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Community Peace Building: A strategy for enhancing Peace and Security

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COVER PICTURE: IPSTC staff during a team building activity at HPSS on 14 December 2016



Community Peace Building: A strategy for enhancing Peace and Security

It is the end of yet another busy year for the International Peace Support Training Centre (IPSTC) that saw a myriad of activities and projects being successfully implemented. To begin with, I wish to appreciate the contribution and commitment that has been exhibited by all our members of staff towards ensuring that all that was planned at the beginning of the year has been attained despite some unforeseen challenges. Some of the tasks that were accomplished in 2016 are: Training, Facilitation and conduct of courses, Field research, Workshops and Symposiums and Training Needs Assessment (TNA) among others.

Training Needs Assessments were successfully carried out by our teams who visited Mombasa, Marsabit and Turkana/Pokot Counties. The findings of the report were used to develop Community Peace Building and Women, Leadership and Preventive Diplomacy courses. Subsequently the trainings were conducted, with one community Peace Building course being delivered in Moyale, Ethiopia from 28th August to 2nd September 2016.



Group photo of Child Protection in Peace Support Operations symposium held on 13 October 2016

A research agenda workshop on Gender in Peace Support Operations which was aimed at supporting the development of evidence based knowledge on the imperative role women play in peace and security was held on 29 April 2016. The deliberations from the workshop enabled the Centre to conduct field research in Ethiopia and Kenya while providing further insight into gender aspects in peace and security. This also led to the publication of several research papers, amongst them six Issue Briefs and two Occasional Papers.

The Centre's training platforms; Peace and Conflict Studies School (PCSS) and the Humanitarian Peace Support School (HPSS) successfully continued training military, civilian and police components from Africa and the rest of the world. During the year, more than 144 courses were conducted in the Centre, with a remarkable 5,466 participants trained on diverse

issues across peace support operations spectrum. The Centre also conducted one series of Amani lectures that tackled terrorism as a thematic area. And, practitioners explored ways of addressing challenges associated with this issue in relation to Peace Support Operations.

The theme for this quarter's newsletter **Community Peace Building: A strategy for enhancing Peace and Security** sums up the focus of training and Research that has been conducted during the year. These interventions were deliberately meant to empower communities in the management of security affairs in their localities, and moreso to ensure that women use the knowledge gained to participate proactively.

Lastly, IPSTC also managed to start the online evaluation of training.

Meanwhile, plans are underway to ensure that Simulation of training scenarios kicks off soon, which will enhance the practical aspects of the training. IPSTC also takes this opportunity to thank the various governments and partners for their contributions and guidance provided throughout the year. In the same spirit, the Centre looks forward to continued engagement and partnership in the New Year 2017.

Finally, I take this opportunity to wish all the staff, friends and partners of IPSTC prosperous New Year 2017. May God bless you all.

Thank you.

Brigadier Patrick M Nderitu
Director, IPSTC

Community Engagement: The IPSTC Experience in Promoting Women Participation in Peace Building



Ethio-Kenya cross border Community Peace Building course participants having a group discussion

Approaches that largely involve the community in executing government programmes are largely referred to as community engagement. Depending on context, community engagement can cover a range of activities such as consultation, extension, communication, education, public participation, participative democracy or working in partnership. In Kenya, the constitution calls it public participation. Community engagement is critical, the IPSTC experience attests to this observation.

In 2015 through 2016, with support from government of Japan through UN Women Kenya, IPSTC designed a new set of courses called the community peace building course. The courses are unique in that they predominantly target local women from Kenyan counties affected by conflict as trainees. The target audience is justified by the fact that women in Kenya are very lowly represented in both formal and informal peace

building structures due to lack of peace building skills and knowledge among others; the IPSTC intervenes by enhancing skills and knowledge. The following reflections on the principles of community engagement and their benefit is based on the design and delivery of this course.

The course is designed with information collected from the field. I share some of the field experiences I have gathered and used in designing and running this course.

I recall, while conducting training needs assessment, in particular, for the cross-border community peace building course targeting Kenya-Ethiopia boarder communities in February 2016, I was asked an unusual question. One of the research respondents asked the IPSTC research team, "what will you do with this information and

how will we get feedback?" The respondent went on and explained how organizations in the past have collected data from the area and they have (community members) never known what happened with it neither did they benefit from the process. While I understand the constraints that many organizations face in terms of budget allocation, especially to organize community feedback sessions after research, the lack of feedback is one of the ways that contributes to community hostilities towards researchers and other organizations. But also, the lack of feedback, denies the organization an opportunity to receive the community input, endorsement and trust.

Luckily, the IPSTC management had provided a budget for a community feedback session. I responded with pride, "yes we will come back to inform you what we have gathered. We will use the information to develop a curriculum that we will use to train

members of your community" We then organised a feedback session, in which we shared the needs assessment findings and the curriculum. We received critical feedback and input on how to effectively conduct the course, considering the dynamics of cultural diversity of a people divided by an imaginary border, who frequently engage in conflict and do not see the need why women should participate in peace building processes. During the meeting, I could feel the strong bond of trust, mutual confidence and support. Indeed, without this meeting, running the course would have practically been impossible. Besides, the results of this training on the ground are impressive, women are now getting involved in cross border community peace building initiatives!

In a nut shell, the IPSTC process of designing and implementing the community peace building courses has fully engaged with the community and we have observed great results. From this practice, IPSTC has identified some best practices in community engagement.

Best community engagement practices employed include;

1. Conducting training needs assessments; in which we explain to the target community/ audience the intent and ask them to contribute their ideas and proposals on training content, participants and mode of delivery;
2. Involving subject matter experts suggested by the community in developing the course curricula; this allows the course to be context specific hence relevant and practical;
3. Conducting feedback sessions on the needs assessment report and course content; which allows for consensus on course content, participation of community members in training, preferred time to conduct the training and logistical issues involved;
4. Use of trainers from the community during training; this bridges the gap between IPSTC trainers and the community members. It helps

the community members to easily adopt and open up to IPSTC training processes and trainers while helping IPSTC build confidence and trust with the community.

Benefits of community engagement to IPSTC work

This approach has enabled IPSTC to achieve intended result faster than expected. For instance, IPSTC during training needs assessment was informed that training women only from a highly Muslim patriarchal community was futile. The IPSTC changed the approach and included few men in strategic positions in peace building structures. These men were instrumental in influencing the inclusion of women in community peace building structure. Besides the centre has been able to deliver training content that is relevant and applicable and has built strong trustworthy relationships with the communities involved.

Catherine Njeru
Gender specialist, IPSTC



A group photo for CPB course participants from Turkana and West Pokot Counties during a closing ceremony on 06 December 2016

Honouring a Pioneer Peace Maker

'As fire refines gold so suffering refines virtue', Chinese proverb



Dekha Ibrahim Abdi

The Kenyan public roads have claimed many a souls since the advent of automobiles in the colonial era. Dekha Ibrahim (RIP) became one of those victims as she travelled from her Wajir home to Nairobi via Garissa on the fateful day of 14, July, 2011. Dekha was born to a rural Somali muslim family in 1964. She studied in local schools and later became a head teacher in one of the schools in Wajir.

I met Dekha in 2001. She was at the time a board member of Coalition for Peace in Africa (COPA) and an outstanding trainer/facilitator. She was a humble personality with sharp protruding eyes, and often wore a disarming smile. She relentlessly sought to touch the enduring spirit of peace in every man or woman she came across despite the gloom in conflict situations.

I attended her training workshop at Ufungamano House, Nairobi, in 2001. This would be my first peace building course that would set me on a long journey for the next 15 years. Dekha had been my third peacebuilding mentor after Dr. Ingo Scholz, Regional Director (Eastern Africa) for Konrad Adenauer Foundation (KAF) and Michael Muragu, head of PEACENET-

Kenya. Dr. Scholz had pulled me out of a ten year career in writing, editing and electronic media in a publishing firm, Jacaranda Designs LTD, founded by an American lady, Susan Carvalho, in 1991.

Dekha had been ejected out of ordinary life by conflict in her home district of Wajir that claimed more than 1500 lives. The conflict was occasioned by a combination of factors such as climate change, poor governance, scarcity of resources such as water and pasture and Somali clan conflicts between Degodia and Ajuran in the early 1990s.

With some few fellow women notably, Fatuma Abdilkadir (Vice Chairperson, Commission on Revenue Allocation (CRA)) and Rukia Subow, former national chairperson, Maendeleo Ya Wanawake Organization, they founded the first District Peace Committee (DPC) in Kenya in 1995, i.e., the Wajir Peace and Development Committee (WPDC). This was after a laborious struggle with local administration and Somali

patriarchal clan leadership. It is important to note that during this time in Kenya, matters to do with security were out of bounds for civilians. The committee succeeded in bringing an end to Wajir conflicts that had been going on for several years.

The peace committee was an organic peacebuilding tool bringing together government officials in charge of security, clan elders, religious leaders, members of parliament and ward representatives, women and the youth, to deliberate on ways

and means of bringing an end to community conflicts. The committee would negotiate for return of stolen livestock and compensation for murder instead of using police, armed forces or formal courts to adjudicate the conflicts. This peacebuilding infrastructure model has now been scaled across all Counties in Kenya and it has been adapted in Ghana and Ethiopia.

Dekha joined *Responding to Conflict* (RTC), a group based in Birmingham, UK in 1998 and was a board member of *Co-existence International* and a founding member of *Action for Conflict International*. She also worked

for *Peace Direct*, based in London, *Development Alternatives Incorporation* (DAI) in Nairobi, she was a member of UNDESA consortium on peacebuilding in Sub Saharan Africa from 2000, and, also chaired the board of the *Center for Peace and Conflict Studies* in Cambodia.

As a pioneer member of National Steering Committee on Peacebuilding and Conflict Management (NSC), she was instrumental in developing national peacebuilding policy. She was also notable in forging peace pacts among communities such as Somali, Boran, Gabbra, Samburu, Pokot, Turkana, Abagusii, Kalenjin, among others. She was a key facilitator in the Alfatah and Modogashe peace declarations. The Transitional Federal Government of Somalia (TFG) sought her assistance in negotiations with clan leaders and was the first Kenyan woman to address Somalia federal transitional parliament. She was also a member of NSC and *Concerned Citizens for Peace* initiatives that addressed the aftermath of the 2007 post election violence in Kenya, notably *Uwiano* and *Ushahidi*. She advised development partners to



Dekha Ibrahim Abdi receiving an award. Source: <http://www.rightlivelihoodaward.org>

address both the perpetrators and victims in order to restore durable peace.

Dekha pioneered theory of conflict transformation and peacebuilding as can be seen in her published works. She published many books, articles and papers on peacebuilding in collaboration with a number of authors around the world. The literature brings out the salience of conflict analysis, understanding context, individual agency, capacity building, learning cycle, adaptation, empowerment, inclusion of parties in conflict, collaborative and values based approaches, imagining desired futures, linking practice to policy and respecting the actors. Dekha honed her peace building skills in many forums including the summer peacebuilding institute at Eastern Mennonite University (EMU), USA.

Dekha's star rising in arid zone was noticed far and wide and soon development partners such as USAID, UNDP, UNIFEM, OXFAM, Civil Society Organizations (CSO) in West Bank and Gaza, Israel and Palestine, sought her hand in addressing communal conflicts. In Kenya she was awarded the *Distinguished Medal for Service* in 1999. In 2005 she was named *Kenyan Peacebuilder of the year* and in the same year she was among the 1000 women nominated for the Nobel Peace Prize. At the global stage, she won the 2009 *Hesse Peace Prize*, making her the first African and only the second woman on the globe to win this award. In 2007 she won the *Right Livelihood Award*, also known as 'Alternative Nobel Prize'.

Dekha remains a towering source of inspiration to many men and women peacemakers in the world. Prior to

her demise, she was working for the establishment of a Peace University in Wajir.

The peacebuilding industry in Kenya and the world cherish your values and mission

*Your memory is still honoured by peace makers across the globe.
To the children the mantle goes.
Great spirits never die.*

Joseph Kioi Mbugua
Researcher, IPSTC

IPSTC Gender in Peace Support Operations Symposium



Peace Support Operations research Symposium participants following a presentation on 25 November 2016

The International Peace Support Training Centre (IPSTC) held its annual Research Symposium on 25th November 2016 at its Karen campus in Nairobi. The symposium was gracefully opened by the Director of the Institution, Brig. Patrick M Nderitu and subsequent presentations were done by the Head of Research Col. M K Kombo. Research findings were disseminated by researchers in the Peace and Security Research Department. There were two discussants who reviewed the research findings and gave advice on areas of improvement for the research papers that would be produced out of these research endeavors. The discussants were contracted from the academia and had vast experience in the domain of gender, peace and security. The event was well directed and moderated by Lt Col Raphael Kiptoo (Head of Applied Research) and Prof Timothy Gatara (Senior Researcher). The Symposium was sponsored by the Government of Japan, and UN Women.

The UN Women was represented by Mrs. Idil Absiye who is a Peace and Security Specialist within the organization.

The symposium was on Gender in Peace Support Operations, and aimed at providing a forum for peer review and discussion on key knowledge gaps from the field research conducted in 2016. The overall objectives of the Symposium were to Share IPSTC research findings and outcomes with practitioners, suggest input for improving the papers, and to provide opportunities for collaboration and networking with various organizations and institutions that were represented. In attendance were senior military officers (Kenya Defence Forces), a member of the diplomatic corps (South Africa High Commission), professionals from various organizations involved in gender, peace and security, including UN Women, Japan Centre for Conflict Prevention (JCCP), Foreign and Commonwealth Office

(FCO-UK), Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), East Africa Standby Force (EASF), Awareness Against Human Trafficking HAART and African Peace Support Trainers Association (APSTA). Also in attendance were scholars and students from various institutions of higher learning including United States International University – Africa (USIU-A), Kenyatta University, University of Nairobi, Makerere University (Uganda), Dedan Kimathi University, and Kisii University.

Two papers from the field research were presented. The first, was, *Cross Border Conflict and Gendered Implications on Local Communities: the Case of Kenya – Ethiopia Border*. This research was conducted along the Kenya-Ethiopia border as this area has faced historical cross border conflicts fueled by ethno, socio-economic and political relations. This conflict has caused numerous fatalities, displacement and loss of livelihoods. The research looked at the Moyale-Kenya and Moyale-Ethiopia border

conflict and its gender implications.

The second paper was on *Assessing Gender Mainstreaming in Security Sector Reform (SSR) in Kenya: The Case of National Police Service*. The research sought to look in to the level of gender mainstreaming in the NPS as clear policies based on gender responsive approaches in SSR are needed in order for the police service to be effective and efficient in carrying out its duties and mandate. The study centred around Kenya and was conducted in five Counties including Nairobi, Mombasa, Kisumu, Nakuru, and Isiolo.

Apart from listening to the research findings during the symposium, participants were also actively engaged in discussions through plenary sessions and syndicate (group) sessions where they were given an opportunity to analyze two topics related to the research topics of the day. The participants were divided into two syndicate groups which discussed and presented their findings. This was an avenue for ensuring that all participants played a part in giving a positive input for developing a sound research paper that is policy oriented. The Symposium was a huge success, heavily informative and geared towards enhancing peace and security not only in Kenya and Ethiopia but the East African region as a whole. Following a summary of events that characterized the symposium, the gathering was invited to a cocktail session where networking and mingling concluded a busy schedule that was the Gender in Peace Support Operations Symposium.

Maj G O Misiani
Assistant Researcher, IPSTC

Enhancing Child Protection in Armed Conflict through Community Peace Building

Among the key drivers of conflicts in Eastern Africa is the dimension of ethnic identities. This cuts across both national and international borders, land and historical grievances amongst communities. Hence the question is; what makes a young girl or a boy perceive his or her peers from other ethnic communities as hostile enemies, rather than as their "own kind"?

It is estimated that one in ten children are living in a country affected by armed conflict. According to (UNICEF, 2014) 230 million children lived in countries traumatized by armed conflict.

enjoyment of their rights. Children in need of protection entail those who find themselves in vulnerable situations, those whose circumstances make them vulnerable to unsafe behaviours or incapability to enjoy their fundamental rights for their own personal development and livelihoods. They include children in employment, children living on the street, children sexually exploited, orphans and other vulnerable children, and children in armed conflict.

In accordance with the convention on the Rights of the Child, a child is defined as every human being below



Child Protection course participants following a presentation

In Eastern Africa, children have been actively involved in armed conflict be it at the state armed forces or non-state armed groups as witnessed in South Sudan, Somalia, Sudan, Burundi and Uganda. This calls for an urgent need for effective measures towards child protection.

Child protection involves structures and measures that prevent and respond to abuse, neglect, exploitation and violence against children that hinders them from

the age of 18. Children Associated with Armed Forces and Armed Groups (CAAFAG) are affected by armed conflict differently, hence in order to gain ground on the goal of protecting children during armed conflict and ending the impunity of the perpetrators, the United Nations Security Council (UNSC) identified categories of violations popularly known as six grave violations. These include: Recruitment or use of children as soldiers, Killing and maiming of children, Sexual violence against children, attacks



Group task presentation by Child Protection course participants

against schools or hospitals, denial of humanitarian access for children and abduction of children.

In child protection, everyone holds a certain responsibility, and is expected to do their best in their capacity to protect the children with whom she/he is in contact, This makes a circle of actors, which ranges from the family level, which incorporates the parents, guardians, caregivers and relatives, to the community level composed of elders, friends, neighbours, faith groups and home based clubs and groups. There are also the service providers, comprised of social workers, health workers, educators, security officers, faith based organization and the media. There is the government

which ensures planning, policy, budgets, law making and enjoyment of human rights, as well as the international community, specifically the United Nations and the African Union.

During times of armed conflict, the parents or protective actors of these children may be killed or separated from their children, making children vulnerable to recruitment by armed groups or militarization as child soldiers. Children are affected disproportionately by armed conflict that often leaves behind war orphans, refugees and internally displaced children in the process of fleeing violence. Some are severely injured or permanently

disabled, often by small arms and light weapons, landmines still logged in the ground and unexploded items. There is also sexual abuse of children; girls and boys end up being raped, suffer sexual mutilation and forced prostitution since they have no one to protect them and are traumatized. Such children often exhibit a wide range of symptoms, among them, development delays.

The community plays a crucial role in child protection especially in armed conflict. Community peacebuilding helps the communities in management of conflict and understanding the violent risks and impacts it has on the children.

Community based child protection mechanisms form safe places and networks for children that brings together families, communities and the children themselves in providing a number of services mainly; protection to the affected children, psychosocial and peer support, strengthening the resilience and the well being of the child and changing their attitudes towards the diversity of the different ethnic groups. These networks may include women and youth groups, children's clubs, traditional community groups, as well as religious and community leaders.

Child protection and enhancing the capacity of the community based child protection groups is a key driver for the attainment of peace and security. These children and groups are fully intergrated into the community life and exert significant power and influence in the community. They play a crucial role in promoting reconciliation, non violent conflict resolution mechanisms that is interventions that builds capacity for dialogue, community care of children, promotion of positive social change and enhancing social cohesion, not only amongst their community but



Syndicate discussion by Child Protection course participants

also with others. For example, the child friendly spaces provided in the case of Democratic Republic of Congo (DRC), usually run by village committees, provided a vital entry point to initiate dialogue that brought community leaders and the children together.

The implementation of Monitoring and Reporting Mechanisms (MRM) and the corresponding action plans immensely contribute to peacebuilding and reconciliation on multiple levels. In the context of child protection, its aim is protection of children through prevention of the grave violations against them by holding the perpetrators to account. MRM informs conflict analysis and identifies important trends and patterns for

the early warning mechanisms, and stipulating changes in the level of violence and conflict. This data informs and improves targeted prevention and response programming because it involves the community. Also, MRM advocates accountability of parties to the conflict who have committed the grave violations through publicly naming and shaming them. South Sudan, Somalia and DRC have experience and progress in the implementation of MRM.

The reintegration of children affected by armed conflict back into the community is not always as easy as it sounds, since reintegration must address the underlying causes of child recruitment in order to

prevent re-recruitment. Children have special needs, particularly girls who have been sexually violated, are pregnant or have young children because they may be rejected by their communities. Some of the child soldiers recruited may have been directed to attack and violate the same communities which they originated from, hence they face stigma on reintegration and may be considered as outcasts. Hence there is a need to inform the community on the essence of capacity building in conflict resolution, leadership skills and personal character development. In this regard, women role models become crucial in providing a supporting environment for the girls.

Oliver Mshilla, Intern PSRD

Micro is Macro: Community Based Training and Empowerment



Syndicate Activity during the Mombasa Community Peace Building 3-15 Oct 2016

The greatest goal of community-based training is to empower people at the grassroots by imparting to them knowledge and skills that would enable them to take control of their lives. However, this objective is easier said than done. As the old adage goes, "it takes a village to raise a child", and likewise I also think it takes a community to raise a community. So

much effort, skills and resources go into community empowerment and, as such, each one of us has a role to play. This implies that as individuals or institutions, we have the potential, responsibility and mandate to contribute towards community prosperity and development. It is only through effective coordination and partnership that a community

can realize sustainable results and solutions.

One of the determinants of successful community empowerment is the approach used. Scholars of community development urge us to start small, slow but steadily when initiating or implementing a community-based program. Among

others, this premise calls for an initial focus on individuals before attending to groups of people. The main reason for this initial narrow focus is because people in the community are not homogenous. Different people in the society have different perspectives, needs, roles, behaviours, priorities and goals among others. A targeted focus is therefore more likely to lead to a holistic and deeper understanding of the community members at a primary level. It is for this reason that any training objective has to be specific to a learner and measurable at a very basic and personal level.

Obviously, targeted empowerment may seem trivial, yet it is a significant step towards the empowerment of the whole community and/or nation. To ease our understanding, we may picture empowerment process as a staircase and members of

community as the several steps on the staircase. In order to achieve ultimate empowerment experience, denoted by the last step at the top of the staircase, one has to go through each step from the bottom-up. This means you cannot achieve community empowerment without due consideration of and attention to each and every member of the community.

The underlying assumption of empowering one life at a time is that, eventually, the whole community and/or nation will be empowered through ripple effect. This is because through the actions of a single individual we are likely to realize intensive and extensive effects and implications in the wider community. This hypothesis is supported by the famous words of

Mother Teresa, which state that, "I alone cannot change the world, but I can cast a stone across the waters to create many ripples." Guided by this quote, the overall goal of targeted community training and empowerment is to move from micro- to macro-level.

The notion of targeted empowerment can also be used to explain why many local, national and international organizations have today adopted community-based approaches in



Syndicate Activity during the Turkana and West Pokot Community Peace Building Course 8 Nov-9 Dec 2016

implementing development projects at the grassroots. The main reason is that these approaches respect the fact that communities are aware of their own experiences, needs and priorities and hence they are in a better position to determine the appropriate course of action with regards to their development and prosperity. In addition, they also recognize the capacities and potential of community members towards self-determination and vows to build on these to support and deliver community's own goals. To this extent, community-based approach represent a major shift from previous approaches which saw people from outside the community as providers of development solutions.

The best development results are,

of course, likely to be achieved when community members work directly and in partnership with resourceful personnel and institutions outside their community. The so called 'outsiders' may have the technical expertise and financial resources that might not be found within the community. In this case, however, the community should not be obliged to give up their needs and priorities for the sake of receiving the benefits of cooperation. It is only an empowered community that can critical analyse the benefits and limitations that accompany

development cooperation. All in all, a good partnership between the community and outside allies could achieve comprehensive coverage in terms of impact. A positive-sum outcome is also likely to be realized between communities and partners as they

learn from each other's experiences and skills.

In support of the argument that micro is macro, IPSTC and its partners believe in the power and potential of communities in the realization of world peace and security. For this reason, community-based training and empowerment has received due attention and support over the last two years. So far, the beneficiaries of such training includes Kenyan communities in the counties of Marsabit, Mombasa, West Pokot and Turkana as well as Ethiopian communities living along the Ethio-Kenya border. There are plans to roll-out the community-based training and empowerment to others parts of Kenya and Eastern Africa.

Margaret Cheptile
Curriculum Designer, IPSTC

Women Leadership for Peace and Security for Marsabit County

"Peace comes from being able to contribute the best that we have, and all that we are, toward creating a world that supports everyone. But it is also securing the space for others [women] to contribute the best that they have and all that they are", Hafsat Abiola, Nigerian Human Rights Activist.

The root causes of the conflicts in Kenya are multiple and often overlapping. These root causes include economic, social inequality, marginalization, youth unemployment, unsettled clashes between traditional and modern lifestyles, ethnically divided political landscape, inefficient public service delivery, and spill overs from conflicts in neighbouring counties. Generally, men are considered as primary actors in conflict, whereas women assume a peripheral role. The social roles of men and women have been different in all known human societies. The differentiation has been primarily on the basis of division of labour, which has predisposed men to access and control valuable resources in their societies, but which in turn, has made it difficult for men and women to equally share power, privilege and status.

The impact of conflict on men and women entails much more than the general notion that women are primary 'victims' and 'peacemakers'. Women and girls are the most affected by these conflicts. They are not only victims (being killed, maimed, abducted, raped and displaced) but also agents of peace, (those who speak out against the violence and actively campaign for peace) within all these conflicts. Yet, they are under-represented at the leadership and decision making level of peace and security processes that unfold in the counties. Their needs and interests are

not tabled in the peace agreements or in the post conflict reconstruction and peacebuilding programs that emanate from the negotiations and therefore they remain marginalized.

In response to women's marginalization, the United Nations adopted the United Nations Security Council Resolution (UNSCR) 1325 (adopted in 2000), which calls for the increased participation of women in peace and security, decision-making and the prevention of violence against women and girls during conflicts. UNSCR 1325 aims to benefit society as a whole and shows that empowerment of both genders need not be to the detriment of one or the other. It also gives men the opportunity to influence National Action Plan (NAP) objectives and language so that they are invested in the success of the strategy.

Early in 2016, Kenya developed an action plan to support the implementation of UNSCR 1325 on women, peace and security under the theme '*Kuhushisha Wanawake ni Kudumisha Amani*' (meaning

'to involve women is to sustain peace'). The country adopted and is implementing the Kenya National Action Plan (KNAP) to domesticate UNSCR 1325. The KNAP adopts a human security approach addressing social, economic, and political issues around women, peace and security. It recognizes that the root causes of violence in Kenya are based on these political and socio-economic inequalities and not only electoral violence. The inclusivity of the KNAP is commendable, particularly, the call to civil society organisations (CSOs), academic and research institutions to investigate the impact of conflict on women in Kenya, and their roles, practices, and involvement. This includes areas of conflict prevention, conflict resolution, peacebuilding, and security mechanisms and processes.

It is in this regard that the International Peace Support Training Centre (IPSTC) has developed an array of courses to augment government efforts in realization of UNSCR 1325. In 2016, IPSTC conducted the first women leadership for peace and security course for Marsabit County.

Continued on page 16



WLPS course participant explaining a point

Key Visits and Events at IPSTC

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



The British High Commissioner to Kenya HE Mr Nic Hailey being shown around IPSTC during a visit on 04 October 2016



Maj Gen Mulata planting a tree during a visit on 02 November 2016



A group photo of IPSTC gender implementation workshop held on 19 October 2016



Her Excellency the Belgian Ambassador to Kenya Madam Roxane de Bildeling paying a courtesy call to IPSTC Director on 12 October 2016



Maj Gen Mulata making a point during a Joint Control Board Meeting held 06 December 2016



Director IPSTC receiving books donation from ICRC at HPSS on 12 November 2016



A courtesy call to IPSTC Directors office by Outgoing and Incoming Defence Attachés' of Egypt on 23 November 2016



A group photo with some of the Counter Improvised Explosive Devices equipment donated by the US government on 4 November 2016



Col Michael MEYBURG Defence Attaché, Netherlands, during a books donation to IPSTC on 17 October 2016



Tree planting exercise by IPSTC staff on 29 November 2016



Role play by WLPS course participants

Continued from page 13

Briefly, Marsabit is an arid and semi-arid County of former Eastern province or northern Kenya. It is the largest County in the Republic of Kenya in terms of land mass. The county has witnessed droughts induced by climate change, which increases vulnerability and intensify conflict over scarce resource. The political dominance of the Borana over the years has been challenged by the Rendille-Gabbra-Burji (REGABU) coalition creating tensions and conflicts.

Currently, transition processes within the devolution system illustrates that leaders mobilize political support along ethnic lines, which poses tensions between communities, more so the Gabbra and Borana. In regards to gender and political representation, women's participation in political positions and decision making is very low. In addition, other minority communities have been marginalized from the political arena, an issue that

has not been fully addressed and hence a cause of recurrent conflicts.

The women leadership course sought to respond to the well-established need to give practical expression to the UNSCR 1325 (2000) and the corresponding KNAP aims. The course, which drew men and women leaders from the seven sub-counties of Marsabit County, aimed at increasing women engagement in leadership roles in peace and security activities. Moreover, it sought to maximize the participation and contribution of women in national and county peace and security decision-making and political dialogue at the community level. The methodology for increasing women engagement in leadership roles in peace and security activities, and getting a seat at the decision-making tables was predominantly through the training which sought to share information

and build capacity by equipping the participants with knowledge and skills on effective women leadership for peace and security. Participants appreciated the importance of women leadership at different stages of conflict. As a result the participants undertook to advocate for women's inclusion as well as to create exposure for the local women leaders involved in peace and security initiatives in the County.

Although the number of women leaders trained from Marsabit County may be equated to a drop of water in the ocean, we should appreciate the fact that a long journey begins with one step. This step is what IPSTC has taken with the hope that the trickle-down effect will be felt through the commitment of the trainees who had also received training in community peacebuilding.

Daniel Wathome
Directing Staff, IPSTC

Women, Girls and Violent Extremism

Women and girls are actively involved in violent extremism. This has brought in serious gender implications in regards to Countering Violent Extremism (CVE). Women and teenage girls are lured into violent extremism through radicalization tactics influenced on web forums and chat rooms where they are exposed to peer-to-peer radical views and interactions. Special attention appears to focus on reaching out to young Muslim women over the internet as an avenue for bypassing traditional social restrictions within their community. In recent times, Kenya has seen a number of young women, among them teenagers, get recruited into Al-Shabaab activities in Somalia.

As perpetrators, women and girls join violent extremism as members of female combat brigades or become suicide bombers. They also become sympathizers of ideologies connected

to these groups. In instances where they live among violent extremist groups, women and girls may voluntarily join them with the hope of escaping the threat of abuse. They also believe that bearing Jihadi children gives them hyper-femininity and purpose in life. Voluntary joining of terror groups like ISIS and Al-Shabaab by women and girls has not only taken root in Kenya but is at a worrying trend in East Africa, the rest of Africa, Europe, Australia, Middle East, USA and Canada. A 15 year old girl was recently detained at an international airport in South Africa suspected of being *en route* to Syria to join ISIS.

Kenya has also faced similar cases. For instance, there is the case of two young girls who were childhood friends. They were detained at the Kenya – Somalia border as they

headed to Mogadishu *en route* to Syria to be either suicide bombers or jihadi brides. Religion and peer pressure have been seen as some of the motivating factors for this phenomenon. In Europe, since the ISIS Caliphate was declared, ISIS boasts of having 10% of its foreign fighters as being women. In addition, of the female foreign fighters, 70 women are from the United Kingdom (UK) while about 60 women are from France. Furthermore, of the total number of female fighters, 18% are from Europe. Therefore, Violent Extremism (VE) has become a global catastrophe needing collective efforts to address it.

Violent extremism is grave on women and girls as they are denied access to education which diminishes their personal future ambitions and expectations.



Participants keenly listening to proceedings in an IPSTC Amani Lecture on terrorism on 15 April 2016

The women are denied a platform to participate in public life in terms of decision making processes, leadership roles and policy formulation. UNSCR 1325 of 2000 is a vital tool which can be used to address the issue of women and girls in violent extremism. This can be used to ensure that all efforts are made to actively involve women in peace and security for effective counter violent extremism. Women's complex roles in the community, either as caregivers or spouses can promote or fuel VE thus their ability to be involved has been previously underestimated. Therefore, policymakers, security sector agencies and other actors must understand the role of gender as a driver for violent extremism and link this phenomenon with the fast evolving violent extremism into terrorism arena. Failure to do this can be an impediment to drawing up of effective appropriate strategies that can counter VE. Gender perspectives have not been included wholly in the quest for addressing violent extremism. This is due to the assumption that whereas boys and men are seen as key targets for Countering Violent Extremism (CVE), women and girls are seen as victims, mothers and siblings. Furthermore, the role of women and girls is perceived to be minimal in violent extremism. Unfortunately, the wider role of femininity and masculinity in violent extremism is highly ignored with the main focus being generated towards boys and men.

In laying out strategies for combatting and addressing violent extremism, it is vital to acknowledge that women and girls are subjected to victimization by violent extremists. Sex and Gender based Violence (SGBV) has become a tool of terror by violent extremists who advocate for the rape of women and girls based on their religion, religious ideology and faith. In addition, violent extremism has watered down gender equality and the rights of the women in society especially in areas and

countries dominated by extremist groups like ISIS in Syria and Iraq, and Al Shabaab in Somalia.

Women are ever so frequently subjected to sexual harassment and abuse including their denial of the right of freedom of movement, assembly and expression. They have also been subjected to kidnapping especially of school girls, restriction on dressing, and attacks on women politicians. Looking at this systematic and archaic abuse, ISIS, a terrorist group rife with radicalization and violent extremist agendas has confined the Yazidi women of Iraq, an ancient Kurdish tribe, to sexual slavery of young girls and young women. They advocate for uncouth terms and references like 'legal' rape and go on further to give online and print guidelines that outline the dos and don'ts while perpetrating this war crime. Violent extremism as a result waters down the aim of the UNSCR 1325 on Women in Peace and Security which seeks to enhance the participation of women in peace and security at the highest level of decision-making process. In addition to its aim of protecting the rights of women and girls in their endeavors to enhance peace and security.

Some of the drivers of VE include state sponsored violence against vulnerable communities, and religious polarization due to perceived discrimination of minority groups. For example, Kenya has been linked with exacerbating VE through acts like targeted profiling of Kenyan Muslim Somalis in security operations in Nairobi, the Coast and North eastern regions. The social divisions that emanated from marginalization and targeting of this ethnic group could have led to an increased number of women and girls getting engaged in VE. It might have also played some part in

influencing the Garissa University terror attacks that led to the 2nd April 2015 massacre of 145 students in Garissa County.

Deep rooted social divisions within Kenya fueled by local politics have provided an advantage for Al Shabaab to conduct its VE activities. The violent attacks on Mpeketoni town at the Coast region leading to the mass death of civilians brought out this deep-rooted social division. As a result of identity politics, the attack was made to look like the local communities had lodged an attack on this town inhabited predominantly by communities whose cultural roots are perceived to be tied to other regions outside of the Coast region of Kenya.

Given such complexities, stakeholders and actors involved in CVE should use both preventive and reactive measures to address VE issues. However, a lot more needs to be done and emphasized on the social aspect of de-radicalization and rehabilitation, as well as using an ideological perspective to diffuse avenues for future new radicalized cases or avenues.

Watson Karuma Karomba, PSRD

Increasing Women Participation in Peace Support Operations (PSOs): Not just numbers!



Group photo for Gender in Peace Support Operations course conducted from 17 to 21 October 2016

Africa has witnessed the world's highest number of conflicts over the last three decades, which has led to the deployment of peacekeepers in various peace missions. Among these are: UNMISS (South Sudan), UNAMID (Dafur), UNMIL (Liberia), AMISOM (Somalia) MINUSCA (Central African Republic), and MINUSMA (Mali) to mention but a few. The peacekeepers have been explicitly mandated to protect civilians under threat in the countries where they are deployed. It is important to note however that during armed conflict, women and girls may face sexual violence and exploitation at the hands of their supposed protectors – peacekeepers. Such sexual violence has grave social, cultural, domestic, physical and psychological repercussions.

These violations are perpetrated by men in uniform. Even though peacekeeping involves the deployment of military, police and civilian personnel to help countries emerging from violent conflicts to create conditions for sustainable

peace this is not always the case. Some peacekeepers take advantage of the power their work confers upon them and instead become predators rather than protectors in situations where the host civilian population is powerless and in great need of protection. Some of the peacekeepers are involved in Sexual Exploitation and Abuse (SEA) with the most affected being women and girls. When peacekeepers exploit the vulnerability of the people they have been sent to protect, it is a fundamental betrayal of trust.

Over the years, the nature of conflict has changed, and as a result it has placed numerous demands on peace operations. More emphasis has been placed on the need to increase women participation and to mainstream gender issues in a mission environment. Women are deployed in all areas as police, civilian and military and have made a positive impact on peacekeeping environments, both in supporting

the role of women in building peace and protecting women's rights.

There is urgent need therefore to deploy and train more female military officers to the mission areas so as to prevent and address SEA in armed conflict and specifically in peace support operation (PSO). Women's participation in the security sector has been recognized as essential for the success of the peacekeeping missions. It is especially important to highlight the effect of female peacekeepers on reducing instances of SEA in the community. It is a well-documented fact that victims of sexual violence remain intimidated by male soldiers regardless of their status, and that the presence of women can alleviate this intimidation and act as a reassurance of the benign intentions of the peacekeepers. The presence of female peacekeepers will minimize cases of sexual and gender based violence. The inclusion of women in peace missions is also known to result in increased reporting of conflict related sexual violence, and it makes it easier

for survivors to report to the women in missions since in some African cultures, women are not allowed to talk to men who are not close relatives.

The deployment of female peacekeepers has recently become recognized as not simply “desirable, but an operational imperative.” This is based on the presupposition that increasing the gender balance within a mission will increase the peace. Without women’s participation in peace efforts, there can be no peace and security. United Nation Security Council Resolution (UNSCR) 1325 of 2000 on women, peace and security, stresses the importance of women’s equal participation and full involvement in all efforts for the maintenance and promotion of peace and security, and the need to increase women’s role in decision-making with regard to conflict prevention and resolution. It also calls for the UN to expand the role and contribution of women in all its field operations, in particular, emphasizing on peace operations.

UNSCR 1325 is supported by other resolutions, specifically; UNSCR 1820 (2008) which calls on troop and police contributing countries to take key steps in addressing SEA by troops-specifically through deployment of a higher percentage of women peacekeepers. UNSCR 1888 (2009) which encourages member states to deploy greater numbers of female military and police personnel to peacekeeping operations and provide all uniformed personnel with adequate training to carry out their responsibilities.

The increased recruitment of women in peace operations is important for the following reasons: empowering women in the host community; helping make the peacekeeping force approachable to women in the local community; interviewing



Group discussion for Gender in Peace Support Operations course participants

survivors of sexual violence; and interacting with women in societies where women are prohibited from speaking to men. Therefore the presence of women peacekeepers further helps to reduce conflict and confrontation; improves access and support for local women; provides role models for women in the community; and provides a greater sense of security to women and girls in the local community.

UNSCR 2242 (2015) highlights that in the area of peacekeeping, gender analysis and technical gender expertise should be included

throughout all stages of mission planning, mandate development, implementation, review and mission drawdown; and finally the latest UNSCR 2272 (2016) which stresses on accountability of the peacekeeping personnel and stipulates on dire consequences for any engagement in SEA.

The UN has attempted to respond to exploitation of women by peacekeepers through gender training, gender mainstreaming and codes of conduct that apply to all categories of UN personnel (civilian,



A presenter making a point during Sexual and Gender Based Violence Training of Trainers (SGBV ToT) course

police and military contingents). Gender training must be mainstreamed in every stage of the training of the peacekeeping personnel. Therefore training, reporting and evaluation mechanisms are necessary for achieving this gender perspective in operations. The mission mandates of all peace operations should include protection of women, consultation with women and involvement of women as decision makers. All missions should have gender advisers appointed at a senior level, and with proper resources.

Increasing women's participation in PSOs has the potential to benefit all parties: the local residents of the mission area, the PSO, and individual peacekeepers, both women and men. Understanding the different security needs and roles of women, men, girls and boys in an operating environment is crucial to the protection of civilians, as well as to broader mission objectives.

In support of more awareness on gender, Train the Trainer Courses on Gender in Peace Support Operations and Sexual and Gender Based Violence, were conducted at the International Peace Support Training Centre (IPSTC). The training brought together the military, police and civilian components. The sixth Gender in Peace Support Operations (PSOs) course funded by the United States Africa Command (US AFRICOM) and organized by the bilateral Spanish-Dutch initiative in collaboration with the IPSTC was conducted from 17 to 21 October 2016. Thirty eight (38) course participants from fifteen (15) countries, namely; Benin, Burkina Faso, Djibouti, Gabon, Ghana, Guinea, Kenya, Malawi, Mauritania, Rwanda, Senegal, Sierra Leone, Spain, Togo and Uganda were equipped with relevant knowledge and skills requisite for gender perspectives in peace support

operations while gaining insights on concepts, application and realities within the international, regional and national systems.

Similarly, the second Sexual and Gender Based Violence Training of Trainers (SGBV ToT) course funded by the Government of the United Kingdom (UK) through the British Peace Support Team- Eastern Africa (BPST -EA) was held from 31 October to 11 November 2016. The aim of the course was to build individual and professional capacity in the delivery and coordination of SGBV training in order to strengthen prevention and response strategies to minimize SGBV. The training had broad representation comprising twenty five (25) participants from twelve (12) countries including Burundi, China, Denmark, Djibouti, Ghana, Kenya, Malawi, Mali, Nigeria, South Sudan, Uganda and Zambia.

Miss Grace Mwendé
Training Intern- PCSS

Interpersonal Relationships in Multi-national Military Staff Environment



Participants of ACOTA Course conducted at HPSS following a presentation

The emergence of new threats, much of which are cross-boundary in nature, require the joint response of nations to effectively manage the situation. Contemporary Peace Support Operations (PSO) has brought together the efforts of different Nations, UN agencies, militaries and civilian

working together towards attaining a common goal -, a peaceful and secure environment for all.

From a planning perspective, this might appear easy, however, from an implementation point of view, numerous challenges are encountered. It is interesting to

note that in a multi-national staff duty environment, some of these challenges cannot be solved through a series of morning briefs, departmental meetings, conferences and seminars, but rather, through interpersonal relationship building.

When one surveys job advertisements, several positions demand for experience from its applicants. What then will become of those who do not have this experience? The defining attribute in the absence of this experience could be knowledge. An individual, say a Peacemaker, might be excused for lack of experience based on the knowledge he has gained through education, training and research.

None of these attributes is as critical

as developing good interpersonal skills. Many of the challenges faced in the multi-national staff environment include language barriers, different levels of training, lack of interoperability of doctrines, Standing Operation Procedures (SOPs), Tactics Techniques and Procedures (TTPs), cultural differences, religious affiliations and inter-state differences. To tackle these challenges, officers, both men and women need to develop sound inter-personal relationship skills.

Interpersonal relationship is a strong, deep or close association or acquaintance between two or more people based on inference, love, solidarity, regular business interactions or other forms of social commitment. Inter-personal relationship embraces several attributes e.g. tolerance, trust, mutual understanding and respect for each other's background.

Much as dealing with inter-personal relationship is a complex subject, Mission planners often give inadequate attention to it. Mission players, military, police and civilians are left to sort out their own inter-personal relationship challenges, the result of which is usually chaotic. It is however very difficult to train a mission player on inter-personal relationship. Each individual in a group has a particular and unique personality style that has been shaped by their lifetime experience, beliefs, cultures, traditions, religious backgrounds, etc.

Difficult as it might be, a few tips can help towards developing productive interpersonal skills:

- a. Get to know yourself.
- b. Get to know each other.
- c. Sharing feelings.
- d. Active listening.
- e. Working with different personality style.

Personality styles in any working environment are two-fold; one based on task and the other on the process. A task oriented personality will concentrate on results, through prioritizing of several to do list. They want details well defined, are uncomfortable with ambiguity and get annoyed by long discussions. Process oriented styles on the other hand, gets pleasure from working with people, their processes are based on relation-building. They

concentrate not on the facts but on the impacts of the facts.

It's important to note that neither of the two styles is better than the other.. They are valid in their own right, and, in fact they complement each other. Getting to understand these styles and accepting to work with them is the fundamental key to overcome interpersonal challenges.

Maj Patrick Mukundi
S02 Coord, HPSS

IPSTC Participation in the Nairobi International Trade Fair



Lt Col Kiptoo-Head of Applied Research showcasing IPSTC activities at the NITF

Nairobi International Trade Fair (NITF) is a seven day event that runs from late September to early October every year. NITF hosts exhibitors from Kenya, Africa and the rest of the world offering them an opportunity to display their services and products. In 2016, the theme for the trade fair was *Enhancing Technology in Agriculture and Industry for Food Security and National Growth*.

The Trade Fair was held on the 3rd to 9th of October 2016 at the usual Jamhuri Park Grounds in Nairobi County, Kenya.

The International Peace Support Training Centre (IPSTC) had the Honor of representing the Kenya Defence Forces (KDF) through its Peace and Security Research Department, Peace and Conflict Studies School, and Humanitarian Peace Support School. The unique role of IPSTC within the KDF was evident through its display of Applied Research & Curriculum Development, and Training Schools materials, audio visuals and pictorials to the visitors who thronged the KDF stand at the fair. In showcasing the role of IPSTC in capacity building through training of the Military, Police and Civilians involved in Peace Support

Operations (PSO), the institution helped the overall KDF stand scoop top awards specifically in the area of Research and Innovation, and Community Service.

Below are some excerpts from the visitors' book:

"Keep it up, good work!"
Brig F G Ahmed

"Peace support operations are critical in stabilizing Africa. IPSTC is the provider of capacity building for PSO. Well done!"
Col P O Otieno

"Excellent. Keep it up promoting peace!"
Mary Wambui Kanyi – Gender Expert,
UoN – AWSC

The IPSTC stand was a beehive of activity as various organizations, institutions, schools and security sector agencies' footprints affirmed. Within the security sector agencies, KDF officers and soldiers were quite intrigued and interested in the training and research programmes undertaken by the institution. The documentaries the stand aired were welcomed, with a keen appreciation of the preparatory courses on pre-

deployment that IPSTC offers. Mixed emotions of pride, accomplishment and desire to serve was evident on the officers and soldiers as they watched a video on the 'Role of KDF in Peacekeeping Missions'.

Others expressed their desire to participate in the array of capacity building courses on offer as they looked forward to upcoming PSO Missions. There was also an aura of respect and admiration from the general public due to the unique set up of IPSTC staff as the video of the 2015 Open Day was aired.

This was occasioned by the human resource set up at the centre that evidently portrayed a multicultural and multidisciplinary personnel made up of KDF, Regional and International Military, and National staff (non-military personnel).

IPSTC had the pleasure of hosting various Senior KDF officers including the Chief of Defence Forces (CDF) Gen Samson Mwathethe, The Kenya Air Force Commander and his Deputy, the First Female Brigadier F.G Ahmed and Col P.O Otieno Former Head of Research at IPSTC, among others. IPSTC also caught

the eye of the National Police Service personnel who were also interested in the courses offered due to their participatory role as police in PSO through peacekeeping. Others that visited included the Kenya Wildlife Service (KWS), Administration Police (AP), Kenya Prisons, and Kenya Forest Service.

Organizations and institutions that came by include the Kenya Ports Authority, Kenya Pipeline Corporation, DEFMIS, DEFTEC, AP Training College, National Youth Service (NYS), St Johns College, Pumwani, and University of Nairobi, Kenyatta University, Kenya Methodist University, United States International University-Africa among others.

Delegations from various primary and secondary schools from around the country also paid the stand a visit. They included Mususye DEB Primary school from Kagundo, and Kawala Secondary School from Kirinyaga to mention but a few.

Below are additional excerpts of comments and feedback from the visitors' book:

"I have learnt a lot today about peace. Thank you, I shall come again. God Bless IPSTC."

Margaret Nzisa (12yrs) – Mususye DEB Primary School, Kagundo

"Thank you! Excellent service and training delivery"

Hassan A, HSC – AP Training College

"Excellent and informative"
Kibagendi Duke

"Well organized stand and excellent explanations"

Kennedy Okwaro – Kenya Ports Authority

Watson Karuma Karomba,PSRD



Delegation of pupils visiting IPSTC stand at the NITF

Power and Peace making in a Turbulent World

Power means different things to different people;

To some power is the currency of political, economic and social transactions

While to others power is the symbol of oppression

There is no universal agreement on what the concept of power means

Power is the ability of people to act in a directed and voluntary way for change (Hajer, 1989)

It is about systems and regulations and the resources they command

Power is about dialectics of dependence and autonomy in human relations (Davis, 1988)

Is power a paradox of good and evil? Power imbues both resistance and obedience (Lukes, 1989)

Like the metaphor of the Chess game power is a political game with rules and regulations

Power can create change and tension in a system

What does research on power seek to achieve?

There is no objective scientific truth and the scientist does not operate outside the social structure like a sage or prophet (Foucault, 1980/2)

He is part of the society

Power informs the prevailing legitimization of social relations/rules/regulations/behaviour

Researching power and its dynamics has been a long human quest

Who sets the rules of searching for knowledge (research) and why?

True or correct interpretation of power is relative depending on one's vantage point and context

Some philosophers hold that it is fruitless to measure power or attempt to locate it

Power controls both the rulers and the ruled, inmates and wardens

Power is diffuse and operates beyond institutions and structures

Power is a process, it is determined by the interplay between human agency and institutional/contextual limitations

Power is dependent on culture, context, space and time

Is power a factor of norms and values, or class interests?

Is power generated by human agency and limited by the social structures? (Giddens, 1982)

To a peace maker power is the human ability to intervene in events and to make a difference

Power is a prerequisite for peace and development

Power is a central variable in conflict

How can empowerment of the less privileged be achieved without knowledge of power?

How can global peace and security be achieved without understanding power?

Without understanding its dynamics and balances?

Do those bequeathed with high offices contemplate the implication of their decisions on peace and security?

Are they conscious managers of power or slaves of their systems?

And when the world witnesses transitions in global leadership, they expect more peace or conflict

What do religion tell us about power as exercised by rulers over ruled

Give unto Caesar, respect authorities other than those that persecute

Those who disobey the most high lose all power in their midst

They are devoured by the enemies like carcass for hounds

Calamities and ailments afflict them like never before

Those who fulfill the heavenly proclamations live in peace

Among themselves and with their neighbours

And they expect to enter the gates of paradise when the day of reckoning beckons

Is power then beyond human agencies and structures? Is it a realm of the gods?

Do peace makers have a transcendent inspiration on power?

If not how can they make peace?

Do the gods bequeath power to evil schemers?

Buthers of men and women?

Architects of violence and genocide?

Oppressors of the weak and orphans?

Religious persecutors and wicthes?

Power to make war and peace

Remains a constant dialectic of time and space

Not an era nor philosophy escapes its grip

Today its Syria yesterday it was Assyria

Today its Iraq yesterday it was Mesopotamia

Today it is Iran yesterday it was Persia

Like day and night, war and peace mark the turbulent life of man yesterday and today

Joseph M Kioi, Researcher IPSTC

Matching PSO Training with Evolving Challenges



Advanced training: AMISOM Kenya Defence Forces contingent

In Peace keeping operations, training is acknowledged to sharpen functional skills and to be the cornerstone of readiness. Accordingly, pre-operational training has become a mandatory requirement for all peacekeepers. However, the training has to be relevant to the context of the conflict.

An examination of current Peace Support Operations (PSO) reveals the changed context in which operations take place. It also underscores the necessity for military and Police components to adapt to these new circumstances.

New developments in PSO environments ask for new skills for quick adaptation. This requires a sustainable and quick mobilization of financial and human resources. The faster these challenges appear, the faster new skills have to be acquired. Following the dynamic nature of

peacekeeping and the challenges that peacekeepers face on an everyday basis, there is a need to ensure that they are adequately equipped with the knowledge and skills to perform their duties.

To support this idea, the United Nations member states recognized the importance of training for the uniformed personnel since 1995. With the restructuring of Department of Peace Keeping Operation (DPKO) in 2007, the Integrated Training Service (ITS) was created as the responsibility Centre for peacekeeping training. It was agreed that among the many elements that determine the success or failure of United Nations peacekeeping operations, the accurate trainings of peacekeepers plays a prominent role.

Peacekeeping training was defined as any training activity which aims to enhance mandate implementation by equipping UN military, police or civilian personnel, both individually

and collectively, with the knowledge, skills and attitudes to enable them to:

- Meet the evolving challenges of peacekeeping operations in accordance with DPKO/DFS principles, policies and guidelines, as well as lessons learnt from the field;
- Perform their specialist functions in an effective, professional and integrated manner and;
- Demonstrate the core values and competencies of the UN. Three main phases of peacekeeping training are identified in the United Nations system:

Pre-Deployment Training (PDT): refers to generic, specialized, and, where appropriate, mission-specific peacekeeping training that is based on UN standards and takes place prior to deployment to a DPKO-led mission. This training is delivered by member states to military and police

personnel/units in their home country and by the Integrated Training Service (ITS) for civilian personnel.

Induction Training: refers to training that is delivered to DPKO/DFS headquarters staff upon arrival at UN headquarters in New York or mission-specific training that is delivered in a DPKO-led mission. This may include generic and specialized training, including training for military police and civilian personnel.

Ongoing Training: refers to any training or learning activity for peacekeeping personnel (military, police, or civilian) undertaken during their assignment at headquarters or in the field subsequent to induction training.

The importance of training was also emphasized by the Brahimi Report (2000), which placed its role in peacekeeping effectiveness on a par with other crucial elements, such as political support and rapid deployment. The report viewed

training as part of the “managerial” approach that should be adopted in dealing with peacekeeping and noted that “in order to function as a coherent force the troop contingents themselves should at least have been trained and equipped according to a common standard. To that end, international training centers have been created providing all kinds of training activities for UN peacekeepers. But these centers need a lot of support, financially and technically.

Necessity of partnership assistance

International cooperation should address the gap between the highly complex tasks that are increasingly being demanded of African peacekeepers and the force configurations and training required to perform them. Infantry battalions, which are the standard force designs used in traditional peacekeeping, are not well-suited for the sorts of missions required in situations where non-state actors such as terrorist

organizations and insurgents have to be confronted. Furthermore, new skill sets such as countering improvised explosive devices and conducting reconnaissance and surveillance through the use of new technologies including unmanned aerial vehicles are required for peacekeepers to operate effectively in the increasingly asymmetric peacekeeping environment. International partners should do more to provide these niche capabilities.

In conclusion, remarkable progress in training for African forces have been witnessed, however challenges related to force capacity still persist. Therefore, there is a need for continuous enhancement of collaboration between centers of excellence and the regional organizations (AU, ICGLR, EAC, ECOWAS, COMESA and IGAD) as well as with UN in terms of funding and expertise.

Col Donatien NDUWIMANA
Researcher, IPSTC

Interns Corner

A Memorable and Enriching Encounter in My Professional Journey



Miss Sheila Ngatia at her work station

As I trace my educative and hands-on experience on matters to do with Peace and Security that started on May 2nd 2016, when I got an acceptance letter allowing me to join International Peace Support Training Center (IPSTC) as an Intern, I must say God had truly answered my prayers. This is because IPSTC was one of my target organizations to try and seek for an Internship position and later may be a job. So far so good, I managed to extend my initial three months internship period to six so as to get a solid exposure and also contribute immensely to the organization. I have been an intern in the Applied research department, curriculum design section, where my duties include; assisting in curriculum design.

I was involved in standardization of learning plans, attending curriculum design writing boards and assisting in developing a curriculum which included; participated in Women leadership for Peace and Security - (4th – 6th May), Ethio-Kenya (Marsabit) Cross border community Peace-building Course (14th -16th June), Community Peace-building (Mombasa County - 28th – 30th June) and Election observation course (26th – 28th July) all in the year 2016.

I also got an opportunity to contribute in writing an article in Issue brief No. 5 together with Margaret Cheptile on the topic; Gender Integration in Contemporary peace processes: A case study of Marsabit County which will have since been published. Last but not least I have also assisted with administrative and clerical duties from time to time. This has polished my ICT skills and knowledge of using various office machines. Having the library at my disposal was also quite beneficial for me since all the resources that I needed in my topics of interest on matters to do with Conflict resolution, International Relations and Diplomacy were available both in hard and soft copies.

One must admit that IPSTC is the right place for a Peace and Conflict studies student, especially one with a keen interest in Peace keeping. I have also had the privilege of attending a symposium that was held recently in Partnership with Save the children on the topic; Child protection in Peace Support Operations. This was a golden opportunity to network with experts in the field of child protection, and also get insightful information on what really happens on the ground in the context of children in armed conflicts, how this organization has tried to come up with prevention and mitigation strategies and how their partnership with IPSTC has helped to realize this vision. In one of the lectures

of the women leadership

course, we had a guest speaker Hon. Linah Jebii Kilimo who had been invited to give a talk on her journey in leadership and how her position and influence has helped in building peace in her Community.

I truly say thank you to IPSTC, all the theory I have learnt while undertaking my undergraduate studies has been put to practice and I have learnt more practical theories. Interacting with uniformed personnel at first I must admit was intimidating, but with time I realized they are human beings too who had a calling to serve our country. I needed to engage with them more to hear their stories about the various missions they have served, the practicality of most of the theories we read in books and most importantly celebrate and support them for the great job they do to serve our country.

I also experienced some good moments for instance cocktail parties where we interacted informally with my colleagues and senior staff which was healthy and sometimes eased the tension

and gave one an opportunity to hear interesting opinions and stories ranging from politics to current issues. My colleagues, especially in the research department, starting with my bosses have been of great support during my internship period. They have mentored me, advised me, corrected me in the various tasks that I have been undertaking, and I do not take that for granted. Thank you all and may you continue supporting IPSTC while undertaking your primary duties in the research department. For other departments which I have interacted with occasionally, including the Training school and Administration, it was such a pleasure to meet and interact with you from time to time. I wish you best of luck as you continue supporting IPSTC. Last but not least, I must sincerely thank the director Brigadier Patrick Nderitu for allowing me to start this journey and continue supporting this esteemed organization to the best of my knowledge.

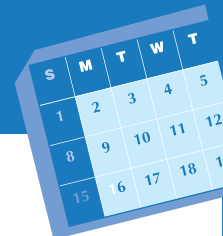
Viva International Peace Support Training Center!

Sheila Ngatia
Intern PSRD



Sheila attending a Child protection in Peace Support Operations Symposium

IPSTC First Quarter Course Calendar 2017



PEACE & CONFLICT STUDIES SCHOOL

S/No	EVENT	DESCRIPTION	TARGET AUDIENCE
1	Dialogue Negotiation and Mediation 09 -20 January 2017	12 days course funded by UK-BPST	Multi-dimensional Staff to be deployed to mission.
2	Protection of Civilians (POC) 09 -20 January 2017	12 days course funded by UK-BPST	Multi-dimensional Staff to be deployed to mission.
3	Election Monitoring and Management (EMM) 01-10 February 2017	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)
4	Child Protection (CP) 01-10 February 2017	12 days course funded by UK-BPST	Selected individuals who are serving or will be serving in senior and middle level positions within PSO. They include military, police and civilian.
5	Regional Senior Mission Leader Course (RSML) 13-24 February 2017	12 days course funded by UK-BPST	Selected members of Eastern African Regional organisations and Member States
6	Sexual and Gender Based Violence 13-24 February 2017	12 days course funded by UK-BPST	Selected officers serving in AMISOM
7	Conflict Analysis and Prevention 01-10 March 2017 20 March -02 April 2017	12 days course funded by UK-BPST	Practitioners working with peace and security issues in general and conflict prevention more specifically.

HUMANITARIAN PEACE SUPPORT SCHOOL

8	Leadership and Preventive Diplomacy Emphasis on Women (LPDEW) 16 -27 January 2017 06 -17 February 2017	12 days course funded UN WOMEN	Selected men, women and youth involved in Community Peace Building activities.
9	Hostile Environment Assistance Training (HEAT) 30 January- 02 February 2016	4 days course funded by World Vision	World Vision Staff working in various parts of the world.
10	AMISOM Force HQ (AMISOM HQ) 06 February – 10 March 2017	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.
11	UN Staff Officer Course 06 -17 February 2017	19 days course funded DMTC	Selected officers who may be serving in a Brigade level headquarters within EASF or AU/UN Missions.
12	Community Peace Building Course (Turkana-Pokot) 06 -17 March 2017	12 days course funded UN WOMEN	Selected men, women and youth involved in Community Peace Building activities.
13	AMISOM Logistics (AMISOM LOG) 01- 10 March 2017	12 days course funded By UK- BPST	Selected individuals who will be logistic officers serving or will be deployed in mission HQ.

PEACE AND SECURITY RESEARCH DEPARTMENT

14	Amani Lecture Series 19 January 2017	1 day event funded by IPSTC	Invited Peace Support Operations (PSO) stakeholders and experts.
15	2017 IPSTC Research Agenda Workshop 07 April 2017	1 day event funded by UNDP/JAPAN	IPSTC Staff, Regional research institutions, Universities and peace and Security Practitioners.



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