

PEACE BUILDERS NEWS



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Enhancing strategies and mechanisms of Countering Violent Extremism and Protection of Civilians

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COVER PICTURE: Participant making a point during the Research Agenda workshop held on 04 April 2017

Enhancing Strategies and Mechanisms of Countering Violent Extremism and Protection of Civilians



BRIG P M NDERITU 'reds' (UK) 'psc' (GH)
Director, IPSTC

The second quarter of the financial year started on a high note with a number of activities planned for the period getting funded. Key among them was the Research Agenda workshop that was held on 7 April 2017. The workshop offers a platform for presenting various proposed topics that set the IPSTC research activity plan for the year. The theme for 2017 workshop was "Enhancing Strategies and Mechanisms of Countering Violent Extremism and Protection of

Civilians". The research activities and Training Needs Assessments (TNA) for maritime security will inform policy and development of courses that are going to be run by the centre. The funds to support the above mentioned activities are from the Government of Japan provided through UNDP.

Other notable activities that started during the period include infrastructural development for the centre which includes the construction of an Armoury and a Magazine at Humanitarian Peace Support School (HPSS) with support from the Government of Denmark. The centre also embarked on renovations of the accommodation units at HPSS from its own funds. Meanwhile a special armoury unit was also provided to the Centre by the United Kingdom (UK) through the British Peace Support Team – East Africa (BPST-EA). To Enhance the security of the installations, the Centre also embarked on installation of Closed-circuit Television (CCTV) system at various points. The same will go a long way in ensuring that the Centre is secure. These infrastructural projects are among others projected to be implemented during the year with support from other partners.



Head of Research Col. Kombo showcasing PSRD 2016 publications during their launch on 04 April 2017

The guiding theme for this second issue is "Enhancing strategies and Mechanisms of Countering Violent Extremism and Protection of Civilians". The theme is based on the range of activities in research, curriculum development and training that are to be conducted during the period with a focus on Counter Violent Extremism (CVE) and Protection of Civilians (PoC).

During the period under review, the Centre through its training platforms of Peace and Conflict Studies School (PCSS) and Humanitarian Peace Support School (HPSS) has conducted courses bringing together the military, police and civilians who are key players in peace building activities geared to promoting peace and security in the region. The courses include; Dialogue Negotiation and Mediation, Election Observers Course, Sexual and Gender Based Violence, Human Rights Course, Staff officers Awareness Course, Disaster Preparedness Planning Course, Regional Law Enforcement course, and Engineering Plant Operation Course among others.

IPSTC is also preparing to host other workshops on CVE and Maritime Security in the coming months. I take this early opportunity to thank all our esteemed partners for the continued unwavering support.

Thank you.

Brigadier Patrick M Nderitu

Director, IPSTC

Research Agenda Workshop - 2017



Research Agenda Workshop participant receiving 2016 research products and publications after the launch from Commander Tomimatsu

The International Peace Support Training Centre (IPSTC) prepares an annual Research Agenda which sets the pace for the Peace and Security Research Department's (PSRD) research activity. The activities include field research and Training Needs Assessment (TNA). This is meant to inform curriculum development, review of capacity building training courses at the Centre and policies relating to peace and security in Eastern Africa within the framework of conflict prevention, conflict management and post-conflict reconstruction. This research agenda is peer reviewed in a workshop attended by various peace and security professionals, Civil Society Organizations (CSO) and academicians as well as senior military and police officers. There is also a provision for Graduate students specializing in the field of peace and security in various local, regional and international universities to attend. This year's workshop was held on 7 April, 2017 at the Karen Campus on Westwood Park Road. The theme for the 2017 agenda was "Enhancing Strategies and Mechanisms of Countering Violent Extremism and Protection of Civilians". The presenters were researchers from PSRD who included: Dr Eunice Njambi, Col Nduwimana Donatien, Mr Joseph Mbugua and Ms Margaret Cheptile.

The focus for 2017 was primarily on *Countering Violent Extremism (CVE)* and the Centre partnered with the Government of Japan through the United Nations Development Program (UNDP) towards this. The 2017 workshop also featured issues on *Election Management, and Protection of Civilians and Refugees*. Various Community Based Organizations (CBO), Government agencies, academic institutions, Non-Governmental Organizations (NGO), International Organizations and members of the Diplomatic Corps attended the workshop. The Government of Japan was represented by Commander Tomohiro Tomimatsu who also officially launched the 2016 research publications born out of the 2016 Research Agenda. The UNDP was represented by Mr Anthony Agyenta who is the Peace and Development Advisor, and Head of the Peace Building and Disaster Risk Reduction Unit.

Official speeches and launch of the 2016 research products and publications preceded the presentations that would benchmark the 2017 research areas. The IPSTC Director, Brigadier Patrick Muta Nderitu gave his welcome remarks. He highlighted the Centre's continued willingness towards improving Eastern Africa's regional stability and security.



Group photo for research agenda workshop participants on 4 April 2017

This he said was essential to all practitioners thus the need for capacity building through training as the dynamics of violent extremism keep evolving. With Violent Extremism (VE) being a key area earmarked for research in 2017, Brig Nderitu pointed out the fact that no country is immune to terrorism. In addition, he highlighted the need to ensure that Applied Research at IPSTC informs policy and training platforms on CVE.

The Keynote speech was delivered by the Government of Japan's Defence Attaché in Nairobi, Commander Tomohiro Tomimatsu. He began by reiterating his government's commitment towards supporting Africa's efforts towards promoting lasting peace and security through peacebuilding initiatives. The Commander lauded the Tokyo International Conference of Africa's Development (TICAD)-VI Nairobi Declaration that highlighted violent extremism as one of the main impediments to peace and security in Africa. This declaration was cited as a great avenue towards Africa's development agenda pegged on governance, peace and security; capacity building through training; and addressing Sexual and Gender Based Violence (SGBV). The Commander also cited the global face of terrorism as the reason why Japan was keen on contributing

towards CVE measures and strategies. He mentioned that Japan as a country has been subjected to terrorism where Japanese nationals were murdered through an act of terror after being kidnapped by a Violent Extremist Group (VEG) in Syria. Commander Tomohiro finally concluded his speech by stressing Japan's solidarity with Kenya and Eastern Africa as the quest to tackle VE gains in momentum. He thanked the Director and IPSTC staff for their continued zeal towards promoting sustainable peace and security in the region and globally. His speech was followed by the formal presentations of the workshop.

The Research Agenda workshop had twenty topics clustered in three thematic areas, which were presented to the workshop participants for discussion and peer reviewing. The topics were presented as proposed areas for research. Each proposal had a scope and justification in order to show their importance and necessity for exploration.

Upon presentation, four discussants were present to provide professional review and critique of all the topics. The discussants were distinguished members of the academia and were each allocated a thematic and sub-thematic area based on

their vast professional knowledge and experience. Their contribution formed the basis for improvement on topic development and research areas as IPSTC prepared to commence on the field research.

On CVE, the topics focused on the magnitude, processes, dynamics and responses to CVE. These centered on Kenya and were looking at assessing the state of CVE, youth radicalization, impact of violent extremism on the maritime domain, and the rate of participation of women in violent extremism. The thematic area interrogated the effectiveness of strategies in place towards countering VE in Kenya. In addition, it sought to bring out the actors and dynamics that revolve around VE along the Kenya-Somalia border. The thematic area also delved into the ideological factors that influence radicalization in the Coastal Counties of Kenya. A timely focus on the maritime sector in regards to risk assessment and mitigation of potential threats emanating from insecurity along the Eastern Africa seaboard was also presented as part of this thematic area.

On electoral management, regional security and protection of civilians, the thematic area focused on democratization and elections, peacebuilding, role of gender in electoral processes, and challenges facing protection of civilians in armed conflict. This thematic area brought out possible research areas on preventing, managing and mitigating electoral violence as Kenya heads to the 2017 elections. The role and significance of gender and the civil society towards peacebuilding in times of elections also featured. Finally, on protection of civilians, the thematic area focused on bringing out challenges that hamper response capacity to protect civilians caught up in armed conflict or settled in refugee camps. A probe into the refugee frameworks and policies was proposed in the topics which sought to audit their impact on refugees in eastern Africa.

The thematic area on Women, Peace and Security sought to shed

light on gender and peacebuilding, gender and the security sector reform, and women involvement in violent extremism. The United Nations Security Council Resolution (UNSCR) 1325 featured in these presentations, especially on its effect on Peace Support Operations (PSO) in eastern Africa. A research proposal on Gender mainstreaming in PSO within a mission setting sought to look into the capacity of missions to address issues of SGBV. Furthermore, it was meant to support identifying strategies that improve on gender mainstreaming. This thematic area finally highlighted issues of women participation in post-conflict recovery. The basis of this was to look at the role of women involvement in the whole process of peacebuilding as key decisionmakers at the highest levels as well as at the grassroots level.

The workshop came to a conclusion with closing remarks from the Head of Research Department. He thanked all the participants who took time off their busy schedule in order to attend the workshop. He also noted the beneficial aspects of the event, which shed more light on the topics and thematic areas tackled.

He then invited the participants to a cocktail session for socializing and networking as per the tradition at IPSTC.

Watson Karuma
PSRD

Managing Maritime Security in Kenya

During the second quarter of 2017, IPSTC researchers embarked on Countering Violent Extremism (CVE) research in designated hot spots. Among them were Joseph Mbugua, Col Kombo and Major Mwachinalo who conducted research on Maritime Security in Mombasa and Lamu counties. The research was an eye opener to the upcoming blue economy focus by the Government of Kenya.

In this field, the UN has provided a leading legal framework for managing maritime security through a number of conventions. The main convention governing maritime security is the United Nations Convention on the Law of the Sea (UNCLOS) of 1982. As the custodian of global peace and security, the UN Security Council has put in place a number of resolutions to advance maritime security in Africa. For example, it adapted Resolution 1816 to counter the threat of piracy in Africa. At the same time, the AU has the African Integrated Maritime Security Strategy (AIMS-2050). The goal of this strategy is to enhance efficient exploitation and management of maritime resources for the benefit of African people. It provides a reference for African countries embarking on developing master plans for management of their blue economies.

The African maritime resources and activities such as shipping and fisheries face a number of challenges: insecurity, loss of lives, piracy, terrorism, pollution, illegal and unregulated fishing, illicit trafficking of small arms, illegal human trafficking, degradation of marine environment, illegal dumping of toxic waste, biodiversity and climate change. These threats have imposed enormous loss running into billions of dollars to African economies. This loss has had significant effects on resources invested in health, education and other vital sectors.

Water covers two thirds of the Earth's surface. Africa as the second biggest continent covers one fifth of the Earth's surface. Africa however has less comparative capacity in exploitation of marine resources. Africa handles only 6% of worldwide sea trade and 3% of container traffic. Over 90% of Africa's international trade (imports/exports) is conducted through the sea. Given the high rate of poverty and unemployment, the potential for the blue economy expanding economic opportunities for African countries is significant.

The East African coastline forms a major international trade route for oil and manufactured goods from Europe and Asia. The insecurity in Yemen, Middle East and Somalia has had significant effects on maritime trade in East Africa and Kenya in particular. There is no East African Community (EAC) maritime security strategy and joint operations program. Given Kenya's geo-strategic location off the Indian Ocean, the country's maritime domain interest remains under exploited.

Kenya has about 100 nautical miles of Exclusive Economic Zone (EEZ). This zone is rich in natural resources and minerals such as oil and gas, exclusive marine species/bio diversity and tuna fish. The region is usually sparsely governed thereby opening space for illegal exploitation. Though Al Shabaab currently does not have maritime capability to pose significant threats, with the coming of ISIS, the situation might change. Kenya has a coastline of about 536 Kilometers which is not adequately policed.

Maritime domain constitute 42% of Kenya's land mass while Kenya's blue economy is worth income of 3B US dollars per year. 92% of Kenya's trade is transported through the Indian Ocean. One of the main challenges in managing the Kenya maritime domain is that there is no optimal exploitation of existing maritime resources and no effective enforcement of existing laws and regulations.

The emerging global recognition of the blue economy which include ocean economy, green economy, coastal economy and marine economy offers great opportunity for rapid development in the country. Following the green economy approach in the country the blue economy aims for improved human well-being and social equity, while reducing environmental risks and safeguarding sustainable ecosystem. The sector has immense potential to generate renewable energy, promote tourism, sustainable fisheries and safe transport.

The East African region depends on international maritime forces to tackle piracy in Somalia and other maritime insecurity threats. This renders the countries vulnerable to sea based threats, dependent and lacking in sustainable maritime security capacity. The state fragility in Somalia has had negative security and economic ramifications along the Kenyan coast. By 2010 maritime insecurity in eastern Africa had caused

the global community equivalent of 18 billion dollars. The cost to Kenya alone was between US\$300 and 400 million, raising insurance cost with negative effects on regional economies.

The Kenya Maritime sector is administered through the Kenya Maritime Authority (KMA) which was established in 2004 to streamline management. KMA is entrusted with the responsibility of implementing international maritime agreements relating to transport that Kenya is a party to. It also regulates and coordinates maritime affairs, ensures safety of lives, security of ships and port facilities and protection of the marine environment. There are a number of other key actors in the maritime domain: KDF-Navy, Kenya Ports Authority (KPA), Kenya Maritime Police Unit (KMPU), Kenya Wildlife Services (KWS), Seafarers Union of Kenya (SFUK), Ship Owners and Merchants Association of Kenya, Ports Management Association of East Africa (PMAESA) among others.

Though there are several challenges facing the industry, there are a number of government counter measures in place to boost the sector. The Chief of Defense Forces (CDF) heads an inter agency committee tasked to promote the maritime sector in the country of which KMA is a member. There are plans to establish a Coast Guard unit in Kenya's security establishment. There are also plans to study the American Coast Guard model of managing maritime sector in order to inform the local context and boost security and economic potential in the Kenyan domain.

Recognition of the vital maritime sector was long overdue and holds potential for creating opportunities and boosting income necessary to address poverty, unemployment and insecurity. IPSTC research findings will contribute to more maritime domain awareness, exploration of strategic implications and possible strategies of revitalizing the sector.

Joseph Kioi Mbugua
Researcher, IPSTC



Mr Mbugua making a presentation during the 2017 Research Agenda Workshop

Maritime Insecurity in the Horn of Africa region



Seychelles Coast Guard maritime security forces participate in a regional Cutlass Express exercise (Seychelles News Agency 2015)

There is no single universally accepted definition of maritime security even though it is a term that has emerged lately in the arena of peace and security. Maritime security entails protecting national governments and its people against threats that might arise from sea. There is a close nexus between maritime security and the border security; they both aim at protecting people against external threats as well as call for a multi-faceted approach in coordinating and dealing with security threats and dynamics.

Maritime security is an emerging security issue and affects nation states both in Africa and beyond. Africa is a continent with over 50 % of its countries population depending on and living near the sea. It has a total of 13 million KM maritime economic zones and more than 17% of global fresh and blue water resources, with 38 coastal states, out of the 54 states. There is vast wealth of resources and immense opportunity within the maritime domain that has not been tapped fully. That is why it is paramount to ensure that the peace and security architecture is stable to support economic, social and political development. With all these factors intertwined, one can never underestimate the loss and damage that can come from maritime insecurity.

The African Union's Strategy of

2050 looks at maritime threats as aspects that hinder peace, stability and security in the region, particularly in relation to human security. The Strategy articulates the importance for Africa to have an integrated vision and the need for all the regional and international bodies to harmonize their efforts and contribute to promoting a continental agenda. The African Union (AU) strives to do this by advocating for the rule of law and the principles of good governance.

Maritime threats can have diverse and devastating impact on socio-economic development. Even though piracy grabs the headlines, it represents a very small element of the wider maritime security threats. These could include: maritime pollution, prohibited imports and exports, maritime terrorism, illegal trafficking of ammunition, illicit fishing and illegal trade, terrorism, border security, illegal exploitation of the sea bed and natural resources and vulnerability of offshore installations.

All these factors are linked directly or indirectly to political instability and socio-economic underdevelopment within a nation state. A good example is the Horn of Africa region,

where Al Shabab militias have taken control of the region to an extent that a humanitarian mission, African Union Mission to Somalia (AMISOM), has been established in Somalia to bring normalcy. The AMISOM has been in Somalia since January, 2007 to build and enforce peace and security in the region.

The rate at which piracy was happening in the Horn of Africa caused a big economic challenge. Business slowed down and commodities became very expensive. Kenya being one of the neighbours with military troops in Somalia, has been greatly affected. The economy of the country has been slowed down, the recent attack at Garissa University College, where more than 140 people were killed in 2015; created fear in the community and increased insecurity in the area. Teachers were afraid to work there, causing the ratio of teachers to students to widen to about 1:120.

The diverse nature of maritime security, and the clear nexus between state and human security cannot be ignored. Therefore it is important to take this discourse to another level and start looking at long-term problem solving mechanisms. In the past decade, actors in maritime policy, ocean governance and international security have started to include maritime security in their debates.

Although there has been much activity by civil society, military, police, law enforcement, humanitarian organizations, UN, AU and other practitioners to develop effective responses to maritime security threats and vulnerabilities, there still remains a wide array of topics that receive only minimal attention, even though they require action. Within the region, there are three primary geographic areas that are of interest to the maritime security practitioner; these being the Great Lakes region, the inshore coastal region and the blue water region extending into the Indian Ocean. It is through engagements with key stakeholders that enhanced dialogue on regional collaboration

and cooperation in maritime security can begin.

The concept of blue economy has been recognized as a key facet of maritime security which helps contribute to socio-economics development of states. It can be achieved by looking at the root causes of environmental security and promoting the human security of the people. At the Tokyo

International Conference of Africa's Development (TICAD V1) meeting in Nairobi 2016, maritime security and development of blue economy for Eastern Africa featured prominently under Pillar 3 (Promoting social stability for shared prosperity). The conference advocated for the importance of upholding regional and international synergies that are related to maritime security

in accordance with the principles of international law. It is through such initiatives that regional visions to enhance the significance of maritime security and safety through international as well regional cooperation and collaborations can be achieved.

Ms Monica Musyoni
Curriculum Designer, IPSTC

A Case for Training of Trainers (TOT) on Sexual and Gender-based Violence (SGBV)



SGBV (ToT) course participants in a group photo

Training is the process for providing required skills to the staff so that they can do the job effectively, skillfully and qualitatively. Training is not continuous, but it is periodical and given in specified time. Generally, training will be given by an expert or professional in specific field or job. Although there are many categories of training, staff members with Sexual and Gender-Based Violence (SGBV) training of trainer skills are an important asset in the Peace Support Operations (PSO) environment.

Training presents a prime opportunity to expand the knowledge base of all staff, but many organizations find training opportunities expensive. Staff members attending training sessions

also miss out on worktime, which may delay the completion of job assignments. Despite these potential drawbacks, it is important to note that training is an investment in the future of the organization and its staff, and organizations are clearly concerned about its benefits. Ultimately training provides both the individual and organization as a whole with benefits that make the cost and time a worthwhile investment. The return on investment from training and development of staff members is very significant. These benefits may show up in unexpected ways, not only for the organization but for the trainer as well. The SGBV Training of Trainers (ToT) course ultimately:

- Builds self-confidence of the trainer by allowing them to take on a new or expanded role in the PSO environment
- Helps trainers feel comfortable managing tough topics on SGBV
- Ensures the trainer effectively communicates key messages related to SGBV
- Ensures trainers understand and utilize interactive / experiential delivery techniques properly
- Prepares an internal resource to train other staffs and can help form new alliances and teams in PSO

The IPSTC Model

Training of Trainers simply involves initial training of a person or people who, in turn, train other people at their home agency. The TOT in SGBV is usually designed to equip a team of participants working in PSO to conduct trainings where SGBV programs have already been launched in order to continue to enhance them. A train-the-trainer model enables experienced personnel to show a less-experienced instructor how to deliver courses, workshops and seminars.

At IPSTC, we run a series of sponsored ToT courses on SGBV targeting Military, Police, Corrections and Civilian staff in PSO. Participants are drawn from regional peacekeeping missions mostly United Nations Mission in South Sudan (UNMISS) and the African Union Mission in Somalia (AMISOM). Although the focal area is the Eastern Africa Standby Force (EASF) member states, the net has been cast wider to include participants from West Africa (Ghana, Nigeria, Mali and Sierra Leone) and Southern Africa (Malawi and Zambia).

The IPSTC ToT model appreciates that any trainer needs two separate sets of skills and knowledge. First, they need to know the topic they are teaching (subject matter expertise). That is why it is a pre-requisite for all SGBV Training of Trainers trainees to have attended the Basic SGBV course at IPSTC or another recognized institution. Further, when participants report for the TOT course, they are usually taken through a knowledge threshold test (KTT) to ascertain their fulfillment of

this pre-requisite. Secondly, trainers need to know how to transfer that information to the trainee (instructional expertise). This is the ultimate outcome of the SGBV ToT course.

The SGBV ToT usually comprises of theory and practical modules on the best andragogical methodologies. There is usually one practicum experience that allows each ToT participant an opportunity to prepare and deliver a lesson on an assigned topic under the guidance of a master trainer, and receives feedback to debrief the training experience. Successful participants in the ToT process receive the full trainer's package along with relevant handouts. This course package acts as a reference for them as they mount trainings in their organizations and mission areas.

Our experience has shown that this model succeeds when the following are taken into account.

- **Choose the right individuals to be trained**

Train the Trainer allows you to address a larger number of staff while staying within budget. In order for this to work, however, you need to choose your SGBV champions based on more than just their location. There is need to consider participants' backgrounds, especially whether they have had an active role as an SGBV focal person in a mission area or organization. Additionally,

it is important to ensure that all designated trainers are willing to see the task through to the end.

- **Be prepared for mistakes**

Train the Trainer is a learning process. Even if your participants have years of experience in teaching, they may not have done so in a PSO environment and on SGBV. As with any learning process, if you don't allow your trainers to make some mistakes, they may be hesitant to try something new again. Also, allow enough time for participants to prepare and practice.

- **Be prepared for constructive criticism**

Whether you are giving it or taking it, constructive criticism will play a direct role for you throughout the Train the Trainer process. Your trainers will be learning from someone who specializes in presentation. So, if they are told that a joke is not fitting or that they need to use a different method of demonstration, they should be prepared not to take it personally. At the same time, learners do connect with trainers when a trainer is genuine and authentic, so look for these traits when you're critiquing a trainer.

- **Track results**

As new trainers, participants are most likely eager to know how well they taught and what they could do better the next time around. At IPSTC we value feedback from our alumni. To achieve this, we usually use an online tool (the monkey survey) to track our trainers every three months.

In conclusion, the benefits of training trainers are encapsulated by the ancient Chinese proverb: 'Give a man a fish and you feed him for a day. Teach a man to catch fish and you feed him for a lifetime.' Training the trainer is like teaching a man to fish. Train one trainer on SGBV and they have the ability to impart their knowledge to many within their own organization and/or PSO mission area.

Daniel M. Wathome
Directing staff, PCSS



SGBV (ToT) course participants in a lecture session

IPSTC's New Curriculum for Regional Senior Mission Leaders Course

Several scholars have attempted to draw the difference between leadership as a process and leadership as a personal quality. It is through this debate that many have questioned whether leadership is instinctive or learned. Nonetheless, whether leadership is inborn or acquired, it encompasses certain special traits that differentiate those in leadership positions and those who are not. In a nutshell, leadership can be defined as the ability to inspire confidence and support among the people/personnel who are needed to achieve a certain goal. Therefore, it involves qualities of influence, astuteness, exemplary behaviour and authority.

Needless to say, leadership involves interaction between the leaders and

the led; as well as with other relevant stakeholders. An incisive look indicates that the nature of this interaction is dictated by the context and the goal to be achieved. In the case of contemporary, multidimensional and integrated Peace Support Operations (PSO), the environment and guiding mission mandates have increasingly become complex and challenging. As a result, this has placed greater demand and pressure on Senior Mission Leadership cadre (SML). It requires them to be knowledgeable, aptly prepared, proactive and decisive in order to be able to effectively plan, manage and implement mission mandates even in a difficult environment. Indeed, many have highlighted that effective SML is one of the most crucial ingredients for

successful peace operations.

From the IPSTC perspective, the idea behind the development of Regional Senior Mission Leaders (RSML) course was influenced by the need to develop a pool of qualified senior mission leaders for the Eastern Africa region. The expectation is that this will contribute towards Eastern African Standby Force (EASF) sustained operational capability. Preceding the course development, several documents were reviewed and knowledge from field experiences delved by IPSTC indicated the need to enhance SML capacity in the region. They further showed that the capacity development would highly enable the senior leaders to productively carry out their assigned tasks in the continuously changing PSO settings. Thus, the IPSTC's RSML course intended (and still intends) to contribute towards filling this gap by providing pertinent acumens that strengthen SML in the region and beyond.

As highlighted in the new curriculum, the specific aim of the RSML course is to equip participants with relevant knowledge, skills and attitudes on SML that will strengthen their capacity for effectively carrying out leadership roles and responsibilities in the United Nations (UN) and African Union (AU) PSO. This aim takes into account the fact that development of leadership capacity has to go beyond enhancement of knowledge. This is partly because there are high stakes involved when

addressing capacity issues of those responsible for making decisions that could potentially influence the fate of a mission. To this end, skill sets and attitudes that touch on issues of professionalism, integrity, respect for diversity, mission planning and management have to be imparted during the SML training.

As the name suggests, the target audience for the RSML course encompass men and women who are serving or have a future potential to serve in senior leadership positions in a multidimensional and integrated UN/AU PSO. They include individuals at the top and middle management levels in the military, police and civilian components. Specifically, the civilian participants are drawn from various governmental, non-governmental organizations, UN and AU bodies deemed to serve in PSO. While most of the course participants are to be drawn from EASF member states, some will be sourced from other African Standby Force (ASF) regions in an effort to create diverse learning experience.

During the development of the new RSML curriculum, the team involved took into account the central place of gender perspectives in PSO and fundamentally incorporated them into the training content. This act was particularly important following the decision made by IPSTC in 2015, with the support of UN Women-Kenya, to officially integrate gender lens in all its courses. Based on this decision as well as in support of gender mainstreaming efforts as articulated in various global, regional and national policy and legal instruments, a gendered approach is expected to be adopted in all modules and lessons. Additionally, a deliberate attempt is encouraged in ensuring gender balance in the selection and invitation of course participants. The overall goal of gender integration in the training is to ensure that participants are given a holistic learning experience and provided with practical gender insights for effective functioning of mission leadership.



Participants of a Past RSML Course Signing in their attendance at IPSTC

In order to achieve the overall course aim, the curriculum has been organized according to learning outcomes and concomitant modules. There are six learning outcomes and twenty nine modules in total, delivered in ten days of instruction. The course syllabus has been strategically structured in such a way that the general, crosscutting and yet critical PSO issues are covered in the first five days of instruction. The rationale for this is to ensure a common baseline understanding among the participants of the generic PSO intricacies. They include lessons on UN/AU contemporary PSO, global and regional peace and security dynamics, conflict management in PSO, legal and normative PSO frameworks, and protection of civilians among others. The second half of the training is dedicated to the actual roles and responsibilities of SML. This includes numerous lessons on strategic leadership and integrated mission planning process. Basically, the 'known-to-unknown' paradigm has been adopted in the structure of the RSML curriculum to ensure smooth flow of content and quick comprehension among the participants.

Lastly, like other IPSTC courses, the methodology of RSML course has been structured to include both theoretical and practical sessions. The theoretical portion is delivered in a standard lecture style and in a limited fashion while the practical or activity-based approaches include participatory approaches such as Syndicate Based Exercises (SBE), use of scenarios, case studies, role plays and demonstrations, panel and plenary discussions, and Question and Answers (Q&A) among others. The activity-based sessions, particularly the SBE, is facilitated through mentorship by a selected senior and experienced personnel. This style enables the participants to assimilate the course learning outcomes through participants' knowledge and mentors' guidance and wealth of experience. The curriculum design team is looking forward to the pilot of the reviewed RSML course in October 2017.

Margaret Cheptile
Curriculum Designer, IPSTC

Emergency Management in the wake of Violent Extremism



Disaster Preparedness and Planning class being taken through mine awareness training

Disaster management (or emergency management) is the creation of plans through which communities reduce vulnerability to hazards and cope with disasters. Disaster management does not avert or eliminate the threats; instead, it focuses on creating plans to decrease the effect of disasters. Emergencies are managed first at the local level. However, if the situation escalates, the national emergency management structure will be activated.

Violent Extremism (VE) refers to the beliefs and actions of people who support or use violence to achieve ideological, religious or political goals. This includes terrorism and other forms of politically motivated and communal violence. Violent extremist threats come from a range of groups and individuals, including domestic terrorists and homegrown violent extremists in the communities, as well as international terrorist groups like al-Qaeda and Islamic State of Iraq and the Levant (ISIL). Lone offenders or small groups may be radicalized to commit violence at home or attempt to travel overseas to become foreign fighters. The use of internet and social media to recruit and radicalize individuals to violence means that conventional approaches are unlikely to identify and disrupt all terrorist plots.

Prevention is a major aspect of countering violent extremism. The 'Prevent' element of the Counter-terrorism Strategy aims to get at the root causes and factors that contribute to terrorism by actively engaging with individuals, communities and international partners. Research is also critical to better understanding of these factors and how to counter them. Success in this work requires the support and participation of all levels of government, civil society and most of all, local communities and individual citizens. Raising awareness among youth and adults within our local communities is an important step in preventing and Countering Violent Extremism (CVE).

Civil protection and an all hazards approach are vital in maintaining preparation and the best possible response to major natural and man-made disaster. But they can be weakened if governments focus too heavily on national security (including civil defense against terrorism). That deviation can increase vulnerability to other large disasters. Keeping balance in emergency management planning, and implementing an all hazards approach are crucial to effective public administration in our communities. *Continues on page 14*

Key Visits and Events at IPSTC

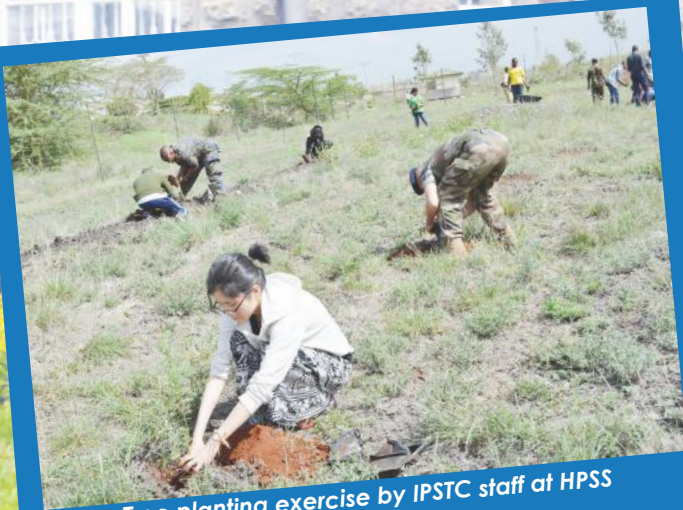
During the Second quarter of 2017, the International Peace Support Training Centre welcomed key personalities across the globe to various events. This included various delegations from other institutions, partners and other dignitaries.



Brig Mushtaq Ali a Directing Staff at the Pakistan National Defence University signing the visitors book during a visit on 26 April 2017



The Chairman Joint Control Board IPSTC Maj Gen Mulata making a point during a meeting held on 04 May 2017



Tree planting exercise by IPSTC staff at HPSS on 28 April 2017



Maj Balmer briefing a Commission of University Education delegation during a visit on 18 May 2017



A group photo with the Indian National Defence College delegation during a visit on 23 May 2017



Commander BPST (EA) Team Col Leakey handing over an Armoury to IPSTC Director on 30 May 2017



Ms Angelina Jolie (UNHCR Special Envoy) addressing IPSTC staff and SGBV Course participants during a visit on 20 June 2017



Director IPSTC handing over a commemorative plaque to the EASF Director, Dr. Abdillahi Omar Bouh when he paid a courtesy call on 13 June 2017

Continued from page 11

Counter-terrorism is necessary and obviously very important. Governments must take policy measures to prevent terrorism, but they should resist contributing to institutionalized fear. They should also remember that human beings are surrounded by a plethora of risks, many of which cause more physical damage than terrorism. Governments should prepare policy measures for mitigation, preparedness, response, and recovery for all hazards that can be encountered, and should keep a balanced view based on scientific and accurate statistical data.

Response to any terrorist incident requires direction and control. The contingency plans must consider the unique characteristics of the event, identify the likely stage at which coordinated resources will be required, and tailor the direction and control process to merge these resources into an ongoing response. With many organizations involved, there is the danger of key decisions being slowed by too many layers of decision making. Plans should allow the need to streamline the decision making process so that key decisions or authorizations regarding safety and security can be obtained quickly.

The approach to Countering Violent Extremism (CVE) should emphasize strengthening of local communities. We begin with the premise that well-informed and equipped law enforcement, families, communities, and local institutions represent the best defense against violent extremism and preventing violent attacks. Emergency preparedness provides the pre-impact activities that establish a state of readiness to respond to extreme events that could affect the community. It establishes organizational readiness to minimize the adverse impact of these events by means of active responses to protect the safety and security of individuals and the integrity and functioning of physical structures.

Major Luke Nandasava
Pre deployment Instructor, HPSS

Understanding Improvised Explosive Devices Basics

Improvised Explosive Device (IED), a term that has become known to a greater extent only recently. It refers to the practice of improvising Explosive Devices. In a layman's term, IED is a device that has explosive materials that has been improvised to explode in a certain way. We cannot know much about IEDs until we get to know what explosives are. An explosive is a chemical compound that is unstable and tends to stabilize itself by detonation. There are two types of explosives. High explosives – these explosives detonate, and low explosives – these explosives burn. High Explosives (HE) (explosives that detonate) are divided into two, according to their sensitivity. These are: primary high explosive, which are more sensitive and, secondary explosives which are relatively sensitive.

That being said, it is important that we note the other classifications of explosives. Explosives can either be military grade explosives, commercial explosives (explosives used in mining and building demolitions) and lastly Home Made Explosives (HME) (explosives that are made using materials commonly found in homes). Such HMEs can be made to be either Primary high explosive or Secondary high explosives.

As we try to understand the explosives, we must understand the explosive train. This is the sequence of explosions. As a rule of thumb, explosives explode from the most sensitive explosive to a less sensitive explosive. Therefore, a primary high explosive will always start the explosive train. Explosives, Especially primary high explosives, are sensitive to heat, friction and shock - (Regarding IEDs, they are classified according to their actuation i.e. they differ according to the method of setting them off (actuation).

There are three broad classifications of IEDs; Time IEDs, Command IEDs and Victim operated IEDs. Time IEDs are those that have a set time to explode. Command IEDs are those that have a command to explode, either a command wire or a radio control and lastly Victim operated IEDs where the victim actuates the IED.

Given the nature of IEDs, the fight against IEDs can be done in three broad stages.

- Preparing the force
- Defeating the device
- Attacking the network

Preparing the Force

Preparation of the force means the training that the force undergoes in preparation for the exercise of fighting IEDs. The training against IEDs should be as practical as possible and should give students multiple scenarios of the different fabrications of IEDs. The training should allow students to use their intuition and initiative while reading the ground signs of possible IEDs emplacement areas.

The training should focus on the three stages of an IED attack (assuming the explosion happens, i.e., worst case scenario).

For the stage before the explosion; the training should focus on ground sign awareness, situation awareness, use and maintenance of equipment's such as jammers, gathering information etc.

For the stage during the explosion; the training should focus on among other things; offensive spirit, first aid, 360 degrees protection, casualty evacuation, etc.

For the stage after the explosion; the training should focus on identifying secondary devices, post blast investigation, collecting forensics materials, etc.



A Victim operated IED Photo by EOD teams in Somalia

Defeating the Device

Defeating the device involves the various Render Safe Procedures (RSPs) applied to all types of IEDs. This is because the three main types of IEDs have their different RSPs. These RSPs are primarily for the safety of the IED operator and should not be taken as a principle. The enduring principle of Counter Improvised Explosive Device (CIED) is the breaking of the IED circuit.

IEDs have 5 main components; main charge (secondary high explosives), the initiator (primary high explosive), the power source, the container and the switch – whose improvisation makes the different types of IEDs.

An IED will function when all these components work in a circuit, starting from the switch. A good way of preventing this is by using disruptors which are basically small explosives

that are placed in a container with water, so that when the small explosive detonates, it pushes the water out at high velocity, which in turns separates the components.

The overall intention is to separate the components. The available intelligence, tactical situation, competency of the operator and the availability of the disruptors should all be put into consideration before and when defeating the device.

Attacking the Network

Attacking the network involves the breaking down of the IED networks, 90% of IEDs in Somalia today are made using HMEs. HMEs are sensitive and need careful mixing of precursors. This means that there are usually designated bomb makers that have mastered this craft. The making of IEDs in a bomb factory

exposes the bomb maker to hazards such as burned hands and by this his DNA is left on the IED, this coupled with other traces are passed through forensics and with this a network of IED makers can be mapped out and subsequently be attacked

Attacking the network is a multi agency process that combines intelligence with the fundamentals of forensics to attack the IED network. This ensures the reduction of the risk posed by IEDs. It is in recognition of this need that IPSTC (HPSS) has established a counter IED wing in order to produce highly trained, skilled and motivated commanders and C-IED operators capable of working to the highest standards of safety and interoperability in both homeland and peace support operations.

Capt. Asaph Mbugua
Instructor, CIED WING HPSS

Management of Higher Education Institutions in the 21st Century



Management of Higher Education Institutes
29th June - 10th July, 2017



Group photo of a course attended by IPSTC staff Dr Njambi (Middle row fifth from right)

Higher education supports and enhances the process of national economic and social development. The knowledge, skills, and resourcefulness of people are increasingly critical to both global and national economies. High-quality human capital development in institutions of higher learning is critical in providing advanced skills.

Current trends and technological advancements in higher education need advanced leadership techniques and an international perspective. The larger role of institutions of higher education and their capacity to be influential at the community and national levels calls for rethinking of the management of higher education institutions. It is with this background that I attended the training on Management of Higher Education Institutes in Galilee International Management Institute.

The purpose of the course was to update and enrich participants

with knowledge and skills in: current international trends and technological advancements in higher education (HE); the role and capacity of HE institutions to be influential at community and national levels and the organisational, political, financial, and social factors affecting HE long-term success

A total of 16 topics were covered over the 10 days with a total of 86 hours of learning. A summary of key learning areas is highlighted follows:

Higher Education in 21st Century: The focus was on the International Perspectives of HE. The need to view HE as an economic sector and developing international courses to attract foreign students is critical and adds value to institutions of learning.

Security in Educational Institutions: Equipping and teaching the HE community with skills and knowledge to implement a security plan during emergencies.

University Involvement in the Community Science Education for Youth: The HE institutions need to be committed to social change by starting mentorship programs for children. This can be done by creating learning centres of excellence to develop youth creativity and innovation

Overview of Israeli HE Systems and Knowledge Management (KM): A total of 5 higher learning institutions were visited including: Weizmann Institute of Science, Hebrew University of Jerusalem, PERACH Tutorial Project, The Teknon Israel Institute of Technology and the Sapir Academic College. In all these institutions the importance of science and research for national development was emphasized and is undertaken through the use of research for economic and social change in the community.

Impact of Technology in the Future of HE. Enhancing Digital Marketing in HE institutions.

The HE in the 21st century need to utilize technology for E-teaching and learning for more effective time management. Maximizing online common courses and current platforms.

Strategic Resource Development Plan and Funding HE Institutions:

Enhancing HE institutions fundraising strategies for sustainability using the SWOT analysis strategies is the way to go since most governments funding for higher education is declining. The HE institutions need to utilize the international HE programmes and Alumni partnership.

Higher Education Branding: There is stiff competition for students in HE institutions. Strategies are needed for institutions to be able to manage positive change in marketing HE. Enhancing HE market surveys will enable institutions to reach the intended target of HE programmes and manage the university product life cycle.

In conclusion the training enhanced my knowledge and skills in the current trends of management of HE

institutions. Based on the current global technological changes, the skills are timely and will be useful in the implementation of IPSTC proposed Masters program. The key learning areas for me included: Utilization of E-teaching and learning platforms; Establishing and enhancing community based partnership especially the mentorship program for the children and youth; and Enhancing the Alumni to partner with HE institutions especially for fundraising.

Based on the training and the experience gained the following recommendations are proposed:

- IPSTC as a centre of excellence with unique learning resources needs to enhance the community partnership and mentorship programs for children and youth. This can be done by equipping teachers to establish **school peace clubs** to mentor children and youth to take responsibility to embrace peace and security. The Amani village demonstration centre

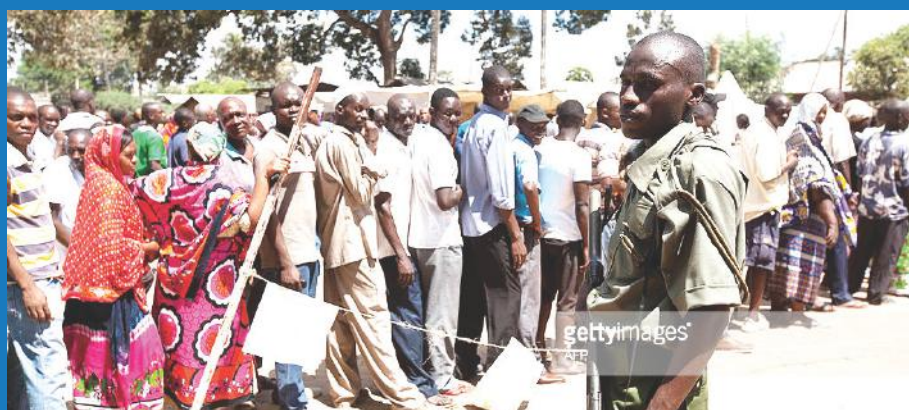
can be used to enhance learning for school peace clubs.

- Based on IPSTC training experience in peace and security training, the centre may engage more with the HE institutions in developing training in *Security in Educational Institutions*, based on the current security threats in HE institutions. The training can first focus on the senior managers and later to be rolled out to students as need arises.
- IPSTC needs to establish and enhance a strong *Alumni Association* which would be a great resource to the future of the centre.
- Since the course in management of HE institutions focuses on the strategic level, there is need for IPSTC to send one senior military officer to undertake the training. This will not only enhance the future University program but also the Peace and Security Study School in improving the E teaching and learning.

Dr Eunice Njambi

Curriculum Designer, IPSTC

Non-Acceptance of Election Results in Africa



Kenyan police officer stands close to a queue of voters

Source: Ivan Lieman/AFP/Getty Images

Elections play a critical role in democracy since it allows citizens to express their will and hold government accountable. Since the new move of democratization in Africa, elections have become an important ingredient of people participation in the governance process. At the same

time, elections have brought new conflicts and violence as a result of ethnic and regional alliances that sometimes threaten the social order, economic development, and efforts to strengthen social cohesion. Furthermore, despite the holding of periodic elections, only in a few

countries of Africa have the losers accepted election results. Currently, while there is a significant decline of the historic causes of conflicts in Africa, elections have emerged as one of the major sources of conflict. The non-acceptance of election results has occasioned post-election violence which have caused deaths in several countries including Burundi, Democratic Republic of Congo, Kenya, Uganda, Cote d'Ivoire and Nigeria among others.

According to Joram Rukambe, the Regional Electoral Advisor at the UNDP Regional Service Centre for Eastern and Southern Africa, elections in most African countries, take place in an environment in which winning an election means to 'capture' the state and monopolize access to its' resources (jobs, tenders, etc). This

is a zero-sum game in which the 'winner takes all and the loser loses all', meaning the latter will have to contend with five long years of drought without access to the means of survival which can only be disbursed by the state. The lack of economic diversity in most African countries makes the state the only employer, producer and distributor of economic goods and opportunities. Winning elections therefore gives the winner complete access to state resources which are in turn used to entrench and perpetuate one's rule. The use of violence and intimidation has then been in common use by both opposition and ruling party leaders and supporters to advance their chances to win elections. Ethnic and religious cleavages have also been mobilized as a basis for electioneering and these have had catastrophic consequences in several countries.

Other structural factors that can legitimise the refusal of election results include the following weaknesses:

Weak political party system. In many cases political party system mostly serves as a vehicle for fluctuating clan interests and individual ambitions. Thus, parties and associations have low capacity for developing permanent, broad-based constituencies and policy agendas. This situation increases the risk for violence since political contests

are truly an expression of clan and personal divisions.

Lack of a valid voter registry: This contributes to widespread possibilities of double voting. Moreover, the lack of transparent voter registration system undermines the Electoral Commission's (EC) ability to equitably distribute polling stations and allocate sufficient materials. This can give rise to suspicions among the opposition parties to doubt the legitimacy of results due to multiple voting.

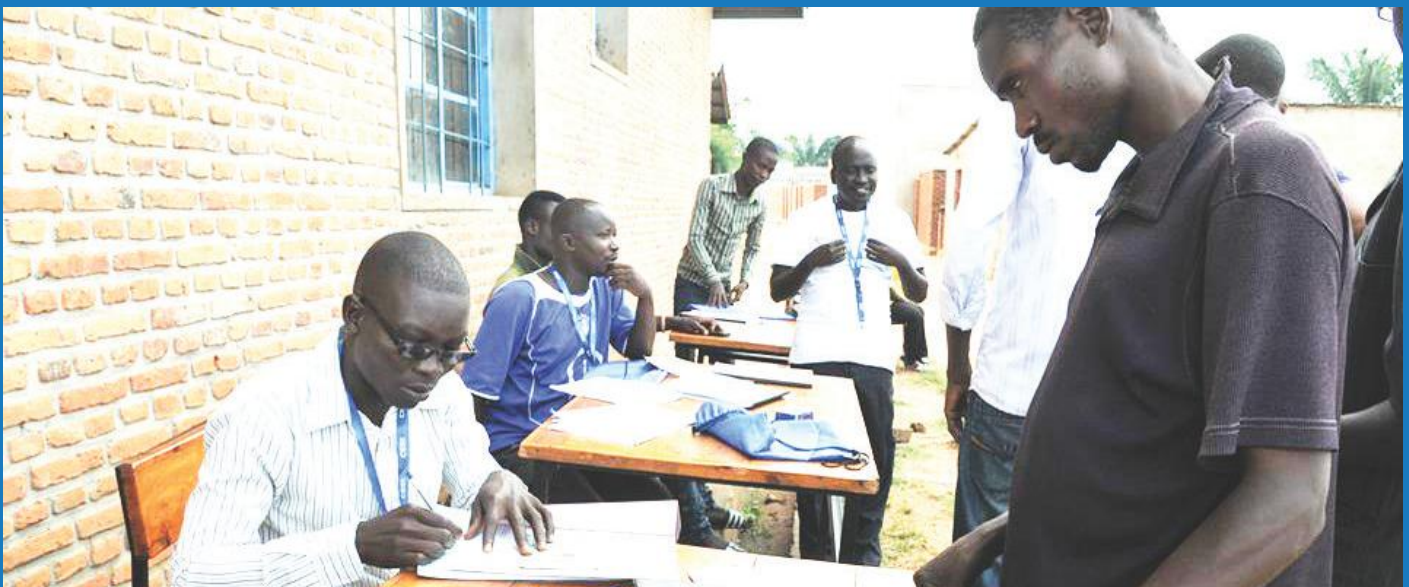
Low capacity of Electoral Management Bodies (EMBs): The low capacity of EMBs feeds public suspicions of bias and weakens confidence in electoral outcomes. Poor public relations, lack of transparency and non-existence of inter-agency coordination may also mar the reputation of the national commission. In addition, insufficient funding and the ad-hoc electoral framework can undermine its capacity, transparency and credibility.

Poor security force training: The lack of force training, experience and neutrality aggravate electoral conflicts. Electoral violence reveals that police do not know how to control crowds properly and manage spontaneous demonstrations. Police often respond with excessive force, which serves to intensify the conflict.

It is not possible to identify all the causes that lead to the refusal of election results as each country has its own historical context in terms of management of its internal political challenges. Many other reasons can fuel the contestation and refusal of election outcome including alleged registration of foreign nationals, the military interference in the political process, the institutionalisation of wrong doing and voter bribery.

In conclusion, the challenge of non-acceptance of election results from the opposition has underscored and will continue to undermine the importance of building institutions that balance competition with order, participation with stability, and contestation with consensus. Governments in African countries are also not innocent victims of what are usually seen as opposition's machinations. Some governments manipulate electoral processes, torture their opponents and deny opportunities and important information to their rivals. Definitely the confidence in elections as a fair and free process must be built as a way of promoting acceptance of election results. With this, defeat in an election will not inflict an intolerable pain or trauma on the losers. This will help to lessen mutual suspicion, mistrust and hatred that characterize inter-party relations in Africa.

Col Donatien NDUWIMANA
Reseracher, IPSTC



Electoral workers conducting voter registration for the upcoming 2015 elections in Burundi. Photo: MENU

INTERNS CORNER

My experience as an intern at International Peace Support Training Centre (IPSTC) has been really interesting. Internships offer real-life work experience in a prospective career field. For college students, the word 'internship' is not unfamiliar but can be quite frightening. The best way to approach an internship is not as a requirement but as a stepping stone to other opportunities. This post won't serve as a simple guide to getting an internship. This post is for the dreamers, the goal-setters, the doers, and the people who believe that the steps taken now will undoubtedly shape and strengthen their future. The future waits for no one. Never has there been a better time to dive right in.

My first day on the job was May 17. I remember walking in nervously and taking a seat. I glanced around and saw my expression was mirrored in my co-workers' faces. My colleague welcomed me warmly in the library. Later on my colleague Nicole came in and took me round and she clearly explained what they expected and walked me through the steps. I remember leaving with a smile on my face, happy that I landed my dream job. The first week was very interesting I got to read and was introduced to things I didn't know. Our supervisors helped me become familiar with curriculum design.

My experience as an intern in the peace and security research

department has been really interesting. It has given me an opportunity to understand what it entails to design and develop a training curriculum at a peace and security research department. My internship has been well structured, with regular supervision meetings with my supervisor to discuss my progress. During that process I was assigned various assignments to do: I have participated in engendering curriculum, editing various learning plans and assisted in editing them. It has been important to me that the structure of my internship has reflected my learning and development. With this acquired experience the next step in my new role feels a natural progression, not just for me but also for the organization.

My internship has helped me to gain both practical experience and confidence. All in all, my internship has taught me many beneficial things, among them: to always have an open mind and be willing to work in any type of environment, to be willing to adapt to a new work place and to always be respectful and kind to not only my future supervisors, but my colleagues as well. What I have learned in the span of less than three months will always be a big part of me as I progress in my career. I am looking forward to taking what I have learnt and

apply it in my work. I really don't know where I would be if I didn't take this job opportunity because without it, I would have never learnt what I have.

During this period, I have faced challenges but thanks to my colleagues I was able to overcome them. Many thanks to IPSTC leadership for giving me an opportunity to do my internship in your well renowned organization. The experience and knowledge gained will not go to waste. Interacting with military and civilian experts has been really awesome and an eye opening opportunity and has reinforced my need to study and work hard so that I may equally play a similar role in future.

Most people feel that getting bad grades in high school is probably the end of everything you worked so hard for. Finishing my internship at IPSTC has shown me that it is not just about what you achieve in high school but also it is about where you see yourself in the coming future. It's all about giving yourself a chance to rise beyond all the past negativity and unaccomplished dreams. To conclude I would like to thank the Director Brigadier Patrick M. Nderitu, Maj Chris Buckham and the research department for giving me an opportunity to work with them for my internship period.

Cynthia Sakwa Njoroge
Intern, Curriculum Design



Miss Cynthia (Far right) in a group photo with her Curriculum Design Section colleagues and supervisor

Light, Sound and Space - First Encounters with Africa



Yajun making an inquiry from another IPSTC staff during a tree planting exercise

It was around three months ago that I landed at the Jomo Kenyatta International Airport (JKIA) and began my first journey to explore Africa and African people through Kenya and the IPSTC staff. No matter how good or how bad I heard about Africa and its people, it is always a valuable and precious opportunity to experience and perceive this continent by myself; come face to face with it. That explains my immediate agreement with this internship, arranged by Professor Higashi from Sophia University (Japan) after my MA graduation in forced migration and refugee studies.

As one of the leading institutions which trains national and regional military forces in their peacekeeping missions, IPSTC's yearly research in various topics related to peace and security issues play a fundamental role in reaching its goals. As interns assigned to the Research Department, together with Purity Mahugu, we have

been carrying out secondary data based research concerning the refugee policy frameworks in Kenya, Uganda and Tanzania. Currently I am also in the Curriculum Design team and familiarizing myself with certain aspects related to the design, implementation, monitoring and evaluation of a course. People generally believe that the research department is extremely quiet. Maybe it is because reading, thinking and writing requires a peaceful environment so that people can concentrate. However, as we are busy typing in front of our computers, Major Buckham's whistle and Major Mwachinalo's laugh are always impressive, breaking the ice and uplifting us from the seemingly dull air.

From my office to 'my home' in the IPSTC compound, there is just a few meters distance. In the absence of a clear demarcation between

work and leisure, I always put down the curtain of my room in order to avoid seeing the office building. It is by doing so that I can temporarily divert my attention from the issues I deal with in office.

One Sunday afternoon, as heavy rains invited lots of *kumbi kumbi* (a local insect) to swarm into my room, I decided to seal up the cracks in my door as well. Inevitably, this space was created in such way that there is no breeze of outside air inside the room. Together with my clothes, books and Chinese music, this has become a unique space full of images and signs pulling on my heartstrings and prompting me to be strong. But sometimes, even inside my room, I am not completely isolated. When the gardener starts to take care of the grass every morning, his hardworking activity wakes me up automatically. When the high-intensity lights are turned on in the outdoor area

every evening and during the night, I try my best to fall asleep although it is not an easy task when the room is lit up almost like during the day. My body sometimes feels frustrated, but most of the time, it has adapted well since it gradually becomes part and parcel of Kenyan nature and its way of life together with its sounds and light.

Going downstairs from my room to the first floor, there is the main place where all course participants eat, talk and laugh over tea or beer. I feel reluctant to engage in this type of interaction since too much involvement implies a subsequent painful separation with people, who come in and then leave every two weeks. The only time I joined their beer interaction was with participants from the protection of refugees/IDPs course. In class, this cosmopolitan group of people made up of military, police and civilians always kept the discussion alive and thought-provoking. After class, sharing more personal stories made this group even more remarkable. I will always remember one participant who is one "lost boy" from South Sudan among the first residents in the Kakuma refugee camp in Kenya at the beginning of 1990s. When I was feeling sad for having missed the chance to celebrate his birthday in class, he

comforted me with "no worry, as refugees, we never celebrate our birthday."

After work, 1700hrs, or during weekends, sometimes I walk up to the main road and sometimes I take a *matatu* (local bus) to the nearby supermarkets. I also go to a local village every Saturday and cook food for refugee kids from DRC. Thanks to Vivian a support staff at IPSTC, I am able to understand the price difference between a big *matatu* and a small *matatu*. Thanks to colleagues like Watson, Patrick and Nicole, I can differentiate which *matatu* can best avoid the traffic in accordance with the volume of the music played in the bus itself. Tree planting in Embakasi, group condolences in Benta's house, trip to the Karura Forest, one Saturday afternoon gathering in Margaret's home... all these brought me to more and more places in Nairobi, increased my attachment to this city, and made me feel the collective strength and solidarity as one member of IPSTC. But no matter how far I go, it is the faint light at the end of Westwood Park Road that guides me to be safely back, to a place where I call "home." I know it is safe for me to take a taxi or uber

as a foreign national. But I tried once to travel back in a big *matatu* alone at 8.00 pm. It was an unforgettable experience with total darkness at that time since I saw no other faces, just as I cannot be recognized as having a strange face in a foreign land.

As most refugees would experience when they first reach their desired country for asylum, I have experienced continuous challenges and negotiations with locals. It is an ongoing process of learning and discovery. Still I do not understand why every person I have so far seen is capable of dancing to music. I am also wondering why *matatu* guys need to shout in order to attract more customers. Through increasing interaction with colleagues inside and outside the office, and by visiting more places in the future, I am sure that my remaining three months will be unforgettable as well. The whole experience in IPSTC will not only increase my in-depth knowledge concerning refugee issues, but it will also constitute an exciting exploration of Kenyan and African people shaping my personality as well.

Yajun HU
Intern, PSRD



Miss Hu in consultation with a colleague at IPSTC

Poetic Corner

The Elephants' Dance

Nothing remains constant, supposedly
both in matter and immaterial world
(JK Mbugua, August, 1, 2017).

Rehema lived deep in the village of
Gombato in the Kenyan coast Her
world revolved around the farm and
household

Occasionally the radio would connect
her to the world beyond
News of wars and conflicts beyond her
village occasionally dotted the serene
environment

Her children grew up with the waxes
of the moon

Like maize in the gardens they came
of age

Like air over the landscape, peace
reigned across hills and valleys

Her son, Barubaru, went to the nearby
town that beckons with sunlight in the
night

To partake of the great offerings that
came with the town

This glittering sun that her friends had
long whispered to his tender ears

Like the Shaman's casting of the stone
to unravel secret that future beheld

Rehema looked up to the sky as her
ancestors had done many years
before

To beseech the spirits of goodwill to
protect her son from foibles of the
town

To avoid the hand of the evil one and
fall astray

To be the child of respect that the
village had mentored

Mtu hupata ajaliwa sio alitakalo
(Man proposes, God disposes)
Days and nights passed like dreams
in the night

The moon and the sun moved
as if nothing had changed since
Barubaru left

Uchungu wa mwana aujuaye ni
mzazi (only the mother knows the
pain of child rearing)

Early at dawn the chief of the village
knocked on her day

Rehema opened the door with
mixed feelings
Was it good news or the troubles of
my child?

'We are looking for Barubaru, where
is he?' the Chief thundered
I have seen him not a day since the
last two seasons

Unless you tell me since you are from
the town where he yearned to go,
Replied Rehema

Did he tell you he was going to
Somalia to join Al Shabaab?

Not a day in my life, nor can my son,
so young cross the border without
a word?

Children between the age of 12 and
17 years from Gombato have gone
to Somalia, the Chief revealed

Come out of your feigned ignorance
and tell us the whereabouts of your
son?
Next time we come, you must tell
us about Barubaru's whereabouts or
we shall lock you up?

The Chief bearing the national
crown left the homestead as he had
come

A forlorn Rehema recoiled in her
kitchen stool to reflect on the ominous
news

She shared the news with fellow
villagemate, Shubiri
Shubiri's son was also missing

And so many stories are told of children
lured into violence with promises of
greener pastures

Every day brings a new story but not
the return of the young boys

They went to Somalia to escape
poverty but landed in the hands of
the terrorist

They had dropped out of school with
no skills for the market

A season of great expectations awoke
the village with return of some boy's
from Somalia

The Chief had informed the village
about the government's Amnesty
Soon the Chief and his fellow elders
were killed

Not a single week passed without the
loss of a soul

Barubaru never returned alive or dead

And the story of violence and the lost
boys is told in Gombato in whispers
Lest the trees partake of the news
Lest the news fall on revenge seekers
Or the dreaded policeman

That is the story of the Elephants'
dance as related to the author by the
voices of Gombato

Where national and international
conflicts awakes a hitherto quiet and
remote village



Where innocent women becomes
actors and victims in the big war
A war of elephants they know not
Since then the village of Gombato
knows no peace, silence is worn like a
sacred veil

As the victims and widows hope for a
new dawn when children shall
grow up in peace

Joseph Kioi Mbugua
Researcher, IPSTC

Peace the flower that decolourises

To the land of hope they arrived,
Wilderness they knew not any,
But one that would put a smile in all,
Oh, the grandsons to our forefathers

With hiked enthusiasm, new social links
they created,

New cultures they learned, and
together sharing the little they had
earned,

And happily they embraced winds of
harmony,

Oh, the grandsons to our forefathers

Every evening after day's toil they
gathered,

Regardless of one's land and
origin, neither one's tribe nor colour
mattered,
Provided all rejoiced together and
positively thought to grow,

Oh, the grandsons to our forefathers

But look! The devil heard joy of theirs
soon,

And so did the winds of dark clouds
blow,

Winds of devils in veils came to blow
and blind them!
Oh, grandsons to our forefathers

The light they had seen began to
shut,
Their gains turned to losses,
Their laughs grew into frowns,
Kenya our Canaan? I seek thee for
an answer

The devils in veils worked to weaken
their bonds, Wanting each to stand
alone, and turn against their own

siblings,

While the men trained their agents
among our people Kenya our
Canaan? I seek thee for an answer

Hatred grew rooted deeply in the
hearts of the wicked, And all what was
earned commonly torn into shreds,
One's tribe, colour and land mattered
and each shunned the other
Kenya our Canaan? I seek thee for
answer

The devils in veils laughed and
rejoiced,

While some of our relatives walked
back to their squatters, And others in
caskets, fare well! Eternal peace you
find Oh! Peace I crave

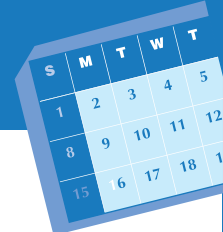
Gone are the days of fairy tales,
Oh, peace the rose of value,

Come stay among our forefathers sons

Tell them you matter and that we are
all one,
Oh! Peace I crave.

Miss Purity Mahugu
Intern PSRD

IPSTC Second Quarter Course Calendar 2017



PEACE & CONFLICT STUDIES SCHOOL

S/No	EVENT	DESCRIPTION	TARGET AUDIENCE
1	Protection of Civilians (POC) 03 -14 July 2017	12 days course funded by Denmark	Multi-dimensional Staff to be deployed to mission.
2	Sexual and Gender Based Violence Train The Trainers 10 -21 July 2017	12 days course funded by Denmark	Selected officers/men/women who are trainers/be deployed as trainers.
3	Child Protection (CP) 14-25 August 2017	12 days course	Selected individuals who are serving or will be serving in senior and middle level positions within PSO. They include military, police and civilian.
4	Rule of Law (RoL) 21 August - 01 September 2017	12 days course funded by UK/BPST	Multi-dimensional Staff to be deployed to mission.
5	Staff Officers Planning Course (SOPC) 28 August -01 September 2017	05 days course funded by UK/BPST	Selected officers who may be serving in a Brigade level headquarters within EASF or AU/UN Missions.
6	AMISOM CIMIC Mission Planning 04 - 08 September 2017	05 days course funded by Denmark	Selected officers who are/may be deployed as CIMIC officers in AU/UN Missions.
7	Security Sector Reforms (SSR) 18 - 29 September 2017	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.

HUMANITARIAN PEACE SUPPORT SCHOOL

8	AMISOM Pre Deployment Course 01 - 15 September 2017	15 days course funded by KMOD	Selected officers who may be deployed to AU Missions
9	Personnel Safety and Security in the Field (PSSIF) 18 - 22 September 2017	5 days course funded by REDR(UK)	RED R UK.
10	Hostile Environment Assistance Training (HEAT) 24 - 29 September 2017	5 days course funded by NRC	Staff working in various parts of the world.

PEACE AND SECURITY RESEARCH DEPARTMENT

11	Field Research June - October 2017	Funded by UNDP/JAPAN	IPSTC Staff.
11	IPSTC Staff Induction Course 29 - 31 August 2017	3 days course funded by IPSTC	IPSTC newly posted Staff



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