture is the sea we swim in – so pervasive, socially consuming, that we fail to notice its existence until we step out of it. It matters more than we think."

Intercultural competence as a term means the knowledge of values and viewpoints of different cultures and how to work with different cultures as effectively and sensibly as possible. Culture alters the perspective and understanding of an individual. Different cultures can be seen as strengths but they can also cause tensions and difficulties. These problems can be mitigated by intercultural training.

Intercultural competence and understanding can either make or break a peacebuilding mission. The understanding of different cultures and the knowledge on how to work in a multicultural environment is crucial for all levels of the organization. It was discussed that ignorant leaders and high level personnel can cause the equal amount, often even more, of trouble as the Quran burning "strategic corporal".

The importance of intercultural understanding is not limited only to understanding and cooperating with the host nation and its people, but it is critical also within the mission organization. Culture affects also such things as leadership styles and individual initiative. Thus, the understanding of different management styles and how people from different cultures respond to them can also be a key for effective and successful mission.

Intercultural competence can also be summarized by "cultural intelligence". Cultural intelligence is a composition of relational skills, empathy, tolerance for ambiguity, and adaptability. These factors create a working understanding of different cultures that can help a person to overcome cultural obstacles and defuse cultural conflicts.

This combined with general multicultural training is a way that peace building training should go in the future. Especially this kind of training should be aimed towards personnel operating in Africa. U.S. Africa Command has done work in this field, but other organizations should also address the training needs.
Integration of SSR into PSO Training

At the beginning of the session Mr. Hughes and Ms. van Oijen presented the key findings of the conference survey concerning security sector reform (SSR) training.

According to the survey, the majority of the respondents (93% of about 60 respondents) supported the idea that SSR should be integrated into PSO training and that the training integration approach should be the combination of mainstreaming and standing alone (63% of about 60 respondents).

The importance of SSR and an essential role in contemporary peace building was generally acknowledged among the participants.

During the group’s discussion it was questioned how the SSR framework has been integrated into peace processes so far with a response that, for example, the UNSG has produced a report on SSR and that today there is increasing number of mandates which include SSR. Progress with SSR has, however, been slow; security is a sensitive – as well as political, issue. During the discussions it was also pointed out that SSR concept remains indefinite and flexible: it must be remembered that practical SSR related work is always context specific.

Moreover, local ownership is the fundamental approach of SSR: sustainability & local ownership would be taken into consideration through local training and contextualization of integrated PSO/SSR training.

When it comes to the next steps of enhancing the PSO/SSR training nexus the following recommendations were made: It was suggested by the group that the IAPTC members would work more closely with ISSAT (International Security Sector Advisory Team) with regard providing facilitators, experts, courses and case studies. Moreover, it was suggested that IAPTC would facilitate a capacity building research project on “Integrated PSO/SSR training”.

Results - IAPTC PSO/SSR Training Survey

- Survey Respondents: About 60
- Q1: SSR in PSO Training: 93%
- Q2: Training Integration Approach
  - Mainstream: 21%
  - Stand alone: 10%
  - Combination: 69%
- Q3: Key Linkages
  - Priority 1 = Stabilisation; DDR
  - Priority 2 = Military reform; Building networks
  - Priority 3 = Police reform; Political coordination

Results survey - PSO/SSR Nexus – Potential Key Elements

1. Stabilisation, especially SSS
2. DDR
3. Military Reform/Integration
4. Building Networks with Security and Justice Actors
5. Police Reform/Integration
6. Political Coordination
7. A National Security Architecture
8. Equal opportunities, gender and representivity
9. Building Civil Society Capacity
10. A National Security and Justice Communications Strategy

Others: CMR; Peace Agreements; Anti-corruption; Rule of Law
Military justice reform; Holistic view; Consensus on priorities.

The Actual PSO/SSR (linking) elements will depend on Context and Circumstances.
Empowering Women

The group discussing the empowering of women felt that the issue is very wide and there were too many specific topics to be discussed so shortly. It was proposed that next year gender issues could be integrated to many groups with different topics or even divided into smaller groups.

It was seen that it is crucial to get the men involved, to get them talk about gender issues and work as gender advisors; in general be actors of change in gender issues on all the stages and levels and roles of the peacekeeping community.

Also local men have to be part of the process of changing the role of women from victims to actors. There is a need and demand to invest on the research on men and masculinity: male as victims and as perpetrators, male soldiers and the peacekeeping staff etc.

It should be stressed that gender sensitivity is basically about trying to understand a person: it is about people, girls and boys, men and women. Gender based violence is also effecting men. One notion was that it’s not only about violence and rape but also about everyday dynamics. Progress starts with trying to understand that the other person has the same rights, despite the gender, and to treat others the way you want to be treated.

The group discussed that rather than trying to force gender sensitivity, people should be convinced. The rhetoric and the pedagogics could be more personalized. Also, the messages to women should be convincing in order to really empower them and make them actors. The focus should be away from victimization and towards empowerment.

It was also proposed that the same messages don’t work to different categories of people, so there should be targeted messages to targeted audience – also in the cultural context.

One of the important questions was that how can one go to a foreign country and impose ideas that are coming from a totally different culture. This is often very difficult especially in the context of gender. It is important to be respectful and sensitive on the cultural and regional differences.

It was brought to the discussion that usually gender based violence and other gender issues overlap with other human rights violations and that there should be a way to find the best practices that combine more of the issues than just one. These practices should be brought to all levels.

The group discussed the best ways to implement gender sensitivity into training. One of the strong opinions from the group was that these issues should be integrated in the training and actions in all of the levels, micro and macro. A separate module – done by both men and women together – is definitely needed, but it’s also crucial to keep repeating these things along the way so that it is constantly discussed and/or acknowledged. It was also discussed whether there is a need for a doctrine on women, peace and security. Some felt that it is definitely needed while others thought that more practical approach is more implementable.

However, accountability should be one of the concentrations: the implementation and effectiveness regarding the national action plans on 1325 should be followed. The group agreed that practical checklists and use of new technology could provide some useful tools for the gender sensitivity in training, planning and the actual peacekeeping work.

Innovation and adaptation in peace operations: lessons from stability operations in Afghanistan

The session was run by Dr. James Russell from the Department of National Security Affairs, Naval Postgraduate School from U.S. who gave a presentation on the research project he has been involved in regarding learning and adaptation by the United States in Afghanistan which aims at finding out the patterns of learning in different units in the field with the deliverable being the development of educational and training materials and modules to build organizations that can continuously learn, adapt and innovate.

Based on empirical case studies, this research has been trying to find answers to the following questions: How do units learn and adapt in the field? And what do learning cycles look like? According to Dr. Russell, the experiences from ISAF Afghanistan are relevant to help us prepare for the future.

There is need for active and adaptive learning. As the security market still consists of many fragile states, the peacekeeping missions/organizations should be flexible and ready to learn from past mistakes and take on new approaches.

Study Outline on Learning, Adaptation in the Field

- Ongoing study of US, ISAF, IDF and Taliban funded by CTTSO
- Dr. Efret Elon leading IDF portion; Antonio Giustozzi researching Taliban
- How do units learn, adapt in the field? What do learning cycles look like?
- Empirical case studies of units, inductive analysis to draw inferences on adaptation in field
- Development of educational and training modules to build organizations that continuously learn, adapt and innovate
- Products will be applied as training/educational aids to help improve readiness of the force – try to promote continuous learning, adaptation to improve organizational performance
- Keep in touch with global training community
Here are some of the observations from the Afghanistan and Iraq operations:

- It is not so easy to build and maintain learning organizations.
- Adaptation is shaped by blend of top down and bottom up processes.
- Top down processes: national preferences, campaign plans, political objectives and commitment, institutional biases and preferences, doctrine, training, money.
- Bottom up processes: the ability of on-scene commanders to quickly identify organizational shortfall, take corrective action to restore performance; transition evolution.
- In today’s environment of stability operations, once ship casts off the captain, or battalion/company is pretty much in charge.
- Afghan experiences – each valley constituted its own political-military environment.
- Stability operations in irregular war take a long time – on average of 16 years in international conflicts.
- Leadership is variable that cause organizations to either learn or not...
- Leadership must drive authority down the chain of command to empower subordinates – distributed operations
- Hierarchical structure must not be strictly hierarchical.
- Organizational complexity has overtaken Napoleonic era military organizational structure. ISAF fights as networked civil-military organization.
- What about PKO?
- Informal relationships can drive productivity and effectiveness.
- Digital age technologies are a blessing and a curse in the field – can both stifle and promote adaptation and innovation.
- Metrics driven obsession is not necessarily helpful.

Stress management and dealing with trauma were discussed in this group. The idea was to share experiences from different national centres and backgrounds (civilian, police, military). Stress management was seen as important due to negative experiences from the past.

It was recognized that individuals working in the field may experience stress due to many reasons. For example, frustration because of high professional expectations, differences to how things are back at home, violence and the risk of violence, communication and personal problems between colleagues.

Stress management training is usually included in the pre-deployment training, but perhaps there is a need to have a more systemized way of some sort of ‘stress management checking’ also during the missions. A cool down phase (i.e. staying at home long enough between missions) is usually included in the regulations but it is difficult to maintain on an individual level as people can go and work for different organizations.

The stress management training itself is usually generic, but it was discussed that maybe it should be mission- or area-specific. The reason why people go on a mission (e.g. money, idealism, avoiding problems at home) affects what kind of stress management training is needed. Knowing how to deal with situations can help to prevent further problems. It is also important to discuss the impact of media exposure in order for one to be able to meet the needs of their families back home.

Debriefing should be mandatory after coming back from the mission. A guideline could be imposed that one cannot apply for a new mission if the debriefing of the previous mission has not been completed. Debriefing works also as a sign for the people that they have actually returned from the mission and that they are now at home.
Regional Training Update

In this session the different regional training organizations gave presentations on their recent activities. The Asia-Pacific region was represented by two participants; the Association of Asia-Pacific Peace Operations Training Centres (AAPTC) and the Indonesian Peace Keeping Forces (IPKF). From the African continent, the briefings were given by the African Peace Support Trainers Association (APSTA) and African Peace and Security Network (APSN). Whereas the American continent was represented by the Latin American Association of Peacekeeping Training Centres (ALCOPAZ). Finally, the updates from Europe were given by ENTRi, NORDEFCO Organization, European Police College and the Nordic Centre for Gender in Military Operations.

Asia-Pacific

The following is the focus of AAPTC for 2012 and beyond:

INDF, on the other hand, highlighted the following future efforts:

- Continuing the Construction of INDF PKC.
- Providing Stand By Force and enlisted in UNSAS list.
- Promote the PKC Base to be UN Regional PKC.
- Developing Doctrine, Training and Education regarding PKO, base on valid UN Standard and rules.
- Promote Indonesian representatives to get position in UNPKO or Mission.
- Organizing international events hosted in this area.
Africa

APSTA consists of the following member organizations:

- African Centre for the Constructive Resolution of Disputes (ACCORD), South Africa
- African Civilian Response Capacity for Peace Support Operations (AFDEM), Zimbabwe
- Cairo Regional Centre for Training on Conflict Resolution and Peacekeeping in Africa (CCCPA), Egypt
- Environmental Aid Nigeria (EAN), Nigeria
- Ethiopian International Peace Support Operations Training Centre (EIPSTC), Ethiopia
- Impact for Development and Change (IMPACT), Nigeria
- International Peace Support Training Centre (IPSTC), Kenya
- Institute for Security Studies (ISS), South Africa
- Institute of Peace and Conflict Studies (IPCS), Tanzania
- Institute for Peace and Security Studies (IPSS), Ethiopia
- Kofi Annan International Peacekeeping Training Centre (KAIPTC), Ghana
- Legon Centre for International Affairs and Diplomacy (LECIAD), Ghana
- Mali Peacekeeping Training School (EMP), Mali
- National Defence College of Nigeria (NDC), Nigeria
- Nigeria Army Peacekeeping Centre (NAPKC), Nigeria
- Peace Mission Training Centre (PMTC), South Africa
- Peace Support Operations Centre (PSOTC), Malawi
- SADC Regional Peacekeeping Training Centre (SADC-RPTC), Zimbabwe

Below are listed the objectives and challenges of APSTA:

OBJECTIVES

- To facilitate the ability of Peace Support Training Centers (PSTCs) to talk with each other as a matter of routine;
- To facilitate meetings and exchange information and best practices;
- To facilitate efforts to harmonize doctrine, Standard Operating Procedures (SOPs) and training;
- To serve as a depository that offers advisory services to the African Union on peace support operations issues; and,
- To act as a sounding board for the AU commission on Peace Support Operations (AU PSO) concerning donor relations.

CHALLENGES

- lack of an institutional mechanism to involve the membership and relevant stakeholders in the design and implementation of project activities among others.
- the absence of an approved and comprehensive training needs analysis (TNA) especially for the African Standby Force (ASF),
- lack of standardized and harmonized methodology for application in training for peace support operations,
- absence of a mechanism for accreditation of courses and training institutions to ensure standardized training,
- inadequate collaboration between stakeholders,
- imbalance between military and civilian training institutions among others.

A new initiative in Egypt was also presented, the African Peace Support Network.
Americas

ALCOPAZ presented the following objectives for its activities:

1. To promote the exchange of experiences among the institutions, on all subjects related to the methodologies and techniques used for training & education.

2. To develop and integrate the training & education standardized procedures, in conformity with the policies & support materials issued by the United Nations Organization (CPTM, STM, UNMEM, UNMSO, UNSML & other modules).

3. To facilitate the flowing of information and efficient contact among all members of the association, strengthening and fostering bilateral & regional cooperation.

4. To support the mutual knowledge & understanding of institutional different perspectives of organizational and existing cultures among the military, police and civil components that participate in peace operations.

5. To reinforce the communication between the training centers & institutions related to the region, as well with the institutions & other groups of interest, seeking to conform a favorable environment for mutual knowledge and regional cooperation, finally achieving a more efficient participation of our countries in peace operations.

Europe

During the 2011-1012 the following activities have been conducted by NORDEFCO:

Conducted Support 2011-2012

- UNSOC (Pilot Course), Jinja (Uganda), September 2011
- ICM, Khartoum (Sudan), December 2011 (FINCENT/CMC)
- "Triple Concept", Jinja (Uganda), March 2012;
  - UNSOC (SWEDINT)
  - UNCIVSOC (SWEDINT and FBA)
  - UNPCC (Swedish Police PSO)
- MOVCON Course, Addis Ababa (Ethiopia), June-July 2012
- DDR Gender Course, Nairobi (Kenya), June 2012
- ICM, Nairobi (Kenya), September 2012 (FINCENT/CMC)
- ICM, Nairobi/Khartoum, December 2012 (TBD)
The charts below present the states and organizations that have participated in ENTRi-trainings during 2011-2012. In total there have been 606 participants from 63 countries with 13 pre-deployment and 16 specialization courses.

### Opening Remarks

The President, Col Cliff D Crofford, complimented the Crisis Management Center and FINCENT for the stupendous efforts and commensurate results achieved in organising the 18th Annual Conference of the IAPTC. The President also complimented the Executive Committee Members, the Secretariat, Speakers, Moderators, Facilitators and all the participants for making the Annual Conference a grand success.

### Agenda Item 1: Executive Summary of Seminar and Conference

1. The President opened the meeting agenda by outlining the main topics/challenges in relation to the conference theme on the nexus between peacekeeping and peace building. Due to the changing and complex nature of conflicts, peacekeepers have become more involved in early peace building, which requires understanding of the political sensitivities as well as increased civil-military cooperation. Peacekeeping and peace building go hand in hand; if one fails, both will fail. Peace building requires different skills than traditional peacekeeping.

   More attention should be paid to cultural literacy and change management. Also mentoring and leadership skills are essential. He emphasised on prioritisation of the training as all the members in a team require different skills for better accomplishment of the task. He exhorted the training community to measure the effectiveness of the training by quality and not quantity. Co-ordination of efforts and approaches is pivotal in maximising the effectiveness. Global economic realities, fiscal constraints and humanitarian crisis in different conflict zones pose additional challenge to the training community. Participants will receive Conference Considerations by email within the next two weeks. A more detailed conference report will be presented later.

### Agenda Item 2: Host 2013 - Egypt

2. The 19th Annual Conference of the IAPTC will be organised by Cairo Regional Center for Training on Conflict Resolution and Peace-Keeping in Africa (CCCPA) which was established in 1994. Ambassador Dr Mahmoud Farghal, on behalf of Ambassador Ehab Badawy, Director CCCPA, gave an overview on the practical preparations of next year’s conference. The conference will take place 28-31 October 2013 in Cairo. Executive Council Meeting will be take place, also in Cairo, from 15-17 April 2013.

### Agenda Item 3: Host 2014

3. The offer received from Indonesian Defence Forces Peacekeeping Center, Indonesia to conduct the 20th Annual Conference of the IAPTC was discussed and approved at the AGM. The representative(s) of the Indonesian Defence Forces Peacekeeping Center will join the Executive Committee effective immediately in order to understand and participate in the planning process. Owing to national considerations the 20th Annual Conference will be held in July 2014 rather than the normal September-November period.
Agenda Item 4: Host 2015 - Americas

4. The President reminded the members about the geographical rotation of the conference venue and encouraged the countries in the Americas to co-ordinate and take necessary approvals and commitment from the authorities for hosting of 2015 Annual Conference in Americas. Proposal(s) to host the 2015 conference should be forwarded to the Secretariat and should be tabled no later than at the AGM during the 19th annual conference in Cairo in 2013.

Agenda Item 5: Theme 2013.

5. President appealed to all the members to come forth with the proposals for the theme of the 19th Annual Conference of IAPTC. Members were requested to send in their proposals by Mar 2013 before the planning meeting of the Executive Committee. The themes received so far were put forth in the AGM:

(a) Monitoring and evaluation of peace-keeping.
(b) Rule of law: training implications.
(c) Haiti: lessons learned after the humanitarian crisis. Military support/after action report: how to cope with all these challenges by means of training.

6. Additional proposals from the floor:

(a) Sharing of training experiences and best practices through a regional approach.
(b) Coping with change through training
(c) Training and education strategies for Conflict Prevention and Multidimensional Crisis Management through training.
(d) Contribution of training to Interoperability in peace support operations.

Further proposals can be proposed to the ECM, through the Secretariat, until 15 March 2013.

Agenda Item 6: IAPTC Training Awards

7. It was proposed that the revised concept for the training awards circulated during the 18th Annual Conference be adopted as a revised Training Awards Policy, and be posted on the IAPTC web-site. The policy will be effective 20 Sep 2012”. The proposal was agreed by the membership.

8. A 2012 IAPTC Training Award was given to Col Manoj Kumar Bindal, Former Director of Centre for United Nations Peace Keeping, New Delhi, India.

Agenda Item 7: Research Activity in Member Organizations

9. As a new idea commencing 2012 It was proposed that the IAPTC membership share information on Research activities within their respective organisations. The research can be current or recently completed, and can be related specifically to education and training or to the wider category of peace operations. As a result of presenting this initiative earlier in the week several examples from CMC Finland and PKSOI USA, amongst others, were shown to members.

10. Accordingly it was proposed that IAPTC Members’ Research Activity be placed on the IAPTC web-site in a prominent manner, commencing with the list of research activity generated at the 18th annual conference, and then be updated and maintained as a web link by the Secretariat based on inputs from members and further elaboration of the concept at future annual conferences. The proposal was approved by the membership.

Agenda Item 8: Criteria for Participation in Annual Conference

11. In the past some hosts have been confronted with problems in accepting registrations for participation in the annual conference. While it is clear to most that the conference is intended for those interested in peace operations education and training, each year the hosts receive requests from advocacy groups and opportunists who simply wish to use the conference as a venue to promote a cause, with no intent on contributing to a training dialogue. In the worst case there area also those who simply wish to ‘visit a nice venue’, and in some instances seek a visa for entry into the host country.

12. It was proposed, in order to assist future hosts, to clarify participation requirements and that the following criteria for participation in the IAPTC Annual Conference be approved by the membership and added to the IAPTC web site: “Membership in the IAPTC is open to individuals, agencies and organizations engaged in peacekeeping research, education and training. Those participating in the annual conference shall be considered the current membership for the IAPTC.

Participation in an IAPTC annual conference is intended to include management or staff from organizations with a responsibility for the education and training of individuals or groups preparing for peace, crisis response or humanitarian operations - military, police, civilian, joint or academic; or are engaged in research activity related to such education and training; or, hold positions of responsibility for such education, training and research in government, international & regional organisations, UN Agencies, or in NGOs with a demonstrated interest in peace keeping training.”

13. A few members raised the issue of differentiating between the membership and participation in the annual conference. Also it was raised that the prerogative of participation in the conference should be with the Executive Committee and not the host organization. On this point, the President Elect and the organiser of the 18th IAPTC, Mr Taitto Petteri clarified that responsibility for entry into a country for whatever purpose rests with the Ministry of Foreign Affairs. One mechanism to ascertain the credential of the individual seeking participation can be easily verified by asking the web link of the organization which he/she represents in the registration form. In the past the Host, Presidency, Secretariat and other EC members have engaged in a dialogue with prospective participants to ascertain validity of their requests. The President also emphasized the principal responsibility of the host in extending invitations and confirming participation. The AGM approved this proposal.

Agenda Item 9: IAPTC Briefing

14. President reminded that the IAPTC briefing is on the website for the information and use by all, and asked whether any changes are proposed. No amendments were proposed.

Agenda Item 10: Articles of Association

15. No proposals were received to amend the articles of association.

Agenda Item 11: 2013 Executive Committee

16. Proposal for 2013 ECM was adopted. The list of the new members of the Executive Committee is as follows:
Rotational Members-Presidency

President: CMC Finland  Mr. Petteri Taitto  Europe
Past President: PKSOI USA  Col. Cliff Crofford  Americas
President Elect/Host: CCCPA Egypt  Amd Ehab Badawy  Africa
Future Host (2014): INDF Pk Centre  BG Imam Edy Mulyano  Asia-Pacific

Rotational members-Functional Chairs

Military: ALCOPAZ Arg  Col Roberto Gil  Americas
Police: Norway  Ms. Ann Kristin Kvilekval  Europe
Civilian: ACCORD  Mr. Zinurine Algha ii  Africa
Pedagogical: China  Sr Col Gao Xinman  Asia-Pacific

Non-Rotational Members

Honorary Member and CDC member: FBA Sweden  Mr. David Lightburn  Sweden
Chair of CDC: FBA Sweden  Mr. Jonas Alberoth  Sweden
United Nations rep Secretariat: UN DPKO ITS  Mr. Kevin Kennedy  UN
CUNPK India  Col S Murugesan  India

Agenda Item 12: Participants views on the 18th Annual Conference and the IAPTC Concept and future programmes

17. President invited views on the programme of this year’s conference and proposals for improvements for future events. Following were proposed by the members:

(a) Regional training updates were considered useful. It was proposed that regional approach could be integrated as a cross-cutting issue to next year’s conference (e.g. considering evaluation & monitoring of training through a regional lens and presenting regional experiences and best practices).

(b) It was proposed that senior mission leadership such as SRSG, Force Commanders and Police Commissioners to be invited to next year’s conference to get the experience from the field. President invited participants to propose suitable individuals/names to the ECM. Mr Kevin Kennedy, DPKO representative in the EC expressed the support that his chair can extend in processing a formal request through the UN HQ to make this proposal feasible in the 19th Annual Conference.

(c) It was noted that having the big troop/policing contributing countries (Pakistan, Jordan) present would be important. It was proposed that such countries belong to regional or other networks and that efforts should be made within such networks to involve more countries in the IAPTC. It was also pointed out that members themselves should be active in this regard, including within their home country to ensure that civilians, police and military from each member country be represented.

(d) There is a need to find a balance between presentations and discussions. It was proposed that the time for presentations to be reduced and more time be allocated for the discussions by the participants for fruitful interaction. Also, some additional efforts need to be made to ensure that speakers are fully aware of the context of their presentations, either in relation to the seminar theme or the objectives of the IAPTC and peacekeeping education and training.

(e) It was proposed that regional organizations should include a civilian aspect to their training updates.

Agenda Item 12: Any other Business

18. Host, CCCPA Egypt encouraged early registrations for next year’s event to facilitate visa and travel arrangements.

19. Sr Colonel Gao Xinman, newly elected Pedagogical Chair complimented CMC, Finland and FINCENT for their warm hospitality and excellent conduct of the 18th Annual Conference.

With this the 18th IAPTC Annual Conference was closed.
Handover Ceremony and Closing Remarks

Distinguished IAPTC participants

The story of the 18th IAPTC began already in 2009 in Australia. We, CMC Finland and FINCENT, realized then that the value of the network this association facilitates is indispensable for Finnish peacekeeping and peacebuilding training providers. We expressed our interest already then, and a year after in Bangladesh we were selected as hosts of 2012.

The story of preparing and facilitating this event is now coming to an end. The 18th IAPTC conference had over 200 delegates from 48 countries, being a record in the history of the IAPTC. All regions were equally represented, what comes to chairing of the sessions, as well most of the panels had a gender balance. We will document and provide with a summary of lessons learned to next host, since it is a part of learning process.

We, as hosts, are extremely pleased to see this active participation, and also the quality of panels, discussions, and the breakout groups. I feel that IAPTC members have an increased understanding between civilian, military and police organizational cultures and had a good overview of currents trends in peacekeeping peacebuilding nexus. I would like thank all IAPTC members of active participation.

Organizing a big international event requires a lot of effort, as we all know. This time we had the blend of experience and of young talents in our project organization and it proved to be the key to the success. The cooperation with FINCENT was seamless and I would take any possible project with you in the future, too. Thank you for all CMC and FINCENT folks for being a real dream team.

ECM members: Your personal and your organizations’ commitment in planning and execution of this event enable the continuity of the IAPTC. Thank you for the memorable experience, I believe we all have, once again, learned a lot of working in multicultural and multidisciplinary environment.

Egypt will be the host for 2013. Distinguished Ambassador and your team members: I wish you the best of luck in the forthcoming endeavour and I also promise to provide you with all possible support from us in order to support IAPTC in Cairo next year. We want to continue this good tradition that PKSOI and CCMR provided with us a year ago.

Lastly, but not least, I would like to thank President Cliff Crofford, PKSOI. Your leadership has been essential in the planning process as well in the execution of this event. You guided us through many challenges and even assumed deadlocks in the course of your presidency. As a token of friendship please accept the CMC and FINCENT plate.

At the end I hope all the participants best of luck and safe trip to your homes. The 18th IAPTC Conference has concluded, see you in Cairo.

Mr. Petteri Taitto
Head of Training,
CMC Finland

Annex 1
Background Paper

IAPTC 2012 Annual Conference Theme
“Effective Peacekeeping and Peacebuilding: Challenges for the Training Community.”

Background note

1. The IAPTC annual conference offers a unique opportunity each year to bring together the global community of practitioners engaged in and affected by peacekeeping training. The conference allows us to:
   • examine current trends and possible future directions of peacekeeping operations of all kinds;
   • take stock of the challenges faced by all peacekeeping personnel – civilians, military and civilian police, and;
   • assess how our training efforts respond to those challenges.

2. This year’s IAPTC conference, graciously hosted by Finland, takes place against a backdrop of significant new developments, both in the field and in the organizations that mandate and deploy peacekeeping operations. The Helsinki meeting, being organized through collaboration between Finland’s civilian and military training institutions – the Crisis Management Centre (CMC) Finland and the Finnish Defence Forces International Centre (FINCENT) – will bring a new focus to the integrated nature of multidimensional peacekeeping.

The 2012 IAPTC Conference theme

3. One of the most difficult decisions facing the Executive Committee each year is the choice of a theme for the annual conference. At this year’s preparatory meeting, the Executive Committee received theme proposals from a number of members. The committee systematically examined all proposals, seeking to find an overall theme that would capture the broadest range of interests represented in the IAPTC membership and serve as a useful framework for the programme. We concluded that most of the proposals reflected a longstanding but growing trend in peacekeeping: that peacekeepers are increasingly called upon to act as early peacebuilders. The Executive Committee agreed unanimously that the 2012 conference should be organized around the overall theme of “Effective Peacekeeping and Peacebuilding: Challenges for the Training Community.”

Why focus on the peacekeeping – peacebuilding nexus?

4. This theme is very timely. It reflects current reality on the ground and likely future trends as peacekeeping continues to evolve. The notion that peacekeepers serve as a bridgehead to peacebuilding is now widely accepted. This role emerges in mandates and operations of an increasing number of peacekeeping and stabilization missions and has been described as “the peacekeeping-peacebuilding nexus.” In operations around the world, peacekeepers are expected to use their knowledge, skills, material assets and other capabilities to promote and maintain peace, to prevent a re-lapse into armed conflict, and to help national authorities and local communities strengthen or re-build other capabilities to promote and maintain peace self-sustaining in the long run. To

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fulfil these complex mandates, peacekeepers must have skills, knowledge and capabilities to carry out a wide range of “traditional” and new tasks: from classic interposition of military forces, to the observation and monitoring of national security personnel; from proactive and coordinated measures by civilian, military and police personnel for the protection of civilians, to mentoring and advising national personnel in order to build national capabilities and strengthen rule of law, and many other activities. Peacekeepers are called upon to integrate action by civilian and military components and to harmonize their actions with a wide range of national and international actors in-theatre. All of these requirements carry important implications for the training of all categories and levels of peacekeeping personnel.

Peacebuilding: a complex national task that needs peacekeepers’ help

5. Peacekeeping has evolved from a primarily military model of observing cease-fires and separating forces to incorporate a mix of military, police and civilian capabilities to support the implementation of comprehensive peace agreements and help lay the foundations for sustainable peace and legitimate governance. Over the last 20 years, UN multidimensional peacekeeping has become an important international peacebuilding instrument, usually playing a more prominent role at the early stages of a post-conflict peacebuilding effort. This effort can last for decades. Ten of the current sixteen UN peacekeeping operations are multidimensional in nature and have been mandated by the Security Council to perform a broad range of peacebuilding activities.

6. Peacebuilding is primarily a national challenge and responsibility of the legitimate authorities of the countries where peacekeepers are deployed. It is fundamentally a political process that requires on-going political mediation and strengthening of national capacities for conflict management. Peacebuilding and peacekeeping both require international actors to be sensitive to the political, historical, economic and cultural context and dynamics of the country concerned. Peacebuilding may begin prior to the arrival of a peacekeeping mission and always continues beyond its departure. It is supported by a variety of national and international actors, happens at different levels (political, operational, technical, national, sub-national, etc.) and across many closely linked sectors.

7. Peacebuilding priorities vary according to the specific context, but typically include support to: (a) basic safety and security including protection of civilians and rule of law; (b) inclusive political processes; (c) delivery of basic services; (d) restoring core government functions; and; (e) economic revitalization. Within the UN, effective support requires integrated action across various “pillars” of the system: peacekeeping, development, human rights and humanitarian. Integration arrangements on the ground ensure that peacekeeping missions and UN agencies work in close partnership and maximize the UN’s overall contribution. More broadly, close collaboration with key partners, such as international financial institutions and regional organizations, has become critical to effective peacekeeping and peacebuilding.

How are peacekeepers ‘early peacebuilders’?

8. Peacekeepers contribute to the overall peacebuilding effort in three key ways. They:

- articulate peacebuilding priorities by supporting consensus among national counterparts and the broader international community, and guiding overall strategy development and implementation;
- enable other national and international actors to implement peacebuilding tasks, by providing a security umbrella, monitoring commitments entered into by parties to the conflict, expanding and preserving political space, coordinating assistance efforts, delivering administrative and logistical enabling support and coordination or direct management of various resource streams, and;
- implement certain early peacebuilding tasks themselves, including engaging in early capacity building in certain areas, in close collaboration with other partners.

What does this mean for the IAPTC Conference in Helsinki?

9. To meet these early peacebuilding challenges, civilian and uniformed peacekeepers alike may need skills normally associated with their speciality or profession. Institutions and individuals that specialize in peacekeeping training can make a major contribution to the international community’s efforts in early peacebuilding. The Executive Committee encourages all conference participants to reflect on the theme. How do the current activities of your organizations—or how might future activities—contribute to the abilities of peacekeepers to meet the challenges of peacebuilding? How do you assess training needs for peacekeepers to serve simultaneously as peacebuilders? The Conference sessions will be organized to allow all participants to offer their views and to discuss these and other questions about the relationship between training and the peacekeeping-peacebuilding nexus. There will be ample opportunity for participants to exchange information and to offer suggestions to one another both formally and informally.

10. The programme schedule includes sessions such as the opening that addresses the broad theme of peacekeeping’s relationship to peacebuilding. Follow-up sessions will drill down into the theme. Special attention will be given to training needs assessments that attempt to identify performance and skills gaps that can be addressed by training—including skills peacekeepers need to perform effectively as early peacebuilders. Discussions will help identify the competencies needed for effective peacebuilding in a peacekeeping context. Training increasingly needed by peacekeepers who are engaged in fields like civilian policing and other role of law disciplines—like mentoring, skills-transfer and project management that are. Identifying the kind of leadership training that can help peacekeepers support peacebuilding, and how gender issues factor into training will also be open for discussion. For those interested in the pedagogical aspects of training, the conference will offer a forum for identifying, sharing and discussing best practices in training courses to address peacebuilding, and for examining how integrated multidisciplinary exercises fit into training.

Special training issues and thematic discussions

11. The conference theme is intended to be as inclusive and open as possible. Those with special training interests will find opportunities in thematic discussions conducted in break-out groups, and in the ideas bazaar. Further information will be provided about these activities as the programme develops.

12. The Conference will devote special attention to training related to women, peace and security and the training implications of UN Security Council resolution 1325 and successive resolutions that have focused on women and children in conflict. The focus on how training relates to implementation of these resolutions, as well as the themes of sexual and gender-based violence in conflict, reflect the priority that many members of the IAPTC and the international community as a whole attach to these issues.
Annex 2

IAPTC Executive Committee Members

**PRESIDENT**
Colonel Cliff D. Crofford
Director
US Army Peacekeeping and Stability Operations Institute (PKSOI)
crofford.clifford@us.army.mil

**PAST PRESIDENT**
Brigadier General Anisuzzaman Bhuiyan
Commandant
Bangladesh Institute of Peace Support Operation Training (BIPSOT)
commandant@bipsot.net

**PRESIDENT ELECT- 2012 CONFERENCE HOST**
Mr. Petteri Taitto
Head of Training
Crisis Management Centre (CMC) Finland
petteri.taitto@cmcfinland.fi
iaptc@cmcfinland.fi

**OBSERVER - 2013 CONFERENCE HOST**
Ambassador Dr. Mahmoud Farghal
Director: Training & Programs
Cairo Center for Training on Conflict Resolution and Peacekeeping in Africa (CCCPA)
mahmoud.farghal@cairopeacekeeping.org

**MILITARY CHAIR**
Brigadier General Christopher Chellah
Commandant
SADC Regional Peacekeeping Training Centre (SADC RPTC)
comdt@rptc.org.zw

**POLICE CHAIR**
Superintendent Terry Nunn
Counselor- Police Advisor
Australian Mission to the United Nations
Terry.Nunn@afp.gov.au

**CIVILIAN CHAIR**
Professor Andrea De Guttry
Director
International Research Laboratory on Conflict, Development and Global Politics
Scuola Superiore Sant’Anna
deguttry@sssup.it

**PEDAGOGICAL CHAIR**
Dr. Harvey J Langholtz, Ph.D.
Executive Director
Peace Operations Training Institute (POTI)
langholtz@peaceopstraining.org

**UNITED NATIONS REPRESENTATIVE**
Mr. Kevin S. Kennedy
Chief
Integrated Training Service, UNDPKO
kennedy2@un.org

**IAPTC SECRETARIAT**
Major General T P S Waraich, VSM
Additional Director General Staff Duties,
Integrated Headquarter of Ministry of Defence (Army), India CUNPK,
iaptc.cunpk@gmail.com

Colonel Sunny Murugesan
Director
Centre for United Nations Peacekeeping (CUNPK)
dir.cunpk@gmail.com

**CONSOLIDATION AND DEVELOPMENT COMMITTEE (CDC)**
Mr. Jonas Alberoth
Acting Director General
Folke Bernadotte Academy
jonas.alberoth@folkebernadotteacademy.se

**HONOURARY MEMBER (EX OFFICIO) CONSOLIDATION AND DEVELOPMENT COMMITTEE (CDC)**
Mr. David Lightburn
Senior Advisor
Folke Bernadotte Academy
dlightburn@eastlink.ca, david.lightburn@folkebernadotteacademy.se
Crisis Management Centre (CMC) Finland and the Finnish Defence Forces International Centre (FINCENT) are organising the International Association of Peacekeeping Training Centres (IAPTC) Conference at the Hilton Kalastajatorppa on September 17th – 20th, 2012. The aim of the conference is to promote cooperation between different actors involved in peacekeeping and peacebuilding training. The theme of the 18th annual conference was ‘Effective Peacekeeping and Peacebuilding: Challenges for the Training Community’.

Nearly 200 civilian, police and military training professionals from all over the world will be attending the conference. Participants come from over 50 different countries.

The conference will be opened by the Foreign Minister Erkki Tuomioja on September 17th, 2012 at 10:00 AM. Speakers on the first day also include the former ambassador of Denmark to the UN and Head of Mission to UNMIL and former Special Representative for the Secretary General to Liberia Ellen Løj and the former director of the Pearson Peacekeeping Center Suzanne Monaghan.

Members of media have the opportunity to attend the conference on Monday September 17th, 2012 at 9:30 to 12:00.

More information:
Head of Training Petteri Taitto
+358 50 3611 684, petteri.taitto@cmcfinland.fi

Address of the conference venue: Hilton Helsinki Kalastajatorppa, Kalastajatorpantie 1, Helsinki

IAPTC was featured in the online magazine of the Finnish Defence Forces. The article gave an introduction to the idea of the IAPTC and how the presidency of the IAPTC was handed over to Finland. The article (in Finnish) can be found at: http://www.puolustusvoimat.fi/wcm/bf7932804cdc25b8ae13fe23b73dba8/Ruotuvaki+17_2012+low.pdf?MOD=AJPERES&CONVERT_TO=url&CACHEID=bf7932804cdc25b8ae13fe23b73dba8

A journalist from Helsingin Sanomat, the largest subscription newspaper in Finland, was present at the conference and wrote an article about police training in Afghanistan. A Finnish participant of the IAPTC was interviewed for the article. The article (in Finnish) can be found at: http://www.hs.fi/digilehti/#ulkomaat/Afganistanin+poliisikoulutus+kangertaa/a1348028351117

Social media, Twitter and Facebook in particular, were used to inform the public about the conference. Tweets were sent out during the conference to give an idea of the different themes of the presentations and discussions of the IAPTC both nationally and internationally.

During the conference Chatham House Rules did apply and therefore there was no tweeting of statements made by speakers or participants and no quotes were attributed to a direct individual or organization. The hashtag that was used during the conference was #iaptc.
An electronic conference guide was used for the first time in the 18th IAPTC Conference. The online programme Guidebook was used. In total there were 63 separate downloads of the guide on various smartphone devices as well as the internet landing page was used as a homepage in the internet.

iOS (28.6%)
Android (7.9%)
Mobile Web (63.5%)

CMC Finland’s website was the main portal for information regarding the conference. All information regarding registration, background papers, the programme and the invitation letter were available from the website and various documents were available for download.

Annex 4
Attending Organisations

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<th>Organisations at 18th Annual IAPTC Conference Helsinki</th>
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<td>African Peace Support Trainers’ Association</td>
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<td>Air, Land, Application, Center</td>
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<td>APSN, African Peace &amp; Security Network</td>
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<td>Bangladesh Institute of Peace Support Operation Training (BIPSOT)</td>
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<td>BRAZILIAN ARMY</td>
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<td>Brazilian Peacekeeping Operations Joint Center</td>
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<td>CCCPA, Cairo Center for Conflict Resolution and Peacekeeping in Africa</td>
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<td>Center for Civil Military Relations</td>
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<td>Center for International Peace Operations - ZIF</td>
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<td>Center for United Nations Peacekeeping, India</td>
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<td>Challenges Forum</td>
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<td>China Peacekeeping Police Training Center</td>
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<td>GHANA ARMED FORCES</td>
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<td>INSTITUTE FOR SECURITY STUDIES</td>
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<td>Institute of Peace and Conflict Studies-IPCS</td>
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# Annex 6

## Conference Agenda

### International Association of Peacekeeping Training Centres - 13th Annual Conference PROGRAMME

**Theme:** Effective Peacekeeping and Peacebuilding - Challenges for the Training Community

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<td><strong>Opening Ceremonies</strong></td>
<td><strong>Session I</strong></td>
<td><strong>Session II</strong></td>
<td><strong>Special Training I</strong></td>
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<td>9:00 - 10:00</td>
<td>Needs Driven Approach to Training</td>
<td>Integrated Training from the Peacebuilding Perspective</td>
<td>10:30 - 11:00</td>
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<td>• WPTC President</td>
<td>• ANG: Marcel Chirwa</td>
<td>• ANG: Marcel Chirwa</td>
<td>• Side by Side: Women, Peace and Security - Charmaine Quada &amp; Amy Sharman ACMAC</td>
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<td>• Host 2012</td>
<td>• UN Global Needs Assessment - Kevin Kennedy UNPFI</td>
<td>• Special Training</td>
<td>• Training on Anti-Corruption and Building Integrity - Nick Spearman/Transparent International</td>
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<td>• WPTC Presentation</td>
<td>• Results from the Field - A.J. Randy Newton AIP</td>
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<td>• Ministry for Foreign Affairs Enkikizweza</td>
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<td><strong>Break</strong> 10:00 - 10:30</td>
<td><strong>Breakfast Functional Groups</strong></td>
<td><strong>Functional Group Report Back</strong></td>
<td><strong>Thematic Discussions</strong></td>
<td><strong>Cultural Tour - Boat Tour of Heleke</strong> 14:00 -</td>
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<td>10:00 - 10:30</td>
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<td><strong>Keynote Speaker I</strong></td>
<td><strong>Care Competencies in Effective Peacebuilding: Implications for Training</strong></td>
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<td>• Jens Fichte Lang</td>
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<td><strong>Ideas Session</strong></td>
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<td>- Hosted by: Commendatore Taharbi, French Defence Forces</td>
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