PEACE BUILDERS
NEWS

Gender Perspectives in Peace Support Operations Research and Training

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COVER PICTURE: Gender Research Agenda workshop participants following a presentation on 29 April 2016

Gender Perspectives in Peace Support Operations Research and Training

Two of the most important international instruments to further mainstream gender perspective in Peace Support Operations (PSOs) are the Namibia Plan of Action on Mainstreaming Gender Perspective in Multidimensional Peace Support Operations (S/2000/693) and UN Security Council Resolution (UNSCR) 1325 (2000). The former touches upon several areas of the operation from negotiations, mandate creation, to training, and public awareness. The latter calls for, among others, an increased participation of women at every level of decision-making that concerns issues related to peace and security, and emphasizes the need and the UN's willingness to incorporate a gender perspective in peacekeeping operations.

According to the UN, the adoption of Res. 1325 has brought positive results in peace operations. These have been achieved through the establishment of gender units in peacekeeping operations and a Gender Adviser at the UN Headquarters; the inclusion of gender concerns in peacekeeping mandates; and the development of relevant policies and resources to further mainstream gender in peacekeeping missions and in pre-deployment training of Troop Contributing Countries (TCC).

Integrating women in peace support operations is not only meant to mainstream gender equality in operations, but has a greater significance in terms of safeguarding international peace and stability. According to the UN Department of Peacekeeping Operations (UNDPKO) women peacekeepers have made valuable contributions in the host communities where they have been deployed. This includes forging a stronger partnership between men and women to achieve peace and stability, empowering women, addressing specific needs of women ex-combatants especially during the demobilization and community reintegration process, and increasing interaction with women in the society, among others.

The UN points out that peace support operations play a significant role in the drive to have a more stable and secure environment. Therefore, these operations have a responsibility to improve laws and institutions to be more gender equal, inclusive, and fair. In the greater context of human rights, mainstreaming will also bring about change not only in the approach used in peace operations, but can also greatly and positively impact on the lives of women and children. It must be noted that gender equality in peace operations does not only denote increasing the number of female personnel in all levels of the operations, but also enhancing the knowledge of current personnel, irrespective of sex, about the benefits of gender mainstreaming and the positive effects that it may bring forth to society.

Engaging all actors involved is an imperative to reach the goal of having more gender sensitive peace operations. Therefore, men should likewise be perceived as partners to achieve a more humane and peaceful environment.

In line with the aforesaid, IPSTC in collaboration with UN Women launched the centers' gender policy and embarked on the engendering of the curriculum that is used in its two training platforms - Peace and Conflict Studies School (PCSS) and Humanitarian Peace Support School (HPSS). Training is now conducted using the engendered training materials that essentially recognises that all parties, male and female, play a crucial role in international peace and security.

This issue of the newsletter whose theme is **Gender Perspective in Peace Support Operations Research and Training** is specifically dedicated to various aspects and activities that are undertaken by IPSTC to address gender dimensions in PSOs.

> " Notably, gender training has been promoted as a key strategy in efforts to mainstream gender perspectives into United Nations peacekeeping operations since the Security Council passed its Resolution 1325 on Women, Peace and Security in 2000. "

During the period under review the centre held a Gender in Peace Support Operations Research Agenda Workshop on 29 April 2016 with the theme 'Creating an Enabling Environment for Peace and Security in East Africa'. The workshop was sponsored by UN Women and focused on the development of research topics that would put emphasis on the gender dimension in PSOs. In addition, as a means of promoting women's participation in peace processes, the IPSTC in partnership with UN Women conducted a Training Needs Assessment (TNA) on leadership, conflict mediation and preventive diplomacy in Marsabit. The aim of the TNA was to establish women capacity gaps in terms of knowledge and skills in mediation and preventive diplomacy as well as find out barriers for women participation in local, national and regional mediation and preventive diplomacy initiatives.

As part of the process the IPSTC's Curriculum Design section conducted three sequels of writing boards to develop the course for Women Leadership for Peace and Security curricula for regional, national and local levels. Other TNAs were conducted in Mombasa for a Community Peace Building course and Turkana/Pokot for a Women, Leadership and Preventive Diplomacy course. The TNAs will culminate in the development of curricula to be used for conducting courses that will see all stakeholders trained to ensure that they are better equipped to perform in peace and security matters in the respective regions.

In addition to the two activities, the IPSTC, with support from the British Peace Support Team (EA), conducted a workshop on 14 April 2016 titled, 'Gender as a Tool for Mediation and Management in the Context of Small Arms Light Weapons Management in Eastern Africa'.

Notably, gender training has been promoted as a key strategy in efforts to mainstream gender perspectives into United Nations peacekeeping operations since the Security Council passed its Resolution 1325 on Women, Peace and Security in 2000. For this reason, the two IPSTC training platforms, continued to conduct various courses during the period which included: AMISOM Sexual and Gender Based Violence, Dialogue Negotiation and Mediation, AMISOM Force Headquarter training and Exercise Mission Planning, among others.

I take this opportunity to sincerely thank our partners for the continuous support they have provided to the centre.

Thank you.

Brigadier Patrick M Nderitu

Director, IPSTC

Message from the Japanese Ambassador

The African continent is growing fast. It presents unprecedented opportunities for economic growth not only for Africa, but also for the world at large. Africa is attracting more investment and becoming the centre of wealth creation owing to its abundant natural resources and large markets as well as its favoured geographical location that connects the Eurasian continent with the rest of the world. In short, Africa is drawing the attention of the international community now more than any other time in history.

However, critical challenges need to be addressed in order for African countries to realize sustainable growth and enjoy prosperity, as apparent from recurrent natural disasters, the threat of terrorism, the rise of violent extremism, the issues of refugees, and trans-border conflicts. In many cases, the vulnerable people, namely women and children, are subjected to adverse effects of conflicts.

Against this backdrop, the Government of Japan believes that it is vital to protect women in conflict zones by incorporating gender aspects in Peace Support Operations (PSOs) in order for

the African continent to realise balanced and sustainable growth. It is in this context that, with the cooperation of UN WOMEN, the Japanese government contributed USD750,000 to the International Peace Support Training Centre (IPSTC) to conduct research and develop up-to-date training programs with an emphasis on gender aspects.

It is truly a great honour for Japan to support the IPSTC, which has a unique position as a PKO training centre and is gaining a worldwide reputation as being a Centre of Excellence in Africa. The IPSTC's importance is marked by its capacity to provide quality training to a large number of trainees from the Eastern Africa Standby Force, the UN, AMISOM, governments and civil organizations. It is notable that the IPSTC's training has been developed based on a strong foundation of up to date applied research.

Over time, Japan has developed a strong partnership with the IPSTC both at governmental and non-governmental levels. I have no doubt that the IPSTC will continue to play a significant role in maintaining peace in the African continent and serve the interests of all her people. It is my sincere hope that Japan's support will help the IPSTC make an even greater contribution in strengthening its regional capacity for training peacekeeping personnel.

Toshitugu Uesawa
Ambassador, Embassy of Japan

A Japanese delegation visiting IPSTC on 6 June 2016

Integrating Gender Perspectives in PSO Research and Training

In December 2015, the IPSTC in partnership with UN Women, launched Phase two of the collaborative project "Integrating Gender in Peace Support Operations". The project seeks to create a collaborative network of active agents of change in the security sector and a cadre of women peace-builders through a three pronged approach of influencing policy environment, strengthening institutional structures, and building capacities of the security sector and women peace-builders and evidence generation on the importance of gender integration in peace and security. The partnership builds on the lessons learned and milestones achieved in Phase I through support provided by UN Women Kenya to the Centre for the adoption of a gender policy that provides a road map for institutionalizing gender in its policies, programmes and administrative procedures. As a strategy of institutionalizing gender in its training, the Centre reviewed 16 training curricula for gender responsiveness and undertook a series of staff training through UN Women support in 2014-2015.

On 29 April 2016, a research agenda workshop on Gender in Peace Support Operations was held at IPSTC. The aim of the workshop was to support the development of evidence based knowledge on the imperative role women play in peace and security. The research agenda seeks to expand and strengthen the institutional capacity of IPSTC, a Centre of Excellence, to serve as a knowledge centre for expanding technical capacity, training and policy research and analysis on women, peace and security in order to better inform the broader peace and security agenda in Kenya and the region. Further, it will facilitate enhanced visibility and attention to issues of women, peace and security, whilst also supporting mainstream security sector institutions working on peace and security issues to better integrate the gender agenda into their policies and programmes.

The research agenda brings together a wide range of expertise and stakeholders to contribute and participate in the development of informative research on women, peace and security in Kenya. It is grounded in the United Nations Security Council Resolution 1325, which was adopted 15 years ago. The resolution draws attention to the differential impact of armed conflict on women, their exclusion from conflict prevention and resolution processes, peacekeeping and peace-building. It also highlights the inseparable link between gender equality and international peace and security. UNSCR 1325 was a milestone resolution because it enhanced global efforts to protect women from violence, and catalyzed increased efforts to promote the role of women in the prevention and resolution of conflict, and the construction of stable and just societies.

The Government of Kenya recently launched the Kenya National Action Plan (KNAP) for implementation of the UNSCR 1325 on women, peace and security. The KNAP builds on the constitutional values of gender equality, and promotes existing policies on security, peace and development and highlights the need to ensure women's inclusion and participation in peace processes. The KNAP promises to be transformative for the women of Kenya because it guarantees their equal protection and participation in peace governance, and ensures that gains for gender equality and women's empowerment are safeguarded.

Despite the progress made, both within the borders of Kenya and beyond, the reality is that implementation of UNSCR 1325 and advancement of the women, peace, and security agenda has suffered from limited political commitment and the lack of strong systematic empirical evidence to infuse policy and inform practices. In addition, the lack of sex-disaggregated data

Ms Kavuma making a point during the Gender Research Agenda workshop on 29 April 2016

is an imminent obstacle to the formation and implementation of effective policies regarding UNSCR 1325, and more generally policies aimed at gender equality. With this in mind, stakeholders have begun to place due emphasis on the importance of data collection. There has been a global call to conduct more research in the field of women, peace and security. At the national level, more research needs to be undertaken to inform targeted interventions and to promote women's participation in peace and security, and address the security needs of women and groups who have specific protection needs.

The research agenda on Gender in Peace Support Operations, undertaken by IPSTC in collaboration with UN Women, is therefore important and timely. This unprecedented momentum must be matched by greater political support from decision-makers and awareness raising on the body of evidence regarding the positive impact of women's participation in peace-keeping and peace-building.

UN Women Kenya recognizes IPSTC for its exemplary dedication to undertaking applied research. We remain committed to working with IPSTC to ensure that gender becomes a deliberate consideration in all peace and security processes. This will be achieved through a larger process that place women at the center of development interventions; enhancing women's participation in peace-building, negotiations and preventive diplomacy efforts at the community, national and regional level; and, strengthening the institutional capacity of IPSTC to comprehensively implement its gender policy and gender responsive programmes.

Ms. Z. S KAVUMA
Country Director
UN Women Kenya

Women Leadership for Peace and Security

Members of the 'Women Leadership for Peace and Security' National Curriculum Writing Board held at IPSTC from 4 - 6 May 2016

The reported decline in conflicts that has been achieved on the African Continent since 2000 has brought little peace and prosperity for women. Currently, new forms of conflicts are breaking out, some specifically targeting women, for example, in the case of Boko Haram in Nigeria. However, because women are predominantly framed as victims of sexual and gender-based violence, it is assumed that they only need to be included into peace processes primarily to address this particular issue, rather than allowing women to contribute more broadly in the pursuit of the long-term transformations that is critical to bring about peace in war-torn countries.

It is often assumed that conflicts can be resolved through sharing power and resources between political forces along regional or geographical divides. This approach neglects other constituencies and the fact that a just and sustainable peace, based on good governance, equity, justice and democracy, requires an environment where every citizen has the opportunity to contribute in the decision-making and development. In particular, women play a central role in their society, in physical and psychological welfare as well as conflict prevention and peacebuilding. It is therefore important that women are not just seen as passive victims, or as representatives of political parties, or as having no political affiliation or perspective, but that they are encouraged to participate fully and to ensure that their perspectives are respected, taken seriously and incorporated into solutions to conflicts.

Kofi Annan, former United Nations Secretary General once said, "*In war torn societies, women often keep societies going…We must ensure that women are enabled to play a full part in peace negotiations, in peace processes, in peace missions.*"

The UN Secretary General in his preventive diplomacy report of 2011 emphasised the need to invest in measures that increase the number of senior female mediators. Therefore, enhancing women's capacity, through training and

other approaches, is a positive step towards increasing the number of female mediators and negotiators. Numbers are important but findings on quality participation by women has also demonstrated that it is not simply enough to increase the number of women involved, rather it is their ability to exercise influence that counts. Hence, the need for women at leadership levels.

Although there are numerous peace building trainings around the world in which women could participate, there are few opportunities for women to develop in-depth knowledge and skills on leadership for peace and security. Such opportunities would provide women with the understanding, skills and confidence to effectively lead and meaningfully participate in peace and security matters. It is against this background that IPSTC with support from UN Women and the Government of Japan has planned to empower and build the capacity of women in leadership for peace and security in sequels of regional, national and local level courses.

Based on identified training needs, the IPSTC's Curriculum Design section was tasked to conduct three sequels of writing boards to develop the course curriculums for regional, national and local levels. So far, a regional-specific and a Kenya-specific course curricula on 'Women Leadership for Peace and Security' have been developed. These two curricula will be used to customize local/community level courses.

The **'Women Leadership for Peace and Security Course'** seeks to maximise women's participation in peace and security initiatives at the regional, national and local levels. The IPSTC endeavours to link trainees of the national and regional levels with existing AU mechanisms for peace and security where they can apply the learned leadership skills and knowledge in transforming conflicts.

Members of the Curriculum Writing Board for the "Women Leadership for Peace and Security Course" acknowledged that women and men have different experiences of violence and peace and, thus, women must be allowed and encouraged to bring their unique insights and gifts to the process of peacebuilding. However, the Writing Board was also alive to the realization that for the longest time women have been affected by existing patriarchal cultures. This has resulted in limited opportunities for women in leadership positions in general and more specifically in peace and security. It is therefore imperative to develop new partnerships where men are included in women's capacity building initiatives in order for them to appreciate the contribution of women and ensure that women are given the space to meaningfully participate in issues of peace and security.

It is on this premise that the decision was reached to include male participants in trainings whose content and target audience was initially biased in favour of women, given their hitherto under-representation in peace processes.

In many conflict situations, although not well documented, women have already proven themselves as successful peacebuilders. Women base their strategies on the principles of inclusivity and collaboration and thus, peacebuilding outcomes are broad-based and sustainable. Despite this ability, women are usually excluded from public decision-making, leadership and educational opportunities in many communities around the world. Hence, it is important not only to create special programs to empower women to use their gifts in peacebuilding activities but their efforts should also be acknowledged and expanded. This is what the IPSTC seeks to achieve through training.

Maj Florence Kaberia
Curriculum Design, IPSTC

Women in Peacebuilding: Left Behind or a Matter of Time?

Training Needs Assessment for Women Leadership in Peacebuilding and Preventive Diplomacy, Marsabit County, 11th March 2016

The United Nations Security Council Resolution (UNSCR) 1325 on 'Women, Peace and Security' and other related and subsequent resolutions endeavour to push for gender inclusivity and equality in matters peace and security. UNSCR1325 was a landmark pronouncement that champions for active and meaningful participation of women at all levels of peace processes. This is because women have, for a long time, been the under-represented gender in the field of peace and security. In support of this noble agenda, IPSTC has, since 2014, partnered with UN Women-Kenya to integrate gender in peace support operations. To-date, the IPSTC has achieved several milestones with respect to gender mainstreaming in its core responsibilities - training, education and research.

One of the successful projects that IPSTC has undertaken, is integrating gender in community peace building research and training. The essence of this exercise has been to ensure a bottom-up and all-encompassing gender mainstreaming effort. Through this approach, gender integration becomes systemic and part of the society from the grassroots to the national level.

The first community peace-building course was developed and delivered by IPSTC in 2015. Marsabit County was identified to pilot the course. The choice of Marsabit was informed by an earlier research conducted in the county namely: "Women's Capacity in Peace Building: A Case of Marsabit County." The aim of the training was to enhance women's knowledge and skills in peace building. This is because the research had established that the main reason for the low participation of women in peacebuilding in Marsabit County was due to their lack of knowledge and skills in peace building. To this end, they were significantly under-represented in peace building initiatives yet conflicts had greater and disproportionate negative impacts on them.

After the community-based training, a monitoring exercise was conducted to evaluate the implementation of participants' group action plans and personal commitments. These activities had been assigned to the participants during the training. The objective of the exercise was to establish the extent to which the participants' peace building performance had been enhanced by the training. The exercise found out that as a result of the training women were able to engage more meaningfully in peace building than before. For instance, with support from their male counterparts, women in Sololo sub-county were able to participate in community dialogue and peace meetings. In these meetings, they engaged the traditional council of elders in peace discussions and also lobbied for women's active participation in decision-making and peace processes.

Based on this preliminary success, it was recommended that there was need for a follow up training to advance the women's knowledge and skills on leadership in peacebuilding and preventive diplomacy. The aim of this training would be to empower the women with leadership skills to participate in strategic and decision-making levels in community dialogue, negotiation and mediation. This would enable them to effectively mitigate and manage conflicts at the grassroots level. Against this background, a Training Needs Assessment (TNA) for 'women leadership in peacebuilding and preventive diplomacy' was conducted by IPSTC with support from UN Women-Kenya from 8-15 March 2016.

A number of interesting issues were brought to light by the needs assessment. Most importantly, it was established that there was need to build and enhance the capacity of women on women leadership in peacebuilding and preventive diplomacy at the community level. It was also established that despite the community peacebuilding training that had been offered by IPSTC and other peace initiatives, women's participation in decision-making and peace negotiations was still low in most parts of the County. It was further established that inter and intra-community peace dialogues, negotiations and mediations were culturally preserved for and led by men and (male) traditional elders. For this reason, the constitution of formal peace structures such as County Peace Committees (CPCs) and local peace mechanisms including traditional council of elders was predominantly male. This argument was emphasized by a female peacebuilder who stated that:

"Only one or two women may be 'lucky' to be invited to accompany traditional elders and men in peace dialogues and negotiations... even so, there is no guarantee that she/they will be given a chance to contribute...if she/they are lucky, one of them will be asked at the end of the negotiations to say something briefly on behalf of women... however, this only happens if the woman/women fight for such opportunity" (Marsabit County-TNA, 2016).

To further strengthen this observation, another respondent argued that:

"Women are only given a brief opportunity to address the audience after peace negotiations and decisions have been made...If they attempt to talk at the beginning of the peace process, they are scolded and asked to explain why they want to talk yet elders and men are present..." (Marsabit County-TNA, 2016).

Training Needs Assessment for Women Leadership in Peacebuilding and Preventive Diplomacy, Sololo Sub County in Marsabit County, 9 March 2016.

These two excerpts and the fact that women's leadership and decision making in peace processes is considerably inadequate, raises several questions. One of the fundamental questions being whether women are deliberately excluded and/or are lagging behind in peacebuilding initiatives and it is just a matter of time before they lead and make critical decisions in peace and security? The first IPSTC's community peacebuilding training offered promising results. It showed that every effort, including training, counts in ensuring that both men and women partake equally in peacebuilding. It also highlighted the fact that men have a vital role in promoting women's active participation in peace processes. This argument was clearly supported by the story of men who lobbied for women's participation in peace dialogues and meetings in Sololo sub-county. In this case, the gender inclusivity could also be attributed to the fact that IPSTC had adopted a mixed training approach where both men and women peacebuilders from the County had participated in the training courses. The approach not only fostered mutual learning but also boosted the recognition and appreciation of the roles played by both genders in peace processes.

The IPSTC plans to deliver a follow up training course on women leadership in peacebuilding and preventive diplomacy in Marsabit County. The target audience will constitute men and women from youth groups, women groups, CPCs, sub-county peace committees, local government administration, '35 elders for peace', traditional council of elders, Community Based Organizations (CBOs), Faith Based Organizations (FBOs), business sector, and political class, among others. However, the question still remains whether the training will result in increased prospects for women's participation and leadership in peace processes.

Margaret Cheptile
Curriculum Design, IPSTC

Training Needs Assessment (TNA) for Community Peacebuilding Course in Mombasa

A discussion with Likoni Community Development Programme staff, Mombasa

From 9-15 May 2016, a team comprising of Col Modest Kombo, Carolyne Gatimu and Watson Karuma, all from the IPSTC Peace and Security Research Department (PSRD), conducted a TNA in Mombasa County. The aim of the exercise was to, among others; establish the need for community peacebuilding training in Mombasa County; assess the participation of women in community peacebuilding in the County, and identify the target audience, skills and knowledge gaps to be addressed by a proposed community peacebuilding course.

The team met and interviewed 41 participants from Community Based Organisations (CBOs), focus groups (men and women), women-led organisations, Non-Governmental Organisations (NGOs) and government representatives. Of the 41 respondents, 26 were female and 15 were male. The decision to have more female respondents was intentional since the main focus of the course is to build the capacity of women in peacebuilding.

Peace/conflict and security issues were reported to be diverse and dynamic in the County with the most affected areas being Likoni, Mvita, Kisauni and Changamwe.

The issues included but were not limited to: land conflicts/unresolved land issues for example, the famous *Waitiki* land in Likoni; radicalisation and violent extremism; religious and political intolerance breeding violence especially before, during and after elections; criminal gangs engaging in common crime that also had political agendas; drugs; Gender Based Violence (GBV) and child defilement; human/child trafficking and prostitution; ethnic divisions; and poor relations between the security agents and the community. The need for the proposed training course was considered a priority not least because of the issues raised but also given the fact that the country would be going into general elections in 2017.

The assessment also found out that women in Mombasa county were active participants in peacebuilding initiatives. They participate in community structures such as district/sub-county peace committees, are members of

community policing such as the *Nyumba Kumi* initiative, participate in community forums such as *Chief Barazas and* are members of women groups/CBOs such as *Sauti ya Wanawake*, *Nani kama Mama*, Sisters without Borders, *Sauti Mashinani*, among others. The county boasts a few women chiefs, sub-chiefs and Members of County Assembly (MCAs). However, it was reported that even though women were active in the electioneering processes, they shied away from seeking elective positions. In addition, as a result of cultural and religious inhibitions, some women did not participate in activities outside the home without the approval of their husbands.

To be able to participate effectively in peacebuilding, the respondents highlighted key topics and skills that they would like to be trained on. These include: dialogue, negotiation and mediation, especially in inter-religious engagements, cross-border relations and land conflicts; rule of law, rights and reporting procedures, especially rights relating to protection of women and children, reporting on GBV, child defilement and police-community relations; countering radicalisation and violent extremism; women political participation, including how to fight for and claim their rightful political space; communication and advocacy skills; conflict resolution and alternative dispute resolution; early warning, monitoring and reporting especially during the electioneering period; personal safety and security; healing and reconciliation and counselling skills, among others.

As usual, before the delivery of the course, a writing board will be constituted where all the suggested topics and skills will be discussed and incorporated into the course curriculum. The training course hopes to utilise local subject matter experts and facilitators identified by the TNA team. Doing so will help IPSTC contextualise, as much as possible, the course to the local realities in the County. It is hoped that after the constitution of the writing board in June, the course can be delivered in August-September, 2016. The course participants will be selected by the local institutions and the groups that participated in the TNA. The participants will be drawn from the areas highlighted as the most affected by conflict and insecurity in the County.

Carolyne Gatimu
Researcher, IPSTC

Special Focus on Contemporary Terrorism in Africa

Amani Lecture, IPSTC, April 15, 2016

The International Peace support Training Centre (IPSTC) held the annual Amani Lecture on 15 April 2016 at IPSTC, Karen. The overall theme of the lecture was *'Creating an Enabling Environment for Peace and Security in Eastern Africa*: Addressing Terrorism in African PSO Theatre'.

There were four presentations including: *Terrorism and Counter-Terrorism in Africa: Understanding Threats and Responses* by the Chief Guest, Ambassador Dr. Martin Kimani, Director of the National Counter Terrorism Centre (NCTC); *Conceptualizing Terrorism and Counter-Terrorism Theory and Practice* by Mr. Richard Tuta Ochieng; *Assessment and Evaluation of Terrorism as a Threat to PSO: A case of AMISOM* by COL Wisdom Kodjo Bleboo, Deputy Chief Joint Operations, African Union Mission in Somalia (AMISOM); and, *Assessment and Evaluation of Terrorism as a Threat to PSO: A case of MINUSMA* by Colonel-major Adrahamane BABY, Defence and Security Coordinator in the National Committee for the implementation of the peace Accord in Mali.

The goal of the Amani lectures is to stimulate intellectual discussion on topics of relevance to regional peace and security initiatives. The lectures provide an opportunity for stakeholders and experts in Peace Support Operations (PSOs) to share current knowledge and trends on contemporary topical subjects/issues and inform regional policies and practice on PSOs. In 2015 series the Centre addressed the "Changing Trends of Conflicts and Response Strategies in Eastern Africa: Interrogating SALW Control."

In his remarks, the Director of IPSTC noted that:

"Terrorism and violent extremism are increasingly becoming a threat on the African continent and adversely impacting PSOs. PSOs in Mali and Somalia have particularly faced this threat. I hope that in this forum we can jointly explore options for effective and sustainable Counter Terrorism (CT) and Counter Violent Extremism (CVE) approaches."

A section of participants following a presentation during the Amani Lecture Series

The Director also highlighted the challenges of countering violent extremism and terrorism in current peacekeeping missions:

"AMISOM has lost many personnel in its struggle to stabilize Somalia while in Mali, Islamist insurgents have waged a guerrilla campaign against troops serving with the UN. These concerns were brought to the fore by the UN special committee on peacekeeping operations in their 216th and 247th meetings where the committee emphasized the need to ensure the safety and security of peacekeepers, particularly given the increasing complexity of implementing mission mandates."

Col Bleboo identified AMISOM's achievements as securing of Federal Government of Somalia's (FGS) key institutions and installations such as airports and seaports in Mogadishu. Additionally, AMISOM has liberated some key towns from Al Shabaab control: Mogadishu, Caddale, Baidoa, Belet Weyn, Kismayo, Baraawe, Marka, Jowahar, Bardheere and Dinsoor. AMISOM had also provided humanitarian interventions, degraded Al Shabaab capability and reduced

sources of supplies and funding to the rebels.

Colonel BABY stated that the Malian operational environment is complex and covers a large territory with various active terrorist groups. This, he noted, posed challenges to the UN Multidimensional Integrated Stabilization Mission in Mali (MINUSMA) since it is a peacekeeping mission and not a terrorist-fighting mission. MINUSMA is deployed mainly in northern Mali. Acts of terrorism has made MINUSMA the current most deadly mission.

Colonel BABY gave reasons why terrorism posed such a serious threat to the MINUSMA. These include: acts of terrorism do not seek or require consent of any parties; terrorism uses extreme force that must be matched with equal and appropriate responses; terrorism does not shy away from using or targeting civilians and cares little about their protection and, lastly terrorism is not interested in peace but rather uses terror to achieve its goals.

Col BABY stated that MINUSMA suffers from several challenges.

These include: the inadequate use of the available Counter Improvised Electronic Devices (CIED) assets and drones for convoys; Rules of Engagements (ROEs) that do not allow appropriate use of some assets; inadequate training and equipment for some troops; and, attacks by suicide bombers.

The Amani lecture brought together development agencies, civil society practitioners, academia, and subject matter experts from different organizations active in the field of humanitarian, peace and security within Eastern Africa. The lecture shed light on current state of Terrorism/Violent extremism threats to PSOs and also explored options for sustainable counter terrorism/counter violent extremism interventions. The lecture was also an opportunity to network and strengthen co-operation among the participants. The lecture was made possible with support from the Government of Japan and the United Nations Development Programme (UNDP).

Joseph Mbugua
Researcher, IPSTC

Peace Support Operations Training for the Senior Command Course (SCC) at the Kenya Joint Warfare College (JWC) 11-13 April 2016

The Kenya Joint Warfare College (JWC) is an institution that carries out training and education for Kenya Defence Forces (KDF) senior officers on command and leadership at tactical and operational levels by developing critical thinking and proficiency in combined, joint and multidimensional operations. Participants of JWC are officers of the rank of Lieutenant Colonel and have been, or will at some point in their careers, be deployed as commanding officers or Staff officers in Peace Support Operations (PSOs) around the world. The group of officers that attended the course have a wide range of mission experience mostly from African PSOs. Indeed, the Senior Command Course convenors (SCC) place special importance on PSO training to which they dedicate three whole days of lectures and discussions.

PSOs are typically operations conducted in concert and cooperation with multiple national forces of different specialities (Air Force, Army, Navy), Police forces (individual and Formed Police Units (FPU)), Corrections Officers, UN agencies, non-government agencies, international agencies, and host governments. Joint operations are therefore the norm and require flexible and efficient command and control arrangements thus the relevance of JWC's programme for commanders.

The increasing number of complex peace support operations has made multidimensional peace operations even more critical. The implementation of PSOs involves interagency collaboration and is done in conjunction with a number of troop and police contributing countries. Mission leaders at all levels must therefore meet the challenges of interagency and joint operations. This requires a culture of adaptability to enable commanders plan and conduct operations in uncertain, volatile,

JWC Instructors in Discussion after a PSO Presentation

complex and ambiguous settings, as well as demonstrate the ability to self-modify and respond to events of fleeting time sensitivity.

In addition, commanding officers and staff officers deployed in missions are expected to keep abreast with the changing nature of peace support operations. For example, apart from the multidimensional characteristics of peacekeeping, the UN has increasingly had to intervene through peace enforcement alongside peacemaking to contain and manage conflict situations. The UN is also increasingly subcontracting peacekeeping. South Asian and African nations have emerged as major contributors of peacekeeping troops.

UN peacekeeping operations have, since the Brahimi report that called for their reform following the failures of the 1990s, gone through a process of rationalization and professionalization. Current missions have expanded mandates and are better planned, run and incorporate more civilian tasks. Further, mandates are more robust with peacekeeping operations increasingly operating in theaters where there is no 'peace to keep'. Indeed, Ban Ki-moon, the UN Secretary General observes that, "some UN peacekeeping

operations are being authorized in the absence of clearly identifiable parties to the conflict or a viable political process."

A major challenge to PSOs is that peacekeepers are increasingly confronted with asymmetrical threats emanating from terrorist or organized criminal groups. The modus operandi of the armed groups equipped with Improvised Explosive Devices (IEDs) creates new vulnerabilities for the peacekeepers.

It is imperative that senior officers understand the added tasks of peacekeeping which include: observation tasks, maintenance of law and order, humanitarian assistance, peace-building, policing, electoral assistance, disarmament, demobilization, reintegration of ex-combatants and protection of women and children.

Lt Col Opiyo, Lt Col Mboya and Lt Col Sitienei, all of IPSTC, delivered the three-day PSO package that engaged the participating officers in extensive and detailed discussions.

Lt Col Joyce Sitienei
Head of Applied Research, IPSTC

Gendered Impact of Armed Conflict

SGBV course participant receiving a certificate

What is gender? Gender is defined as the socially constructed differences between men and women. It is understood that these roles are formed by cultural, social, economic and political conditions and are normally driven by expectations as well as obligations at household, community and national levels. Often, the experiences, perspectives and concerns of men, women, boys and girls before, during and after wars and armed conflicts are shaped differently by their gendered social roles.

Many of the experiences of women and girls in armed conflicts are similar to those of men and boys. Both groups suffer the same trauma, are forcibly displaced, injured or killed and have difficulties in making a living during and after the conflict. However, women and girls have become prime targets in armed conflict and have suffered its impact more severely as gender-based and sexual violence have become weapons of war.

Sexual and Gender Based Violence (SGBV) is a particularly disturbing phenomenon that exists in all regions of the world. The term refers to any harmful act that is perpetrated against one person's will and that is based on socially ascribed (gender) differences between males and females. It includes acts that inflict physical, mental, or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty, whether occurring in public or in private life. SGBV entails widespread human rights violations and is often linked to unequal gender relations within communities and abuses of power. It can take the form of sexual violence or persecution by the authorities or can be the result of discrimination embedded in legislation or prevailing societal norms and practices. It can be both a cause of forced displacement and an intolerable part of the displacement experience.

Sexual and gender-based violence threatens displaced women and girls, as well as men and boys, in many parts of the world. Creating safe environments and mitigating the risk of SGBV can only be achieved by addressing gender inequality and discrimination. While the scourge of SGBV is receiving much more attention internationally as illustrated by the various United Nations Security Council Resolutions (UNSCRs) for example: 1820, 1888 and 1960, 2122, among others, preventing SGBV is still a complex challenge.

All persons of concern, including refugees, asylum seekers, returnees, stateless persons and internally displaced persons (IDPs), suffer disproportionately from SGBV, not only as a form of persecution at the outbreak of a conflict but also during flight and displacement. Effective protection can be established only by preventing SGBV, identifying risks and responding to survivors, using a coordinated, multi-sectoral approach.

Given that gender is not natural or biological it varies over time and across cultures. In the context of PSOs, it is important to recognise the crosscutting role of gender. There is a particular need to examine the effect of gender on power relations, how it is manifested and used, by whom, and how this plays out at different phases in conflict situations. Achieving gender equality will require change in institutional practices and social relations through which disparities are reinforced and sustained. This is because armed conflicts exacerbate inequalities between women and men, and discrimination against women and girls. If women do not participate in decision-making, they are unlikely to become involved in decisions about the conflict or the peace process.

In conflict situations, girls are particularly vulnerable. Often, they may be forced into early marriages as a coping strategy in economically desperate households. Girls' enrolment and retention in schools often drop in times of war. When forced to become heads of households, girls are further marginalised, suffer social stigma, and are at increased risk of abuse and sexual violence.

Refugee, returnee and internally displaced women and girls suffer human rights abuses throughout their displacement, including their flight, encampment and

A photo of part of the SGBV Course participants

resettlement settings. The difficulties faced by women and girls are not always identified and addressed in the planning and management of camps.

Clearly, women and girls are not always victims in armed conflict but can also be active agents. Indeed, in many conflict areas, women actively engage in conflict through complex arrangements. While they may be captives and sometimes dependants of the men, women are also involved in planning and executing the war. Some chose to participate in the conflict or to provide non-military support, such as recruitment and spying. Others provide support in the usual domestic roles, or are manipulated or driven into other roles for example, forced sexual slavery or coercion to work as domestic servants for fighting groups.

Gender mainstreaming is defined as 'a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes so that women and men benefit equally and inequality is not perpetuated' (ECOSOC 1997, Chapter IV, Section A). As already pointed out, women and men, girls and boys have unique experiences, needs and perspectives of conflict situations. In particular, women are vulnerable to sexual violence, trafficking and mutilation, whether at home or as refugees. Women and men

suffer economic dislocation, loss of land, families and homes, and the resulting poverty, and are at risk from multiple forms of violence. The impact of this may differ for men and women. For example, men may have other work opportunities away from home but women are often faced with restricted mobility owing to their role as 'carers' at the household level.

Understanding the gender dimensions of armed conflict enables peacekeeping personnel to better understand the conflict and communities they are working in. This is partly because paying attention to gender requires acknowledging that communities are heterogeneous and that people have different needs, priorities and resources. Examining the gender perspective also reveals that men and women have different strategies and means to meet these needs and that one of the most influential factors affecting their options is their gender.

Through an improved understanding of the situation and by employing a gender perspective, peacekeeping personnel can strengthen their relations with local populations, enhance their ability to respond to their specific protection needs, bolster their planned responses and further their role in upholding international standards and fundamental human rights. These actions help to achieve the operation's objectives and increase the probability of sustainable peace.

Women have much to contribute to conflict prevention, building sustainable peace and post-conflict reconstruction. They play a vital role in holding communities together in times of conflict in

their varied and numerous roles as carers, leaders, counsellors, and negotiators, among others. They have a unique understanding and knowledge of their communities, the complexities of the conflict and constructive coping strategies and solutions. The inclusion of women's perspectives, expertise and lessons learnt within PSOs is therefore critical, to ensure that operations are maximising their potential and effectiveness in contributing to sustainable peace, development and reconstruction within societies. The specific impact of conflict on women and girls therefore calls for specific responses. Gender based differences and inequalities need to be addressed within holistic policies, planning and implementation in all peace operations, humanitarian activities, human rights and economic security frameworks, as well as leadership and reconstruction efforts.

The first Sexual and gender based violence course to be conducted in 2016 was conducted at the International Peace Support Training Centre for ten days. The course was attended by twenty nine participants drawn from the civilian, military and police components from ten countries including Burundi, Ethiopia, Gambia, Ghana, Kenya, Nigeria, Rwanda, Seychelles, Sudan and Uganda. The gender representation was fifteen male and fourteen female.

The training brought together participants from the African Union Mission in Somalia (AMISOM) and the Eastern Africa Standby Force (EASF. The aim of the course was to enhance the participants' understanding of the legal standards and mechanisms for the prevention and response of SGBV and to ensure its centrality in planning, implementing and conducting Peace Support Operations (PSOs) with a view to significantly reducing its prevalence.

Catherine Cherotich
Directing Staff, IPSTC

The Place of Dialogue in Post Conflict Reconstruction

Dialogue Negotiation and Mediation (DNM) course participant making a contribution in class

During conflict and post ceasefire agreement, societies are often fragmented with the dilemma being how and where to jumpstart the process of state building. While the prospects of peace are often well received, getting to the end state - peaceful coexistence - is often bumpy and characterized by mistrusts, anger, and tacit considerations for revenge if given the opportunity. In most post conflict African states the societies are faced with broken families, collapsed economies and dysfunctional institutions, among other challenges. These factors contribute to uncertainties of sustainable peaceful coexistence.

Global and regional actors operating at the political space and informed by divergent interests will broker a semblance of peace including negotiated power sharing, positions and interests, as evidenced by most mediated/ negotiated peace processes in many post conflict countries. However, the reality is that for such countries to stabilize and embark on state and nation building, there has to be significant efforts directed towards dialogue between various stakeholders.

Realizing and maintaining dialogue among the relevant stakeholders is usually a challenge for countries emerging from crisis situations. The question that scholars, policy makers including practitioners have to contend with is what next for situations in Somalia, Central Africa Republic and South Sudan. In these fragile countries, the public has often felt that the task of stabilization is a preserve of their official agents. This has been challenged by the realization that at the centrality of stabilization is dialogue with the citizenry particularly, within the context of Civil Society Organizations (CSO). Here, CSOs refers to non-state actors including community leaders, faith based organizations, media, academia, research organizations among other entities who use formal and informal spaces for dialogue.

The centrality of dialogue is evidenced in many countries; most significantly, post genocide Rwanda that embarked on a process of continuous engagement between the state and citizenry through dialogues that cut across all levels of the society. What then is public dialogue? As a tool for citizen engagement, public

dialogue in post conflict societies tends to define what the citizenry wants to have post the crises. It strives to inform development with an expression of citizens' underlying values which includes a realization of their sense of identity and humanity, oneness and desire for continuity as a people and/or nation with shared values aspiring for progress. If well-handled, public dialogue provide avenues for interaction at all levels, with sectors and core agents of the state upon which common grounds are agreed upon.

The approach tends to give all an opportunity to listen to each other's views, enlarge understanding and possibly change their own viewpoint by being more accommodative. Dialogue opens the possibility of reaching a better solution by sharing responsibilities founded on common vision, commitment and accountability. Stabilization, healing and recovery are the end result of good public dialogue.

For peace support operations, dialogue is the entry point for any reconstruction agenda aimed at winning the hearts and minds of a people as it instills mutual respect. In the Dialogue Negotiation and Mediation (DNM) course held at IPSTC, the participants go through the process of dialogue following approaches to communication. While on training, participant views on how to communicate in official and unofficial spaces keep evolving depending on the voice intonation, body language and culture that changes from one context to another including perceptions resulting from what is unspoken. Initially the opinion is usually that dialogue is an easy and fast process. However at the end, it is clear that effective dialogue is an art that heavily relies on communication for it to have the required impetus.

So, if dialogue is the core, does it have a place in Somalia? Notably, dialogue on Somalia has often been held at the global level championed by the United Kingdom (UK) and or Turkey, among other actors. The Somali populace, save for the few in the diaspora, is generally excluded from the dialogue. This has had mixed results key among them being resentment. Dialogue advocates for locally owned processes thus, it follows that for it to produce positive results in any fragile country, it must be conducted at various levels.

For Somalia, the dialogue at the global level can focus on how best to constructively support the young nation. At the national level, political players and state actors should by way of dialogue seek to forge a common front. At the community level, the elders, women, youth, clan, religious leaders, state and other relevant stakeholders should dialogue, at vertical and horizontal levels, and agree on the Somalia they want to see. It is from such a

A group photo of UNSOC course participants

platform that the state of Somali can generate probable and acceptable solutions for dealing with radical and extreme groups. Indeed, given the complexity of the situation at hand, it is obvious that there is no other option but dialogue.

At the end of any Dialogue Negotiation and Mediation Course (DNM) participants have a different perception on effective dialogue and its contribution to mediation and negotiation processes.

Ruth Bolline
Directing Staff, IPSTC

The East African Standby Force (EASF) Exercise Program Management

Introduction

Exercises play a vital role in national preparedness by enabling whole community stakeholders to test and validate plans and capabilities and also identify both capability gaps and areas for improvement. A well-designed exercise provides a low-risk environment to test capabilities, familiarize personnel with roles and responsibilities and foster meaningful interaction and communication across organizations. Exercises bring together and strengthen the whole community in its efforts to prevent, protect against, mitigate, respond to, and recover from hazards. Overall, exercises are cost-effective and useful tools that help the nation practice and refine its collective capacity to achieve the core capabilities of its National Preparedness Goal.

Exercise Methodology
A common methodology for planning and conducting individual exercises needs to be adopted by the EASF. The methodology should apply to exercises in support of all national preparedness in mission areas. A common methodology ensures a consistent and interoperable approach to exercise design and development, conduct, evaluation, and improvement planning. The approach follows the following steps:

a. Exercise Design and Development
In designing and developing individual exercises, exercise planning team members are identified and tasked to schedule planning meetings, identify and develop exercise objectives, design the scenario, create

documentation, plan exercise conduct and evaluation, and coordinate logistics. At key points in the process, the exercise planning team engages selected and appointed officials to ensure their intent is captured and that the officials are prepared to support the exercise as necessary.

b. Exercise Conduct
After the design and development activities are completed, the exercise is ready to occur. Activities essential to conducting individual exercises include preparing for exercise play, managing exercise play, and conducting immediate exercise wrap-up activities.

c. Exercise Evaluation
Evaluation is the cornerstone of an exercise and must be considered throughout all phases of the

exercise planning cycle, starting when the exercise planning team meets to establish objectives and initiate exercise design. Effective evaluation assesses performance against exercise objectives and identifies and documents strengths and areas for improvement relative to core capabilities.

d. Improvement Planning

During improvement planning, the corrective actions identified during individual exercises are tracked to completion, ensuring that exercises yield tangible preparedness improvements. An effective corrective action program develops improvement plans that are dynamic documents, which are continuously monitored and implemented as part of the larger system of improving preparedness.

The Program Management

Exercise program management is the process of overseeing and integrating a variety of exercises over time. An effective exercise program helps organizations maximize efficiency, resources, time, and funding by ensuring that exercises are part of a coordinated, integrated approach to building, sustaining, and delivering core capabilities. This approach – referred to as multi-year planning - begins when elected and appointed officials, working with whole community stakeholders, identify and develop a set of multi-year exercise priorities informed by existing assessments, strategies, and plans. These long-term priorities help exercise planners design and develop a progressive program of individual exercises to build, sustain, and deliver core capabilities.

Effective exercise program management promotes a multi-year approach for:

• Engaging Elected and Appointed Officials to Provide Intent and Direction. Elected and appointed officials must be engaged early in an exercise program. They provide both the strategic direction for the program as well as specific guidance for individual exercises.

A photo of part of the SGBV Course participants

Routine engagement with elected and appointed officials ensures that exercises have the support necessary for success.

• Establishing Multi-year Exercise Program Priorities. These overarching priorities inform the development of exercise objectives and ensure that individual exercises evaluate and assess core capabilities in a coordinated and integrated fashion.

• Using a Progressive Approach. A progressive exercise program management approach includes exercises anchored to a common set of objectives, built toward an increasing level of complexity over time, and involves the participation of multiple entities.

• Developing a Multi-year Training and Exercise Plan. A Training and Exercise Plan developed through a Training and Exercise Plan Workshop, aligns exercise activities and supporting training to exercise program priorities.

• Maintaining a Rolling Summary of Exercise Outcomes. A rolling summary report provides elected and appointed officials and other stakeholders with an analysis of issues, trends, and key outcomes from all exercises conducted as part of the exercise program.

• Managing Exercise Program Resources. An effective exercise program utilizes the full range of available resources for exercise budgets, program staffing, and other resources.

Conclusion

In an ever changing and fast paced corporate world, training and development is an indispensable function. However, training and development is one of the lowest things on the priority list of most organizations. When it is organized, it is often at the insistence of the human resources department. There is no doubt that the benefits of organizing proper exercise training and development sessions for the staff are invaluable. Training allows staff to acquire new skills, sharpen existing ones, perform better, increase productivity and be better leaders. Since an organization is the sum total of what the staff achieve individually, organizations should do everything in their power to ensure that staff perform at their peak through continuous exercise and other training fora. For the EASF to maintain its credibility and the standards required, continuous training through regular exercises is critical. This will enable the EASF to maintain the full operational capability expected of a regional standby force.

Maj Nandasaba, HPSS

Director IPSTC watering a plant during a tree planting exercise at HPSS on 08 April 2016

Key Visits and Events at IPSTC

During the Second quarter of 2016, the International Peace Support Training Centre welcomed key personalities across the globe to various events. This included various delegations from other training institutions, partners and other dignitaries.

Maj Gen Y H Mohamed Commandant NDC Tanzania being shown around IPSTC during a visit on 18 April 2016

Commander Andrew Betton UK planting a tree during a visit on 19 April 2016

A courtesy call to IPSTC Directors office by Outgoing and incoming Defence Attachés' of Canada on 08 June 2016

Group photo of the invited dignitaries during the closing ceremony of Exercise Ushirikiano Imara Command Post Exercise that ended 07 April 2016

A group photo of Japanese delegation who paid a courtesy call to the centre on 6 June 2016

Opening of the Tri-Partite Partnership Course on 06 June 2016 graced by Maj Gen Kibochi (third from right) -Kenya, Japanese Charge D'affaires and interim and Senior UN officials

A Participant making a point during the Multi Agency Exercise on 9 June 2016

Tourism crisis management: A new dimension

Tourism is the single largest non-government economic sector in the world and the most important economic activity for several local economies worldwide. It is also a fragile industry whose demand is highly susceptible to factors such as disasters and crises. Single incidents of crises in any part of the world can affect tourism at the national, regional or international level. Understanding crises and disasters, their life-cycle and potential impacts and actions, can help in the development of strategies by the relevant institutions to mitigate negative impacts on the tourism industry.

Tourism is prone to both natural and man-made disasters. Most of the man-made disasters arise from crime and acts of terrorism. Others are as a result of lack of planning or refusal to take weather conditions into account. Equally, most of the so-called natural disasters are fairly predictable. For example, if a tourism destination is located in a hurricane zone, then it ought to take precautions knowing that at some point in time a hurricane will strike. The same is true for locations along beachfronts that face the potential for a tsunami or in seismic areas where earthquakes are prevalent.

In the recent past, natural disasters like flooding, wild fires, tsunami and drought, among others appear to have become more frequent. The occurrence of these can negatively affect the attitudes and the beliefs of people - potential tourists - around the world about the broader area where the catastrophes take place.

Many people opt to travel and visit destinations with minimum exposure to personal risk. Beliefs and opinions on personal safety can be affected by the way responsible authorities handle disasters when they occur. The successful management of a disaster and its consequences minimizes the negative effects on peoples' perceptions of the affected areas.

Political instability describes a situation "in which conditions and mechanisms of governance and rule [of law] are challenged as to their political legitimacy by elements operating from outside of the normal operations of the political system" (Hall and O'Sullivan, 1996). At first glance, political instability and terrorism may appear unrelated. However, a closer examination brings into focus certain situations, which demonstrate otherwise. War and political instability can also affect neighbouring countries not directly involved in the conflict. Like terrorism, political instability and war can increase the negative perception of risk of a destination.

Health issues associated with international and domestic tourism attract the interest of researchers from a wide range of social science and medical disciplines. These researchers have established that there is an interface between health and tourism. Health is an integral part of the "tourist experience" and affects the overall satisfaction levels for tourists, which can also ultimately affect their quality of life (Lawton and Page, 1997). The main impact of epidemics to the tourism industry is directly related to the potential tourists' concerns about health and food safety. Notably also, is the ease of travel for many people which means that local epidemics can easily be transferred worldwide.

The need for crisis preparedness in the tourist industry

As it has been shown from the foregoing discussion, the globalization of the tourism industry and the fact that the world is also becoming more interdependent and connected, have led to a new reality for the tourism industry. Fortunately, the negative consequences of any incident can be moderated if the stakeholders involved in tourism industry are prepared to confronting the incident especially with good planning. But, as Drabek (1995) and Prideaux et al. (2003) notes, crisis preparation is not yet an integral component of the tourism business practice, and many tourism executives seem reluctant to embrace its importance.

Needless to say, the need for crisis preparedness in any circumstance is obvious. Kovoor – Misra (1995) defines crisis preparation as an ongoing process of developing organizational capabilities to prevent, contain and recover from crises, and to learn from

A group photo of tourism management course participants

experience. In addition, Siomkos and Maditinos (2001) espouse that preparation is very important for organizations involved in high-risk business activities like airlines, chemical industry, and coastal shipping, among others. Pearson (2002) maintains that there is no way of ensuring that an organization will escape crises. Therefore, the only way for an organization to minimize damage from a crisis is either to avert it, if possible, or to manage its impact effectively. This can be achieved by being as best prepared as possible.

By understanding these phenomena and despite their complexity, more effective strategies can be developed to stop or reduce the severity of the impacts of crises on business and society. Strategies to deal with different crisis situations will vary depending on time pressure, the extent of control and the magnitude of the incidents.

There are two fundamental roles for tourism in risk management. The first of these is partnership between government and community agencies in the development of multi-agency, coordinated disaster management plans, systems, procedures and processes that include the needs of the tourism industry. The second is to develop targeted and appropriate plans and procedures and identify specific roles and responsibilities of relevant organizations, to train personnel to those plans, and to conduct regular tests of plans, procedures and personnel with subsequent amendment and updating. No organization involved in disaster management should work in isolation. All tourism operators and organizations should be part of the disaster management community and should function within an established, coordinated and integrated system.

Conclusion

The tourism industry is not responsible for the development or implementation of disaster management plans and interventions. To date, this is a preserve of community disaster management agencies. Where possible, though, the tourism industry should participate in disaster planning and management activities through the appropriate local, regional or national committees. Such participation draws the attention of disaster management agencies to the importance of the tourism industry and highlights the need to consider and develop appropriate measures to protect tourists.

Major Luke Nandasava, HPSS

Women's Role and Gender Perspectives Related to the Management of Small Arms and Light Weapons (SALW)

Opening ceremony of the SALW Workshop

The International Peace Support Training Centre (IPSTC) in partnership with the British Peace Support Team – Eastern Africa (BPST-EA) held a workshop on Thursday, 14 April 2016 focusing on gender Perspectives related to the management of small arms and light weapons (SALW). Col Isaako Jaldessa, Commandant, Peace and Conflict Studies School (PCSS), IPSTC, and Col Richard Leakey, Commander, BPST-EA graced the workshop.

Col Jaldessa opened the Workshop and hoped that it would aid in identifying gaps in the gender perspective of SALW. In addition, Col Jaldessa hoped that the workshop would contribute towards shaping the collaboration of both institutions and inform key Research Agenda and other related programmes at IPSTC.

Col Leakey stressed the British Government's commitment to supporting Peace Support Operations (PSOs) in the region and to a continued partnership with all regional governments and institutions such as the IPSTC.

The workshop brought together experts and participants in the field of gender and SALW. They included Small Arms Survey (SAS), Regional Centre on Small Arms (RECSA), Bonn International Convention Centre (BICC) and Uganda People's Defence Forces (UPDF), Kenya National Focal Point (NFP), Vision Africa, UN Women, Institute of Security Studies (ISS) and Security Research and Information Centre (SRIC).

The objective of the workshop was to understand and review the existing strategies used in the management of the proliferation of SALW in the Eastern Africa region. Another objective was to analyse and inform IPSTC's Peace and Security Research Department (PSRD) on the nexus between gender and SALW and to explore approaches to enhance the management of this illicit trade.

The unabated proliferation of illicit SALW undermines peace and security in the region. According to the participants, from a gender perspective, women, men, boys and girls are all affected by the proliferation of SALW in different ways. The men and boys may be affected directly due to their perceived direct interaction with the weapons while the women and girls suffer the consequences of physical and psychological abuse. In particular, women constantly suffer from the indirect impact of arms and conflict through Sexual and Gender Based Violence (SGBV).

In situations where rape is used as a weapon of war, combatants wielding SALW physically and sexually abuse women. For example, in the Democratic Republic of Congo (DRC), gun violence has orchestrated the rape of over a quarter of a million women. In Kenya, the post-election violence saw the rise in the misuse of licit and illicit SALW and consequent perpetration of SGBV against women and girls. During the civil war in Sierra Leone, many girls were abducted and forced to marry the rebels in what came to be known as 'AK47 marriages'.

Experience from SALW-based violence against women has shown

that it is imperative to recognize the need to actively involve them in the respective control and disarmament initiatives at the grassroot levels through to the international fora. To begin with, it is important to have a balanced understanding of gender perspectives on the impact of SALW. In this regard, UNSCR 1325 (2000) calls for equal women inclusion in all aspects of peace and security including participation in governance, policy formulation and decision-making.

The workshop noted that previous platforms, mechanisms, measures as well as policy formulation on SALW have been male dominated. Men were inadvertently blind to the indirect impacts of SALW on the daily lives of women who, in turn, lacked a forum to state their case.

The Convention to Eliminate All forms of Discrimination Against Women (CEDAW) enshrines gender equality within domestic political, economic and social rights. Therefore, state parties are required to uphold women's rights at all times. This is why CEDAW has been adopted as a guiding mechanism for UNSCR 1325 and 1820. While UNSCR 1325 highlights the imbalance in the representation of women in the quest for attaining peace and security, UNSCR 1820 highlights the use of sexual violence in times of conflict as a crime against humanity. The proliferation of SALW is an underlying threat to the successful implementation of 1325 as it is linked to poverty, crime, insecurity and human rights violations. However, there is no direct mention of SALW in UNSCR 1325.

In relation to management and control of SALW, the workshop identified the Bamako Declaration of 2000 and the Nairobi Protocol, signed on 21 April 2004, as relevant instruments. The Bamako Declaration addresses the rising concerns of the detrimental effects on the security and development of African states. The Nairobi Protocol seeks to prevent, combat and eradicate any

Expert discussions during the women's role and gender perspectives related to the management of SALW

illegal manufacturing, possession, trafficking or use of SALW.

The Regional Centre for Control of Small Arms (RECSA), an inter-governmental organization, supports the implementation of the Nairobi Protocol. RECSA has also been involved in the destruction of illicit arms, the development of national action plans, and capacity building relating to gender mainstreaming, RECSA emphasised the need for inter-agency co-operation among states on the management of SALW.

Internationally, the workshop focused on two mechanisms. The Firearms Protocol of 2001 to the United Nations Convention against Transnational Organized Crime (UNTOC) that builds co-operation among state parties in addressing the illicit manufacturing and trafficking in firearms and their parts. The other SALW mechanism is the United Nations Plan of Action (UNPoA), which has measures to ensure that strategies are put in place at national level for managing the influx of SALW. UNPoA makes no specific mention of gender issues but it does recognize the effects of SALW on women, girls, men and boys.

The workshop identified strategies for ensuring that gender specific interventions are integrated into the management of SALW. For example, there is need for capacity building of all the relevant stakeholders on issues of SALW. In addition, an early warning system mechanism should be implemented to ensure that influxes of SALW are comprehensively dealt with. On their part, States should embrace deliberate political will to ensure that their National Action Plans (NAPs) are operationalized. Importantly, there should be clear demarcation of roles and responsibilities for all the relevant agencies dealing with SALW to avoid duplication of mandate.

The workshop noted that, at a minimum, organizations and agencies involved in SALW should carry out gender assessments that clearly isolate the needs of the men, boys, women and girls. Identifying the individual needs, strengths and challenges of each gender ensures that gender-appropriate strategies are developed to respond to the scourge of illicit SALW. Indeed, this will contribute positively in addressing the issues of peace and security in relation to gender and SALW.

Watson Karuma Karomba, PSRD

Gender Training for Peace and Security Research Department (PSRD)

Prof Gatara making a point during the PSRD gender training

The gender discourse draws attention to gender equity and equality concerns as a global phenomenon. Since gender equality is the cornerstone of current social transformation, its relevance cannot be under estimated. It is important to note that gender equality is also a global struggle that led to the establishment of UN Women as the premier global organ to spearhead the agenda. One approach to address disparities is to sensitize players in public and private institutions of the importance and centrality of gender considerations in all aspects of life. The players include individuals, family, workplace and the society at large.

The UN International Research and Training Institute for the Advancement of Women (UN-INSTRAW) defines Gender training as "a capacity-building activity that aims to increase awareness, knowledge and practical skills on gender issues by sharing information, experiences and techniques as well as by promoting reflection and debate". The goal of gender training is to enable participants to understand the different roles and needs of both women and men in society, to challenge gender-biased and discriminatory behaviours, structures and socially-constructed inequalities, and to apply this new knowledge to their everyday work.

To date, not many institutions of higher education have been able to provide a curriculum for Gender education. Consequently, gender issues have not been fully addressed from an educational and practical dimension.

Gender training at the IPSTC is based on the understanding that gender is about relations between men and women, women and women, also between men and men and boys and girls. It is about who we are as men and women and how we are developing our individual potential regardless of our sex. Differences between men and women are often thought of only in biological and physiological terms but the differences are far more complex as defined by their roles in different societies.

The definition of the term gender is one that encompasses the socially constructed roles, activities, and behaviours that a given society considers appropriate for men and women. These roles vary according

to socio-economic, political, and cultural contexts and are affected by other factors, including race, age, class, religion, and ethnicity. Furthermore, gender roles are learned and reinforced through education, political and economic systems, social expectations, legislation, religion, culture and traditions.

The IPSTC guided by UNSCR 1325 recognises and emphasises the critical role that member states play in employing a gender dimension in peacekeeping. For the research department, gender training aims at demonstrating how women could be effective in the peace operations as opposed to being viewed as domestic workers. Indeed, the gender training on 5-6 May 2016 called for the need to recognise and acknowledge the value addition women bring to peace operations.

Gender training has led to strengthening the protection of women on the continent through policy support. Gender mainstreaming strategies emphasise the importance of addressing the different impacts and opportunities that particular programmes or policies have on women and men. The strategies ensure that gender concerns are taken into account in programming. For example, ACCORD worked with AMISOM in 2013 to develop a gender mainstreaming strategy for integrating gender into the work of the mission. This has impacted positively on the operations of the mission through institutionalised gendered training, gender-sensitive budgeting and gendered programming.

For the IPSTC, more research on gender training needs to be undertaken in order to complement the few studies the centre has already conducted. Specifically,

advancing gender equality, promoting women participation in peace support operations needs to be studied in detail. Besides research, institutions and organizations also need to become pro-active in impacting the public discourse on gender, by sharing their thoughts, programs and actions. Additionally, the role of gender trainers and their education and training also require attention if gender is to be mainstreamed through staff training, amongst others.

The gender training at the IPSTC research department can acquire a critical perspective if gender trainers were to meet on a regular basis to exchange experiences and identify the challenges they face and areas that require deeper interrogation. IPSTC has partnered with UN women in Kenya in a project dubbed 'Integrating gender in peace building course targeting community peace builder mainly women'. The project has strengthened and brought forward

new perspectives in research that are taking place in peace building and it is also informing design of leadership courses on preventive diplomacy. In addition, gender training has provided an opportunity for researchers at the centre to integrate a gender perspective from conceptualization, data collection to analysis.

Timothy Mwendia
Intern, PSRD

Defence Resource Management Course

Participants of the Defence Resource Management Course following a presentation

From 2-6 May 2016, Canada in partnership with the International Peace Support Training Centre (IPSTC) ran its first defence resource management course (DRMC) in Africa. Originally conceived by senior Canadian support staff as a means of exposing and training participants on the fundamentals of defence resource management in national and international defence/force planning, the course

was initially piloted and received a phenomenal response in Ukraine. Aimed primarily at senior officers (Lt Col to General/Flag officer rank) employed in strategic and operational defence procurement and planning, it serves to provide a forum within which participants can discuss between themselves and the staff on aspects of national level procurement and oversight.

The course was divided into four main themes: Managing Defence Resources; Recruiting Military Forces and Force Development; Preparing and Employing military forces; and, Defence Procurement. Each theme was approached from the perspective of the Canadian model, which has proven itself to have the requisite oversight and transparency.

The course was delivered in a classroom setting with each lecture followed by a panel question and answer session where the participants could challenge the instructors or seek clarification. Additionally, in order to reach the maximum pan-African audience, simultaneous translation was provided between French and English. Given the seniority of the instructors (two Cols, one Lt Col and one PhD in defence economics) and the caliber of the audience, the discussions were broad-ranged, insightful and controversial at times; all of it adding to the quality of the deliberations.

The first pillar of the course, Managing Defence Resources, was broken down into a series of sub-components focused on the effective oversight of limited defence resources. This section concentrated on the 'business' aspects of resource management as well as project management. Commencing with an analysis of defence economics, budgets and inflation it followed with a review of business and investment planning. This was of particular interest to the participants, as many of them did not practice business planning as a facet of defence resource allocation. Extending from that was a look at the integration of risk management as well as the management of complex organizations and infrastructure.

The second pillar of the course was centered upon Recruiting Military Forces and Force Development that is, what would also be understood as recruitment and retention. This is a critical and often times ignored aspect of military resource effectiveness, as the costs associated with these functions may be 'hidden' and long term. Key aspects of this section include Force Development and Capability based Planning. These encompass the determination of 'what' the forces need to have in order to meet the government's mandate and what planning has to be done to develop the capabilities. This is a long-term view, as the

decisions made today may not have immediate impacts but will be evident in later years. It is critical to get planning right the first time as significant resources and time may be lost should the decisions made fail to fulfill the needs of the military in meeting its responsibilities.

The third pillar of the course, Preparing and Employing Military Forces, was on the formal training and doctrinal development of force capability. Readiness speaks to the operational effectiveness of forces and their ability to respond in a timely manner to demands by governments. The necessary levels to maintain and the best means to achieve them in light of budget and procurement are central themes of lectures under this pillar. The three follow-on lectures dealing with Expeditionary forces, Interoperability and alliances are all extended aspects of readiness in that they involve the ability of forces to conduct joint and alliance based operations. This is a key component in modern day operations where major alliance systems, such as North Atlantic Treaty Organization (NATO) and the African Union (AU), form the basis of engagements both operationally and in training. They also drive doctrinal development and equipment purchasing.

Defence Procurement was the last pillar. Perhaps one of the most complex and scrutinized aspects of government procurement projects are defence projects. This is because, by default, they are of national importance and thus, attract high visibility, are contentious, expensive and have regional implications. Thus, the procurement practices must be seen and believed to be transparent, above-board and competently managed. Senior procurement officers must have a clear grasp of not only what the military requirements are but also their urgency and the methodology that must be undertaken to take them through to completion.

Lectures provide insight into the importance of the National

Defence Industrial base and its impact on regional politics as well as economics that is, what it entails and how it interacts with government. A procurement lecture focusing on regulations, procedures and methodologies used to initiate and track contracts was delivered.

It is a recognized fact that government purchases of military equipment is a slow process, as such, one of the lectures outlined truncated purchasing methods in response to urgent operational requirements. This is a given aspect of military procurement and while it must be timely for it to be effective, it still must retain oversight. This need is meet through lectures on the governance process of procurement and the capital expenditure processes. These are mutually complimentary lectures as they cover both the process as well as the oversight programs in place to prevent perceived or actual perversion of the process. The last lecture under this pillar dealt with the political framework of defence procurement that is, how the process is seen and managed at the political level.

Forty one participants from fifteen countries across Africa and the Middle East participated in the weeklong course. At the start of the course, the response was somewhat muted but this quickly changed as the participants realized the benefits gained from engaging with peers and the panel of experts on such complex and far-reaching subjects. Demands for future courses were overwhelmingly positive and it can be expected that there shall be more DRMC's at IPSTC in the future.

Maj Chris Buckam
Head of Training and Education,
PCSS

The Africa Union (AU) and Demobilization, Disarmament and Reintegration (DDR)

During the recently concluded Demobilization, Disarmament and Integration (DDR) course held at the IPSTC, participants went through the strategic and policy aspects for consideration toward successful DDR. The training majored on the principles articulated in Integrated Disarmament, Demobilization and Reintegration Operations by the UN. The practical aspects were discussed through the use of video clips from different parts of the world including Afghanistan, East Timor, Cambodia, Sierra Leone, Liberia and Uganda.

For a variety of reasons, not least cost and legitimacy, DDR processes are always spearheaded by either the UN and/or the respective member states. Throughout the discussion sessions, the question that kept ensuing was the role of AU in DDR. This was because, increasingly, the continent continues to experience various conflicts in at least the five Regional Economic Communities (RECs) and the question of SALW proliferation, counter terrorism and the need for security sector reforms has dominated security priorities of states. The participants appreciated the fact that although the AU was not as developed as UN, it endeavored to own the DDR processes by localizing the principles and policies developed by the latter to suit different contexts attendant to the continent.

Indeed, the AU has played significant roles in DDR. In February 2012, the African Union Commission, through the Peace and Security Department (PSD), initiated the Disarmament, Demobilization and Reintegration Capacity Program (DDRCP). The main rationale for AU's engagement in DDR is to support peace processes and enhance security of Member States emerging from conflict situations so that post-conflict recovery can begin. The program seeks to

A facilitator taking participants through a demonstration

strengthen capacities within the AU, its Member States and regional partners, namely the RECs and Regional Mechanisms (RMs), to support national and regional DDR initiatives on the continent.

DDR is considered a vital component of peace-building; acting as a bridge between immediate security and longer-term recovery priorities in the transition from war to peace. In countries and sub-regions emerging from violent conflict and/or serious political and social crises, a successful DDR program helps create a climate of confidence and security paving way for a range of peace building and recovery activities. In this regard, the AU Commission is working to develop comprehensive DDR strategies to ensure that short-term security imperatives are integrated into longer-term recovery and development programming. Its work, though not robust, is evidenced in a number of countries including Somali, Central Africa Republic, Libya, South Sudan and Comoros to mention but a few.

In Somalia, pursuant to a request from the AMISOM Special

Representative alongside Kenya and the Somalia Government in 2013, a situational assessment was conducted with efforts aimed at operationalizing the Somali National Strategy on Disengaged Combatants. Recommendations made during the assessment included the use of Serendi camp as the National Transit Facility within the framework of the National Strategy.

The AU committed to provide support to the Somali DDR Secretariat and to develop an AMISOM program document to assist in developing capacities to manage disengaged fighters in Reception Units. Together with UNICEF the AU in partnership with the Somali Government sought to develop national Child Protection Units (CPUs) within the Somali security services. Subsequent support from the AU to Somalia has been on capacity development at selected centers' of excellence including Uganda where child protection units in missions have been conducted successfully.

For South Sudan, the AU acted in response to a request by the Government of South Sudan in 2012,

where the AU and World Bank-TDRP conducted their first assessment mission. This assessment mission was conducted simultaneously with a mentoring mission, which included experts from DRC, Rwanda and Burundi who shared their experiences. The experiences were on Management Information Systems (MIS), Information Technology (IT), Monitoring and Evaluation (M&E), Communications in DDR, Psychosocial support in DDR, Vulnerable groups in DDR and the Information Counseling and Referral System (ICRS).

Following the recommendations made during the assessment mission, the AU requested the World Bank-TDRP to provide South Sudan with two consultants to develop the ICRS. Subsequent processes were related to supporting the DDR process in South Sudan, which aimed to demobilize 150,000 members of the security services. Owing to the complexity, sensitivity and cost implications of the programs, the AUDDRCP created a technical team comprised of

the SSDDRC, the AU, UN, Bonn International Center for Conversion (BICC) and a representative of the donor community. With the support of UNMIS and the AU SSDDR secretariat, a DDR pilot program was launched in Mapel. Although the program was successfully completed, efforts to launch the larger DDR program had to be put on hold due eruptions of violent conflict.

For Central African Republic (CAR) the AU through the peace and negotiations process laid a foundation that would facilitate consideration of DDR post the crises. The AU office in CAR, AU Mission for the CAR and Central Africa (MISAC) in accordance with its mandate, contributed to international efforts (G8-CAR) in supporting local authorities in the establishment and implementation of a sustainable DDR process for combatants and militias within the country.

While these examples are not exhaustive, they evidently show the AU's commitment to support

DDR efforts in fragile countries from the point of dialogue, assessment, planning and execution. Post the crises in CAR and as evidenced in other countries, the main obstacle to successful DDR is funding and weak state capacity. It is a fact that DDR initiatives require significant funding. Many global partners are keen to support the disarmament and demobilization phases of the DDR initiatives. However, the major task of reintegration is left to the state that is also responsible for developing other critical policy instruments. Given that the capacity of states emerging from conflict is weak, they encounter challenges in implementing and owning DDR processes.

For the AU it can be concluded, that despite its progress thus far, much more still remains to be done. In particular capacity building on DDR matters remains work in progress.

Ruth Bolline
Directing Staff, IPSTC

Syndicate discussion of DDR course participants

Enhancing Stabilization and Resilience in Kenya Communities

Community resilience entails the ongoing and developing capacity of a community to account for its vulnerabilities and develop capabilities that help it in: (1) preventing, withstanding, and mitigating the stress of disasters; (2) recovering in a way that restores the community to a state of self-sufficiency and at least the same level of functioning after a disaster incident; and, (3) using knowledge from a past response to strengthen the community's ability to withstand the next disaster incident.

Community resilience or the sustained ability of a community to withstand and recover from adversity for example, economic stress, influenza pandemic, man-made or natural disasters, is a key policy issue to be embraced at national, county, and local levels of government. Given that resources are limited in the wake of an emergency, it is increasingly recognized that resilience is considered critical to a community's ability to reduce long recovery periods after an emergency. The National Health Security Strategy (NHSS), identifies community resilience as critical to national health security that is, ensuring that the nation is prepared for, protected from, and able

to respond to and recover from incidents with potentially negative health consequences (HHS, 2009).

While there is general consensus that community resilience is defined as the ability of communities to withstand and mitigate the stress of a disaster, there is less clarity on the precise resilience-building process. In other words, we have limited understanding about the components that can be changed or the "levers" for action that enable communities to recover more quickly. The literature to date has identified factors likely to be correlated with achieving resilience for communities, including reducing pre-disaster vulnerabilities and conducting pre-event prevention activities to minimize the negative consequences of disaster. However, these domains have been rather broad and lack the specificity required for implementation. Further, community resilience in the context of health security represents a unique intersection of preparedness/emergency management, traditional public health, and community development, with its emphasis on preventive care, health promotion, and community capacity building.

Key components or 'building blocks' of community resilience that affect both a community's pre-event vulnerability to disaster and its adaptive capacity to recover include the physical and psychological health of the population; social and economic well-being; individual, family, and community knowledge and attitudes regarding self-reliance and self-help; effective risk communication; level of social integration of government and nongovernmental organizations in planning, response, and recovery; and the social connectedness of community members.

In order to build community resilience, a community must develop capabilities in the following areas: active engagement of community stakeholders in disaster incidents; event planning and personal preparedness; development of social networks; creation of health-promoting opportunities to improve the physical and psychological health of the community; plans and programs that address and support the functional needs of at-risk individuals (including children); institution of plans to respond effectively to the post-disaster physical and psychological health needs of community members; and, rebuilding plans for disaster and social systems that can be activated at short notice.

Levers for Building Community Resilience

The levers strengthen the five components that are correlated with community resilience in the specific context of enhancing disaster preparedness. **Wellness** and **access** contribute to the development of the social and economic well-being of a community and the physical and psychological health of the population. The extent to which a community and its resources are affected by a disaster depends in part on the existing wellness levels of community members - their physical, behavioral, and social well-being at the time the incident occurs. Given that collective well-being before a disaster can affect people's need for resources and the length of the recovery period, sustaining an overall level of wellness can serve as a social and individual resource for resilience (Norris et al., 2008; Pfefferbaum et al., 2008).

Vulnerable or poorer households and communities tend to recover slowly after a disaster. Their already low levels of resilience may be exacerbated by lack of access to adequate resources and services. For instance, in rural communities, scarce resources due to poverty and geographic dispersion mean that, in the aftermath of a disaster, local public health departments, rural health centers, and other organizations may be stretched too thin or be inadequately equipped to handle the unique needs of their community (Dobalian et al., 2007). Access to high-quality resources and services - such as serviceable infrastructure - is an important part of community resilience, particularly for vulnerable populations.

Specific to the disaster experience, **education** can be used to improve effective risk communication. Community education is an ongoing process in which the community acquires knowledge about roles, responsibilities, and expectations for individual preparedness as well as the ways in which individuals can work collectively with other community members to respond to and recover from a disaster.

Public education is an important lever that ensures that individuals and communities are not only educated on potential risks but also know how to prepare, respond, and recover from disasters. Community education also means that individuals know where to turn for help both for themselves and their neighbours, enabling the entire community to be resilient in the face of a disaster. Training community partners, businesses, and other lead agencies in preparedness and in the best ways to communicate with community members also creates a stronger social infrastructure for resilience. Strong communication networks allow for a cohesive, integrated, and engaged community population.

Engagement and **self-sufficiency** are needed to build social connectedness while **partnership** helps to ensure that governmental and non-governmental organizations are integrated. The resilience of a community rests on its ability to draw upon its own internal resources in the face of a disaster and at the same time being able to rapidly restore a state of self-sufficiency following a crisis. Given these attributes, participatory citizen engagement in decision making for planning, response, and recovery activities is specifically identified as a key theme.

Citizen engagement entails the active participation of community residents in response and recovery planning, to ensure that plans reflect the views and perspectives of a wide range of key stakeholders, particularly those representing populations who are at risk because of functional limitations (Lyn & Martin, 1991). Communities are more resilient against threats when all individuals, including those at risk, are involved in planning and are empowered to help take responsibility for the security of their family and community.

Self-sufficiency is a critical component of community resilience and entails increasing the capacity of individuals, communities, or institutions to become more self-reliant. In the context of community resilience, the concept of "self" in self-reliance or self-sufficiency can be extended beyond the individual citizen to include the community.

Traditionally, at-risk individuals are less empowered and more vulnerable to increased harm during a disaster because they are unable to take advantage of the available disaster preparedness planning, response, and recovery activities (Wingate et al., 2007). As Norris and colleagues (2008) have pointed out, the people who are hardest hit by disasters are those who already find it difficult to meet their family's needs. At-risk individuals should not be expected to assume responsibility for their safety in isolation in the face of disaster. Instead, they should be encouraged to take responsibility for their preparedness by accessing their social networks and community resources.

Developing the capacity of a community to prevent, withstand, and mitigate the stress of a disaster is a fundamental element of community resilience. Since much of this capacity may currently exist across a loosely associated system of groups, networks, and organizations, the importance of forming robust partnerships within communities and across government and civil society is a central concern for building community resilience. Establishing partnerships between governmental and nongovernmental organizations confers a number of benefits that enhance community resilience. For instance, greater integration of organizations can increase trust and knowledge among community members and help maximize participation in emergency preparedness activities, thus contributing to the ability of communities to enhance plans and speed of recovery.

In addition, involving new partners in public-private partnerships can increase critical infrastructure through memorandums of understanding prior to a disaster and can thus improve the ability of a community to recover from a disaster. Moreover, engaging local groups and organizations in disaster efforts creates a "unified effort" that could grow stronger under distress and result in increased community resilience. Developing such partnerships can also substantially improve disaster planning for at-risk individuals by engaging the organizations that have the best sense of their needs.

Quality and **efficiency** are ongoing levers that cut across all levels and core components of community resilience. Thus, considerations about quality monitoring and resource efficiency are essential in developing local community resilience–building plans. A community's ability to collect,

analyze, and utilize data is a critical lever needed to monitor and evaluate progress on building community resilience. For example, if a community cannot adequately monitor disease incidence and the quality and continuity of care over the course of response, then its ability to recover quickly is compromised (Williams, 2008).

As the evidence base is developed, the collected data can be used for continuous quality improvement (CQI) to improve plans and provide lessons that can be applied to improve future efforts. For example, data on population vulnerabilities can help improve mitigation strategies before a disaster (Lindsay, 2003).

Social network data could be used to determine which networks are in place, which ones need to be built, and how they can be used for communications during and after an incident. Tracking a set of relationship indicators for example, membership, network interaction, role of the health department, strategic value of partners, trust, reciprocity, over time will provide

communities with information that can be used to evaluate current networks and provide guidance to support adjustments to improve collaborative partnerships.

The lever of efficiency is an important one to consider when developing a community resilience strategy. In short, determining the best ways to leverage resources is critical across the other levers described in this roadmap. There is also need for a national framework to leverage resources for recovery. Established contracts could encourage a more efficient, timely, and coordinated local response. Communities need to assess which organizations will be reliable for response. Ideally, a national criteria need to be developed for such an assessment. Additionally and in light of economic stresses and limited resources, guidance on how to leverage existing assets is critical.

Conclusion

Disasters are first and foremost a "local" phenomenon. Local communities are on the frontlines of both the immediate impact of a disaster and the initial emergency

response, which experience has shown, is crucial for saving many lives. It is therefore fitting that more focus should be on improving local communities' resilience to natural hazards.

When disaster strikes, emergency appeals are made. The appeals should be a coordinated effort in order to respond more effectively and save lives. Unfortunately, conventional responses to disaster are not always sufficiently effective. Indeed, it is often observed, for example, that development initiatives and emergency responses are treated as separate issues and benefits of mutual complementarity are lost. In certain cases, development activities are put on hold while expensive infrastructure dedicated to disaster efforts is developed. It would make more sense to revamp and use the existing development infrastructure, which would not only minimize the resultant costly delays in response but also build long-term investment to reduce risks and protect the people.

Major Luke Nandasava, HPSS

Incident Command Systems Syndicate Discussion at Tana River

ONE on ONE

With

Maj Jeff Allen
(Outgoing Head of Curriculum Design)

Maj Jeff Allen in the office during the interview with WOI Osew

Thank you sir for giving part of your time for this interview amid your busy schedule of handing over.

A. You are welcome.

Q. Sir, when did you join IPSTC?

A. I joined IPSTC in January 2013

Q. What is your background in terms of professional and career work?

A. I am an Armoured Officer of the Canadian army.

Q. Have you worked before in Peace Support Environment/ Institution?

A. I have served in UN deployment for two years in the Middle East. I have also served as a trainer at the Canadian College of Peace Support Centre.

Q. How different is IPSTC from other institutions that you have worked in before?

A. IPSTC has an outstanding international recognition given the nature of its staffing and the courses taught that attract both local, regional and international participants.

Q. What does your office entail? What are your duties?

A. My office has the task of maintaining the standard of courses taught at IPSTC to ensure their validity and responsiveness to the current PSO requirements. I also organise Training Needs

Assessments used to develop courses in collaboration with the researchers. My office is also responsible for the accreditation of the developed courses.

Q. How does your office connect/work with PSRD and PCSS and HPSS?

A. After conducting TNAs, the schools are invited and involved in the draft and design of the course learning plans, teaching points and methodologies of delivering the courses in each school.

Q. How do you undertake the process of Curriculum design?

A. This is a continuous process called System Approach to Training, where the curriculum design is a cycle of training needs assessment, evaluation, design and implementation. The process is done continuously in order to develop relevant courses that respond to the changing dynamics of conflict in the region.

Q. Since its inception, what major achievements or contributions has your office made in the IPSTC's PSO training?

A. My office has made remarkable improvement in the validation of courses taught at IPSTC. Presently we have managed to validate 44 courses in three years.

Q. Sir, in the course of your work, have you encountered any challenges that have hindered your intended achievements?

A. Of course there have been challenges which, for me, have been a good motivation to work even harder. For example, I can point out the need to increase the number of regional and

Maj Jeff Allen making a point during a Disaster Management Curriculum Handover on 4 February 2016

international staff in order to increase regional representation and international credibility of IPSTC. This need is greater at the HPSS that currently has only one international staff.

Q. What future plans does your office have?

A. My office targets to increase the accreditation of more courses with international authorities such as the Integrated Training Service Department for Peacekeeping Operations and Department of Field Support to meet the stipulated United Nations standards.

Q. In your assessment, where do you see IPSTC in the next five years?

A. I see IPSTC remaining very busy with trainings as it continues to gain international and regional recognition as a centre of excellence in Peace Support Operations training.

Q. From your vast experience, is there anything you may recommend to IPSTC to improve on so that it becomes more responsive to the needs of the regional peace and security?

A. I would recommend that IPSTC continues to draw more partners to increase its regional and international representation and recognition. Also, to ensure sustainability, I would recommend that local staff be empowered, through trainings, to facilitate trainings in the two schools.

Q. Sir, I must admit that it has indeed been a pleasure working with you at IPSTC and especially at the research department. You have been an inspiration and a motivator to our continued excellence as a department.

A. Thank you very much. I have really enjoyed my time and feel very proud of the team I have worked with at the research department. They have been very dedicated and hard working. I will surely miss IPSTC.

Q. Sir, if given a chance to come back, would you mind?

A. I will be happy and willing. This is a good place to work.

POETIC CORNER

AFRICA'S MUSIC

Dance to our African Music
The beat of our varied sounds
As diverse as our people
Yet so similar in the music we make

Play the African Drum
The Ngoma, agyegyewa, Karyenda
Calling us together
To connect physically, spiritually, emotionally
In times of peace, war, plenty, birth and death.

Sound the African horn
The Kudu, the makondere, the vuvuzela
Across the Sahara, the savannah,
Summoning us far and wide
to converse as one people

Play the African harp
The nyatiti, the adungu, the Kora
A royal instrument
that brings calm to our heart and soul
in times of anguish and pain

Dance Africa dance
To our rhythms
That echo across the land
That we may congregate
In our thoughts and deeds as one

Lt Col Joyce Sitienei
Head of Applied Research, IPSTC

The Challenge of our Times

At first I thought they were crackers
for religious festival
Sharp and intermittent sound tore
the normal ambience
Alas! the shots increased across
the road
And billows of smoke stroked the
skies
Amidst screaming, wailing and
writhing of unrelenting human
suffering
Human bodies fell like logs in the
hurricane
As blood of the innocent
splattered on the ground
Marking the ground with
martyrdom as if to awaken the
spirits of the land

They come by night
Strikes where least expected
Laying snares for unsuspecting
targets
Stealth as a snake
Agile as a cheetah
Blowing up planes in mid air
Indiscriminate shelling of
populations in the church, bus,
restaurants and sport fields
Snatches lives of the young
Cutting blossoming flowers
Putting off candles of hope
Cutting off the umbilical cord of
future generations

The priests, sheikhs and muezzins
Those who adorn the holy robes
God's messengers on earth
Indoctrinates the mind of the
young
With perverted interpretations of
the scriptures
With hatred for perceived non-
believers and desecrators of the
holy land
With bloodthirsty yearning for
revenge
Enraging the young spirits to stalk
their targets
With unrelenting passion
With unbound inhumanity

They make unreasonable
demands

They cannot negotiate
They reject mediator's olive branch

They lay foundations of war on
shifting goals
On erratic demands
On untrustworthy partnership
They attack individual liberties and
fundamental freedoms
They detest political, economic,
cultural and religious pluralism

Meanwhile the victims are bound
in psychological trauma
Wondering whether life is either
kind or fair
Hoping that one day a ray of light
shall shine on the valley of death
To differentiate terrorists from their
faith
To refuse to be cowed in fear
To be unfettered from chains of
prejudice and hatred
To begin a new non violent
jihad of responding to hate and
vengeance with love
Lies and injustice with integrity,
truth and justice
Meanness with spirit of generosity
Blanket condemnation with
patience and forbearance

Of crafting a new political
covenant
Between different faiths, ideologies
and cultures across the globe
Stopping for a moment to seek
unity in the heavens
Of commonality in different faiths
Of commonality in the meta-
narratives of victimhood
Listening for once to humming
birds that knows no borders
Celebrating across territories,
political and ideological terrains
Re-igniting common faith in the
sanctity of human life
And universal confirmation of
human dignity across time and
space

Joseph Mbugua Kioi
Researcher, IPSTC

INTERNS CORNER

My experience at IPSTC as an intern has been interesting, fulfilling and inspiring to the extent that I think it cannot be quantified. The impressive experience started right from the first day with the courteous reception by the officers manning the barrier at the gate and the welcoming, cool and conducive well-maintained grounds full

Ms Naeema registering invited guests for IPSTC Gender Policy Launch

of green indigenous trees that enhances the beauty of the centre.

I appreciate the Peace and Security Research Department, Curriculum Design Section for giving me the opportunity to understand what it entails to design and develop a training curriculum. I was tasked with reviewing the 2016 Course Prospectus of the Centre, updating the learning plans and the on-going development of the Election Observers Curriculum. My experience in this area has inspired me towards developing more interest on training in future.

The spirit of teamwork of diverse engendered professionals in the department and the entire centre is commendable. It has been encouraging to work in a team

that has made me feel part of the IPSTC fraternity especially through participation in the departmental meetings, conferences and symposia, among other activities. I believe this spirit will guide me in my future endeavours. For example, I had an opportunity to take part in the 2016 Research Agenda Workshop and in the Gender

Research workshop. Through this participation, I was able to garner some research skills and also observe how committed stakeholders engage in discussions and analysis of various topics around the theme of the year "*Creating an Enabling Environment for Peace and Security in Eastern Africa*". This participation was totally new to me but also an eye opener towards potential research opportunities.

Besides earning me a certificate from my participation in the Gender in Research Training Workshop, I also got detailed insights into various gender issues from the various presentations made including: Gender Concepts, Concepts of Research, Ethics in Research, Critical Thinking, WID

and GAD, Mainstreaming Gender in Curriculum and the Importance of an Engendered Curriculum.

Another unique experience I got at IPSTC as an intern was from accompanying one of the researchers during the Training Needs Analysis (TNA) for the 'Turkana and West Pokot Cross Border Community Peace Building and Women Leadership Preventive Diplomacy' project. I had an opportunity to practically collect data from the field, analyze and write a report on the same with the guidance of the IPSTC researcher. This exercise enhanced my knowledge in preparing and carrying out a TNA exercise. At the same time, I had an opportunity to identify my weakness in delivering a presentation to a large audience. This is an area I am working on to gain more confidence and experience before the end of my internship.

In addition to the research skills gained, my communication and interpersonal relationship skills have improved. I have extended my list of networks and above all I have gained new insights and motivation to pursue a career in Conflict Prevention and Community Peace Building.

To sum it up, I have enjoyed working at the IPSTC and it is my wish that other institutions could emulate the good work carried out by the centre. Indeed, It will be a pleasure and look forward to participating in upcoming events and, as well, maintaining a long lasting relationship with the centre. Thank you and long live IPSTC.

Kemunto Chweya
Intern, IPSTC

IPSTC Third Quarter Course Calendar 2016

PEACE & CONFLICT STUDIES SCHOOL

S/No	EVENT	DESCRIPTION	TARGET AUDIENCE
1	**PSO Logistics Course** 04-15 July 2016	12 days course funded by DMTC	Selected individuals who will be serving in senior and middle levels as logistics officers.
2	**Community Peace Building Course (Cross Border)** 29 July – 05 August 2016	8 days course funded UN WOMEN	Selected men, women and youth involved in Community Peace Building activities.
3	**AMISOM Sexual and Gender Based Violence** 08 -19 August 2016	12 days course funded by UK-BPST	Selected officers serving in AMISOM
4	**Community Peace Building Course (Mombasa)** 22 August – 02 September 2016	12 days course funded UN WOMEN	Selected men, women and youth involved in Community Peace Building activities.
5	**Election Monitoring and Management (EMM)** 15-26 August 2016	12 days course funded by Denmark	Comprises of participants who should be assigned to, or possibly assigned to operational positions for a peace operation mission(AU or UN)
6	**AMISOM Advance Logistics Course** 05-16 September 2016	12 days course funded by UK-BPST	Selected individuals who will be serving in senior and middle levels as logistics officers.
7	**Security Sector Reforms (SSR)** 19-30 September 2016	12 days course funded by Switzerland	Selected individuals who are middle level practitioners working with international, Regional and Sub- Regional organizations, member states, ministerial directors and PSO in general.
8	**Child Protection (CP)** 29 August- 09 September 2016	12 days course funded by Denmark	Selected individuals who are serving or will be serving in senior and middle level positions within PSO. They include military, police and civilian.

HUMANITARIAN PEACE SUPPORT SCHOOL

S/No	EVENT	DESCRIPTION	TARGET AUDIENCE
9	**African Rapid Deployed Engineering Capability (ARDEC)** 01-29 July 2016 01- 26 August 2016 01- 31 September 2016	30 days course funded by Japan/UN/KDF	Selected personnel from East African troop contributing countries that are serving or will be serving AU/UN Missions for the operation of heavy engineering equipment.
10	**Personnel Safety and Security in the Field (PSSF)** 18-22 July 2016	5 days course funded by REDR(UK)	RED R UK.
11	**AMISOM Force HQ (AMISOM HQ)** 01 August – 02 September 2016	33 days course funded by AFRICOM/ACOTA	Selected individuals who are serving or will be serving as staff officers at the mission HQ in AU/UN multinational force.
12	**Security Management (SM)** 19 - 23 September 2016	5 days course funded by REDR(UK)	RED R staff.

PEACE AND SECURITY RESEARCH DEPARTMENT

S/No	EVENT	DESCRIPTION	TARGET AUDIENCE
13	**Field Research** July-September 2016	Funded by UN Women	IPSTC Staff.
14	**Research Agenda Symposium** 07 September 2016	1 day event funded by UN Women	IPSTC Staff, Regional research institutions, Universities and peace and security practitioners.
15	**Amani Lecture Series** 29 September 2016	1 day event funded by IPSTC	Invited Peace Support Operations (PSO) stakeholders and experts.

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