

PEACE BUILDERS



NEWS

A Quarterly Newsletter of International Peace Support Training Centre, Nairobi, Kenya

Message from the Director

It is a great pleasure for me once again to communicate to all of IPSTC partners through the 3rd issue of our Newsletter. The trend of our peace and security programme during this year's second quarter has been encouraging, with new unfolding events and developments. This is due to the fact that the quarter witnessed a remarkable milestone towards the full internationalization of the Centre, which was marked by the finalization and acceptance of a Memorandum of Cooperation (MoC) by IPSTC partners. I would like to take this early opportunity to thank all the partners for the support they have accorded the IPSTC during this transition.

However, the hard task is ahead of us as we continue to deliver increased capacity for peace and security in Eastern Africa. We have in mind the challenging nature of conflict currently prevailing in the Horn of Africa. Indications are that the next quarter will undoubtedly present both challenges and opportunities as we continue with the implementation of a broad range of peace and security activities. Alongside the development of a governance structure, IPSTC continued to conduct its training and research activities as planned. Both the Peace and Conflict Studies School (PCSS) and the Humanitarian Peace and Support School (HPSS) have continued to deliver quality peace operations training. Some of the key courses that have featured in this quarter include courses on Human Rights and United Nations Training of Trainers for staff officers.

The Peace and Security Research Department (PSRD), on the other hand, has continued to implement its planned activities within its Research Agenda 2011. The Department, through collaboration with external experts, has implemented Curriculum Development programmes, including a review of courses and the development of Facilitators' Manuals on Peace Operations Training. These manuals cover training in Early Warning and Preventive Diplomacy, Conflict Analysis and Prevention, Dialogue, Negotiation and Mediation, Human Rights and Security Sector Reform. Its applied research section has also scaled up its deliverables by publishing Occasional Papers and Issue Briefs. In addition, the Department hosted its second Regional Research Symposium attended by diplomats, academia and researchers, among others.

Reflecting on these achievements and on the milestones ahead of us, we realize that, as a partnership, we need to consolidate our resources and efforts to deliver effectively on the capacity required to respond to peace and security challenges in the region.

On behalf of IPSTC staff, I would like to register our appreciation to all the partners for their contribution, devotion and commitment to IPSTC, without which the Centre could not have reached this level of growth and development. Last but not least, I would like to extend my gratitude to our training audience for the confidence they have shown in our Centre.

Asante Sana!

Brigadier Robert Kibochi,
Director, IPSTC

IPSTC Internationalization opens avenues for increased Cooperation



The PS Ministry of State for Defense, Amb. Nancy Kirui being introduced to IPSTC staff on the occasion of signing ceremony of the Memorandum of Cooperation with IPSTC partners.

The 23rd day of June 2011 symbolized an increased cooperation and closer ties between IPSTC and its partners. The climax of this cooperation was signified by acceptance of the Memorandum of Cooperation

(MoC) by various partners which cemented this mutual relationship. Ultimately, the cooperation is driven by the need to promote peace and stability in the Eastern Africa region. The ceremony that was officiated by the Permanent

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PCSS Training and Regional Quest for Peace

The Peace and Conflict Studies School (PCSS) focuses on strategic and operational level training aimed at enhancing decision-making capabilities for the Eastern African region. PCSS is committed to providing multi-dimensional peace support training for the region's requirements. The school integrates applied research in its training and education. It addresses the three levels of the conflict spectrum, namely: conflict prevention, conflict management and post-conflict recovery. Our courses target the practitioners who are working with peace issues in general and conflict prevention specifically. Potential participants should be working in the field on a daily basis and occupy positions that provide input into the overall decision-making process of their organizations.

Peace and Security Challenges

Several structural and political factors have created instability in the Eastern African region and present challenges for the development of a security mechanism. Most critically, the region must adopt the principles of democracy and good governance to overcome the failure of economic integration and political cooperation. The region's actors need to design policies to manage ethnic tensions and nationality issues more effectively; they should urgently undertake security sector reforms; and work toward economic and political cooperation. They also should involve civil society actors in conflict management efforts and should manage the large inflows of refugees and

internally displaced persons more effectively. Efforts should be made to take effective measures to control the flow of illegal small arms and light weapons.

Democracy and Good Governance

One of the greatest security challenges in Eastern Africa is the promotion of democracy and good governance. The presence of stronger democracy and good governance in Eastern Africa could open political space and help to alleviate many of the tensions caused by ethnic and regional marginalization. Security sectors must also undergo successful reform as governments become more democratic and adopt principles of good governance. Currently, security sectors in many Eastern African countries have been politicized by autocratic governments that have used their security services to retain power. Good governance would further efforts to integrate the sub-region's economies and facilitate cooperation that are critical components in building a more secure region.

Nationalism and Ethnic Identities

In the course of nation building in multi-ethnic societies, governments often wrestle with striking the correct balance between ethnic autonomy and a strong central authority. In the first case, allowing ethnic groups a degree of autonomy in policymaking, either through power sharing or federalism may raise fears of excessive nationalism, leading to violent conflicts. On the other hand, strong centralized

governments run the risk of suppressing the democratic and development aspirations of certain ethnic groups. In particular, for countries suffering from civil war, understanding how to balance the desire for increased ethnic or regional autonomy with a strong central government constitutes a critical element for successful peace building.

Conflict Prevention and Management

Conflict resolution initiative needs to confront the nature of the African state, which is the major locus of political and socio-economic crisis, for several reasons. Most states in Africa do not represent the interest and character of all their populations. The state, its institutions and rules and regulations are highly contested. A state, which is a contested terrain in this sense, suffers from political instability and institutional disarray and poses real challenges to achieve reform and a democratic transition. The fight over the state in the past decade and a half has been at once violent and so disabling that state institutions are weak and their legitimacy is highly contested. Governments run by small elite groups with partisan agendas and militarized conception of security are sources of turmoil and less suitable for conflict resolution. Most of these states have yet to create inclusive, representative and legitimate political processes and systems. The gap between the state and society is wide. Transforming the nature and identity of the state will greatly advance the cause of peace and democracy, and hence facilitate conflict resolution.

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Secretary in the Kenyan Ministry of State for Defence, Amb. Nancy Kirui was attended by diplomats, senior military officials and other dignitaries representing regional mechanisms and institutions. The acceptance of the MoC not only marked the IPSTC's transition to greater capacity in terms of training and research programmes that it runs, but also created new avenues for extending opportunities for further collaboration with our esteemed partners and other stakeholders in the region and beyond.

The IPSTC Senior Instructor Facilitates the 62



Lt. Col Kombo (5th from Right) among peers in Hammelburg, Germany where he facilitated the Military Observers' Course June 2011.

e and Stability

Throughout the Horn of Africa, from Darfur to Somalia, certain ethnic groups have literally become tribes in arms, their social structure and even sense of identity being closely bound with their military organization and the gun culture. It has also resulted in the political cultures of militarism, evolving a culture, which gave precedence to martial values. Not only is militarized political culture the dominant feature of states and organized ethnicity, but in several parts of the region societies are accustomed to a certain level of violence, ranging from organized armed clashes to inter-communal raid and disputes. Martial values, and in particular, strength, fighting ability and bravery, are all highly esteemed. Security systems are at the heart of political power and this is particularly visible in the Horn of Africa region. Hence, the prevalence of a special kind of post-liberation regime in Africa - at times, in drastically different styles -, aggravates the problem of militarization that defines a conflict situation to deal with in an informed and strategic manner. Indeed, an enduring factor that contributes to conflict is the unpredictability and militancy of the state. Legacies of war combined with militarized cultures have the tendency to turn minor disputes over grazing land and water into unmanageable violent conflicts. Dealing with the widespread nature of armed consciousness in all its dimensions, therefore, becomes ever more pivotal.



The AMISOM Political Affairs Officer presents a certificate of participation to one of the Ugandan military officers in the AMISOM Logistical Course that was hosted by IPSTC, on 18th March 2011.

Training methodology in PCSS

At the PCSS the methodology of training recommended for use in facilitating these courses is a mixture of styles recommended for adult learning to include Formal Lectures and Participative methods. The course methodology emphasizes participatory approaches, in which the participants are encouraged to engage with each other and with the facilitator, share experiences, discuss, and explore the various concepts, theories, and issues related to the core subject matter

of the course. Formal class lectures using either power point, or normal lectures, or both, as well as Questions and answers, Case studies, guided discussions in class or based on syndicates and group work are part of the course. Also included in the training are class presentations of pre-assigned tasks, relevant movies, role plays, work and personal experience sharing.

Col J M IKIARA
Commandant PCSS

62nd UN Military Observers' Course in Germany

In close cooperation with other friendly armed forces and PSO training institutions, IPSTC is dedicated to maintain training linkages. Committed to the values of mutual benefit, collaboration, responsibility and partnership, IPSTC, in the last two years, has been represented in the German Armed Forces United Nations Training Centre whenever there is a Military Observer course.

In the month of June, 2011, the German Armed Forces, UN Training Centre conducted its 62nd UN Military Observer course in Hammelburg. The UN Training Centre is co-located within the German Infantry Training School in Hammelburg on the outskirts of Fulda City. IPSTC was represented at this course. As an instructor, I was involved in delivering theory lessons,

creating training practicals and providing guidance during practical deployment sessions.

The practical training constituted mainly of small, exercise-like stands for verifications, negotiations with local leaders, observation, post exercises, patrol techniques, manning of team sites and hostage-taking. This took up a whole day.

During the deployment in the mission area, the MILOBs were engaged in 'encounters' with warlords heading big military groups. Occasionally the Militia would 'attack' the team sites provoking us to be defensive.

As German training is very practical, the course was one-third theory and two-thirds practicals. This is an indication of the slight variance in training concept in Germany

compared to that in Kenya. During deployment to the peace-keeping area, the scenario was depicted as in reality. The setup was a sector Headquarters and two team sites with 16 MILOBs. The team conducted ground patrols, foot patrols as well as Hello patrols.

Participants were drawn mainly from Eastern European countries that were former Soviet bloc countries. African students were from Nigeria, Egypt and Mali. The course was conducted in English, as Military Observers were intended for deployment to UN missions worldwide. The instructors were also drawn from all the continents. Africa was represented by IPSTC Kenya whose PSO is held in high regard in Germany.

Lt. Col. Modest Kombo
IPSTC, Chief Instructor

*"As you simplify your
life,
The laws of the
universe will be
simpler;
Solitude will not be
solitude,
Poverty will not be
poverty,
Nor weakness be
weakness."
Henry David Thoreau*

Equipping IPSTC Training Evaluators with Analytical Skills: **the Canadian Perspective**

As IPSTC moves forward in training military, civilian and police personnel to be employed in Peace Support Operations, it is crucial that the Centre continues to evaluate the effectiveness of training to ensure that we fill the stated training gaps that have been identified. In order to do this, IPSTC must equip our evaluators with the tools and analytical skills that have the greatest effectiveness. The Canadian Forces (CF), using a dedicated officer occupation called a Training Development Officer, have formalized this process.

The first step is to develop and maintain what the CF call military employment structure. This is the framework within which all related officer and non-commissioned jobs are classified into occupational groupings, based on job requirements. These logical groupings facilitate the control, training, and management of personnel resources. The CF are broken down into three components: Regular Force, Primary Reserve, and Special Force. The employment structure then lays out the framework within which all personnel are recruited, employed, trained, posted, promoted, paid and released. Using this structure as a model, IPSTC training evaluators can develop a UN/AU employment structure to define occupational grouping and job requirements. We then can lay out the requirements along the lines of the UN/AU components of military, civilian and police personnel.

The next step in CF training is to define tasks, skills and knowledge required for each occupation. A **Task** is a discrete segment of work, performed by an individual that has a definite beginning and an end, and constitutes a logical and necessary part of a duty. It can be mental (cognitive) or physical in nature. A **Skill** is a practised mental and/or physical activity that requires a measured degree of proficiency. **Knowledge** is the theoretical and/or practical understanding of subject matter required to perform work. As an analytical skill required of IPSTC training evaluators, we should understand what inherent skills UN/AU military, civilian and police personnel already possess through their standard training and identify the gaps in training for PSO operations that would exist in the area of tasks, skills and knowledge.

The Canadian perspective in analyzing training is broken down into six areas: analysis, design, development, conduct, evaluation, and validation. **Analysis** is completed first by reviewing needs and assessing the findings. Then an analysis is made for each task, skill and knowledge requirement and a decision is taken to train or not to train. If training is the decision, a grouping is completed to organize each task for training. Finally, performance objectives are created. For IPSTC, the analysis step is clearly a large part of our Research and Development section.

After the analysis, comes the **design** step. Here, the CF defines learner characteristics and performs an instructional analysis to determine what to teach and how it will be taught and assessed. Then, an assessment plan is completed along with an assessment instrument. Then one must identify and determine the cost of instructional strategies and select and approve instructional strategies. The final part of the design step is to specify course content and lesson guidance. Translating this Canadian approach, IPSTC would use its curriculum development assets to complete the design step.

Next is **development** of the course in order to launch training. The focus here is to procure and produce instructional materials, prepare staff, conduct trials and revise materials and record development cost. While the curriculum development officer of IPSTC would be involved, this step would also need either key PCSS or HPSS training officers to complete this stage.

The actual **conduct** of the course takes place next in the CF approach where we deliver instruction and monitor learning. PCSS or HPSS training officers would deliver the training programmes and assess the trainees learning. Closely associated with this step is the **evaluation** or, specifically, how did the trainees do and was the course effective and efficient. To do this, CF trainers assess learner achievement, assess the course conduct and delivery, and assess cost then revise, as necessary. The analytical skills here that are required by IPSTC staff are the ability to track and report on the learner achievement. Most of HPSS and PCSS courses lack individual assessment, so students simply have to attend various courses and will be considered as passing them. However, Course Directors would be able to provide a collective assessment at the end of each course by writing a post course report that articulates if the overall course was effective and efficient. This would give the Research Department an avenue to make necessary changes to the content and/or delivery as well as make adjustments that can affect the cost.

The last and most important step in developing analytical skills of IPSTC training evaluators is equipping them with the necessary funding and tools to complete the **validation** phase. Here, it is necessary to create a scope and plan to conduct a validation of a particular course. The goal is to collect and analyze data by interviewing graduates and their supervisors who were subsequently deployed to a UN or AU mission. The crucial question here is: do the graduates perform the tasks for which they were trained to do at an acceptable level? While conducting the fourth iteration of the IPSTC AMISOM Logistics course, one of the most satisfying comments received by the author of this article came from an UNSOA Logistics specialist who said he had noticed a notable improvement in the mission logistics since the courses began.

It is suggested that by using some or all of the Canadian Forces' approach to training, the IPSTC training evaluator will be well equipped with the analytical skills to affect our products positively.

Maj ROD LITTLE,
IPSTC SO2 Log Training



An image of the Certificate of Completion presented to IPSTC Curriculum and Evaluation Officer, Maj. Catherine Nekesa

Where Soldiers meet the Civilians: Experiences with Civil–Military Coordination (CIMIC) Course in Eastern Africa

Peace Support Operations today aim to support parties and comprehensive peace agreements and have complex lines of operation be they political, security, humanitarian and developmental. They are also characterized by complex mandates that often include protection of civilians as one of the key tasks. The contemporary PSOs also integrate civilian and security tasks under one political command and the persistent concern about people means increasing use of Chapter VII (peace enforcement) by the United Nations Security Council so as to have mandates that permit the lethal force to protect civilians. This has demanded an even more elaborate and enhanced Civil–Military Coordination (CIMIC) to ensure synergy and overall attainment of the strategic objective. CIMIC provides the interface between the military component of a Peace Operation and the political, humanitarian, developmental, human rights and rule of law dimensions of the same operation, as well as other aspects in the larger peace building system. It is a crucial function of any complex peace operation because it is a ‘force-multiplier’ that contributes to the mission achieving a system-wide impact on the conflict system it is attempting to transform. In a nutshell, CIMIC is the relationship of interaction, cooperation, coordination, mutual support, joint planning and constant exchange of information at all levels between or among military forces and civilian organisations/agencies that are necessary to achieve an effective humanitarian response in PSO.

As the focal point on CIMIC, and drawing on my experience with the regional forces, both in Darfur under the African Union Mission in Sudan (AMIS) in 2006/7 and in United Nations Mission to Ethiopia and Eritrea (UNMEE) in 2002/3, coupled with my interaction with participants from the Eastern African region and other parts of Africa, and globally at the International Peace Support Training Centre, it is apparent that the CIMIC function, when fully utilized, leads to both efficiency and effectiveness among the various actors. The opposite is true also as poor interrelationships with other actors, both police and civilian, creates a disconnect within the mission with negative implications.

CIMIC functions are threefold: i) **liaison and information management**; ii) **mission support**; iii) and **community support**.

i) Liaison and information management lies at the core of coordination and refers to a wide



Uniformed and non-uniformed participants being guided by Lt. Col William Millette (USA) during the 2011 CIMIC Course in the Common Lecture Hall, IPSTC.

range of activities involving the exchange and management of information. ii) Mission Support refers to those actions a military component undertakes in support of a civilian partner, for instance, providing transport, specialized equipment or expertise, or providing a security escort for a humanitarian convoy. iii) Community Support refers to those actions military units undertake to support local communities and to build confidence in the peace process. Such actions can include rehabilitating infrastructure such as roads and bridges, supporting social services such as schools and clinics, and supporting national reconciliation and nation

building initiatives, such as national and cultural celebrations and sports initiatives.

CIMIC, therefore, becomes even more critical in the modern day complex emergencies that are multicultural, multidimensional and multidisciplinary in nature with various components: political affairs, public information, human rights, disarmament, demobilization and reintegration (DDR), coordination unit, the rule of law or judicial affairs and the mission support component.

MARK TUM
Major, SME CIMIC at IPSTC



Energy-saving Jiko (Rondereza) constructed as part of Quick Impact Project in Kabkabiya, North Darfur, by Rwabatt 4 when the author was the Sector CIMIC Officer.

A Story of a Quintessential Course Clerk



WOII Muchiri (standing) consulting his colleagues in preparation for the UN DPKO workshop in which he was awarded a certificate for his dedication in supporting the activities of the workshop 22-27 Aug 2011.

wing to various demands, the administration of a course requires a clerk. The role of a course clerk in any course conducted at IPSTC, therefore, cannot be underrated. It is because of these requirements that running a course in the absence of a course clerk is not practical.

Right from the day a course has been earmarked, it is the duty of a course clerk to ensure all the training materials are prepared well in advance. The relevant materials (books, pens, pencil, ruler, highlighter, rubber and the complete training programme) are put in a document wallet, one for each of the participants, and placed on well appointed desks in the lecture hall along with boldly labelled and visible name tags and desk stands.

The name of the course is displayed clearly at the entrance of the lecture hall, while the opening session, the complete training programme and particulars of the clerk (name, telephone number and email address) are also pinned on the notice board, both at the lecture hall and accommodation block. This helps participants to contact the course clerk whenever the need arises. The opening slide is prepared too, saved on the desktop indicating the officiating person and ready to be projected on the opening day. A welcome note as well as the opening

programme are placed in participants' rooms well in advance.

The weekend prior to the commencement of the course is usually busy, with the course clerk shuttling between IPSTC and the airport to pick participants arriving from outside Kenya. Come the last weekend of the course, the clerk ensures that the same participants leave well in time to catch their flight, escorting them to the airport and reporting back to the course coordinator or director.

During the entire course, the clerk ensures that he takes care of all participants' needs: changing currency, arranging medical care, escorting them during their tour of our great city, Nairobi or elsewhere over the weekend, to mention but a few duties. In certain instances, the clerk prepares course certificates and course CDs. In collaboration with the coordinator, the clerk also ensures that all is in order during the closing ceremony.

The duty of a course clerk, however, is not without challenges, the main one being the language barrier touching on French, Arabic, Somali and Armharic speaking participants.

Failure by foreign participants to locate the paging board with the IPSTC name, logo, name of the course and participants' names can also cause a problem in identifying them at the International Arrivals. This compels the clerk to find out from the flight manifest whether they had boarded the flight or not, which is not easy to do in the absence of an Airport Security Pass. At times, the clerk does not locate the arrivals at all, forcing them to take a taxi to the IPSTC Centre. There are also isolated cases of some who do not turn up at all or even bother informing the Centre, leaving the clerk and organizers in a state of confusion. This forces the clerk to overstay at the airport, anticipating that the non-arrivals would board the next flight.

All challenges aside, the results of an efficient clerk are reflected in the good dividends it yields on the part of facilitators/ participants and the smooth running of the course. A course clerk who does his/her work diligently, thoroughly, perfectly and devotedly creates a good teaching/learning atmosphere that enables facilitators/ participants to teach/learn and achieve their goal by the end of the course.

WO II, MUCHIRI

Regional Centres of Excellence for a Cordial Relationship

The African Peace and Security Architecture (APSA) constitute the framework for crisis management on the African continent. Within this framework is the African Standby Force (ASF) comprising five African sub-regional organisations, each of which are preparing a multi-dimensional and multi-disciplinary capability, encompassing military, police and civilian components. One of the means for readiness for deployment is the systematic and coherent training offered. On this basis, the International Peace Support Training Centre (IPSTC) and South African Development Commission (SADC), Regional Peacekeeping Training Centre (RPTC) have been conducting training for the civilian, military and police personnel that are intended to serve in a multi-dimensional and multi-disciplinary Peace Support Operation.

In recent times, the focus has been on the civilian component to ensure their capacities also are built in readiness. The civilian personnel not only contribute to the diverse field of technical expertise, but also in the management and leadership positions within the Mission management structures and processes. The important role of the civilian component in Peace Support Operations cannot be overemphasized. The Middle Management and Leadership course is one of the four core courses required for the civilian component by the African Union (AU), as stipulated in the report of the 2nd Annual African Standby Force Training Implementation Workshop, held on 17th – 18th December 2008, in Addis Ababa, Ethiopia.

In this regard, the SADC Regional Peacekeeping Training Centre, in collaboration with the International Peace Support Training Centre, conducted a course on Middle Management and Leadership for the civilian component at the SADC Regional Peacekeeping Training Centre, in Harare, Zimbabwe. The course lasted ten training days from 6th-17th June 2011, with the aim of enhancing the course participants' understanding of the principles of leadership, and to equip them with management and leadership skills and

relevant fields. The lead facilitator of the course was from IPSTC, Kenya, and the other facilitators who made presentations on different topics were drawn from the SADC Regional Peacekeeping Training Centre, Harare, the Zambia Police Service, the Zimbabwe Police Service, SADC Standby Force Planning Element, the Zimbabwe Institute of Diplomacy, United Nations Mission in Cote d'Ivoire and consultancy firms.

It is important to note the cordial relationship between SADC RPTC



Florence Oduor, making a presentation during the Conflict Analysis Course 2011. IPSTC training framework advocates for participatory adult learning methodologies.

tools that may be applied in mid-level management and leadership positions in Peace Support Operations.

The course brought together a total of 21 highly dedicated participants from 11 SADC member countries namely: Angola, the Democratic Republic of Congo, Lesotho, Mauritius, Mozambique, Namibia, Seychelles, Swaziland, Tanzania, Zambia and Zimbabwe.

Trainers were drawn from diverse backgrounds and with expertise in the

in Harare and IPSTC, in Kenya, a relationship that will see courses harmonized in the Eastern and Southern regions of Africa. This endeavour will ensure that aspirants from the two regions are taken through a common understanding of Peace Support Operations, as Africa prepares for peacekeeping deployment and full capability by 2015. May this relationship grow from strength to strength.

FLORENCE ODUOR
IPSTC Training Coordinator



The IPSTC Futuristic Research and Simulation Centre

The International Peace Support Training Centre (IPSTC) has in collaboration with the Africa Contingency Operations Training and Assistance (ACOTA) decided to upgrade its JANUS training simulation system. This upgrade will see the system move to facilitate not only tactical level training but also operational level training. The IPSTC has realized the need to transform Peace Support Operations (PSO) training so that it is more realistic and challenging for its trainees and therefore intends to have a fully operational simulation centre by Sept 2012. It is envisioned that the use of simulations will provide a dramatic approach to training for battalion and

brigade staff elements in PSO decision making and staff procedures. The JANUS staff exercises will focus on the actions and interactions of all staff participants, with emphasis placed on the implementation stage of PSO. At the simulation center, scenario players will gain valuable real-world experience while working on the screens. They will practice working in a timely and synchronized manner, develop situation and spot reports, and track operations. They will also exercise the proper use of terrain, movement techniques, procedures, and the challenges of communication. The system is expected to enable trainees understand the scope of planning and

executing operations. All these will be done in a virtual world allowing for development of decision making skills and processes that are needed in an actual PSO situation.

The Centre intends to realize this goal of establishing a simulation centre in four phases. The first phase will involve upgrading the system's operation level, the second will be the training of twenty technicians, followed by training of thirty five operators; and all these culminates in the training of twenty officers in scenario development. The whole process is expected to take place between Oct 2011 and September 2012. This

Japan Deputy Ambassador Addresses

The Annual Regional Research Symposium: The International Peace Support Training Centre (IPSTC) hosted the 2nd Annual Regional Research Symposium that took place on the IPSTC premises on 29th June, 2011. The theme of the symposium was “Regional Peace and Security: Contemporary Issues in Eastern Africa.”

The regional symposium was open to anyone involved in and interested in research in the field of peace and security, and was attended by policy makers, scholars from leading universities, researchers, church-based peacebuilding organisations, government representatives, among others. The participants came from countries such as Burundi, Kenya, Rwanda, Uganda and Republic of South Sudan. Also attending the symposium were diplomats representing various countries, military attaches, senior representatives of regional bodies as well as representation from the African chapter of the Peace and Security Trainer's Association (APSTA).

Human Security, key to Regional Stability: The Deputy Ambassador of Japan to Kenya, Mr. Yoichiro Yamada was the keynote speaker during the official opening ceremony. While acknowledging the continued contribution of IPSTC to regional capacity building initiatives, in particular through training and research, the Deputy Ambassador concurred with the understanding that political and security challenges that are faced by the Eastern Africa region are inter-related with those of economic development.



IPSTC Staff and the participants of the 2nd Regional Research Symposium, 29th June 2011.

“The inconsistencies being witnessed in the regional economic development might culminate into social and political struggles and the main driving forces against peaceful co-existence and harmony among the citizens of the region include rapid population growth, rapid urbanization and the phenomenon of climate change,” he added. The Deputy Ambassador emphasized that these underlying issues are aggravated by several factors, including lack of requisite attention from the political arena to spearhead them into the national agenda. He concluded his speech by pointing out that “the challenges faced by the Eastern Africa region, as a result of the aforementioned issues, require a holistic approach and the IPSTC's expertise are well suited in that regard.”

Linking Research to Peace and Conflict

Training: During the occasion, the IPSTC Director, Brigadier General Robert Kibochi,

referred to efforts made by the Centre, and in particular the researchers, to forge ahead in making IPSTC training and education programmes more relevant through applied research on issues of peace and security. The Director noted that “there was need to generate knowledge in diverse areas of peace and security that could assist stakeholders in formulating feasible policies and strategies for promoting peace and stability in the Eastern Africa region.” He emphasized that IPSTC was especially aware of the specific challenges facing the region and that the various thematic research areas undertaken by the Centre would be useful in enriching the training and educational programmes geared towards building a multidimensional data bank of the military, police and civilian personnel for deployment.

Finding Solutions through Applied Research: Findings by IPSTC researchers were also



The Proposed "Karibu Research and Simulation Centre" of the IPSTC.

vision includes integrating simulations training into all aspects of the IPSTC training curriculum. The simulation centre will be housed on the third floor of the Peace and Security Research

Department building to be constructed soon. This magnificent building will also hold the department's offices, conference room and Library.

Lt Col JOYCE SITIENEI
HOD, Peace and Security Research
Department

Applied Research Symposium at IPSTC

presented at the ceremony. The IPSTC researchers made presentations on various peace and security related themes in the region, ranging from the issues of radicalization, and multiple conflict triggers to asymmetric threats. While presenting her findings on the topic, "Radicalization in Eastern Africa: Implications for regional peace and security", Ms Leah Kimathi pointed out that "the challenges facing the region were driven by historical factors such as marginalization of some sections of the population, religious extremism, state brutality and unemployment of the youthful population." In her recommendation, it was clear that for the region to de-radicalize the actors, the role of regional organizations and international non-state actors was critical.

The paper on "Multiple Livelihood - Conflict Triggers among Border Communities in Eastern Africa: A New Framework for Conflict Analysis" was based on analyzed case studies from the regional borders of South Sudan-East Africa Community, Ethiopia-EAC as well as between member states of the Community. In his presentation, Mr. Francis Onditi asserted that protracted resource-based conflicts in the region were attributed mainly to poor information flow and lack of accurate small-scale conflict prediction mechanisms. Based on this analysis, the researcher recommended development of a Cross-Border Conflict Detection Device (CBCDD) that would assist governmental agencies and humanitarian organizations in tackling cross-border livelihood-based conflicts in its totality - prevention, management and post-crisis recovery.

Last, but not least, was a presentation by Mr. Julius Kiprono on the "The Emerging Asymmetric Threats in Eastern Africa: Implications for Peace and Security." While presenting this paper, Mr. Kiprono acknowledged the fact that there were numerous

types of threats within the region and that the *Al Shabaab* factor in the regional conflict dynamic posed a major security threat. One of the key recommendations, therefore, touched on the need to popularize 'incremental approaches' to fighting the identified threats. Based on key findings, the role of both regional organizations and the international community such as the United Nations were highly recommended.

IPSTC Forthcoming Titles: In the recent past, the IPSTC researchers have been keen on documenting and analyzing the emerging political and human security issues in the region. This led to topics that analyse topical issues of peace and security with special attention to recent developments such as the attainment of nationhood by the Republic of South Sudan. In this quarter, therefore, you will find topics on the issue of statehood, human security and the regional peace and security architecture. The various titles to appear in our 5th Issue Brief Series include:

- Statehood in Eastern Africa and Its Implications for Regional Peace and Security.
- Human Security Intricacies in Post-Conflict States: *Crafting Reconstruction Approaches for Similar Challenges in Africa*
- Overlapping Regional Economic Communities in Eastern Africa: *Dilemmas and Challenges in the Development of a Common Regional Security Architecture*

Managing Knowledge through Research Briefing: Peace and security initiatives, such as Peace Support Operation (PSO) training, is about much more than the number of trainees in a given course, such initiatives are also about the four main components of a research process, i.e., agenda development, data collection, analysis, and reporting. In our reaffirmation of security in its totality, IPSTC stresses the need to consider how research information is disseminated, distributed, and how today's findings affect the

future peace and security architecture. As IPSTC, we have appreciated this philosophy and now our partners, clients, stakeholders and other actors can access our annual Applied Research accomplishments in one Volume: the "Research Briefing." The gist of the 2011 Research Briefing publication was based on the identified peace and security challenges in the region and the outcome of applied research during the period 2010/2011.

IPSTC and the Search for a Regional Disaster Management Framework: In the latter half of 2011, IPSTC, through its Applied Research Section, has invested time and resources to carry out analyses of the state of disaster management policies and strategies among the EASF member states, with the aim of proposing a common and comprehensive disaster management policy framework for the Eastern Africa region. Preliminary results of this effort, led by Francis Onditi (Post-Conflict Research Analyst, IPSTC) shows that weak institutional and organizational disconnect among the various stakeholders jeopardizes the effectiveness of response and management of associated disaster risks. The field work that involves stakeholder analysis, documentary reviews and key informants' interviews is due for completion in November 2011, after which a Proposed Framework will be developed through a coordinated effort of experts drawn from the civilian, military and the police. A Result-Validation Technical Workshop is planned to take place in the same month of the year. This research product is likely to be useful not only for policy consideration, but as a reference point in the development of Disaster Curriculum with very practical approaches suggested, based on the lessons learned from the disaster events and processes that we have witnessed in the region during the first decade of the millennium 2000.

FRANCIS ONDITI
Post Conflict Recovery Research Analyst

From East African Community to Eastern African Community:

How will the new Outfit influence a Fragile Peace?

It is a damp, cloudy Sunday afternoon, uncharacteristic of Juba's weather pattern, the 17th day of April 2011, at the Juba-Nimule-Torit junction on my way to Nimule (Northern Uganda-South Sudan border), and I was equipped with my usual tools of work for conducting research as part of the International Peace Support Training Centre's (IPSTC) contribution to the regional initiatives for "turning the sword into a crown for peace." With my note book clutched in my left hand, and constantly making mental reflection on whether the topic I am examining is addressing the pertinent issues of the day, suddenly a group of passers-by distracts this concentration and I am forced to look up just in case the rowdy roadside on-lookers start pelting stones at unsuspecting strangers.

Consequently, my curiosity for the surrounding commotion rises as the amount of traffic increases on either side of the busy transnational Juba-Nimule road. On the Eastern side of the junction, the dusty Juba-Torit road, long-distance transit buses are tooting their horns and negotiating the sharp bends of the impressive regional highway. As the buses speed away from the junction, a view of their Emergency Doors reveal some italicized graphics. On a closer look one is able to spot writings such as "Kampala Betrayers" and "Nairobi Peace makers." These seemingly street writings draw my curiosity and on approaching one of the buses headed to Kenya through Narus-Lokichogio route, the graphics on the bus becomes clearer and reads "Juba Conflictus." Does this give a clue regarding the historical characteristics of the respective countries in Eastern Africa?

When I consulted my small pocket dictionary, some of these words were found to have no synonyms. But on imagining what the artists might have implied, a nascent thought lingered in my mind: that probably such writings are a manifestation of the knowledge and understanding that the ordinary citizens have on the challenges and opportunities the envisioned "Eastern African Community (EAC_N)" harbours - the mix of issues range



The IPSTC Post-Conflict Research Analyst, Francis Onditi, at a round table discussion during the 2011 ASF Civilian Focal Point Annual Planning Workshop in Mombasa, on 10-11 Aug 2011.

from diplomatic rows and acts of mediation to armed threats. All of which are largely associated with democratic mischief, pseudo-political neutrality and fascinations of post-crisis among young nations emerging from war or conflict.

No one will condemn you for believing what these so-called street writers see of the envisioned Eastern African Community (EAC_N)! After all, the regional internal relationships have been described by scholars of the 21st century as fractious and contradictory. You may want to remain optimistic of the EAC_N. Fine, but what would be your take on this quotation by the East African Scenario Project Group? "...Ours (referring to EAC) is a region that shares many challenges, but we also appear to have divergent ambitions and we allow mutual suspicion to cloud our collective judgment.....however, where there seems to be something of direct benefit to the ruling elites, agreement seems to emerge rapidly..."

In the recent past, debate on whether EAC proper should expand its boundaries to

accommodate new states in the wider Eastern African region has raged across the Community with conflicting views. For instance, the eagerness of the Republic of South Sudan to reshape her regional identity has risen since it was declared the 54th country of Africa on the 9th July 2011. Certainly, the political and economic opportunities presented by the 'virgin' nation are frantically coveted by the six EAC members. The reason for the anticipated cooperation between EAC members and the Republic of South Sudan is simply to enhance bilateral relations that ideally increases her political muscles required for fighting regional terrorism and the cyclical armed conflicts.

By all means, the end results of the anticipated cooperation are good and desirable. But then the 'litmus' test towards this cooperation lies in the management of political and security-related negative externalities that might arise from the interaction of citizens as well as the realignment of the political and diplomatic interests. If you still doubt this, kindly tune your visual focus on this rather revealing

quotation from the trackers of EAC integration “.....in 2014, after three years of associate membership, South Sudan is admitted as the sixth full member of the EAC. An Eastern African Security Compact is signed among member states to enshrine the principles of collective defence and non-interference in internal affairs. A joint force and command of 25,000 troops is formed and headquartered in Juba.”

At the backdrop of this otherwise progressive security development within the bloc, political analysts have reaffirmed that this cross-fertilisation of governance models is a very innovative political integration.... but one without an authoritative federation!

While meditating upon these somewhat contradictory viewpoints, you will agree with me that the envisioned Eastern African Community will be affected by and is also influenced by the following processes: i) fragility of the regional peace amid an expansionist policy; ii) EA as a major source of the modern ‘slave’ trade, i.e.; human trafficking and; iii) the concept of *Usiniharakishe* (Do not rush me) among the citizens of the region.

Traditionally, East Africa has been viewed primarily as a political space as manifested through the EAC comprising of the five member states: Burundi, Kenya, Tanzania, Rwanda and Uganda. Its population is estimated at more than 250 million, and the region has over 200 distinct languages. The growing population and diversity of culture are reflected through the complexity of its people. Sometimes the regional entity is described as a place of paradox and contradiction and, worse still, whose natural physical beauty contradicts sharply with the often very difficult living conditions of its people.

Though various factors are attributed to this state of affairs generally, demographic explosion, rapid urbanization, structural economic changes and the disillusionment of the unemployed youth are often earmarked as major sources of potential violence. For example, the prolonged agitation for food

price reduction after the disputed general election in Uganda and the ‘*Unga Revolution*’ witnessed in the streets of Nairobi during the first half of 2011 attest to this trend.

It will be remembered that prior to December 28, 2007, that is, before Kenya’s post-election violence erupted, the region seemed to be experiencing a period of peace, so to speak, albeit a fragile one. The 1970s and ‘80s military coups had failed, with military Generals having been told just to stay in their barracks!

Indeed the major internal and cross-border military upheavals that resulted in violent conflict and loss of life and livelihoods seemed largely a thing of the past. Uganda’s peace negotiation to secure a permanent settlement to the two-decade long conflict in the north was nearing a successful conclusion. During the same period, Burundi’s peace accord was holding. The ex-guerrilla soldiers of South Sudan were busy distributing food to the returnees and the external warnings against global terrorism had reduced the *Al Shabaab* allies into a scavenger of basic necessities on-shore and in the Indian Ocean in the form of piracy. However, Kenya’s post-election violence a few weeks after the December 28, 2007 that saw over 1,000 people killed and an estimated 500,000 displaced was a sudden and severe warning against the observed complacency.

Without stretching the limit of hopefulness that every human being ought to uphold, I beg to warn that the region has remained dependent on external assistance for a long period of time and that external forces in either resolving political stalemates or violence are neither sustainable nor fulfilling. However, in Kenya, the speedy political resolution that was mediated in part by regional leaders showed that Eastern Africans are slowly perfecting their ability to solve their own problems internally. The earlier Sudan and Somalia peace talks had taken place in Kenya, while Tanzania hosted the Burundi peace talks. This is an untold record of successful regional peace mediation. Within such examples lie the

foundations for lasting political agreement that the region can build upon for the future. But the fragility of the peace agreements should not escape our attention and care is needed to shield them from disruption and reversal. The majority of countries in the region, led by Kenya, are busy making arrangements to reform their governance institutions. We hope the time lag or the preoccupation with the ‘reform arrangement’ will not overtake the substance of this reform!

While maintaining some level of tolerance of the cultures of the Eastern Africans, I once again beg to disagree with the men of wisdom who proclaim that the utility of the term *USINIHARAKISHE* is not harmful to the harmony of the citizens. If you agree with this pessimistic view of the term, then you could also follow my footsteps in asserting that behavioural manifestation of the *USINIHARAKISHE* is nothing less than “*The Burden of Freedom.*” The term, burden of freedom is more related to the concept of over-democracy that has obviously contributed to the structural violence that we have witnessed in the region at the beginning of 2011. As a region we have some leverage for resolving such challenges using the available resources such as the peacekeeping training institutions.

And if your instinct compels you to believe that the envisioned Eastern African Community can tackle the challenges that come with *USINIHARAKISHE*, then join us at the International Peace Support Training Centre (IPSTC) in finding solutions to the various peace and security related challenges, including the attitude of the citizens to each other.

The uniqueness of IPSTC as both training and research institution gives it the onus of changing the perceptions of actors in the region through our robust capacity building programmes that cuts across the entire conflict spectrum: prevention, management and post-conflict recovery.

FRANCIS ONDITI
Post Conflict Recovery Research Analyst

“A child soldier is any person under 18 years of age
Who is part of any kind of regular or irregular armed force
In any capacity, including but not limited to cooks, porters,
Messengers, and those accompanying such groups, Other than purely
as family members, Girls recruited for sexual purpose
And forced marriage is included in this definition,
It does not therefore only refer to
A child who is carrying or has carried arms.”

UNICEF 1997

IPSTC at a Glance:

The last quarter was a busy one in terms of the number of visit and courtesy calls to the Centre. It all started with dignitaries during the Memorandum of Cooperation (MOC) signing ceremony that took place the 23rd June 2011. IPSTC also received visitors from all walks of life. One such visit was by the Australian Defense Forces Peace Operations Training Centre (POTC) on 15 June 2011 and visit to HPSS by CJTF-HOA Commander Rear Admiral Michael Franken on 22 July 2011.



IPSTC Director, Brig. Robert Kibochi consults with the Canadian High Commissioner His Excellency Mr. David Collins at the VIP Room next to AMANI Hall during the Memorandum of Cooperation(MOC) signing ceremony on 23rd June 2011.



Amb. Nancy Kirui, PS Ministry of State for Defense, Maj. Gen Francis Nthenge, Chairman of the IPSTC Joint Control Board(JCB) and Maj Gen(Rtd) Cyrille Ndayirukiye, Director EASFCOM at an IPSTC function on 23rd June 2011.



The incoming BPST (EA) Commander, Col. Colin Brundle (Third from right) pays attention to the IPSTC Chief of Staff (COS), Lt Col. Jean-Benoit Beaudoux during his visit to IPSTC.

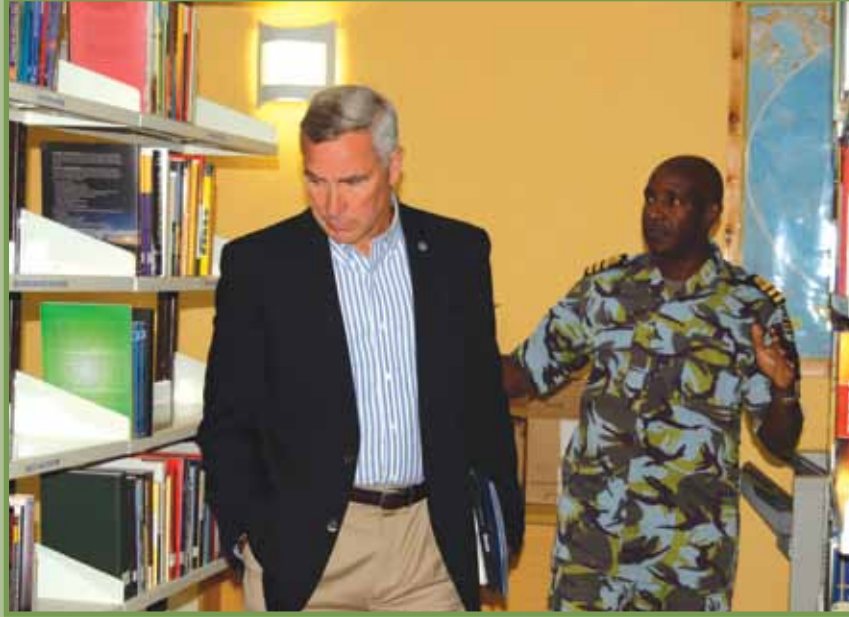
Col. Junhui Wu (China) receives a plaque on completion of the UN Staff Officers Specialized Training Material(STM) Consultation Workshop from Col. John Ikiara, Commandant PCSS on 26th Aug 2011.



Key Events and Visits



Ms. Mette Tangen from the Norwegian Ministry of Foreign Affairs in charge of Training for Peace (TfP) programme being assisted by WOII Amenya and CPL Gitau as she plants a commemorative tree at the IPSTC tree garden, 9th Aug 2011.



Maj. Gen(Rtd) Robeon of USA being taken round the IPSTC Library by Lt. Col Kombo of IPSTC during his visit to the centre. The IPSTC Library stocks some of the rare publications in the Eastern Africa region on peace and conflict studies.



Maj. Kinyua of HPSS demonstrating the pictorial view of the PSO Village to the incoming BPST Commander, Col. Colin Brundle, 27th July 2011. The PSO Village located in HPSS, Embakasi is a unique facility established to aid in practical training for multidimensional peace operation.



French language class has been introduced at IPSTC to enhance language interoperability amongst Anglophone and Francophone speaking course participants.



Lt. Col. Kombo of IPSTC(right) presents plaque to Brigadier E.E Kyunga on the occasion of a visit by the Command Staff College of the United Republic of Tanzania on 8th September 2011.



One on One

with **Maj. Mark Tum**
Head of Training Support, PCSS



Q. *Sir, when did you join IPSTC?*

A. Some time in July 2008.

Q. *What was your first impression on joining IPSTC?*

A. An organized and busy centre.

Q. *How do you compare the mode of work in IPSTC to your former place of work?*

A. IPSTC is a fast lane environmentI literally had to hit the ground running!

Q. *What is the mandate of Peace and Conflict Studies School as a training institution?*

A. To train multidimensional components at the strategic and operational level across the entire spectrum of conflict, namely, conflict prevention, conflict management and post-conflict peace building.

Q. *Sir, kindly expound on the difference between strategic and operational levels in layman's language.*

A. Strategic courses target the senior leadership, for instance, Heads of Mission, Force Commanders or Police Commissioners, whether serving or potential, for instance the flagship RSML, while operational level courses target the middle tier staff, including multidimensional components that are critical for mission success.

Q. *What courses are offered in PCSS?*

A. The PCSS offers a number of courses which all fall under three core programmes namely: Conflict Prevention, Conflict Management and Post-Conflict Peace Building.

Q. *What are your duties as the head of training in PCSS?*

A. Given the shortage of personnel I do all of the following tasks: Directing, coordinating and facilitating training.

Q. *Sir, are there any challenges that you face as the Head of Training?*

A. Yes, sure there are challenges.

Q. *What is the difference in the nature of the duties of the Head of Training with those of the Training Officer?*

A. The HOT is responsible overall in terms of planning and conduct of various programmes while a training officer does the actual facilitation of a specific programme.

Q. *What are the major challenges that you encounter as a training school ?*

A. One critical challenge, as alluded earlier, is the staffing as this affects effectiveness and efficiency. The other challenge is getting the right level of participants from the member states and ensuring gender mainstreaming.

A Multidimensional Curriculum Developer, Focus

The regional peace and security architecture has become a yardstick on which IPSTC curriculum developers gauge the value of courses developed and their role on impacting both policy and decision making. Focused on maintaining security and managing conflicts that would enable the region to avoid over-reliance on the international community and which seeks to provide African solutions to African problems, it has become paramount for curriculum developers to relate with the regional peace and security situations as they unfold in various countries in Eastern Africa.

Since IPSTC curriculum developers work in a region embattled with territorial disputes, armed ethnic conflicts, civil wars, violence and the collapse of governments and

ultimately states, they do so in collaboration with international, regional and sub regional organizations, as well as subject matter experts. This entails developing courses that cut across the entire spectrum of conflict to include conflict prevention, conflict management, and post conflict recovery, pointing out the practices and policies that influence conflict in the region.

While focused on gaps or training needs identified in the field and work performance , the curriculum development process is usually guided by key emerging issues, more specifically in peace support operations that are conducted within the Eastern Africa region - UNAMID, AMISOM, UNMIS, and MONUSCO. The developer focuses on contemporary issues and related challenges.

The curriculum is designed to examine the peace and security status and includes relevant case studies drawn from the region and of relevance to the situations at hand. This effort is geared towards stimulating discussions and to draw out participant's ideas and experiences over the same events they have witnessed, read and asked to find lasting solutions to these problems.

The curriculum development approach is also supported by the scenario case of CARANA that is usually used to develop a course wrap up exercise that concludes training with participants grouped in small work groups of eight. The situation is identified to suit the objective and course aim, participants work in their syndicates and present these to the rest of the class, enhanced with plenary discussions.

Q. How are you trying to overcome the challenges?

A. The IPSTC HQ is aware (of the staffing shortage) and I am sure we will soon get additional staff. On the issue of the right level of participants and of gender mainstreaming, progress has been made through closer working relationships with other stakeholders.

Q. Who is the target audience of the institution?

A. Military, police and civilians engaged or potential PSO operatives.

Q. What is the criterion of joining PCSS as a student in any course?

A. Each course has its own synopsis that stipulates the requirement.

Q. How have you developed the courses that you run in PCSS?

A. We have writing boards that bring together SMEs, Research and PCSS Staff to develop courses after initial needs assessment.

Q. In what ways do you ensure that these courses remain relevant in the changing Global Peace and Security Architecture?

A. We continually review our courses to reflect or conform to the dynamic and fluid peace and security arena. This is through evaluation, validation and reviews in the light of new information.

Q. The PCSS is actually located in a serene environment that is conducive to studies. What facilities does the institution have to augment this environment?

A. A 50-room capacity accommodation facility, syndicate rooms, lecture halls, classic gardens and playground. The school also takes advantage of the IPSTC library located nearby. The library is well stocked with books that aren't found anywhere else in this region.

Q. As an institution, have you put in place mechanisms of getting students' feedback on training, accommodation and generally their stay in the institution?

A. Oh yes. We have a system of getting feedback from our course participants.

Q. What system have you put in place?

A. Through continuous and terminal evaluations, we are able to get feedback and act accordingly.

Q. As the Head of Training in PCSS, have you had an opportunity to visit other peacekeeping training centres?

A. Yes, I have been able to visit a few centres, either as a course participant or a visiting directing staff.

Q. Which centres have you had an opportunity to visit?

A. I have visited centres in Germany, Zimbabwe and Rwanda, besides working with other components from DPKO (ITS), Uganda and regional UN/AU missions.

Q. Without being biased, how do you compare PCSS with similar institutions in the region?

A. With due respect, PCSS is way ahead, especially in the number of courses conducted, their relevance, facilities and general organization.

Q. In the course of your tenure as the PCSS Head of Training, what is the one ultimate issue that you would like addressed to make the institution more responsive to its mandate?

A. I will root for regional representation in our staffing to capture the rich and diverse regional experiences and create regional ownership.

Q. What is the future of PCSS as an institution whose key objective is to provide Multidimensional Peace Operations Training?

A. The future is still bright especially after having addressed the serious capacity gaps within the region and beyond.

Q. Do you have anything else you would like to add?

A. Yes, that although we are far ahead, we need not rest. Indeed, it's a challenge to the PCSS, and by extension the IPSTC fraternity, to redouble our efforts in this noble cause.

Q. Sir, I would like to thank you most sincerely for having found time to grant me this interview. I believe it will enlighten many on the role of PCSS as a leading trainer in the peace and security field. I wish you all the best in your endeavours.

A. Asante sana, WO I Maina.

WO I FREDRICK MAINA

Librarian – IPSTC

E-mail: fmaina@ipstc.org

ed on Regional Peace and Security Architecture



A trainee pays keen attention to the instructor during the AMISOM Log Course hosted by IPSTC. Synchronizing the various approaches employed by the military, civilians and the police forms the basis of curriculum development at IPSTC.

For each developed course, the curriculum developer defines a course aim and several learning outcomes based on the crosscutting issues of peace support operations that aim at enhancing understanding of the various pertinent peace and security issues and their centrality in planning, analysis and conduct of peace operations and or interventions. The courses are designed to enhance skills, knowledge and provide necessary tools for participants to exercise in the field and their respective work places. By imparting these skills, the curriculum development process enables the attainment of the desired goals hence impacting

on the overall peace and security architecture in the region by training a broad range of clients and bringing sense to a notion of shared meanings and values, and diversity between different peoples of the world. The diversity of participants in the curriculum development is ensured by inviting experts from, among others, UN missions, AU missions as well as regional Economic Communities. The curriculum is aimed at enhancing capacity building for the regional security mechanisms such as EASF focused on the progress towards the operationalization of the African Standby Force, and relevant state departments dealing with security.

Major C B NEKESA
Curriculum Design and Evaluation,
cnekesa@ipstc.org

Maj. Kevin Barker: A Profile



Maj. Kevin Barker stresses a point to the participants of the UN DPKO Specialized Training Material (STM) Pilot Course at IPSTC 5-16 Sep 2011.

Major Kevin Barker joined the International Peace Support Training Centre in August 2011 as a Training Officer, replacing fellow Canadian Major Jason Steeves who returned to Canada to work at National Defence Headquarters.

Major Barker was born in Ottawa, Ontario, Canada in 1965, and is joined in Kenya by his wife, Karen. He is an infantry officer and a proud member of the Princess Patricia's Light Infantry (PPCLI).

Major Barker's military career in the Regular Forces began in December 1986. After completing basic infantry officer training, he was posted to the 2nd Battalion in Winnipeg, Manitoba, and occupied numerous posts including: Rifle Platoon Commander, Mortar Platoon Commander, Anti-armour Platoon Commander and Second-in-command Combat Support Company. He also completed two United Nations peace support operations (PSO) during this period: Operation SNOWGOOSE in Cyprus in 1990, and Operation HARMONY in Croatia in 2003 with the 3rd Battalion PPCLI.

Major Barker left Winnipeg for Calgary in 1993 and during the following ten years occupied positions with one Canadian Mechanized Brigade Group Headquarters (one CMBG); 41 Canadian Brigade Group Headquarters (41 CBG), 1st Battalion PPCLI and the Calgary Highlanders. Major Barker

participated in two operations during his time in Calgary: a United Nations peace support operation – Operation ADDITION in Ethiopia/Eritrea in 2000 as a military observer, and a domestic operation – Operation ASSISTANCE involving flood relief to Manitoba Red River Flood Victims. In 2003, Major Barker was posted to Kingston, Ontario as an instructor at the Canadian Forces Peace Support Training Centre, during which time he taught internationally at both the Peace Support Training Centre in Kenya and in the Ukraine, as part of the Partnership for Peace programme. In 2005, Major Barker was posted to Colorado Springs, Colorado, USA with the North American Aerospace Defense Command (NORAD) and occupied several positions, including: Bi-national Planning Group member, Land Domain Transformation Lead for the amalgamation of United States Northern Command (NORTHCOM) and NORAD Command Centers and Land Domain Chief in the NORTHCOM/NORAD Command Center.

Major Barker was posted back to Canada to Joint Task Force Central (JTFC) Headquarters in Toronto, Ontario in 2008. Major Barker's positions at JTFC included: J3 Plans, J3 Operations, J3 Training and the J3 Forward for Operation CADENCE – Canadian Forces support to the G8/G20 Summits in 2010. Major Barker

attended the Canadian Force Language School in Kingston, Ontario to learn French prior to his posting to the International Peace Support Training Centre in Kenya.

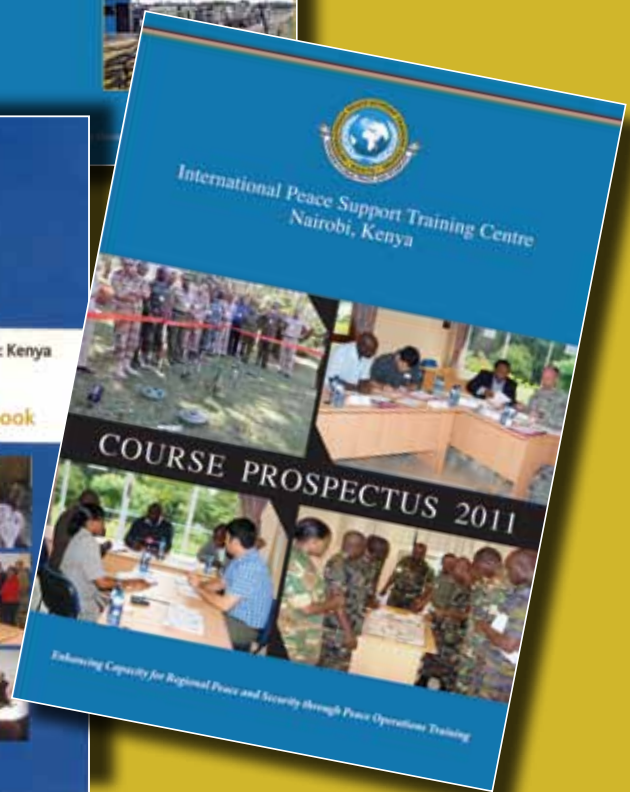
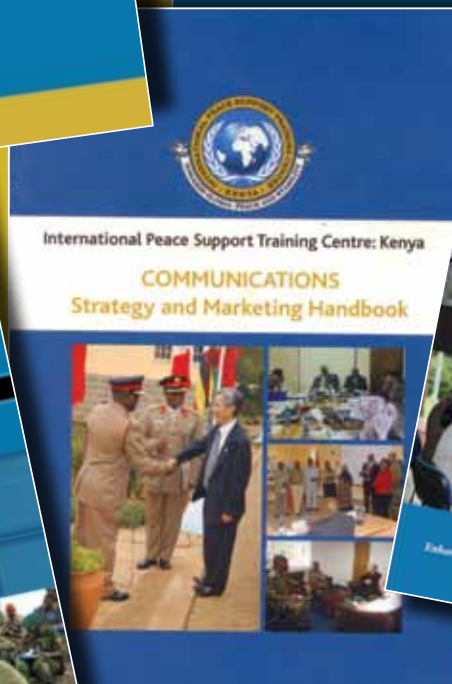
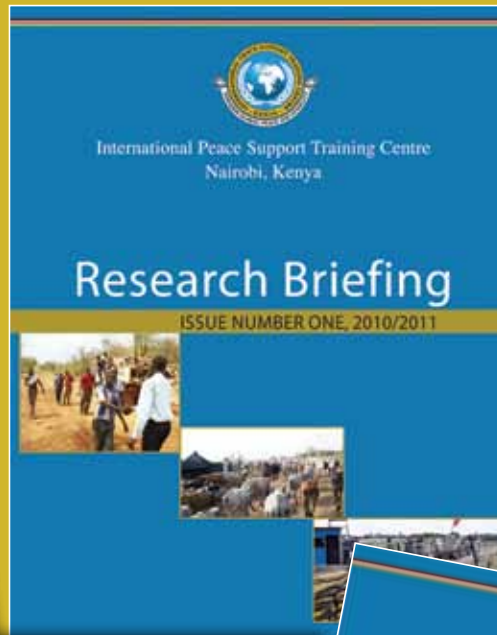
Major Barker is a graduate of the Canadian Land Force Command and Staff Course, the US Marine Corps Command and Staff Course Distance Education Program (CSCDEP), and holds a Master of Arts degree from Royal Roads University in Human Security and Peace building. Major Barker has been awarded the Canadian Forces Decoration, the Land Forces Western Area Commander's Commendation, the Chief of Land Staff Commendation, two Commander Canada Command Commendations and the United States Joint Services Commendation Medal.

Major Barker enjoys most sports including hockey, soccer and alpine skiing, and is an avid fan of Canada's hockey team – the Toronto Maple Leafs.

At IPSTC, Major Barker hopes to be a contributing member of IPSTC in a variety of functions and also hopes to continue the excellent work and fine reputation set by his predecessor, Major Jason Steeves.

**Maj. KEVIN BARKER,
Training Officer-IPSTC**

IPSTC Research Publications enter second year



"The Peace Studies is justified on several premises, the first is that by far the most important practical problem facing the human race today is that of international relations-more specifically the prevention of global war, The second is that if intellectual progress is to be made in this area, The study of international relations must be made An interdisciplinary enterprise, drawing its discourse from all the social sciences, and even further."

Journal of Conflict Resolution 1957.



The AMANI Training Complex: Unique formation in Africa



A section of an aerial view of the PSO Village at HPSS, Embakasi.

Amani Training Complex, also referred to as a PSO village, is a unique infrastructure within the Humanitarian Peace Support School (HPSS) which is an enabler training platform in IPSTC. It's unique in the sense that it is the only one of its kind in Africa providing facilities for training for the three components: military, police and civilians. This complex is a purpose-built training facility that replicates the conditions in which individuals will be working while deployed on field missions. The village consists of buildings that include lecture halls, administrative offices, ablutions, a police station, a patrol base, an IDP school, a market place, a church, and a mosque, among many other structures.

Notably all these structures have scenarios for training for the various courses conducted at the school to address the needs for achieving the course aims and objectives as guided by the curriculum. HPSS collaborates with IPSTC Peace and Security Research Department to come up with a

curriculum design that guides the various methodologies utilized in impacting knowledge and skills to participants. The school boasts of an expansive training area and state of the art facilities, giving the school an edge over other training centres in the region.

The village is in its fourth phase of construction and we will witness more structures coming up to address/depict various scenarios inherent in a Peace Support Operation. These structures include and are not limited to a rural African village, a rebel camp, an IDP camp, a Chief's office and a workshop. With the assistance of the partners, we will witness more and more development of the village in future.

In the training, there are course specifications as contained in the Standardized Generic Training Modules (STGM) and Core pre-deployment Training Materials (CPTM), among other materials covering essential knowledge that is required for all peacekeeping

personnel to function effectively in a peacekeeping operation.

In addition to the village, the school has a Janus System that contains computer-simulated exercises. These simulations have scenarios of events that are likely to occur in a Peace Support Operation and participants are given a chance to exercise decision making as well as coming up with solutions to challenges as they emerge. It also provides for the use of other learning materials like Sop's, and for learning lessons from mistakes which, if replicated in field missions, could be disastrous.

In view of the requirement for integration in the emerging African Peace and Security Architecture, the Centre targets an audience drawn from the three components (as mentioned above) and this audience responds to the multidimensional nature of contemporary peace operations.

ELPHAS KINYUA, Major Ag. Commandant HPSS

"A nation is secure to the extent To which it is not in danger of having To sacrifice core values If it wishes to avoid war, And is able, is challenged, To maintain them by victory in such war."

Walter Lippman cited in Buzan 1991

Search and Rescue Training to Feature the Forthcoming Curriculum Review of the IPSTC-DMT Course

As the Disaster Management Training Wing (DMT) of the Humanitarian Peace Support School (HPSS) was established on 4-APR-'08 to improve the effectiveness of African Union members to respond to complex emergencies both natural and man-made, the training needs of the members have changed the last few years. To date, the DMT has trained 3,200 personnel regionally; Civilians: 2,880, 2,389 male and 491 female while on the Military side of the house 320 total; 272 male and 48 female.

To ensure those who attend training are provided by the DMT continue to receive world class tactical and strategic disaster management training the International Peace Support Operation Center (IPSTC) has begun revamping the training design, development and delivery of the DMT program. Mr. Francis Onditi, LTC Joyce Sitienei, MAJ Catherine Nekesa of the IPSTC Research Department along with MAJ Mark Kottka, Liaison Officer, (HPSS) recently began reviewing the fundamentals of the DMT course curriculum. Their intent is to re-establish as well enhance the training provided to the consumers of the African Union to provide unwavering training to civilian inter-agency response units, regional military units along with various organizations within Eastern Africa.

In an attempt to provide the consumer a more cost effective training module, Mr. Onditi, LTC Sitienei, MAJ's Nekesa and Kottka are looking into combining past courses into an all inclusive two to three weeks training module. The block of training might consist of the following; the first two weeks in a classroom environment at IPSTC to be concluded by a Practical Exercise which would be conducted at HPSS.

Currently, DMT offers the following Courses: Basic Incident Command System-ISC-01: This course is an introduction to the Incident Command System (ISC) and is suitable for managers and responders at all levels. Advance Incident Command System-ISC-02: This course expands on the knowledge gained in ICS-01 and is suitable for vehicle commander, supervisor and above. Incident Command for Managers-ICS-03: This course is tailored to provide information in the integration between ISC and National Disaster Management institutions during medium to large scale incidents. Incident Command System Train the Trainer: This course provides foundation for students to transcend into the instructor role. Hospital Incident Command System HICS-01: This course introduces the concept for hospitals during mass casualty events. Hospital Incident Command System HICS-02: This course is a continuation of HICS-01. Hospital Incident Command System Train the Trainer: This course provides foundation for students to transcend into the instructor role.

The proposed changes to the DMT Wing will greatly enhance the abilities of the Wing to encourage pro-active Disaster Management Practices, target awareness for policy makers, government officials, community leaders and international donors. These timely changes within the DMT should allow for a specific Search and Rescue as well as Cadaver dog training course to be developed as well as implemented in the near future.

MAJ. MARK A. KOTTKA,
Disaster Training Officer-HPSS



A coordinated effort is critical in responding to disaster related crisis. HPSS training platform of IPSTC trains the military, police and civilian to handle such incidences.



IPSTC Chief of Staff(COS) Lt. Col. J. Beaudoux (far left), stresses a point to the UK Royal College of Defense Studies(RCDS) delegates during their visit to the centre on 17th May 2011. Looking on from left is the UK Defense Advisor, Brig. David Potts.

IPSTC Rapid Result Management

The International Peace Support Training Centre (IPSTC) has witnessed over the last three years a tremendous growth in all its activities as well in research, in training and in governance. This ‘taking off’ is due to the great support of the increasing number of Partners and also, to the rapid result policy of the institution. The rapid result policy is nothing else than the way IPSTC is managed, following the impulse given by the Director of the institution.

Having evolved from a military school to an autonomous international institution, training today more civilians and police than military, the IPSTC requires a management able to produce relevant results, in order to deserve the Partners’ confidence. This management is actually a mix of the military command and the civilian management of a company: the continuous improvement combined with a total availability, because hard work is useless without concrete results.

In order to obtain the expected results, the management method consists of assigning a specific objective to a designated person, with an ambitious but realistic deadline. Without a limit on the time taken for the assignment, busy people may struggle to determine their priorities and could postpone an important objective under the pressure of daily tasks. What’s more, ambitious deadlines are necessary to give a fast and sustained

pace to the institution. The experience also shows that assigning an objective to a group of persons without setting individual responsibilities will not enable them to reach the target, as all the group members will lean on one another. Consequently, it is always essential to designate, within a group, the person who will be responsible for the fulfillment of the project.

Once decided by the manager, the three key points of this management method (determination of the objective, designation of a responsibility and fixing of a deadline) must be adopted and confirmed at the end of a meeting between the manager and the tasked person, during which the following issues will be discussed:

The specific objective will be described by the manager who must be sure that his/her subordinate has understood perfectly what he/she was expected to carry out. This dialogue may also be the occasion for guidance, additional instructions and discussion about the means.

The nomination of the person responsible may be brought up, as the manager has here a good opportunity for motivating and valorizing his/her subordinate, laying stress on the confidence which led to his/her designation.

The deadline determination is an important step, as it must be ambitious,

realistic and agreed by the subordinate. If it isn’t realistic and approved, the job may be botched or not performed. Besides, the time limit must be fixed as early as possible, in order to give an intense and sustained work pace.

The military are used to the management method consisting of giving them personal objectives that are implemented in modern armies. What is quite new for them is the continuous improvement, because they always try to perform the mission as well as possible, without any rate of profit consideration. However, in civilian companies, the profitability concept requires a continuous improvement in order to provide increasingly better results. This leads to a necessary rapid result management and requires initiatives as well as new ideas. In IPSTC, the mix of military command and civilian management were implemented, following the initiative given by the Director of the institution and thanks to the cohesion and the motivation of its members, who are conscious of their institution potential. Rapid result management has provided good results, and this has enabled the IPSTC to win the confidence of its Partners, to extend its partnership and to deliver more courses to more participants.

Lt Col JEAN-BENOÎT BEAUDOUX
IPSTC, Chief of Staff

Reaching the 75% Mark for IPSTC Financial Reporting: a Key Milestone for this Quarter

With more than 15 years of experience in financial practice, Mike joined IPSTC in a management capacity and now aims at scaling up the financial management aspect to even greater heights. A combination of experience and academic qualifications in Accounting has been instrumental in enabling him make decisions with precision regarding financial aspects of the Centre. However, there are lessons learnt from this kind of experience. For instance, despite this wealth of experience, Mike realizes that having the qualification might not guarantee one success in a career, as his role involves *ad hoc* decisions in unique circumstances.

In general, his contribution to IPSTC revolves around the following functions:

- All aspects of financial management, in compliance with standards and procedures, and providing information to enable effective management;
- Oversight of finances, including compliance with standards of Accounting and donor organizations, and providing oversight on the budgeting process, procurement, managing administrative, staffing and resource needs etc.

Apart from this challenging job, Mike reiterates that “.....I have to acquaint myself with the latest technology, especially new Accounting softwares in the market, new ways of doing things, and I am heavily involved in continuous professional development.....” Furthermore, he acknowledges the fact that with the international fellowship status he has in accounting matters, he is able to increase his professional networking, including providing financial guidance to those practising accounting. For Mike, this culture of networking is the best way of enhancing professionalism and improving quality of output for IPSTC.

He believes that based on this attitude and practices, together with other colleagues at IPSTC, we can improve organizational effectiveness in service delivery. He points out that some of the milestones IPSTC has covered include going live on a new Accounting Platform in which current transactions all sit in a system. “We still have several manual aspects within the reporting framework but our goal is to increase system use up to 75% of all our Accounts Activities,” he says. One of the key results

out of this initiative is the development of a regular system of reporting at IPSTC that informs management on the current status of activities, and regarding what management actions to initiate.

In his assessment of the working environment at IPSTC, Mike identifies two strengths that the Centre could utilize to maintain the international momentum already set by the IPSTC leadership. They are:

First, the fact that IPSTC embraces multidimensional aspects of Peace Support Operations (PSO), it is a unique opportunity in which both the military personnel and civilian staff could share the vision and mission in promoting peace and stability within the Eastern Africa region.

Second, the increasing technological applications at IPSTC. In order to drive IPSTC to a paperless environment, he envisions a system in which “..... all the IPSTC documents shall be indexed and scanned and uploaded onto a workflow tool and sent to various people as work items rather than on paper.....” He reiterates that “it is possible to achieve automation of various activities, including booking accommodation facilities as well as running a vibrant and interactive website.....” This target, however, requires a high level of dedication, responsibility and sacrifice, including working extra hours.

MIKE SHIKWE,
IPSTC Head of Finance



The IPSTC Head of Finance, Mike Shikwe (centre) consults with Janet Mutua and Calvin Mumia both IPSTC accountants.

A Case for Continuous Assessment and Evaluation of Peace Building Training Programmes

Most projects require continuous monitoring and evaluation as a key component during implementation. A peace-building training project would benefit greatly from this practice for continuous improvement of its training content, methodologies and learning from practitioners regarding the new knowledge gaps in the field, or the impacts of the training in strengthening the implementation of peace-building programmes as well as act as a learning platform on best practices.

Evaluation assesses the merit and worth of an activity. It offers a systematic and objective appraisal of relevance, effectiveness, impact, sustainability and efficiency. This learning process helps ascertain the quality of policies and programmes, enhances performance, identifies good practices and defines appropriate standards. Strong evaluations not only help ensure accountability and achievement of outcomes, but can lead to more effective peace building and conflict prevention policies and programmes, including training.

A training programme for peace support operations should be engaged in learning as the primary purpose of evaluation assessments rather than viewing assessment and evaluation as a judgment on the conduct of a course, a training programme or curriculum design.

While assessing and evaluating conflict prevention, management and peace-building training programmes, and taking the example of a course run at IPSTC on conflict analysis and prevention, some key benchmarks questions include:

Relevance: For example, if you are evaluating a conflict analysis and prevention course, the

question is—does the training curriculum relate in a meaningful way to current, key driving factors of the (potential) conflict? Are the assumptions or theory of change on which the training curriculum is based, logical or sensible in this context at this time? Are key learning outcomes and deliverables consistent with the objectives of reducing or preventing conflict?

Efficiency: Is running the course cost efficient? Is this the most efficient way to contribute to peace support operations? Would there have been a more cost effective way of delivering the same training to the same audience, e.g. distance learning, on-site training, or video conferencing.

Impact: What happened as a result of the conflict analysis and prevention course? Why? What were the positive and negatives changes produced, directly or indirectly, intended or unintended? How did the skills learnt during the training course impact on key conflict actors or affect on-going conflict-creating or peace-promoting factors?

Effectiveness: To what extent were the objectives of the conflict analysis course achieved? What factors contributed to achievements? For example, well prepared course facilitators, subject matter experts, good learning atmosphere, learning methodologies or tool?

Sustainability: Will the benefits of the training and the project be maintained after donor support has ended? Have durable, long-term processes, structures and institutions for peace building been created as a result of the training e.g. a training of trainers course at the field level where personnel can be trained continually on conflict analysis and prevention, refresher course or e-communication to facilitate continuous learning and follow-up?

Coherence: How does the training activity relate to other training courses at the Centre, e.g. policy instruments by the UN and AU and institutions' efforts or by EASF, and other regional mechanisms and economic communities? What are the costs or impacts of coordination with the Regional Economic Communities (RECs) and Regional Mechanisms (RM) as well as other peace support operation training centres?

While this guideline would be useful during monitoring as well as evaluation at the end of a project/course, the challenge is often that sometimes, evaluation is an afterthought and not planned for, nor is there a budget allocation for it. This impedes on the organization's capability to carry out meaningful evaluation that meets the objectives of learning, measuring effectiveness and other unintended consequences.

Continuous feedback from monitoring would build a stronger evaluation outcome as the lessons learnt could constantly be fed back to the course programme and thus improve the quality and content of the courses. Perhaps scheduling it six months after a course has been run would give ample time for the evaluator to get feedback from the course participants and thus enable a proper review of the course on the basis of feedback arising from it.

Other innovative ways to carry out continuous monitoring includes email communication on the best practices, using the training management system in an interactive way where past course participants can provide feedback, as well as encouraging previous course participants to contribute articles about their experience, in the IPSTC quarterly newsletter, 'Peace Builder'.

JUDY WAKAHIU
Project Manager, IPSTC

IPSTC Hosts the UN Staff Officers Specialized Training Consultative Workshop

IPSTC is honoured to have hosted the UN Staff Officers Specialized Training Material Consultation Workshop as a prior preparation for the subsequent DPKO Staff Officers Pilot Training to be held 5-16 Sep 2011. The Australian Government sponsored the Workshop that was conducted by the Integrated Training Services (ITS) of the Policy, Evaluation and Training Division of the DPKO in conjunction with IPSTC. The purpose of the Workshop was basically to improve the standards of training materials. The significance of the Workshop was evident within the joining instructions which only allowed military ranks of Major and Colonel to participate. For IPSTC this was another value addition to its staff development programmes. A part from the two IPSTC's officers (Lt. Col. Kombo and



IPSTC's Lt. Col. Kombo consults with Col. S. Roberts (UK) during the UN Staff Officers Consultative Workshop, 22-27 Aug 2011.

Maj. Nekesa) who substantially participated in the Workshop, the Course Clerk and IPSTC's Warrant Officer in charge of training (WOII Muchiri and WOI Murira respectively) were also awarded certificates appreciation for their good job during the event. At the climax of the Workshop, the participating Officers expressed their gratitude that IPSTC environment was ideal for various capacity building activities including training. Considering such remarks from friends of IPSTC, it is true that combination of efforts and professional service delivery of IPSTC Military Officers, their Civilian counterparts and operational soldiers has been earmarked by the international community as best practice within the community of peace and security practitioners not only within the Eastern Africa region, but across the globe.

The International Face of IPSTC's Training and Applied Research

".....Yes, definitely I believe IPSTC has the required capacity to train peace builders in the Region. First of all, I was very impressed with the warm welcome I personally received at the Airport, as I believe customer care is very essential in providing business or a service. So the first impression of the skills the IPSTC staff demonstrated really made a difference. They were always making sure that things were running smoothly and that all of us were comfortable. IPSTC staff and facilitators really have the skills and knowledge in what they are doing. One thing I notice they also have warm-hearted people who really want to make a difference on the continent and with God's Grace nothing is impossible. I have personally received lots of new skills, and have gained more knowledge on how to communicate effectively, conduct and discipline due to the fact that I work in a disciplinary organization....."



(Marie-Celine Nancy attended the EASF Foundation Course at IPSTC 2011. Nancy is a Police Officer working with the Ministry of Internal Affairs at St. Louis, Mahe Police HQ, Seychelles).

".....As far as I am concerned, the International Peace Support Training Centre (IPSTC) is a centre of excellence which is a pride for the whole of Africa as well as for the training courses and the facilities.



Indeed from 22nd to 30th May 2011, I have personally attended the 3rd DPKO training for Judicial Affairs Officers, a training that brought together colleagues from different missions and nationalities. This working week was very beneficial. For me, a national from Côte d'Ivoire (Ivory Coast), where we practise French common law, it was very fruitful to exchange with colleagues from the English common law system. I consider this fact as a precious treasure. I also noticed that IPSTC hosts other training courses for both military and police components and the research of peace is common to all these sessions.

In addition, let's mention the warmth of all staff working at IPSTC. I still remember the staff members knocking on the door in the morning to get the towels, even those that I had not used. The restaurant staff was always attentive to the participants' needs. I personally discovered and appreciated the wonderful Kenyan dishes. Finally, I want to underline how proud I was to see my country's flag mounted on the mat just to signify the presence of only one Ivorian who was at the training. Thank you and good luck for peace in Africa and in the world....."

(Sako Brahima attended the second DPKO Rule of Law Course at IPSTC in May 2011. Mr. Sako is a National Judicial Affairs Officer of the United Nations Operation in DALOA, Ivory Coast).

".....I am grateful to the IPSTC management for the invitation to participate in the June 2011 Research symposium. I confess I had no initial idea of how and where it was to proceed. Listening and engaging in the discussions after each and every presentation provided me with a learning opportunity. The quality of the presentations demonstrated the good calibre of scholarly work and nurturing. I liked the openness in debating the issues at hand, and I must state that the Centre is on the right path to building capacity to understand and contribute to resolving the conflicts in the region. Eastern Africa is besieged with conflicts that are consuming our meagre resources and undoing past developments. We need to sober up to steer the region to greater success. The IPSTC has the right key to open the door in that direction. It is my wish that in the next symposium ample time be provided for go-round discussions. Papers for presentation could be sent to participants in advance, for more informed contributions during the symposium, as long as this does not threaten intellectual property rights. The Centre has quality physical facilities in an ambient green background. This was quite enjoyable and facilitated our social networking while sipping a drink or tasting the delicious dishes. In conclusion, it is my humble request that the Centre maintains the stamina and forges ahead for greater achievements in our region. This is indeed a dream come true for Africa!"



(Dr. Bob Nakileza teaches at Makerere University, Kampala, Uganda, East Africa).

".....It was June 2010 when I came to IPSTC centre. I had the opportunity to participate in the Foundation course for peace support operation. And I was coming from Somalia, a country in which state revival has remained so elusive for twenty years. It was a wonderful gathering with other Eastern Africans. Due to the diversity amongst the participants in origins and occupation, the course was actually a meeting point where intermingling took place at a high level. I also met with excellent trainers who delivered outstanding presentations to this course. I cannot forget the brilliant team that made those days of our stay at IPSTC very easy and comfortable. I have no doubt that the various lectures we received and the experiences that we exchanged have both positive impacts on the quality of our assignments back home. I wish you (IPSTC) the best in your efforts in building up human capacity for peace support operations....."



(Dr. Abdi Ali Hassan is a Member of Parliament in Somalia. He participated in the IPSTC Conflict Analysis Course in 2010).



IPSTC Fourth Quarter Events Calendar

S/NO	Event	Description	Target Audience
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PEACE AND CONFLICT STUDY SCHOOL (PCSS), KAREN

1	UN DPKO Specialized Training Material(STM) Consultative Workshop, 22-26 Aug 2011	Five-day workshop on the design of Specialized Training Materials(STM)	UN Member states representatives
2	UN DPKO Specialized Training Material(STM) Pilot Course, 5-16 Sep 2011	Ten-day Course on Specialized Training Material(STM)	Officers of the ranks of major to colonel or equivalent
3	AMISOM Logistic Course, 19-30 Sep 2011	Ten-day Course on logistic planning	Military and Civilian Officers employed as logistician in AMISOM
4	EASF Civilian Foundation Course, 17-28 Oct 2011	Ten-day Course on various aspects of peace support operation(PSO)	Civilian personnel earmarked for or already deployed in a peace operation, by the UN, AU, International Organizations or national institutions
5	AMISOM Force HQ Training, 20 th Oct- 16 th Nov 2011	Ten-day Course focused on Somalia peace operation	Military and Civilian Officers focused on Somalia peace operation

HUMANITARIAN PEACE SUPPORT SCHOOL (HPSS), EMBAKASI

6	Reception, Staging, Onward Movement and Integration(RSOI) Course, 4-8 July 2011	Two weeks Course on RSOI	Kenya Rapid Deployment Capability(KRDC)
7	Hostile Environment Awareness Training(HEAT), 10-13 Oct 2011	One week Course conducted by World Vision	World Vision employees to be employed in hostile environment
8	CIMIC Course, 8-12 Aug 2011	One week Course on civil military officers	Participants drawn from Kenya Defense Forces
9	UN Police Course 19-30 Sep 2011	Two week Course for preparing multinational police officers for deployment within UN/AU	The target audience for the course comprise of police officers nominated for deployment to peace missions
10	British Defense Attache Conference 19-23 Sep 2011	One week conference organized by British Embassy	British Diplomats and Defense attaché involved in African Conflict Prevention Programme(ACPP)
11	Urban Operation TOT Course, 6-11 Nov 2011	One week Course on urban operation environment	Kenya Defense Officers from the rank of Lieutenant to Captain
12	Tactical Officers Staffing Course(TOSC), 3-21 Oct 2011	Three week Course for tactical level officers	Regional military officers operating at tactical level in peace operations
13	Explosive Ordnance Disposal (EOD) Course IMAS Level 1, 7-25 Nov	Three week Course on explosive ordnance Disposal	Members of Kenyan Military Engineers or other Nationals equivalent as Combat Engineers
14	International Committee of the Red Cross(ICRC) Wec Trg, 21-25 Nov	A one week Course on International Humanitarian Law	ICRC staff deployed in the region
15	UNDP SSAFE(Safe and Secure Approach to Field Environment) Course, 5-8 Dec 2011	One week Course on safety and security within peace operation environment	UN Staff to be deployed in Somalia

PEACE AND SECURITY RESEARCH DEPARTMENT (PSRD), KAREN

16	Disaster Mgt WB 11-14 Oct 2011	Four days exercise to review the existing curriculum in line with the current disaster events in the region	Disaster experts from regional organizations including the IGAD-Climate Prediction and Application Centre(ICPAC) and the Centre for Disaster Management and Humanitarian Assistance(CDMHA)
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