

PEACE BUILDERS



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NEWS

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Efforts Towards Internationalization of IPSTC

The IPSTC has gone through a series of changes over the last three years. These changes have been in conformity with the IPSTC Strategic Plan 2009-2011 whose objective has been to internationalize the Institution. The merger in 2009 of the former Peace Support Training Centre (PSTC) and the International Mine Action Training Centre (IMATC) resulted in the expansion of the Centre's scope of training. This scope resulted as well in the broadening of curriculum to cover the entire conflict spectrum from conflict prevention through management to post-conflict peace building. This innovation in particular has had a major shift in the way peace operations have been conducted; with the civilian and police dimensions being incorporated in a more deliberate manner. The incorporation of early warning and conflict prevention paradigm has greatly enhanced the capacity of regional actors in the conceptualization of solutions to security challenges.

The other key innovation has been the establishment of research capacity in IPSTC. The applied research perspective has seen the

IPSTC publish relevant Occasional Papers and Issues Briefs. These publications have been distributed widely across a diverse range of regional actors thereby creating a regional network.

The international aspect has also been instrumental in the transformation of training at the IPSTC. The construction of a Peace Operations Simulation Village at the Humanitarian Peace Support School at Embakasi has introduced realism, particularly for deployment training. This has set IPSTC apart from other similar institutions in the continent. All pre-deployment training done at IPSTC focuses on practical training; offering trainees the skills and competencies required in contemporary peace missions.

Brig R K KIBOCHI
Director IPSTC

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The IPSTC Open Day As a Communication Strategy

Good communication in any type of business promotes employee relations and customer relations. Clear directives concerning company goals, business offerings and methods of running the business help develop strategies that support specific programmes and /or project objectives. While many may not think of the International Peace Support Training Centre as a company like Toyota or Kenya Airways, it does, in fact, operate like a business.



Dignitaries being shown around during the Open Day



Open Day: a Communication Strategy - *continues*

Therefore, on the 18 of April 2011 it held an Open Day for the international community. A critical objective for the event was to carry out an internal and external communication strategy.

As an internal communication strategy, the preparations leading up to the Open Day gave an outstanding opportunity for all staff members who would not normally regularly interact to come together and understand what crucial roles each one plays in the Centre. It provided everyone the chance to have a direct contact with the IPSTC senior leadership; allowing for face-to-face feedback and guidance, assisting each individual to understand clearly their roles in the future of IPSTC. With each school/department developing its own stand and presentations, officers, non-commissioned members and civilians of IPSTC were able to get a first-hand look at how the Centre beyond their immediate area was structured, how they conducted training, their target audiences and future goals. A common scene during the rehearsals was the Director offering IPSTC staff who were observing the presentations/demonstration to give their feedback and advice to better enhance the delivery of the key messages that all were hoping for.

As each rehearsal took place, it became clear that staff members were beginning to take immense pride in the roles that they would be playing on the big day. It became evident that the day's external communication strategy would not be conducted by one or two senior members, but rather that several voices were going to contribute to the overall message creating an outstanding opportunity to work together as a team. As the Director, Chief of Staff and Commandants would review the stands and presentations, those responsible were given direction on the communication strategy that IPSTC needed to convey as it came to their section's role. Because of this, the presenters became better aware of the role that they played in the overall strategic goals and objectives.

While it would be easy to conclude that the Open Day was to convey messages externally, it also underscored the immense benefits that the successful internal communication strategy achieved and in which every IPSTC staff member took part.

The overall external communication strategy for the Open Day set out to demonstrate the location of the Centre, how it got there, and finally where it plans



The Unveiling of the plaque at Amani PSO village by the Minister of State for Defence

to be and what will be needed to get there. It also provided an avenue to recognize the essential current donor contributions that have made IPSTC what it is and encourage other countries to consider joining the donor team. The event started with the Director of the International Peace Support Training Centre, Brigadier General Kibochi, providing a comprehensive overview on how IPSTC has grown over the last ten years. He recognized that the Centre has become a leading Peace Support Operations (PSO) training institution in Africa through the efforts and resources of the international community, many of whom were represented by their Heads of Mission and Defence Attachés.

Members of the Headquarters, Research Department, Humanitarian Peace Support School (HPSS) and the Peace and Conflict Studies School (PCSS) all put on an impressive display of their area of responsibilities as well as provided briefings to the delegations. The communication strategy here was to ensure that all visitors clearly understood what each department has done in the past, what it is doing now, and what its strategic goals are for the future.

The Research Department outlined its focus on policy issues related to conflict prevention, conflict management, and post-conflict recovery. They informed the visitors on how gaps in training are identified and how, through curriculum development, the department tries to

meet training needs.

PCSS and HPSS used the Open Day as a platform to explain how they carry out strategic, operational, and tactical level training activities. The various teaching methods were covered such as using lectures, syndicate discussions/work, role-playing, guest experts from field missions, and the Carana training scenario.

The Peace Support Operations Village was on full display through a well-structured Protection of Civilian's scenario and was a highlight of the day. The demonstration cemented the thought that Amani village is, and will be, a premier training tool that can meet the needs of any organization wanting a realistic-looking village to conduct courses in; complete with well-trained role players. It was, for some, the first look at the PSO Village.

Another communication strategy for the Open Day was to show potential donors that their cooperation would be fully recognized. Active donor countries such as Japan, the UK and Canada were lauded by IPSTC by including them in the Open Day. The UK and Canada were graciously recognized for their financial contributions with a plaque placed in the PSO Village. The Heads of Missions were thanked and offered an opportunity to address the international community. The UK Head of Mission took the opportunity to encourage other countries to consider becoming donors - a move that supported the external communication strategy very well. Canada was recognized for its contribution of five Toyota trucks. The Japanese Ambassador officially launched the Training Management System since the funding for the project was provided by his country. It was through official recognition of past contributions that IPSTC encouraged future international donors.

The Centre ensured that important media outlets were invited and given a front row seat to the Open Day. The resulting photographs and news stories enabled IPSTC to convey its message to ordinary Kenyans and, through the internet, the world.

The Open Day, a first for IPSTC, had cleared a path for carrying out an internal and external communication strategy and everyone would agree that it was a very successful event, one that should be repeated in the years to come.

MAJOR ROD LITTLE,
IPSTC Training Officer
Logistics



Members of IPSTC Staff during Open day

PCSS Training Impact on Decision Makers from the EASF

Since its establishment in 2001, the Peace and Conflict Studies School (PCSS) has continued to deliver courses across the entire conflict spectrum: Conflict prevention, management and post conflict reconstruction programmes. The target audiences are individuals serving, or the potential to serve, in senior level positions within a peace keeping operation. The Eastern Africa Standby Force (EASF) platform is the main source of trainees for our diverse peace support operation training programmes.

Apart from the EASFCOM, our participants also come from (members of AU or UN or ...? – Ed) member states' Ministries of Defence, of Justice, and of Internal Security. Other cooperative institutions include police, intelligence services, judiciary, prisons, and human rights commissions

The school training targets the strategic and operational levels. At the strategic level, our main clients range from Head of Mission, Force Commanders, Police Commissioners, Headquarters Brigade staff, and Chief Military Observers, while at the operational level, the training targets individuals from middle level management.

Over time, the school has developed working relations with various institutions such as governmental, NGOs and international agencies working in peace operations. While collaborating with other institutions the school has made remarkable contributions towards peace support operations, in particular the development of EASF multifunctional set of personnel including from the military, the police force and civilians. This has been achieved through harmonization of operability, networking, database development and the understanding of one another's training doctrines.

Through the development of new courses and programmes the school has also introduced thematic areas such as conflict prevention, security sector reform and post-conflict recovery. These programmes have been frontier for civilian- and police-oriented components of peace support operations. As results of this initiative over 3,723 individuals have been trained in the school, of which 2,355 were military personnel, 759 were police and 609 were civilians. In



Participants and their mentors during Syndicate Discussion Sessions

terms of the region, a total of 2,951 were from EASFCOM, 553 from rest of Africa and 219 from the rest of the world. In terms of gender, 3,259 were male and 464 were female. The school is also in cognizance of the fact that peace support operations is becoming multifunctional and as such the school will pursue the concept of integrated training by bringing more female on board to reduce the gender imbalance gap.

There are opportunities presented by the school, particularly as it cooperates with the regional mechanism. For example, the proximity of the EASF enables us to utilize it adequately through our robust training programmes. This is even more useful at a time when the mechanism is working towards fully operational capability with all the three components in peace support operations. The building up of the civilian component required

These achievements have been realized through a team of dedicated leadership, staff and other support staff provided by the IPSTC through collaboration, networking and internal capacity development.

for peace operations is slowly taking shape with the establishment of civilian roster at the EASFCOM. In terms of interoperability, the school has supported harmonization of activities and programmes as a way of creating synergy within the EASFCOM.

In the region, the school has been privileged to host the Senior Mission Leaders Course (SMLC) which is the flagship course for IPSTC. The course is instrumental in strengthening leadership capacity within the EASF, the African Union as well as the United Nations Missions' appointments. This is the third Regional Senior Mission Leaders course conducted since February 2009. These achievements have been realized through a team of dedicated leadership, staff and other support staff provided by the IPSTC through collaboration, networking and internal capacity development. Out of these experiences, we have been able to identify lessons for further development of our training programmes and courses necessary for EASFCOM in order for them to realize their mission. To this end, each component of a mission has a role to play and it is our duty to constantly enhance a suitable environment for the development of personnel in possession of skills required to face the ever-changing landscape of conflict not only in the Eastern Africa region but across Africa and beyond, in the rest of the globe.

Lieutenant Colonel KOMBO
Chief Instructor PCSS

First Impression of Peace Operations Training at IPSTC

I was posted to IPSTC as Commandant of the Peace and Conflict Studies School (PCSS) in November 2010. Initially, I was not able to report immediately due other military engagements, but managed to report for duty on 4 April 2011 while the IPSTC was preparing for the Open Day demonstration at HPSS campus Embakasi. The open day theme was *Developing capacity for Regional Peace and Security through Operation Training*. I wish to comment that I was very fortunate to join the Centre at the time and had the opportunity to enjoy the exhibitions and demonstration that were very educative. The Open Day offered a unique insight for me to learn the role and activities of IPSTC.

As the newly posted Commandant of the PCSS, it was impressive to note the institution goals being displayed in the peace operation training in the IPSTC. The Strategic overview was exhaustively covered during the Open Day. Generally, the institutional goals accorded emphasis are as follows:

- Ownership of a comprehensive programme that addresses the spectrum of peace and conflict in Eastern Africa.
- Establishment of IPSTC as a leading research, training and educational centre in the African Peace and Security Architecture (APSA).
- To provide a forum that enhances intellectual inputs into African Peace and Security Architecture.
- To have an integrated internal management and support system.
- To become autonomous.

It is worthwhile to note that IPSTC is a busy international centre that has maintained high standards of training and has trained a large number of participants from the region, rest of Africa and the world at large. It was apparent that during Open Day that IPSTC is internationally a highly regarded institution, going by the number of the dignitaries who attended and the interest displayed by the visitors as they went through the exhibition stands.

IPSTC has a unique setup that encompasses the military and civilians working together as a team towards the common goal of achieving the highest standards possible. In comparison with other Kenya military institutions of learning, IPSTC is unique in the way it is administered and managed.

The training for peace operation cuts across the entire the spectrum from conflict prevention, conflict management, peace building and recovery. IPSTC has a department of applied research that ensures that the Centre delivers relevant and up to date training products. The Centre has also two training platforms which address the decision makers training at PCSS and the enablers training at the HPSS. With the current organization structure of IPSTC, I am confident that the Centre meets the set Vision and Mission as a *CENTRE OF EXCELLENCE* in the continent and beyond..

Col J K IKIARA
Commandant - PCSS

Ideas on Enhancement of Decision Makers Training at PCSS



Group presentations during Peace Operations Planning Course

As the largest Peacekeeping Training Centre in the region, the IPSTC has placed special interest in enabling the leadership of peace operations to conduct effective and efficient peacekeeping operations. To achieve this, Peace and Conflict Studies School (PCSS) has over the years developed a number of courses targeting decision-makers and leaders at the top and middle levels. Some of these courses include the Senior Mission Leaders Course, The Peace Operations Planning Course, The Middle Level Management Course, Security Sector Reform Course, the Human Rights in Peace Operations Course and Protection of Civilians Course, just to mention a few.

The multidimensional nature of peace operations today comes with great responsibility on the part of mission leaders to work with consensus in a coordinated manner while ensuring continuous communication with all components and actors. This means that all mission activities must take on an integrated approach at the planning, implementation and exit strategy levels. The courses at PCSS lay emphasis on this by ensuring that all thematic areas represent a fair distribution of military, police and civilian participants and that the course content articulates the role of each component and where they converge.

The responsibilities come with some challenges, for instance, the need

to enhance mission leaders' image alongside a regional and sometimes multinational peacekeeping force. Furthermore, the PCSS has endeavoured to introduce the role of the African Peace and Security Architecture (APSA) and the importance of the Eastern Africa Standby Force in future peacekeeping operations.

PCSS also found it necessary to develop training programmes addressing important issues of Human Rights in Peace Support Operations and Protection of Civilians. Decision-makers should acquaint themselves with these issues in order to make rational decisions on interventions where human rights are violated or civilians are under imminent threat.

It is therefore vital that all stakeholders support the IPSTC effort in both funding and ensuring that once called upon to nominate participants for the courses in PCSS they do so without delay. In addition to further enhance the training of decision-makers, it is necessary to ensure that all practitioners are well versed in the multidimensional peacekeeping principles on which our mandate is anchored. The decision-makers must bear in mind that conflict in our continent is not entirely of our own making, but it is our responsibility to find solutions while involving the international actors for support.

Col J K IKIARA
Commandant PCSS

A Facilitator's View on Training Delivery at IPSTC: Applying Kaizen in training

Over the years facilitators drawn from the faculty or subject matter experts (SMEs) drawn from outside, have been conducting training and delivery at the International Peace Support Training Centre both at Karen and Embakasi campuses in a variety of courses across the spectrum of conflict, namely conflict prevention, conflict management and post conflict peace building.

Whereas we've done well in this noble endeavour, there are areas that we can certainly improve on for better delivery and to the satisfaction of all the stakeholders, especially the participants.

One such area is the whole question of facilitators, especially the core facilitation team, meeting before the course commences and when the course is running to harmonize on the training, as is done for the Regional

Senior Mission Leaders Course (RSML). This is critical in evaluating the day's work and to make possible changes (if any) that may need to be put in place to ensure proper delivery and the attainment of the training course's objectives.

Second, after each course is conducted as a standard operating procedure (SOP) an after action review (AAR) is held fundamentally to assess the whole course, taking into consideration the participants' daily evaluation reports and facilitator's comments. Whereas this AAR has helped to improve subsequent series, there is still need to ensure strictly that the comments form the basis for any changes that are undertaken. AAR comments need to be factored into designing the next series in tandem with the systems approach to training cycles (SAT) employed by the Centre from the training needs assessment to include training in design, development delivery, evaluation and validation.

Third, given the adult learners that the Centre engages it is critical to adhere to the principles of adult learning. Active Learning (which is problem-based) is key because adult learners are autonomous and self-directed, have a foundation of life experiences and knowledge, are goal-oriented, are relevance-oriented, are practical, and need to be shown respect. There is need therefore to include more activities through such methods/strategies as:

- a. Question and answer
- b. Games
- c. Role-playing
- d. Brainstorming
- e. Group problem-solving
- f. Simulation
- g. Case Study

Major MARK R TUM

The Civilian Dimension in Training at IPSTC

The African Union Peace Support Operations Department (PSOD) in 2006 decided to develop the civilian dimension of the African Standby Force (ASF). It convened a workshop of technical experts that refined the first draft of the 'Policy Framework of the Civilian Dimension of the ASF'. It is this framework that laid the foundation for a multi-dimensional management structure for AU Peace Support Operations. This multi-dimensional approach was informed by the United Nations experience and the integrated approach since the mid 1990s.

ASF is a standby arrangement responsible for peace operations in preventive diplomacy/peacemaking, peace keeping, peace enforcement, peace building and humanitarian intervention. The decision to deploy ASF is partly a political process that calls for more and more engagement of civilians in peace keeping. In view of this, civilian functions in Peace Support Operations have significantly increased.

Civilian functions in PSO include substantive and mission support categories. The former comprises the following: political affairs, public information, planning and coordination, human rights, humanitarian liaison, legal advice, conduct and discipline, child protection and gender; and depending on the mandate, may also include, Rule of Law, Electoral Affairs, Disarmament Demobilization and Reintegration (DDR), Civil Affairs and Security Sector Reform (SSR).

The courses conducted at the International Peace Support Training Centre (IPSTC) Nairobi, focus on building capacities for the functions

mentioned; not only civilians are trained but also the military and police in order to make each component conversant with aspects of work in the different areas. It is a known fact that training of civilians for peace keeping operations has in the past been neglected, with more concentration being devoted to the military and police. This has lately changed with Centres of Excellence like IPSTC paying more attention to building capacities of civilians. In view of this, IPSTC has embarked on serious training of civilians since the beginning of 2010.



The participants during the Human Rights Course

Courses offered to address this need are: Regional Senior Mission Leaders, Conflict Analysis and Prevention, Dialogue Negotiation and Mediation, Preventive Diplomacy, DDR, Protection of Civilians, SSR, Logistics, Civil Military Coordination (CIMIC), and Human Rights in Peace Support Operations. The training was made possible courtesy of the Japan Government through UNDP, jointly with the British Peace Support Team and Canada. Hosted courses relevant to a civilian dimension are Rule of Law, Child Protection, Media Handling, and

Sexually Gender-based Violence. It is important to note that in almost all the courses human rights, gender and sexual exploitation and abuse cut across the training because they are central in the planning and implementation of Peace Support Operations.

To date IPSTC can boast of having trained a total of 609 civilians most of whom are drawn from the Eastern Africa region. The female representation has risen in the recent past to a total of 464 trained in different fields. Some

of the courses have realized more civilian female participants than others, an example being the course on Dialogue, Mediation and Negotiation. This effort to balance gender is in essence a response to the call of UN Security Council Resolution 1325 for full participation of women in peace processes.

The EASF Coordination Committee has been instrumental in providing participants for capacity building; a response that is worth commending. Its support has helped IPSTC realize the civilian numbers cited in the data which in turn has helped populate the EASF Civilian Roster that is also a requirement by AU PSOD.

In conclusion, the importance of training civilians cannot be over emphasized. The role of civilians is crucial for the stabilization, peace consolidation and long term recovery and development of states that are emerging from armed conflict. Capacity building should be a continuous process to ensure supply of personnel for Peace Support Operations in case of need. IPSTC should keep up the effort for the worthy cause that it is.

FLORENCE ODUOR
Training Coordinator



The Value of Applied Research in Training

Applied research, which is results oriented, is geared towards solving challenges within a particular context. From its inception, it is conducted with the intention of implementing its findings. Applied research involves investigating what works within a particular setting and how to apply this information to achieve desired outcomes. At its best, applied research offers a flexible capability to test new methods, information and fine-tune operations. Over time, less successful, factual or useful information is discarded as practitioners learn what works and what does not. Implementation and feedback are critical parts of the applied research process because research that is not implemented has no chance to produce results or generate feedback that may lead to improvements. One of the major shortcomings of applied research, however, is that unlike theoretical research, its replicability is severely constrained. Obtaining results in one context does not guarantee that the same methods will work in another situation, organization setting or with other groups of people.

To undertake applied research, a real life challenge or gap as opposed to a hypothetical one has to be identified in the field. Thereafter, this challenge is posed as a problem with the possibility of finding a solution. Then a research design is conceptualized with the necessary data collection instruments. Once the preliminary stage of proposal writing is done, research is then conducted and recommendations made on solving the identified problem. The results are then forwarded to policy makers for onward implementation. Evaluation and validation follow and the feedback is conveyed back into the process to improve the identified solution. In training, applied research is critical to support practical and results oriented training. This is crucial if the training is geared towards the acquisition of certain identified sets of specialized knowledge, skills and abilities needed within a particular context, unlike where



Ms Leah Kimathi during field research engaging youths on emerging issues of security

training is undertaken solely for the sake of acquiring knowledge.

At the International Peace Support Training Centre (IPSTC) training is carried out for the benefit of military, police and civilian personnel in all aspects of peace operations to help improve the effectiveness of the international response to complex emergencies. In these circumstances, the primary task of applied research is to provide the necessary sets of knowledge, skills and abilities needed to enhance international responses to these complex emergencies. These gaps or the needed abilities are identified either through an initial scoping exercise or training needs assessment. Once the need has been established, it should then be taken up by applied research and a problem formulated around the same. Then researchers should proceed to the field to find practical solutions, after which the process of curriculum design should begin, based on the findings.

Training needs may also be identified by the policy makers; in the case of IPSTC this would be the regional organizations or peacekeeping missions that are its chief customers. This

ordinarily would happen when formal relations and working agreements exist between the customers and IPSTC (as is currently the case between IPSTC and the Eastern Africa Standby Force) and where the latter would then act as a “think tank.” In this instance, applied research would not only input into training of their personnel but would also provide strategic advice and recommendations on topical peace and security challenges, mainly through targeted policy briefs.

While training at IPSTC is advanced, the large potential for applied research to enhance it further needs to be fully exploited. This will be achieved through, among other ways, strategically positioning IPSTC as a regional peace and security think-tank so that the organization becomes the first port of call for regional organizations, peace keeping missions and possibly Eastern African states whenever they are faced with a peace and security challenge, is it training or policy oriented.

LEAH KIMATHI
Post-Conflict Recovery Analyst

Progress Towards Broadening of PSO Curriculum

In the ten years that IPSTC has existed, a great deal of time and resources have been committed to ensuring that the Centre has a solid number of courses addressing various levels and issues of Peace Support Operations. Some of the areas have been in Conflict Prevention, Conflict Management and in Post-Conflict Recovery for the Peace and Conflict Studies School as well as Mine Action, Pre-Deployment and Disaster Response for the Humanitarian Peace Support School.

The employment of the Systems Approach to Training (SAT) has enabled the Centre to

review courses regularly to ensure relevance. The first step toward employing the SAT was in the development of various courses. This saw the production of key training documents that IPSTC refers to as learning Plans and Specification Sheets that detail the audiences, aim, administration and content of each course. The next undertaking is the development of facilitator guides that are expected to provide coherence in delivery of the courses. It is envisioned that in a year's time IPSTC will have documents guiding the students and facilitators in all courses.

It has always been an IPSTC principle that

training should be conducted in a realistic environment that replicates the expected conditions of a peacekeeping operation. The Centre has therefore moved towards more practical-oriented training that allows the participants to involve themselves in learning through wide-ranging instructional methods such as exercises and simulation.

A key ingredient of the IPSTC course development's success has been the inclusion of PSO practitioners, educators, academics and regional organizations/Missions in the writing boards that determine the nature of course content.

Reflections After Four Years at IPSTC

Jason Steeves



Maj. Jason Steeves facilitating a Peace Operations and Planning Course

As the old saying goes “time flies when you are having fun”. It is difficult to believe that it has been four years since my arrival at IPSTC, and to say the very least, much has changed during that time. As I reflect upon my life in Kenya and work at IPSTC what comes to mind frequently is the notion of change.

First, from the perspective of IPSTC, as a team we have transformed the Centre into an internationally recognized actor in the business of peace operations training. When I first arrived, the Centre (then known as “Peace Support Training Centre – Kenya”), was concerned mostly with pre-deployment type training for the military component of peacekeeping missions. Now one just needs to glance at our training and education framework to see that we have expanded across the breadth of the peace operations spectrum and the depth of participants from the tactical to the political level. This expansion is incredible when one considers

that the transformation was conducted within a two-year time frame and within a relatively resource constrained environment. Its success is a testament to the dedication of all the staff at IPSTC.

Second, from a professional perspective, I have experienced so much during my time at IPSTC that it is difficult to begin explaining. I must commend my colleagues for their patience and understanding as I grappled with working in a multicultural, multidimensional, multilingual and multinational environment. This experience alone will pay dividends well into my future. The relationships that have been created, both within the IPSTC team and with persons in other institutions around the continent have demonstrated to me the richness of the cultural fabric that is all too often over generalized and called “Africa”. I will carry home with me new skills, new perspectives, and new friends.

Third, and perhaps most significantly, from a personal perspective, my family has grown

during our time in Kenya. My family has grown both spiritually and physically. Physically in the sense that since we have been here, we have adopted two beautiful, energetic and kind children. Patrick and Isobel have enriched our lives as they brought with them compassion as they became part of our family. Our family has also grown spiritually in the sense that we have had an opportunity to experience new cultures. This is an invaluable asset that Tricia and I, as well as our other children, Madeline and Benjamin, will take with us as we move towards future challenges. Our family is now inextricably linked to Kenya as this is now our second home.

With those few words (not sufficient to describe the depth of my emotion as I depart), I will not say goodbye, rather, I will say: *marafiki wetu tutuonana baadaye, kwa sababu, tutarudi!*

Curriculum at IPSTC: Lessons Learned and Way Forward

We have found that involving these different perspectives in discussing the fundamentals of our courses enables us to meet the needs of our target audiences better. In the writing boards we allow the practitioners to articulate their training needs while the academics translate this into solid course material and the educators determine how this content would best be taught in consultation with the relevant school.

The experience gained from this process has been immense. It is hoped that in the future IPSTC will be able to continue keeping abreast with organizational and policy changes within

the Peace Support Operations and Regional Peace and Security sectors in order to adequately integrate these changes in training.

Further, IPSTC curriculum is expected to become increasingly participant-centered where the problem solving approach will become a key feature of our courses. The construction of the Amani Peace Support Operations village at the Humanitarian Peace Support School poses a challenge to the curriculum development team. The facility provides a unique opportunity for the Centre to come up with innovative ways of employing simulation in training.

In the area of evaluation and validation the research department will be looking into more effective ways of improving the gathering of information from facilitators, participants and employers on the relevance effectiveness of our training courses.

Curriculum development in IPSTC continues to be flexible and dynamic. Those interested in working with IPSTC should be confident that we are in a position to develop tailor-made courses to suit their requirements.

Lt Col SITIENEI, Head of Research

The Value of Writing Boards as a Means of Curriculum Development

The IPSTC curriculum design and development process outlines a basic framework for what to do, how to do it, when to do it and how to know if it has been achieved. This takes the form of “Writing Boards” which usually is a collaborative approach that is very comprehensive and conducted in 3- 4 days to determine the following:

- ▶ **WHY**, focus on the training need.
- ▶ **WHAT** to address - the course content
- ▶ **HOW** the instructional methodology is done and
- ▶ **Designs and Develops** IPSTC courses, emphasizing the Peace Support Operations and the Eastern Africa Peace and Security needs.

of the target audience and further describes the expected entry levels for course participants from the military, civilians and police. Since the objective of training in IPSTC is to train for deployment, the target audience is given more attention to avoid instances where training becomes irrelevant in attaining the desired state. The board spells out the requirements that qualify practitioners in the field or those to be deployed who, in one way or another should influence decision making in their organizations. Through the writing boards, an appropriate school “*selection criteria*” for course participants is established. This, in essence, should be implemented by the schools when inviting course participants.

The board further defines the Course Aims in relation to needs assessment and the target

that confirm and promote adult learning principles and environment are identified. In support of this, the board further recommends relevant learning and training aids to be employed during delivery. The methodology should focus on the achievement of the course aim and resources.

The board identifies references for further reading. This, in essence, gives a more refined level that substantiates the curriculum development process by summing up its deliberations in the final document: *Course Learning Plan, Specification Sheets and Bloc Syllabus*. This document is structured to serve as a curriculum guide that delineates the goals, objectives, learning experiences, instructional resources and assessments that comprise a specific training programme. Additionally, it represents an articulation of what participants should know and be able to do and supports facilitators in knowing how to achieve these goals.

The fundamental processes of the design phase spells out the curriculum development, delivery evaluation and validation for training and education in the IPSTC. The Course Learning Plans serve as an implementation plan for training. Course learning plans are a trigger for developing the course products for IPSTC including the Facilitator Reference Manual, and course Handbooks for participants. In essence, the writing boards grounds the curriculum development whose purpose is to obtain effective instructional materials that preserve the course’s design intent.

It is thus important to note that the role of writing boards has been sufficient in setting and establishing acceptable levels of learning that reflects the effectiveness of the training programmes in IPSTC. Through set standards, the development and creation of an optimal and positive learning environment, the IPSTC programme reflects the diversity of learners from the military, police and civilians who, as target audience, inform the selection of appropriate curriculum and course content based on the needs assessment. The Centre further attends to the wider and immediate organization contexts in the Eastern Africa region and international scene where the participants work and live; and in some ways reflect the changing needs of an increasingly diverse society. Because learners “do not live in a vacuum” addressing organizational and institutional levels are important, but the most significant level is the selection of appropriate materials and methods that address the characteristics of learning groups hence the need to address the diversity.

Major CATHERINE N. BARASA
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A course audience that reflects diversity of participants invited to attend IPSTC courses

Through this approach the external Subject Matter experts are invited as field practitioners specifically from the PSO context and from academia circles. The experts are drawn from the regional and international organizations. Others included are the Curriculum Design team whose role is guiding the design process, Applied Research Subject Matter experts who contribute towards course content based on the needs analysis, PCSS /HPSS representatives highlight the course delivery aspects that involve facilitation and resources, and the client representatives from missions who give an insight on the identified gaps and the desired achievements. The board composition depicts the holistic and interactive approach accorded to the event in designing products that reflect the various perspectives from the Eastern Africa region, thus remaining relevant and updated on the emerging and most current peace and security issues.

Based on the needs assessment and analysis, the writing board embarks first on the identification

audience’s entry levels. The aim of the course is grounded in the context of Peace Support Operations that qualifies IPSTC *mission*. The information recorded at this point guides the subsequent decisions regarding the course perspective.

The writing board further defines the course content in which learning outcomes and modules are identified. It also outlines the essential teaching points for each module that eventually act as a guide for invited facilitators to deliver within the scope provided. This defines the content coverage and thus fitting the course content within the training schedule of 10 days. Focusing on the successful delivery of the course and achievement of the course aim, the board further recommends Subject Matter experts for special modules as course facilitators.

Instructional methodologies for each module are discussed and combinations of relevant strategies

The Need for a Coherent Strategy to Tackle Al Shabaab Threat

Two factors have a bearing on the future stability of Somalia; the expiry of the Transitional Federal Government (TFG) in August 2011 and the apparent weakening of *Al Shabaab* in the recent months. How the international community handle the two issues will indicate the direction we are likely to witness as concerns the future stability of Somalia in relation to how the *Al Shabaab* threat is going to evolve.

Weak leadership and internal divisions have prevented Somalia's Transitional Federal Government (TFG) from exploiting splits among the Somali armed opposition groups. A group of *Al-Shabab* commanders, mainly from south-central Somalia, led by Mukhtar Robow, feel marginalized by Ahmed Godane, his deputy, from the northern Somaliland region and foreign fighters who support him. The divisions relate to taxes collected and funds used for fighting and the role of foreign fighters. Robow and his group have been in talks with Sheikh Hassan Dahir Aweys, the leader of Hisbul-Islam, to form a united front. He favours talks to resolve their differences with the TFG and also wants aid agencies to greatly expand their area of operations, currently limited by insecurity, so as to ensure access to the needy. A united front between Aweys and the Robow group would create a major headache for Godane and his foreign militants. If Aweys and Robow form an alliance, then *Al-Shabab's* Godane wing and their foreign friends will have a difficult time finding a refuge in southern Somalia.

The problem is that the Transitional Government leaders are busy blaming each other for the lack of substantial progress in the Djibouti Peace Process and the delay in drafting a new constitution, yet the term of the Somali Transitional Government (TFG) is going to expire in August 2011. This has created uncertainty for the TFG executive branch. Less than five months remain for the drafting of a new constitution, and less than four months remain for the TFG term to expire. However, the Government hasn't

come up with a credible work plan to finish the constitution and take the peace process to a meaningful conclusion. On the other hand, international partners such as the United States and United Nations have expressed their serious concern about the TFG work and the Government is likely to lose its mandate in August 2011, due in part to a lack of or limited gains in dealing with *Al Shabaab* insurgency.

Questions could be raised about the form of government that will follow the TFG, one being the issue of decentralizing the governance and giving Somalia's major regions more power as part of the strategy to contain *Al Shabaab*. The parliamentary

gains relative to al Shabaab or, to a lesser extent, the secular warlords and pirates who are exploiting the absence of effective governance in Somalia. There is a lack of an agreed strategy on the part of TFG or regional actors such as IGAD and the AU on how to exploit *Al Shabaab's* apparent weaknesses. Since February 2011, several important military operations have been undertaken against *al-Shabaab* in Mogadishu, Hiraan and Gedo regions. In Mogadishu, the main fighting has taken place near the former Military Academy, Bakara market and Daynile, which went as far as capturing some of the most important military locations in Mogadishu, mainly used by Al Shabaab for logistics purposes.



Al Shabaab Chief Ahmed Godane in the center

mandate set to expire on August 20 has been extended for three more years, but while the parliament's mandate has been extended, the mandate for the TFG has not been extended. The regional and international players that support the TFG were not able to reach a consensus on the issue of the TFG's mandate; at the January 30-31 African Union (AU) summit in Ethiopia, where U.N. Special Envoy to Somalia, Augustine Mahiga, stated firmly that there would be no extension of the TFG mandate, a point later reinforced by the AU. However, the Inter-Governmental Authority on Development (IGAD) has called for an extension of the mandate for the parliament but not for the TFG's executive branch.

Some of the issues affecting the TFG mandate are the Government's ability to achieve political, economic and security

These latest military gains could generate fresh hope that al-Shabaab could be defeated militarily. The main challenge for TFG and AMISOM is their inability to secure and ensure the safety of the areas that are retaken from *Al Shabaab*. This could result in a situation where the local population that sides with the TFG and AMISOM may have to leave for safer areas which are under TFG control and therefore the trust that should have been built and consolidated among the civilians is lost. AMISOM may attempt to take over the

whole capital city in the future but it will require sufficient man power and the military hardware to do so. It will also necessitate immediate relocation of the civilian component to Mogadishu to ensure full operationalisation of the AMISOM mandate. In the absence of a strong government in the country, Mogadishu would appear to be under the control of foreign forces, which may push sections of the population to endorse *al-Shabaab*. *Al-Shabaab* is going to lose important battles in the next months (However, international policy on Somalia must propose a clear alternative to the current containment/anti terrorist policy to a genuine full political and material support for AMISOM, if indeed the regional and international threat emanating from Somalia is to be truly addressed.

JULIUS KIPRONO
Research Analyst Conflict Prevention

Summary of Key Events



Madam Monica Stein, team leader of the US National War College students



General Lui Chengjun led the Chinese Military Delegation from the Academy of Military Science



Visiting students from Nigeria Defence college.

The second quarter of the year was a busy schedule for the HQs as evidenced by a number of visits from various delegations across the world.

This, significantly, is a direction towards global collaboration with partners and friends of IPSTC.

During this period a delegation from the UN Military Police Course on 7 and 8 April 2011 visited IPSTC and HPSS to discuss experiences in teaching African audiences, as well as experiences from designing courses and developing curriculum for the Eastern Africa region

The visit by the Chinese Military delegation from the Academy of Military Science on the 27 May 2011 was led by General Lui Chengjun. The purpose of the visit was to have an open discussion with IPSTC, share and exchange ideas.

The US National War College students visited the Centre on 10 May 2011 and had an open discussion, and familiarized themselves with IPSTC organization and goals. The leader of this delegation was Madame Monica Stein.

On 11 May 2011 the outgoing and incoming CJTF-HOA Commanders, the Rear Admiral Losey and Rear Admiral Franken, visited IPSTC. The purpose was to acquaint the Rear Admirals with the Centre's organization. Another visiting delegation was made up of students from Nigeria National Defence College course on 12 May 2011.

The Ambassador of the Federal Republic of Germany to Kenya, Her Excellency, Mrs. Margret Hellwig-Boette, visited IPSTC on 23 May 2011. The purpose was to attend the opening ceremony of the German-sponsored course "Rule of Law," that was conducted from 23-28 May 2011; it was also as an opportunity to widen and deepen the relationship between Germany and IPSTC. She was accompanied by Defence Attaché Lieutenant Colonel Herbert A. Probst.



The outgoing and incoming CJTF-HOA Commanders, the Rear Admiral Losey and Rear Admiral Franken.

International Day of UN Peacekeepers

The **International Day of UN Peacekeepers**, 29 May, is “a day to pay tribute to all the men and women who have served and continue to serve in United Nations Peace keeping operations for their high level of professionalism, dedication, and courage and to honour the memory of those who have lost their lives in the cause of peace. It was so designated by United Nations General Assembly resolution 57/129, December 11, 2002 and first celebrated in 2003. These observances are held around the world where countries will often honour their peacekeepers abroad.

It is against this background that IPSTC was honoured to host this year’s UN Peacekeepers’ Day Commemoration on 26 May 2011 at a flag-raising and wreath-laying ceremony. IPSTC plays a significant role in “enhancing regional Peace and Security through capacity building in Peace Operations” in the region. The Centre trains on two platforms decision makers and enablers. The theme for this day was “**Rule of Law**” and hence it was befitting that the Centre was at the same time hosting a course (23-28 May 2011) on Rule of Law. The link between rule of law and conflict version is real, for example, during conflict many people are forced out from their homes into bandit-infested streets and the countryside. This is usually witnessed with collapsed institutions and the presence of arms everywhere so that no one feels safe. Instead of being ruled by law, societies are plunged into lawlessness to include militia groups, criminal gangs and other spoilers who violate human rights. United Nations peacekeeping mission deployment can offer hope in bringing about a transition from chaos to calm. The peace keeping missions work on all fronts to redress these injustices and restore and strengthen the rule of law.

The United Nations message was delivered by the Director General of United Nations Office at Nairobi (UNON), Ms Sahle-Work Zewde .In her message; she indicated the importance of the rule of law with regard to the activities of peacekeepers to include military police, corrections officers and judicial affairs officers working in missions. They work to ensure the support of vital human rights such as access to justice, and fair and impartial legal systems in the various countries and regions of the world.

Peacekeeping in the 21st century works to build the foundations for long-term institutional building, making it possible for a culture of rule of law to re-develop.



Peacekeepers celebrate at a flag-raising and wreath-laying ceremony



Wreath-Laying by the Director General of United Nations office at Nairobi (UNON), Ms Sahle-Work Zewde



Director IPSTC gives Remarks during International Day of UN Peacekeepers



Peacekeepers celebrate at a flag-raising and wreath-laying ceremony

Rationale for Gender Mainstreaming in Peacekeeping Operations

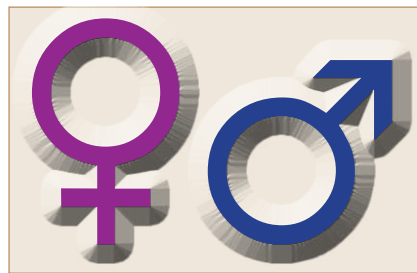
Girls and boys, women and men, have inimitable experiences, needs and perspectives of conflict situations. Women particularly, are vulnerable to sexual violence, trafficking and mutilation, whether at home, in times of war or as refugees. Economic dislodgments are suffered by both genders; loss of land, families and homes, and resulting poverty. The impact of this differs for men with other extra-household work opportunities, while women have restricted mobility owing to their role as home carers. Peacekeeping history reveals that conflict situations have been further aggravated when Peace Support Operations fail to consider such gender-based dynamics.

According to UN Economic and Social Council (Agreed Conclusions 1997/2), Gender Mainstreaming is defined as *'the process of assessing the implications for women and men of any planned action, including legislations, policies or programmes in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated.'*

The adoption of UN Security Council Resolution 1325 on Women, Peace and Security in October 2000, represented a significant advance in support of gender mainstreaming. The responsibility now lies with the UN and its Member States to implement agreed standards and policies on gender mainstreaming. Though there is progress in integrating gender into a code of conduct for peacekeepers, mandates for peacekeeping missions, procedures for the International Criminal Court and training materials for peacekeepers, there is no adequate coordinated approach between UN headquarters and ground missions. Activities remain ad hoc, depending on motivated individuals, hence there is much to be done in framing a central coordinating and support mechanism towards mainstreaming of gender in PSOs.

The rationale and international standards for incorporating gender perspectives and human rights into PSOs is based on international humanitarian and human rights law, as well as other central UN instruments and resolutions. The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW 1979) presents a lucid rationale and mandate for mainstreaming gender and gender training throughout PSOs. It applies to state and private actors, and all peacekeepers operating in UN operations

where the Convention is operational, as it was in Kosovo and East Timor. Another key document approved in 1995 at the UN Fourth International Conference on Women (UN 1996a) is the Beijing Declaration and Platform for Action. The section relating to 'Women and Armed Conflict' in the Platform for Action, highlights many gender-specific impacts of armed conflict on women and girls. It equally highlights the fact that women and girls are under-represented in conflict and post-conflict decision-making, peacekeeping bodies as well as defence and foreign affairs organizations. Other documents of UN standards promoting gender mainstreaming include: the Vienna Declaration and Platform of Action (1995), the UNHCR Policy for



the Protection of Refugees (1995/1997), and European Parliament Resolution on Women's Participation in Peaceful Resolution of Conflict (2000). All these documents lay emphasis on the promotion of gender mainstreaming in PSOs. With all these in place, success still depends on the extent to which the principles and guidelines within resolution 1325 are reflected and implemented by UN and Member States actions, and the aptitude for women and their advocates within areas of armed conflict to employ these principles and guidelines in ways that promote and protect the rights of women.

The Brahimi Report (2000) contends that owing to shifting post-Cold War relations within and between states, and the dynamic complexity of contemporary armed conflicts, traditional peacekeeping structures and responses are inadequate to meet the required peacekeeping goals. Hence, the necessity to rethink the dimensions of armed conflict vis-à-vis the role of PSOs. It is against this background that the nature of PSOs is multidimensional and often in volatile and complex situations.

The causes of conflict - asset accumulation and the acquisition of power - involve gender dimensions. During armed conflict, displaced women and girls are exposed to sexual slavery and domestic work as in the Democratic Republic of Congo where children

and adults are compelled to work as porters and guards or as slave labourers. Women and girls are brought in as prostitutes and domestic labourers for the local men who control and benefit from the camps, mines and plantations. Thus, on the basis of gendered poverty, dynamics, displacement, lucrative financial returns and lack of a transparent justice system, trafficking in women and girls becomes entrenched as common practice. Peacekeepers themselves tend to take advantage of this, rather than attempting to counter such abusive industries. Once a region is destabilized, due to warfare and economic collapse, it leaves women and girls with few options for obtaining much needed income. This makes them targets of regional and trans-national human traffickers, who at times sell them back to the very forces deployed to maintain peace and protect civilians in the region. These deliberate, calculated acts are committed as a part of a military strategy. Acts of violence in contemporary armed conflicts are carried out with incomprehensible levels of cruelty and brutality. Such practices constitute grave violations of human rights.

For the future of a better approach to PSOs, a more equitable gender balance and the increased presence of female civilian, police and military peacekeepers would have a positive influence on PSOs and their relations with local populations.

The provision of specialized services for women in post-conflict situation should be a top priority in PSOs.

- ◆ Speed up for a central coordinating and support mechanism towards mainstreaming of gender in PSOs should take effect.
- ◆ Encourage women participation in conflict and post-conflict decision-making, peacekeeping bodies, political representation as well as defence and foreign affairs organizations.
- ◆ Emphasize the provision of gender training and alerting policymakers on the importance of including women in conflict resolution and post-conflict reconstruction efforts.
- ◆ Conduct gender analysis prior to, and during interventions in armed conflict and post conflict environments.
- ◆ Incorporate gender perspectives into all policy analyses of conflict and post-conflict environments and include gender perspectives in all planning and prioritizing activities, resource allocations, and action plans.

Dr. C.A. MUMMA-MARTINON
Conflict Prevention Analyst

EAC Integration is Taking-off, But One Rotten 'Banana' Could Spoil the Rest

While the diminishing public confidence on political leaders that Ugandans and other East Africans face stem from both internal and external causes, its intensity is primarily due to a fractured democracy, tilted accountability and ethical blasphemy. It is plausible to argue that torture inflicted on political activists and boot-stomping roadside banana hawkers by the 'straight-jacket' men would not be as severe as we have seen it reported in the media, had it not been for the destructive riots in the streets of Kampala. But election malpractice in Africa has become a norm and was predictable regarding the recent case in the region. In its usual subtle portrait against those considered to be members of the 'cosy old boys club', EAC did not comment on the absurd political incidence that saw the Ugandan police apply the draconian colonial law of house detention against opposition leader Dr. Kiize Besigye.

These developments occurred amid the imminent finalization of the EAC Protocol on Good Governance that is due for Ministerial Discussion June 2011 in Zanzibar. Efforts towards this Protocol are obviously desirable because good governance is associated with peaceful co-existence and regional stability. The question is, does the coincidence mean anything to the regional political bourgeoisie? Perhaps the continuity of Ugandan President Yoweri Kaguta Museveni's rule and the replacement of Juma Mwapachu with former Rwandan Health Minister, Dr. Richard Sezibera would eventually mean adding another 'rap' to the already gloomy faces of East Africans.

Even as these events unfold, the EAC top leadership has more teething tasks to accomplish. Top on the list of the parallel accomplishments is the new quasi-diplomatic demands emerging from somewhat projected threats of the relation between Rwanda and the trans-boundary rebel groups. The activities of rebel individuals, some of whom are former Generals in the Rwandan Government, are compelling Rwanda to seek diplomatic and political assistance from EAC. Among the groups that appear on the UN black list are: Forces Patriotiques pour la liberation du Congo, Mai-Mai Sheka, Democratic Forces of Rwanda, Mai Mai Yakutumba and FDLR-Soki.

During the same period, the region's economic indicators drew controversial debate. For example, though it's Gross Domestic Product (GDP) in 2009 stood at \$73.8 billion, International Monetary Fund (IMF) is frantic that the high population growth rate might push the region to further underdevelopment and that the vision towards achieving a middle income economy is likely to remain a dream. This



Foreground, the SPLA South Sudan soldiers and civilians travelling from Juba to the southern border. EAC integration is grappling with numerous challenges including activities of militia groups attributed to porous borders

coupled with the country to country economic gap and the quagmire of sharing costs and benefits that would accrue from integration might throw the region into a dilemma.

Political leadership is a perfect conjecture to this dilemma. Whether history repeats itself in the case of some of these individuals or not, they are in cognizance of the fact that they could be 'smoked' out of their citadels as they did to their predecessors. In fact, what we see in the region is that as an avoidance tactic they (political leaders) are busy amending laws and tilting structures of governance to suit their end, of course, in the hope that they have life after presidency! Those who delude themselves that they will rule until the last breath are fiercely repelling any move by the west to influence policies in their territories. Diplomats and intellectuals are the most endangered 'species' in such regimes. Intimidation circulars are speedily released by the 'old boys' in response to any opinionated statements against their deceptive style of administration.

Political analysts will tell you that when you see political leaders tilt laws by converting regional bodies into exclusive clubs and turning them into mutually supportive mechanisms, then you have all the reason to worry about the apparent veneer of justice. A critical analysis of trends in this regional bloc reveals the following; i) that, in the event that the current country to country economic gaps intensify then EAC is likely to be disfranchised by the members who

feel they are making disproportionately high contributions to the bloc. If this be the case then we shall witness more unilateral decisions leading to more tensions in the region; and ii) that, the systematic push to the periphery of the would-be reformists by the incumbent rulers is a pre-determined move by the elites to impose egocentric policies through the EAC political federation outfit. And therefore the prolonged cling to power by the 'old boys' in the region is likely to persist, leading to more intra and interstate power-related conflicts.

Despite the unprecedented road that the region has traversed there exist opportunities for building a more fortified and futuristic EAC. For example, Uganda and Rwanda have perfectly integrated military personnel in civil service, why not for the trio. The region enjoys the benefits of hosting the Eastern Africa Standby Force (EASF) and the peacekeeping training institution, both in Karen, for building a multidimensional capacity. The dividends for promoting holistic integration through the two platforms are evident: i) the ability to respond to complex multifunctional missions within the required time; ii) saving the cost of security in the region by combining forces and building on national strengths and weaknesses; and iii) realizing the full potential of the Armed Forces, thus directing their resources to capacity building initiatives in support of regional integration.

FRANCIS O. ONDITI
Post-Conflict Recovery Researcher



The Concept of Pre-Deployment Training: Humanitarian Peace Support School's Unique Role in Pre-Deployment Training for UN/AU Missions

The United Nations (UN), in the past few years, has been overstretched and challenged as never before, with the rising demand for increasingly complex peace operations. It has worked vigorously to strengthen its capacity to manage and sustain field operations and thus, contribute to the fundamental function of the UN – maintaining international peace and security. Peacekeeping training, therefore, is an important tool in ensuring that peacekeeping personnel are adequately prepared with the knowledge and skills to enable them address today's complex challenges. It is in this regard that in October 2008, the UN Department of Peacekeeping Operations (DPKO) completed a Strategic Peacekeeping Training Needs Assessment as part of the new UN Strategy on Peacekeeping Training. The strategy and training needs assessment, commit DPKO, the Department of Field Support (DFS), and specifically the Integrated Training Service (ITS) of the Policy, Evaluation and Training Division (DPET), to a more strategic approach to training focused on standard-setting, prioritization of needs that cut across all areas of peacekeeping and leveraging partnerships and technology. This initiative is meant to develop training standards, policies, guidance and best practice in peacekeeping operations and Member States and their associated peacekeeping training institutions. Peacekeeping training entails four types namely:

- 1. Pre-Deployment Training (PDT).** This refers to the generic, specialized and, where appropriate, mission-specific peacekeeping training that is based on United Nations standards and takes place prior to deployment to a DPKO-led mission. This type of training is delivered by Member States to military and police personnel in their respective home country and by the Integrated Training Service (ITS) for civilian personnel.
- 2. Induction Training.** This refers to training given to DPKO/DFS headquarters staff upon arrival at UN headquarters or mission-specific training that is delivered in a DPKO-led mission. It may include generic and specialized training, including training for military police and civilian personnel.
- 3. On-going Training.** This refers to any training or learning activity for peacekeeping personnel (military, police or civilian) undertaken during their assignment at Headquarters or in the field, subsequent to induction training.

- 4. Senior Leaders Training.** This training is provided through two programmes namely: The Senior Leadership Induction Programme (SLIP) and the Senior Mission Leaders Course (SML). The SLIP is designed to provide newly-appointed senior leaders in a UN peacekeeping operation with an orientation on peacekeeping issues, while SML is designed to prepare potential mission leaders for a UN peacekeeping operation.

Having looked at the types of training for peacekeepers, let us look at the business of HPSS in Pre-Deployment Training. Building on previous materials and course specifications contained in the Standardized Generic Training Modules (SGTMs) and Standardized Modules for Specialists (STMs) respectively, DPKO issued new UN Peacekeeping Pre-deployment Training Standards. This consisted of a guidance document that specifies the objective of the training, its target audience and course specifications, supplemented by Core Pre-deployment and Specialized Training Materials, which can be used and adapted by trainers, to implement the Pre-deployment Training Standards.



A Scenario setting in Amani PSO village - IDP camp

Core Pre-deployment Training Materials cover essential knowledge required for all peacekeeping personnel to function effectively in a UN peacekeeping operation. They include, for example, the fundamental principles of peacekeeping; knowledge of management structures in peacekeeping operations; authority, command and control; human rights including the protection of women and children in armed conflict; conduct and discipline and prevention of sexual exploitation and abuse, HIV/AIDS and security issues. Specialized Training Materials focus on skills and knowledge required to carry out one's function in a mission. It is the responsibility of Member States to deliver UN PDT to all personnel assigned to UN peacekeeping operations, in accordance with General Assembly resolution A/RES/49/37. The

curriculum in each of the institutions is based on UN Peacekeeping Pre-Deployment Training Standards.

The Concept for the Humanitarian Peace Support School (HPSS) was initially training the Eastern African regional military in humanitarian de-mining. However, the School provided training to other military and institutions across the continent of Africa and beyond. The pursuance of humanitarian de-mining as the only output of the school became untenable because after having trained a significant proportion of the available personnel, the market became saturated. Also the original intention of attracting external funding and donor support in order to provide financial endurance and independence never materialised. In view of this, output had to be diversified for the School to remain relevant and attract external funding, hence, the need to bring on board other programmes including Pre-Deployment Training that could focus on the more appropriate operational and tactical aspects of peace support operations, hence, the concept of Pre-Deployment Training.

HPSS as an enabler training institution in IPSTC is charged with the responsibility of conducting operational and tactical level training within which the Pre-Deployment Training squarely falls. This is a unique role bestowed on the school as opposed to the sister school, The Peace and Conflict Studies School. Being a centre of excellence in building capacity for the Eastern African Standby Force in Pre-Deployment Training, the school is charged with the responsibility of conducting Pre-Deployment Training to the three components of the military, police, and civilian in order to prepare them for deployment in either UN or African Union missions, with cognizance of gender and the protection of civilians. The strategic location of the school (being very close to an International Airport-ten minutes drive), expansive training area, and state of the art facilities including the peace support operations village, gives the school an edge over other centres within the region.

Securing the highest standards of efficiency, competence and integrity is the paramount consideration in the employment of peacekeepers. The personnel of a peacekeeping mission are the most valuable assets and must be managed carefully. Being a peacekeeper requires extraordinary professionalism,



An overview of the Amani PSO village - Dignitaries observing training demonstrations

dedication and self-restraint. The vast majority of the women and men serving in peacekeeping operations around the world do indeed possess these rare qualities. Yet, recent experience has shown that the actions of a minority who do not possess such qualities can result in irreparable damage to the reputation of the mission and the

United Nations as a whole. Given the difficult environments in which many peacekeeping missions are deployed, turn-over rates for international personnel can be high. The unique role of HPSS is to keep training personnel to fill the gaps within the missions as part of resource mobilization during the mission start-

up or through the operation and consolidation periods.

The growing involvement of regional agencies and arrangements in the maintenance of international peace and security, as envisaged in Chapter VIII of the UN Charter, has created new opportunities for combining the capabilities of United Nations and non-United Nations actors to manage complex crises. In several instances, troops and police deployed as part of a regional organization-led peace operation have been “re-hatted” upon the deployment of a United Nations peacekeeping operation. In some cases, United Nations peacekeeping operations consisting only of civilian and/or police personnel have been deployed alongside forces under the command of a regional organization. The UN Security Council has also authorized the deployment of a “hybrid” peacekeeping operation, in which elements from the United Nations and a regional organization are deployed as part of the same mission under joint leadership. Although cooperation between the United Nations and regional organizations in the area of peace and security has tended to occur on an ad hoc basis and is often dictated by political expediency, new and more systematic partnerships are emerging. It is in this regard that HPSS takes cognizance of the complexities of such missions that it considers appropriate to integrate mission specific topics in the Pre-Deployment Training. To this end, HPSS will continue to strive in capacity building for the UN/AU missions through Pre-Deployment Training for the three mission components of the military, police and civilian.



Media coverage of the Amani PSO village demonstration during the Open Day

FRUMENTIUS KIRIAGO
 Lieutenant Colonel
 Commandant
 Humanitarian Peace Support School



ONE on ONE

with **Brig Robert Kibochi,**
Director IPSTC



Q. Sir, congratulations for being the first director of the International Peace Support Training Centre, and thank you for granting me this opportunity to interview you.

A. Thank you and welcome.

Q. To start with, did you have the slightest perception of the type of work that awaited you upon your appointment as the Director of this institution?

A. Thanks for asking this question, when I completed my training at the National Defence College (NDC) in November 2007, I thought I was going to go back to command the corps of signals. When I got a posting to IPSTC, I was rather happy that I would apply some knowledge that I acquired at NDC. My masters' degree thesis paper was on the Role of Regional Organization on Humanitarian Intervention, and having been the first Chief of Staff for EASBRIG, I knew this was good for me.

Q. Sir, could you give a brief history of how the institution came into being?

A. The IPSTC as you may be aware started as a conception to train Kenyan military personnel in peace operations with the aim of professionalizing peacekeeping. This vision by our leaders has seen the institution blossom to its international status to date.

Q. What is the role of IPSTC as a training institution?

A. The IPSTC's mandate is the provision of applied research, education and training for Contemporary Peace Operations in an integrated comprehensive manner.

Q. As the head of the institution, I am sure you have had an opportunity to visit similar institutions regionally and internationally. How do you rate IPSTC in comparison to the others?

A. Yes. I have visited many similar institutions particularly because I was the chairman of APSTA in 2010. I might be accused of being biased but IPSTC is ahead of the pack. I qualify this by the fact that IPSTC has a comprehensive program of training from prevention, post conflict, peace building and simulation village of its kind.

Q. Sir, what makes IPSTC a unique institution?

A. Uniqueness of IPSTC is as a result of its approach to PSO training, focusing on applied training rather than theoretical perspectives.

Q. Is IPSTC a standalone institution or it has institutions under it?

A. Well, IPSTC has two training platforms namely; Peace and Conflict Studies School and Humanitarian Peace Support School offering decision maker and enabler Peace Support Operations training respectively.

Q. Sir, would you kindly expound the difference in nature of the courses run by the two schools?

A. Decision maker training focuses on those who plan, manage peace missions. Those who will become Heads of mission, Force commanders, Police Commissioners and their senior staff. Enabler training is for those who do the conduct of peace mission tasks on the ground i.e. troops, police and civilian staffs.

Q. How many courses does the institution offer?

A. At the moment the institution has over fifteen courses.

Q. What is the criterion of selecting the course participants?

A. IPSTC works closely with EASFCOM in selecting participants, with 60% of those attending courses at IPSTC being from EASF member states, 30% from the rest of Africa and 10% internationally.

Q. Sir, why did the United Nations office in Kenya choose to celebrate the UN Peacekeepers day at IPSTC?

A. The United Nations Office in Nairobi (UNON) has through the IPSTC Open Day of 14th April 2011 come to know of the good work the Centre is doing. It was such a great honor for IPSTC to be accorded the opportunity of hosting such an important day.

Q. What was the theme of this year's celebration?

A. This year's theme focused on the Rule of Law in Peace Missions.

Q. We learnt from both the print and electronic media that the IPSTC had its first Open Day on 14 April 2011. Sir, what was the aim of holding the said open day?

A. The IPSTC has and continues to contribute immensely to regional peace and security. The Open day was intended to communicate what we do as a team in IPSTC, and to network more closely with our clients and our leaders.

Q. Was the open day successful and did it achieve the intended objectives?

A. The Open Day was a huge success by all standards and the objective was met beyond our expectations.

Q. During the open day, the IPSTC launched its Training Management System (TMS). Sir, can you shed light on what TMS is all about and its intended goal(s).

A. As you may be aware, in this modern world, innovation is critical to survival in the market place. The TMS is one such innovative idea towards the automation of training functions.

Q. **Sir, the IPSTC is known to have a well established Peace and Security Research Department. What kind of research does the department undertake and who is the end-user of the end products?**

A. The Peace and Security Research Department is involved in the production of Applied Research on Peace and Security issues in Eastern Africa. The outcome of the applied research is to inform the PSO training so that the Centre may remain relevant in what it offers. At the security level, the research output is intended for regional peace and security actors to enhance their performance in the field.

Q. **The IPSTC library though small in stock seems to be very current in terms of provision of relevant research material. How do you acquire these books?**

A. The library has benefitted greatly from the Kenya-Ministry of State for Defence. Every year the ministry provides funds for upgrading the library collection. Additionally, we have had immense support from the Canadian MTCP through the efforts of Maj Jason Steeves.

Q. **Is the library open to researchers from other institutions like local universities?**

A. Absolutely. The NDC (K) and the Staff College benefit immensely from this library. Kenyan officers in local universities also make use of it as well.

Q. **How does the centre meet its financial obligations?**

A. The Centre gets support from the Kenya Government and partners of IPSTC at varying levels.

Q. **What is the future of IPSTC as a Regional Centre of excellence?**

A. The IPSTC is destined to be the premier institution regionally, continentally and internationally.

Q. **Sir, is there anything else that you would like us to know about the IPSTC?**

A. Yes. That the ultimate efforts of bringing IPSTC to its current status have been due to the support from the KMOSD and our partners.

Q. **Thank you very much sir for taking some time off from your busy schedule to grant me this interview. I wish you all the best in your endeavors to take this great institution to the next level.**

A. Thank you

WO I FREDRICK MAINA
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Enhancement of Coordination Across Departments For Improved Performance at IPSTC

Coordination is the organization of the different elements of a complex body that enables them to work together effectively. The more complex the body, the more coordination is necessary. The development of a complex body requires the enhancement of coordination.

The International Peace Support Training Centre (IPSTC) is a complex body. It comprises two Schools and two Departments, and includes 150 members whose diversity (men and women, military and civilians, seniors and juniors, technicians, trainers, researchers and managers, Kenyans, British, Canadians, Americans and French) may be a great asset, but may also be a handicap if there is no coordination. Moreover, the significant increase of the IPSTC activity over the last three years made it necessary to enhance coordination in order to guarantee the effectiveness of the institution.

Aiming at the global effectiveness of a complex body, coordination has to ensure the link between its elements. This link may be a mechanical transmission system in a machine or a chemical message in a body. In a human society like IPSTC, this link is the internal communication. A good internal communication is the capability of delivering the right message to the right persons, in order to create the appropriate interaction. Of course, the right message can only be elaborated on the basis of relevant information. So an efficient internal communication requires that the society members are able to:

- ▶ Identify the right correspondents,
- ▶ Share information,
- ▶ Share the product of their own work,
- ▶ Maintain a dialogue in order to understand both words and spirit of the instructions received.

All these requirements can be summarized in one essential action: working jointly, in solidarity with each other. It is not always possible in

an institution of 150 members to be friends with everybody, but actually it is not a question of friendship, it is a question of effectiveness. In a company, people don't share information in order to make others happy but in order to make the institution run effectively. This is professionalism.

If all the institution's members were good friends, the situation would be ideal and the internal communication optimized. This is why the best way to enhance the internal communication (coordination) is to arouse and maintain a strong cohesion within the group. The sum of all the elements of a body doesn't necessarily make up the body, it is strong cement that is required; this is, for an organization, the cohesion.

As coordination is one of the IPSTC Headquarters' missions, its members are particularly concerned with the improvement and the sustainability of the IPSTC cohesion. Currently cohesion is attained in the IPSTC through weekly collective physical trainings, annual functions and occasional ceremonies. In these occasions, everybody witnesses the effectiveness of collective work and that, despite the differences between the IPSTC members, there are more things that gather them than separates them. Above all, the IPSTC mission and the results are what bring all the members together.

Since IPSTC still witnesses a growth of its activity, the level of coordination and cohesion needs to be improved constantly, and will do so through the new computer tool (Training Management System) that will enable IPSTC members to work on the same system, through staff training days and through the development of joint activities for the Karen and Embakasi platforms. Despite the 30-kilometre distance between the Peace and Conflict Studies School and the Humanitarian Peace Support School, the strong cohesion that exists among the members makes the International Peace Support Training Centre a unique place.

Lt Col JEAN-BENOÎT BEAUDOUX
Chief of Staff

Making a Difference the UNDP/Japan Project

In keeping with Japan's commitment made at the Fourth Tokyo International Conference for African Development (TICAD) and the G 8 summit, both held in Japan in 2008, the Government of Japan committed the sum of 3.56 million dollars towards 'peace support operation training and institutional capacity enhancement at the International Peace Support Training Centre' in Kenya. This support targeted mainly the International Peace Support Training Centre (IPSTC) and the Eastern Africa Stand by Force (EASF). The support was for an initial period of two years (2009 and 2010). The fund was managed by UNDP as the main partner and IPSTC as the implementing partner.

Within the two and a half years that the project has run, it has achieved a great deal at both IPSTC and EASF. To start with, four researchers and a training coordinator were recruited to assist in the improvement of the IPSTC training and educational framework. The four professional civilian researchers were recruited to augment the work of the budding research department established earlier in the year. As a result, the Applied Research sub-department was established. The researchers have been heavily involved in the generation of applied research products geared towards informing training at the Centre and to influence policy within the broader regional peace and security architecture. Some of the research publications are available at www.ipstc.org.

Another achievement of the project is in the area of training where IPSTC developed courses running across the peace and conflict spectrum and specifically in the areas of conflict prevention, management and post-conflict peace building. Ten courses including dialogue, negotiation and mediation, security sector reform and conflict analysis and prevention, were designed, developed, delivered and reviewed during the period. Overall, the project has benefited over 1000 trainees and is still ongoing.

In terms of institutional capacity enhancement, the project supported IPSTC to design and install a training management system (TMS), to assist in managing relevant training records by capturing training needs and actual training courses



The Ambassador of Japan in Kenya Launching the Training Management System during the IPSTC Open Day

from the inception to delivery as well as tracking the trained personnel for the purpose of monitoring their capacity levels. As for EASF, a civilian data base was developed in order to keep track of recruited and trained civilian personnel ready to be employed or deployed within the stipulated time. This roster is important because, unlike the police and military who are easier to mobilize for Peace Support Operations, civilians come from different organizations or government departments and their skills requirement are varied for PSO. This makes it essential to develop a mechanism to harness civilian expertise in a manner that is easily available if required for future regional peace operations.

Overall, this project has contributed to the transformation of IPSTC from a national to a regional organization, both in terms of personnel who are now multinational and integrated with an increase in training capacity, and in the variety of courses as well as a greater number of target beneficiaries. It has also enhanced the IPSTC role as a regional organization working to improve the capacity of peace support



Participants of UN/AU police pre-deployment course funded by Government of Japan

operations in Africa with specific focus on missions such as United Nations hybrid Mission in Darfur (UNAMID), United Nations mission in Sudan (UNMIS) and the African Union Mission in Somalia (AMISON).

Of great importance is the role the project has played in enhancing the East African Stand by Force to achieve its full operational capability which in many ways is on course before 2015. IPSTC and EASF, as two main implementing partners in the project, have collaborated in numerous training and evaluation activities, and the symbiotic relationship they enjoy, resulted in enhancing the capacities of the two institutions. EASF, being

the main customer of IPSTC, has benefitted especially in training on specific areas that are a requirement by the African Union for it to achieve full operational capability.

On the other hand, the project has also contributed to the strategic role Kenya plays as a leading country for peace and stability in the Great Lakes and Horn of Africa regions that have been persistently affected by conflict and natural disasters. Besides being a host, Kenya has provided the much needed material and moral support to the institutions and the project in one way or the other has complemented the efforts of the Kenyan Government.

There is no doubt that IPSTC, and indeed Kenya, remain strategic as far as furthering and consolidating efforts for peace in the region are concerned. Lessons learnt visits as well as feedback from course participants demonstrate that indeed IPSTC work is highly valued and the only way to forge ahead is through training as well as perhaps by increasing the variety of courses to respond to emerging needs in the PSO arena.

While the project has seen a transformation of IPSTC and immensely contributed to efforts to internationalize the organization, more collaboration and partnership is still needed so as to consolidate the gains that have been achieved so far. The second phase of the project should now focus on consolidating the gains made during the first phase, as well as working to ensure that the results of the project are sustainable beyond the life of the project.

JUDY WAKAHU
UNDP/Japan Project Manager

Automating Manual Functions to Enhance IPSTC Capacity

Over the past year, the International Peace Support Training Centre (IPSTC) has been engaged in a cross-functional effort to automate many of its manual functions. This directly supports the Centre's mission to enhance peace operations capacity by enhancing productivity, improving accuracy, and enabling remote teamwork. Our progress has allowed more time for the staff to focus on our core mission, our future projects, and our key constituents.

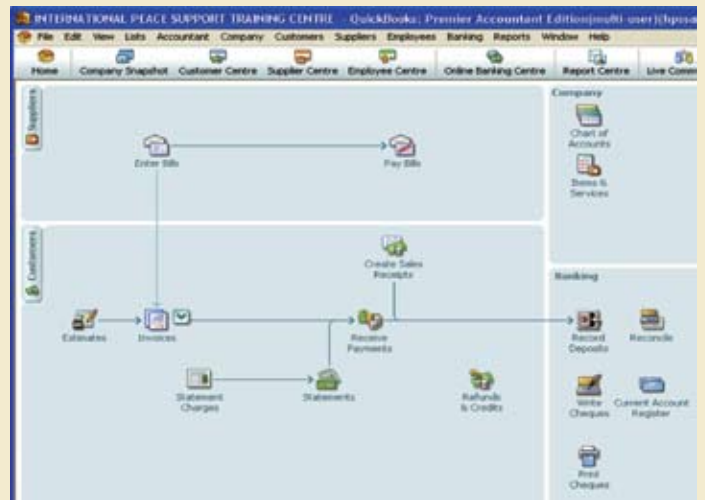
All departments and personnel have been involved in this effort, including the Peace and Conflict Studies School (PCSS), the Humanitarian Peace Support School (HPSS), the Peace and Security Research Department (PSRD), and the Headquarters staff, in addition to partnerships with local experts in web-enabled data management. IPSTC gratefully acknowledges the support of the Government of Japan, through UNDP that has been instrumental in implementing the automation systems. Over the past year, and with a strong implementation focus in 2011, IPSTC has rolled out the Training Management System (TMS), QuickBooks, and a Virtual Private Network (VPN).

TMS is widely accessible and scalable due to its web-based architecture to allow for remote access and ease of backup and maintenance. Besides serving as a historical archive of students and courses, it also serves as a management and reporting tool. A tie-in to facilities scheduling will also help optimize resource usage.

Within Finance, QuickBooks has been implemented as a management, reporting, and controlling tool. Mike Shikwe, Head of Finance, said, "Sharing of information is tip-top." We are progressing towards our stretch goal of eliminating all paperwork in order to become even more efficient, cost effective, and productive. Specifically, automating many of our accounting functions using QuickBooks has "brought more accurate reporting... it is timely... and it has increased staff efficiency—they are able to achieve more in the time they have and focus more on our mission to support peace operations and training in the region." QuickBooks is used by the Finance team and senior staff, not only to manage our accounting systems, but also to plan for future growth and provide accurate, responsive reporting to our partners and course sponsors.



Colourful launch of the Training Management System (TMS)

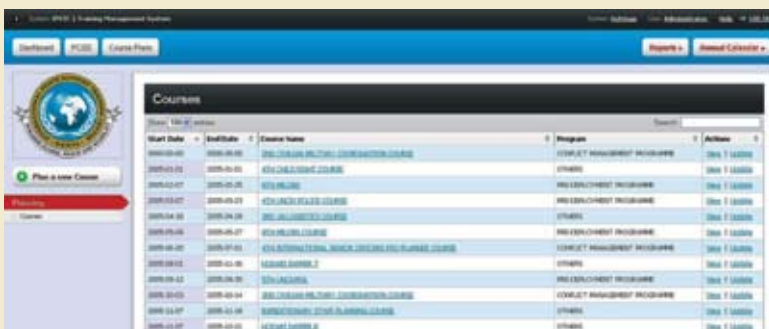


Screen shot of the QuickBooks interface

The Training Management System (TMS) has been rolled out to all departments and was showcased at the Centre's Open Day in April. Significant staff effort was involved in collecting, validating, and entering historical course and student data. After extensive training, all users, from junior staff to the Director, are providing feedback leading to daily improvements. TMS efforts began in 2010 with extensive collaboration, workflow analysis, and staff interviews to produce functional specifications for the programmers. The goal was to implement a management system used to manage the training of members from different countries, facilitate data collection, archive and report production, and schedule training activities.

To further tie our separate locations together, a Virtual Private Network (VPN) has been set up to securely connect the Headquarters and PCSS campus in Karen with HPSS in Embakasi. The VPN has vastly improved the speed of idea exchange, information security, and our ability to backup and safeguard our information. By allowing data to be exchanged over a secure network between different locations, productivity has improved and the IT staff is able to work more collaboratively. In fact, using the VPN to share data securely across our various server locations has allowed us to increase the frequency of our backups while decreasing the staff efforts required to run them.

We are looking forward to continuing to push for further automation with a goal of enabling a higher level of support to our core mission of training and research. Initiatives currently under consideration include workflow software that will integrate with current systems, an enhanced telephone system which could better track and route calls received and made, and updates to our computer operating systems and software. All of our staff, student, and partner users are encouraged to share their ideas, innovations, and feedback so that we can continue to improve efficiency and focus even more of our efforts on our core mission.



Screen shot of the Training Management System (TMS)

Commander CRAIG T. SCHORR,
USN, CJTF-HOA liaison to IPSTC
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IPSTC Third Quarter Events Calendar

S/NO	Event	Description	Target Audience
PEACE AND CONFLICT STUDY SCHOOL (PCSS),KAREN			
1	Child Rights Course (Save the Children-Sweden, 4-14 July 2011)	Ten-day Course funded by Sweden	The selected individuals of Eastern African region to include military, police and civilians potential for deployment in peace operations.
2	Preventive diplomacy 18-29 July 11	Ten-day Course funded by UNDP/J	Selected members of Eastern African regional organizations (EASBRIG, EAC, IGAD), and member states. The individuals should be practitioners or potential practitioners working in peace operations environment within the context of Early Warning and Preventive Diplomacy
3	Civilian Foundation Course 1-8 July 2011	Ten-day course funded by GTZ	Selected individuals who are intended to be employed in a field mission(AU, UN etc).individuals should be civilians from organization who might not otherwise have a chance to receive pre deployment
4	Disarmament Demobilization and Re-integration Course, 1-12 August 2011	Ten-day course that is funded by UNDP/J	Selected individuals who are intended to be employed in either a direct or supporting capacity to the DDR function of a peace operation. Participants may include individuals from the military, civilian and/or police components.
5	Human Rights Course in PSO 5-15 Sep 2011	Ten-day course that is funded by UNDP/J	Selected members of regional organizations with portfolios dealing with peace and security (EASBRIG, EAC, IGAD, ECOWAS, SADC, etc), and of member states. The individuals should be practitioners or potential practitioners working in peace operations environment within the context of human rights.
6	Sexual & Gender Based Violence Course.29 Aug- 9 Sep 2011	Ten day Course funded by USA	Selected individuals serving or will be serving in various positions within EASFCOM, EAC, IGAD, ICGLR and IPSTC. They include military police and civilian of the equivalent of the rank of captain to colonel
HUMANITARIAN PEACE SUPPORT SCHOOL(HPSS), EMBAKASI			
7	UN Police Course 1-8 July 2011	Ten-day course	Priorities of the course: EASFCOM regional African personnel nominated for UN and AU missions expected to be deployed within three months of training. EASFCOM regional African personnel nominated for the EASFCOM CIVPOL roster. Non-regional African personnel nominated for employment on UN or AU missions within three months of training. Non African personnel nominated for employment in AU or UN missions in Africa within six months of training. Any other personnel nominated for PSO missions worldwide within 12 months of training.
8	UN Police Officers Course 22 AUG-2 Sep 2011	Ten-day course	Priorities of the course: EASFCOM regional African personnel nominated for UN and AU missions expected to be deployed within three months of training. EASFCOM regional African personnel nominated for the EASFCOM CIVPOL roster. Non-regional African personnel nominated for employment on UN or AU missions within three months of training. Non-African personnel nominated for employment in AU or UN missions in Africa within six months of training. Any other personnel nominated for PSO missions worldwide within 12 months of training.
9	UN Police Officers Course 19-30 Sep 2011	Ten-day course	Priorities of the course: EASFCOM regional African personnel nominated for UN and AU missions expected to be deployed within three months of training. EASFCOM regional African personnel nominated for the EASFCOM CIVPOL roster. Non-regional African personnel nominated for employment on UN or AU missions within three months of training. Non-African personnel nominated for employment in AU or UN missions in Africa within six months of training. Any other personnel nominated for PSO missions worldwide within 12 months of training.
PEACE AND SECURITY RESEARCH DEPARTMENT (PSRD),KAREN			
10	Rule of Law WB, 11-15 July 11	4 days	Subject matter experts from IPSTC, external institutions and organizations
11	Disaster Management WB	4 days	Subject matter experts from IPSTC, external institutions and organizations
12	Sexual and Gender Based Violence WB	4 days	Subject matter experts from IPSTC, invited external institutions and organizations

The IPSTC Library

The IPSTC library falls under the Peace and Security Research Department and is one of its kinds in the country and possibly in the region. The library is much sought after by researchers and academicians from other institutions dealing with issues of Peace and Security.

The library is unique in that it stocks a collection of books, journals and digital material that is up to date and most relevant to topical issues affecting peace and security internationally.

In the past one year, the International Peace Support Training Centre has established new courses and this has called upon the library to re-assess its needs in terms of provision of resources to both our trainees and trainers. In view of this, the library has acquired more books under the following titles:

- Civilian Protection
- Human Rights in Peace Support Operations
- Logistics and Humanitarian Coordination
- Piracy and Maritime Security

A library is a critical facility to any research or training institution. In view of this, the IPSTC library is always at the forefront in assisting its

various users to keep their commitments to themselves and to others by providing them with the necessary research facilities. Brig Robert Kibochi who is the Director of the institution is a keen and a regular user of the library facilities. He doesn't mince words while emphasizing that a good training institution must always endeavour to not only establish a library, but also keep it abreast of the needs of its users to make it remain relevant.

In the midst of the popularity of the IPSTC library, the Centre has time and again pointed out that we should not be complacent with the achievements that we have made so far. The destiny of our library should not be taken for granted. Currently our stock stands at around 1,400 copies of books in addition to other journals and pamphlets. Our goal is to reach the 10,000 mark in the next five years. This is possible owing to the encouraging pledges that we received at the library stand during the IPSTC Open Day.



IPSTC Librarian taking staff through the library procedures

On the electronic material, the library boasts of a cyber café that enables the users to carry out research online. The library has an e-journal called jstor that gives our patrons a wide range of topical issues. The centre is striving to get more e-journals. The library also stocks research material in digital form like films, course presentations and many others.

As regards the search for material in the library, we still do it through the manual catalogue, but plans are at an advanced stage to establish an electronic catalogue. This will enable our users to establish quickly whether we have a book that he or she requires and if so, be able to retrieve it quickly from its location in the library. Finally, from a keen observation of the growth of the IPSTC library, I can honestly deduce that we are going in the right direction. We will endeavour to improve our service delivery so as to make the greater IPSTC an institution that is second to none in the field of Peace and Security studies.

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