



## **Workshop Report**

### **Harmonization of ASF Training and the Role of APSTA with special consideration of Protection of Civilians (POC) Training in Africa**

Held at the Giraffe Ocean View hotel, Dar es Salaam, Tanzania

On 16-17 April 2011

*This Report was compiled*

*By the*

*APSTA Secretariat:*

*Brigadier General Marcel R.D. Chirwa (Rtd) and*

*Ms. Noel Sikasa*

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## EXECUTIVE SUMMARY

On 16-17 April 2011, the APSTA (African Peace Support Trainers Association), in collaboration with the ASPR (Austrian Study Center for Peace and Conflict Resolution) and the SSSA (Scuola Superiore Sant'Anna) and with generous support of the Austrian ADA (Austrian Development Cooperation) and the Italian MOFA (Ministry of Foreign Affairs) hosted a two-day training workshop on harmonization of the ASF (African Standby Forces) training and the Role of APSTA with Special consideration of POC Training in Africa at the Giraffe Ocean View hotel, Dar es Salaam, Tanzania. 21 participants from the APSTA Secretariat, APSTA Member Institutions, the AU as well as the ASF attended the workshop.

The following key issues were discussed: -

- This workshop was in line with the APSTA's priorities as set out in the Strategic Plan and it was therefore prudent for the Secretariat to accept the support from the ASPR and the SSSA.
- The workshop sought to draw a consensus on how training harmonisation should be undertaken by the APSTA members in order to increase the pool of Civilians available for deployment when required both to the UN and the AU missions.
- The AU noted that harmonisation of POC training was on its agenda, acknowledged that the APSTA would be more suited to undertake this training and expressed its willingness to engage with the APSTA towards achieving the ASF roadmap No. 3. A structured training was required for the civilians as tasks were becoming varied and complex each day and even though the UN has advanced in training for POC, there is need for harmonisation in order to achieve minimum standards and to attain a consistent approach to peacekeeping and peace-building.
- Indeed, the UN has made recommendations on why there should be a harmonised training curricula and reference was made to UN reports such as that by the UN Secretary General on *Peace Building in the Aftermath of Conflict*; the Independent Senior Advisory Group on Civilian Capacity in the Aftermath of Conflict: *Better systems an Standards of Training (A/65/747-S/2011/85)* and the UN System wide coherence report on *Delivering as One*.
- The aim of the workshop was to build consensus within APSTA concerning the harmonisation of the training curricula on POC. It provided an avenue to tease out the strategies and methodology that could be used to achieve this goal and to identify the priorities and actors in the harmonisation process.
- The workshop provided an opportunity for the APSTA members to practice the harmonisation of courses exercised through group discussions and lessons learnt from the European context through the EGT (European Group on Training)/ENTRI (Europe's New Training Initiative for Civilian Crisis Management) Project of the SSSUP & ASPR and the POC-training Initiative funded by ASPR.

In overall, the workshop was successful in providing a platform to exchange experiences and begin dialogue on harmonisation of courses amongst the various African Centers of Excellence.

There has been a decision to

- start working on the harmonization of 3 curricula applying a harmonization strategy similar to the approach as practiced within ENTRI.
- identify the leading partner which will take care of the process
- to submit first proposals of harmonized curricula at the end of July
- to call for an APSTA meeting (possibly with support of ASR and SSSUP) to finalize
- to submit the harmonized curricula to the APSTA executive council in October 2011
- to present the outcomes of this exercise at the IAPTC meeting (USA, November)

There is a consensus to continue with the POC harmonization initiative by aiming to

- deliver one or two more pilots, preferably in regions not yet covered or with urgent need
- aiming for alignment with POC-activities on the level of the UN (UNITAR) and AU with special emphasis on the to come AU-PoC-Guidelines and their impact on PoC-Training

## Session one: Opening Session

### **Welcome and Introductory Remarks:**

In his welcoming remarks, the Director of Institute of Peace and Conflict Studies (IPCS), Mr. Cosmas Bahali noted that conflicts affect civilians in the form of child soldiers, sexual violence, IDPs and deaths hence the importance of the Protection of Civilians. He added that Africa has lost many people in the past decades due to these conflicts therefore there is need to have all peacekeepers being trained in Protection of Civilians (POC). Mr. Bahali outlined 3 pillars of protection of Civilians:

- Protection of Civilians by the State
- The International community to assist the States in protecting civilians, and,
- International community through the UN and other agencies to curb humanitarian crises and protect civilians.

**Prof Andreade Guttry from SSSA** in his remarks stated that there was a desperate need to have trained civilian personnel to work in field operations. He noted that numbers of training centers was increasing in Europe, currently 15 of them targeting civilians. Consequently, there is need to conduct training in a harmonized manner to ensure that Civilians are trained to minimum standards across the board. He added that the role played by the UN was important and was pressing for a more harmonized approach in training based on UN approved standards.

**Dr Joachim Schwendenwein of ASPR** acknowledged the fruitful collaboration between SSSUP and ASPR who had already been partners in the EGT (European Group of Training) and jointly driven harmonization of training within the European context and the important service-role that SSSA was playing within the more recent ENTRI-initiative. He informed the meeting about the Project aiming to develop a harmonized approach for POC-Training undertaken by a group of APSTA-member institutions with support of ASPR and ADA (Austrian Development Agency). He thanked APSTA for organizing the workshop and AU and RECs for taking up the invitation to participate and engage in dialogue about how to proceed in the harmonization process.

**Dr Abdalaziz Alaa representing CCCPA**, the Presidency of APSTA noted that harmonization of training programs is part of the strategic plan of the APSTA and thanked the ASPR and the SSSA for supporting APSTA's priority area. He cautioned that follow-up by APSTA members should be done before end of year 2011 to discuss the outcomes and evaluate what would have been achieved so far. On the other hand, **Mr Fred Hughton** from the African Union was cognizant that the AU was pleased with APSTA's effort of harmonization of the POC expressing the willingness of the AU to support APSTA in this process.

### **Key Note Address by the Ambassador of Italy in Tanzania:**

The Ambassador of Italy in Tanzania, **H. E. P Velardi** in his address noted that it was an honor for him to address the committed audience at the meeting. In his remarks, he noted that effective training standards were important in PSOs and called for collective efforts from organizations/institutions such as the APSTA to serve as a catalyst and step up its efforts towards achieving the harmonization goal. He noted that the objectives of the workshop were ambitious and very important.

He added that Institutions such as the AU and the UN among working in conflict and conflict situations would benefit from Harmonised Trainings as harmonized training would be key to increase the pool of personnel working in their missions. In addition, there is need for sharing and coordinated response for persons in the field to improve the quality of work on the ground.

His Excellency stressed that Italy attached very high importance on training for PSOs and has been active in international fora and this workshop was an example of just how Italy was committed to PSOs and POC in particular as part of its larger project of Italy's Ministry of Foreign Affairs.

### **Objectives of the workshop and expected outputs**

The main objective of the workshop was to build consensus within APSTA concerning harmonization of training curricula with special attention on POC. The workshop provided an avenue to tease out the strategies and methodology that could be used to achieve this goal and to identify the priorities and actors in the harmonization process.

The specific objectives were to:

- i) Draw a concrete roadmap - starting out with civilian training component and going beyond the POC
- ii) Strike a consensus on how this will play out in the next few years.
- iii) Discuss on the details that the Plenary would find important.

Session 2: Strives towards harmonised approaches in the training of personnel for PSOs.

### **Harmonisation of ASF Training and the Role of APSTA with special consideration of POC Training in Africa: Prof. Andrea de Guttry on “**

Prof de Guttry presented an outline of his presentation which included: the civilian presence in Peacekeeping/Peace-building (PK/PB); tasks generally performed by civilians; the skills and competencies, among others.

On the Civilian presence in the PK/PB operations, the UN is deploying the highest number of local, international and UNV personnel in PK/PB followed by the European Union, the OSCE and lastly the AU with the lowest number and mostly concentrated in AMISOM and UNAMID.

The tasks generally performed by Civilians are divided into substantive and administrative tasks. The substantive tasks listed were: rule of law, political and legal affairs, public information, humanitarian issues, human rights, gender issues, child protection, electoral and civil affairs, SSR/DDR and monitoring, mentoring and advising. While the administrative tasks are: procurement, human resources, financial, logistics and training tasks. It was noted that the administrative tasks faced a challenge of limited personnel.

Also mentioned were the skills/competencies required for civilians to act professionally in a post conflict setting. For the civilians to act professionally, they require communication and diplomatic skills; management skills, leadership skills, have the ability to ensure cohesiveness of mission components and integration, reporting skills, knowledge of mechanisms and architecture of PKOs and knowledge of the local context including cultural sensitiveness, be gender and HR sensitive, political awareness and ability to work in an integrated manner with different mission components, among other skills.

Underscored in this presentation was the importance of having a proper training for the civilian component. It was observed that tasks were becoming varied and complex and that the civilian component faced challenges as far as training and recruitment were concerned leading to a shortage of duly trained civilian personnel in crucial areas.

Also discussed was the critical importance of harmonisation of training curricula and what had been done so far. It was noted that there is a high level of mobility of civilians working in field operations and civilians are used to work for several IGOs thus there is need to have a harmonised form of training curricula. Harmonisation of training would lead to reduced costs,

improved efficiency and inter-operability thereby guaranteeing the recruiting IGO about the real level of knowledge and skills of the candidates.

Prof de Guttry presented scenarios of what has been done so far in the harmonisation of the training curricula. At the UN level, Prof de Guttry revealed that the UN has made recommendations towards harmonised training curricula. These recommendations are contained in various reports such as that of the High-level Panel on United Nations System-wide Coherence report entitled “Delivering as One” and that of an Independent Senior advisory group entitled “Civilian capacity in the aftermath of conflict (A/65/747-S/2011/85)” among others. The crucial role of the UN as a catalyst of cooperation among international actors is highlighted. The UN reports themes oscillate around an updated and harmonised human resources policies and practices, including, staff skills, development and training; facilitation of the development of common standards, training and guiding principles; simplification and harmonisation of business practices within the UN development system; and the need for harmonisation of pre-deployment and induction training.

At the national level, Italy’s experience with PSO was highlighted. The MOFA finances a project on “Training of Civilians for Peace Support Operations: Moving Toward an Harmonised Approach”. The objective of this project is to contribute to the creation of harmonised training standards to be used by relevant actors in the training of civilian personnel to be deployed in crisis management missions. This is done through workshops at regional level with a final conference to be held within the framework of the IAPTC Annual General meeting in 2011. At this meeting, it is envisaged that discussion on possible areas of standardization would be held paving way for the drafting of a harmonised curricula in selected priority areas for piloting.

In conclusion, Prof de Guttry made reference to the UN report on “Civilian capacity in the aftermath of Conflict” which puts down recommendations for furthering harmonisation of training standards for the civilian component that represents a roadmap which could lead to further discussions. These are:

- a. Defining standards for training, trainers and trainees. There is need to create clear standards of certification programme for each area at regional level but close coordination with the UN.
- b. Creating a formal certification mechanism at regional level in coordination with the UN, if possible operated on a recovery basis to guarantee programs of sufficient quality.
- c. Developing professional global knowledge networks in specialist areas that would bridge the UN system and its implementing partners.
- d. Leveraging centers of excellence which could be housed in academic institutions, NGOs, regional or sub-regional organizations, governments or the UN entities.

### **The African Context – Activities on the African Union & RECs level regarding harmonisation of ASF Training and POCMs YVONNE KASSUMBA**

Ms Kassumba’s presentation focused on the POC as conceived by the AU. The AU has prioritized the development of the guidelines for POC and have engaged with several actors on trying to articulate the AU strategy on the POC. A 2 year programme 2011/12 has been developed with 6 main outputs as outlined below;

- i) Development of a lessons learnt report e.g in Rwanda. AMISOM, UNAMID, and in West Africa. This report would capture past and current experiences on protection of civilians and hope to achieve a policy and training tool from this.
- ii) Development of a protection, threat, vulnerability and risks – critical to continental early warning system in terms of monitoring protection.
- iii) The development of guidance notes/protection mandate intended for people in planning missions.
- iv) Development framework of mission wide protection strategies to provide general parameters and considerations that assist missions to draft protection strategies. To

- articulate the role of the mission roles and their interaction with each other among others. Inform protection monitoring and reporting.
- v) Training guidelines for protection of civilians for people responsible for mission personnel. This will inform the development of future scenarios and would like to engage with APSTA in this development of guidelines.
  - vi) Awareness raising and outreach –critical to the strategy that stakeholders and actors are made aware of the developments. The AU plans to regularly engage with member states and RECs.

In overall, the intention of the AU is to integrate the programme into the AMISOM mandate on one hand while on the other, the AU at PSOD level plans to mainstream the guidelines in the AMISOM by undertaking the following:

- i) Scoping visit to access the existing gaps
- ii) Holding a Strategy development workshop
- iii) Drafting the actual strategy document – will bring in expertise
- iv) Holding a Strategy review workshop that brings together all stakeholders before handing over the strategy to AMISOM.

Ms. Kasumba stressed that harmonisation of training is on the agenda of the AU and acknowledged that APSTA is more suited to undertake the harmonisation of training while the AU would be willing to engage with APSTA on POC. However, the training basis should be the development of a policy.

It was emphasized that training and harmonisation was important for road map number 3 of the ASF and envisage engaging the APSTA in the training needs analysis that is being planned to be held in the near future. The AU was cautious however of the outcome of the re-organization for the APSTA and would like to see how they can engage further. Ms. Kasumba retaliated that the objective of the presence of AU representatives at this meeting was to show that willingness and commitment to work with APSTA.

### **Questions/comments**

A representative from EASFCOM informed the meeting that EASFCOM's civilian component was fully staffed but it was felt that there was a missing link from APSTA in the development of the curricula. That the APSTA has not been active in engaging with the EASFCOM in the past creating a concern that the role of APSTA was not clear to EASFCOM.

It was widely acknowledged that APSTA was going through transformation hence the strategic plan was far behind in implementation of most of the raised issues. However, the APSTA is capable to designate an individual to assist the AU in the mechanisms for lessons learnt

### **The European Experience: Lessons Learnt from the Experiences of the EGT/ENTRI Project -Prof Andrea de Guttry**

Background of the EGT Program:

EGT Project was launched in 2001 by the European Commission with the main aim of training of civilians to work in a professional manner EU led field operations. The specific objectives were harmonisation of the training course content and to develop and deliver training courses. The EGT has seen almost 15 training centers becoming active and organizing courses based on the EGT course concepts in the EU member states. The EGT project was replaced by the ENTRI Project in 2011.

The intention of the EGT project is to strengthen EU's capacity for prompt deployment of well-trained civilian experts; reinforce the European network of specialized professional training institutes and organizations; ensure coherent and standardized training approach and to similar level of knowledge and sufficient competencies by civilian experts for Crisis management missions.

The EGT/ENTRI project achieves the above through joint development of a system of certification mechanism including a criteria approved by the EGT whereby courses for certification are identified, a set procedure of application, technical evaluation and validation and finally certification. However, certification is still voluntary at the moment but Institutions must undergo a vetting/selection criteria, technical validation and receive endorsement by the EGT/ENTRI.

The goals of certification are:

- a. To strengthen the EU's capacity to deploy well-trained staff.
- b. To Reinforce the European network of specialized professional training institutes and organizations
- c. To Ensure coherent and standardized training approach by different European training providers, among others

This has resulted in the establishment and maintenance of the European network of professional training institutions and organization, and also sharing of professional expertise. More importantly is the partnership with other international, regional, and sub-regional organizations (UN, OSCE, AU, APSTA).

The meeting was informed of the upcoming activities for the 2011-2012 key to APSTA/AU being organizing an event to support the ongoing efforts within APSTA/AU to develop own system of certification and organizing at least one specific workshop within the framework of IAPTC involving the most relevant actors to discuss the issue of standardization process.

The EGT/ENTRI is facing imminent future challenges namely:

- i) If the EU will formally endorse the certification mechanism
- ii) Should certification to a certified course be compulsory?
- iii) Certification and quality assurance i.e. should only courses delivered by institutions certified according to the ISO rules get the certification?

#### **Questions/comments after the presentation on the EGT/ENTRI**

- i) Clarified that Certification was annual..
- ii) Question was raised on the nature of the relationship/contract between the training institutions and the certification body. The response was that relation was on voluntary basis, very informal and still in the pioneer stage
- iii) How to deal with the cultural differences/gaps between civilian in order to harmonized the programme– the content of the courses is discussed and agreed in the group.

Concern was raised over the Certification of the institutions from the APSTA Members and how this would play out within the African context in terms of harmonization. Several observations were made to answer this concern but a consensus was not reached:

- a) Bilateral arrangement with any of the APSTA institution was welcome. It was noted that bilateral arrangements could pose a challenge to the APSTA there are no set limits. However, until and when APSTA or AU is able to provide certification the Centres/Institutions would have to seek alternative services including that from EGT/ENTRI.
- b) There is no problem with the affiliation but it is up to APSTA to assist in making sure that the courses are aligned to the standards.
- c) It was still early for APSTA to face challenges on harmonization and certification. The relation with EGT/ENTRI by some members does not pose any challenge to APSTA
- d) The relationship between APSTA and the Certification process was documented in 2007. There could be a problem if the APSTA members do not relate as required to the AU and instead with external partners.

## **PROTECTION OF CIVILIANS: A TRAINING PERSPECTIVE.** *Dr. Joachim Schwendenwein*

Dr. Schwendenwein gave a brief introduction of the ASPR and in particular the International Peace-building Training Programme (IPT). The aim of the IPT is to provide civilians with a solid general and function specific preparations for peace-building and peacekeeping activities; to create a pool of civilian personnel for PK/PB activities; to improve the cooperation between civilians actors and also between civilian and military actors involved in PK/PB activities and lastly to establish a network between organizations and individuals involved in PK/PB activities.

Dr. Schwendenwein emphasized the need for POC training and noted the importance of the Core Course which aims at providing participants with the basic knowledge and skills required in post conflict and crisis areas. He added that stress is particularly put on the development of a cooperative attitude towards representatives and approaches of governmental and inter-governmental actors involved in PK/PB, development cooperation and humanitarian assistance.

The Core course includes 7 modules that aim to improve participants' qualifications for working in a multi-cultural and conflict prone society, contributing to the transformation of conflicts, giving basic understanding of major functional tasks in the field as well as the goals and approaches of actors involved. The modules are:

- Module 1: Introduction of POC
- Module 2: Legal Framework of POC
- Module 3: POC Activities & Actors in Different Contexts
- Module 4: National, Regional and International Communication, Cooperation and Coordination
- Module 5: POC in the Framework of PSOs in Africa
- Module 6: Implementing African POC
- Module 7: Conduct of POC

The POC core course should be developed, implemented and evaluated by training centres of excellence from all over the African continent and focus on POC activities of African actors, content be specifically focused on POC only, be integrated for a mixed group of civilian, police and military among other features. The requirements for participation vary on expertise and relevant working experience.

Training in POC was important as a vast majority of casualties in armed conflict are civilians and their share is rising and coinciding with the increasing awareness about the importance of protection of civilians worldwide. It was underscored that POC has become an integral component of contemporary peace operations and generally refers to an umbrella concept of humanitarian policies that bring together protection elements from a number of fields including but not limited to humanitarian and human rights law, military and security sectors and humanitarian assistance that seek to protect civilians especially the vulnerable groups such as women and children affected by armed conflict.

The partners in the POC Project in Accra Pilot Training were:

- African Centre for Constructive Resolution of Disputes (ACCORD)
- Cairo Regional Center for Training on Conflict Resolution and Peacekeeping in Africa (CCCPA)
- International Peace Support Training Centre (IPSTC)
- Institute for Security Studies (ISS)
- Kofi Annan International Peacekeeping Training Centre (KAIPTC)
- Legon Centre for International Affairs & Diplomacy (LECIAD)
- National Defence College Nigeria (NDC)
- Southern African Development Community - Regional Peacekeeping Training Centre (RPTC)

Dr. Schwendenwein handed over to the KAIPTC-Representative Joana Osei-Tutu to share the experience with the Pilot-Training on POC that had been delivered in Accra in December 2012.

### **Sharing of Experiences on the Pilot Course on Protection of Civilians:**

#### **The KAIPTC experience** *Mrs Joana Osei-Tutu on*

The KAIPTC, in partnership with the IPSTC, LECIAD, NDC, RPTC and ASPR held an 8 day residential course on Training for the Protection of Civilians in Africa from 8-16 December 2010.

There were 20 participants in total (6 female and 14 male) further clustered as 8 military, 10 civilians and 3 police. These were selected from experts and consultants from national governmental and non-governmental institutions, regional and international governmental and non-governmental institutions concerned with POC. There were also mission personnel assigned to plan, implement and evaluate PSOs in respective headquarters and missions. The pilot course was limited to RECs and AU representatives/nominees.

The aim and objective of the course was to provide knowledge and expertise on the POC in Africa and to equip the participants in their various field expertise with:

- i) Comprehensive understanding of key issues relating to protection of civilians in Africa.
- ii) Adequate understanding of the existing and emerging mechanisms for protection of civilians in all conflict phases in Africa.
- iii) A sound appreciation of the challenges confronting actors involved in the complex task of protection of civilians
- iv) Appropriate skills and capacities for the execution of civilian protection mandates in peace support operations in Africa.

The course contained planned modules and subjects including introduction to the POC, legal framework; activities and actors in different context of POC; Implementing African POC; Conduct of POC; POC in the framework of Peace Support Operations in Africa; and National, Regional and International communication, cooperation and coordination. The courses were presented through problem-based learning method and adult based learning method.

The course was evaluated using the ECOWAS evaluation learning questionnaire in addition to the module evaluation forms. From the evaluation, it was found that the course was very relevant to the participants. This was not without challenges however on language of instruction which was English but thought the training materials could be translated to French too. Additionally, there was need for more practical case studies and field experience for participants.

Lessons learnt from this pilot course were that:

- i) There is need to have more practical case studies and field experience for the participants.
- ii) Facilitators meeting prior to the course to avoid overlapping of subject areas. Facilitators were also hard to come by partly because the POC is new hence the pool and roster of facilitators has not been drawn by APSTA. Deviations from the initial course timetable and modules also occurred to accommodate late-coming facilitators and articulation of issues by some facilitators, respectively.
- iii) Responses and nominations from the RECs were very slow and in some instances representatives were not appointed at all.
- iv) There is need for a better screening of participants especially with regard to language requirements.

## **Nigeria Case Study** *National Defence College Dr Zabadi:*

Dr Zabadi gave a brief overview of the security situation in Nigeria and noted that insecurity or violence has assumed different dimensions overwhelming the police force leading to military interventions. It was underscored that the military in Nigeria has been involved in Internal security operations in most parts of the country and has been criticized for high-handedness and causing collateral damage to the civilian.

The continued involvement of the military in the internal security matters led the African Centre for Strategic Research and Studies (ACRSRS), the National Defence College (NDC) and the UNDP to design a course on POC training with the main objective of building capacity of senior and middle level officers of the Special Task Force with code name Operation Safe Haven and the Operation Rainbow for effective protection of civilians, provision of a secure environment for economic reconstruction and development as well as the successful return of internally displaced persons to their homes.

The course also aimed at equipping the security agencies with knowledge and skills to help in the discharge of their constitutional duties specifically in the City of Jos on how to protect the civilians caught up in violent conflict.

The 3 day course was held from 7-9 March 2011 and consisting of the lectures and group discussions where a number of modules were covered by facilitators and resources persons from ACRSRS and the UNDP. 32 participants attended this course and were drawn from the security agencies engaged in Internal Security in Jos, the media and civil society.

The modules covered were: introduction to POC; legal framework of POC; Context and conduct of POC; Liaison and coordination in POC; Code of Conduct; establishment of a secure environment and protection from physical violence.

The course was evaluated and found to have imparted knowledge on how to better deal with issues or protecting civilians and understanding the complexities involved in POC. In conclusion, the course was an eye opener to the real meaning of POC and what was required of the participants.

### **Questions/Comments**

The case studies presented exhibited different approaches to training and could be seen as lack of harmonization in the training. However, the fact that each of the institutions had its own mandate and that is why there was a variation in the approach was appreciated and it was proposed that a point of convergence should be identified in order to succeed in the endeavor of harmonization and standardization.

### **Session three: Harmonisation of ASF Training: Priorities on the Harmonisation Agenda**

#### **Stocktaking in the field of standardization: ZINURINE ALGHALI (ACCORD)**

Mr. Zinurine Alghali of African Centre for the Constructive Resolution of Disputes (ACCORD) gave a background of the PoC where he noted that POC has been part of the UN/PK mandate since UNAMSIL in 1999 when UNAMSIL was mandated to take necessary action and afford the protect Civilians who were facing an impending threat of physical violence in Sierra Leone.

It was also pointed out that there has been little or no guidance from the UN HQ thus creating a confusion in the field with many interpretation of civilian protection in the process of implementation among the different civilian sections and the 3 mission components of UNMIS, UNAMID and MONUC PoC strategies.

A report by the DPKO/OCHA in 2008 concluded that the UN peacekeeping missions lacked a clear definition and a conceptual framework to understand the POC and also does not have comprehensive strategies for implementing their mandates. Following this in 2009, a draft operational concept on the PoC in UNPKO based on lessons learned was developed. Additionally, a strategic framework for drafting comprehensive POC Strategies in UN PKO to guide senior mission leadership was developed together with a draft matrix of resources and capability requirements for implementation of POC in UNPKO.

In 2011, a draft pre-deployment training module on POC for UN personnel, civilian and police and military was developed comprising 4 modules namely: overview of POC; International Legal Dimensions of POC; POC Concept in the context of UN Peacekeeping operations and lastly, Ensuring the protection of Civilians.

The meeting was informed that the AU has initiatives underway for POC within the AU/PSOD to develop and clarify the approach and provide guidance on POC in AU PSOs. The AU has drafted the POC guidelines similar to the UN processes but taking different approaches as illustrated in the table below:

### **APPROACHES**

UN Tired approach (as per operational concept)	AU Tired Approach (as per Draft Guidelines)
Protection through political process	POC as part of the political process
Protection from physical violence	Physical protection
Establishing a protective environment	Establishment of a secure environment
	Rights based protection

***Source: Zinurine Alghali of TFP/ACCORD workshop paper presentation***

The meeting was informed that various training centres were engaged in developing of training pilots on POC e.g. the UNITAR, KAIPTC, IPSTC, Norwegian Refugee Council (NRC), International Committee of the Red Cross (ICRC), Internal Displacement Monitoring Centre (IDMC). Trainings at these centres are done at different levels and adopt different methodologies such as a mission-wide vs a system-wide approach; pre-deployment training; in-mission training and specialized training including a combination of any of the approaches.

It was recommended to the training centers work towards providing a comprehensive and clear guidance and understanding of the subject; to have tailored training in line with the latest policy developments, harmonization of the training, adopting the training to the specific context while paying particular attention to the audience and their requirements.

### **STOCK-TAKING IN THE FIELD OF STANDARDISATION AND HARMONISATION OF TRAINING BY APSTA MEMBERS** *Dr Istafnus Zabadi*

The workshop was informed that APSTA has already developed quite a number of things that would in the long-run facilitate the process of harmonization and standardization of training by its members. These are: the strategic plan, the constitution, a permanent secretariat, a honorary patron; resource mobilization strategy; signing of an MOU with the AU PSOD for ASF training; setting the criteria for accreditation of APSTA institutions; expansion of membership, among others.

The discussions in this section sought to answer a few questions such as what needs to be done by the APSTA in terms of harmonization and standardization with emphasis on verifiable course curriculum and delivery capacity; where does APSTA stand in its relations with AU/APSTA. It was noted that this relationship is limited to the PSOD and that there was need to review the MOU with AU given the recent formation of the AU Peace Academy which could be a

challenge to APSTA. Further, there is need to revisit training facilitation and exchange programme between institutions and to foster coordination among members.

The meeting was reminded that APSTA being the African Chapter of the IAPTC was established in order to enhance debates on peacekeeping training in the continent with the following objectives:

- i) To facilitate the ability of peace support training centers to dialogue with each other
- ii) To facilitate meetings and exchange information and best practice and;
- iii) To facilitate efforts to harmonize the doctrine and training on peacekeeping in Africa.

The APSTA was noted to have achieved several landmarks following the 5<sup>th</sup> AGM held in Accra. Key among these are development of criteria and procedure for membership; standardization of training and collaboration with the AU in its development of the civilian component of the African Standby Force (ASF) among other achievements.

In regards to what needs to be done by the APSTA, the meeting was informed that the accreditation of APSTA institutions needs to be done as agreed in the 6<sup>th</sup> AGM held in Abuja. This would include creating a verifiable course curriculum that meet the UN/AU training standards; have a delivery capacity including but not limited to use of audio-visuals, syndicate exercises etc.; generate a diverse pool of resource persons with a mix between academics and practitioners.

On where the APSTA stands currently, the meeting was informed that the AU/APSTA relationship is limited to the PSOD and there was a call for the revitalized Secretariat to strengthen the engagement with the AU and if possible to review the MOU with the able assistance of the Patron to include the APSA. this will be important given that there is still much to be done in the area of Civilian Dimension of the civilian component of the ASF which is not yet fully developed. There is also a lingering challenge in the standardization of training, the need to revisit the training facilitation and exchange programme between and among institutions, need to foster coordination among member institutions through website links. The formation of the AU Peace Academy was also mentioned as a possible threat to APSTA activities in addition to securing sustainable funding for activities.

#### Session Four: harmonisation of ASF Training: the role of APSTA

##### **First Breakaway Session**

##### Group Discussion highlights on the Lessons learnt from the EGT/ENTRI experience

- Strengthen AU capacity for prompt deployment of well-trained civilian experts
- Reinforce the African Network through APSTA of specialized professional training.
- Ensure coherent and harmonized training approach by different African practitioners
- Evaluation and certification in partnership with international training providers.
- The role of Political authority in determining the need for POC training
- The process used to get EGT to deliver this service especially the sequential steps taken towards accreditation i.e. the application process
- The coordination within EGT and the use of comparative strength to assign tasks to member institutions to lead the process.
- Timeframe for continuous evaluation and improvement
- Cost free accreditation process
- The proactive stance adopted by the EGT
- The recognition of the technical nature of certification and the decision by the EGT to play a driving role (Legitimacy of the Process)
- Consistency and credibility (LECIAD) (Influence of Partners)
- Ceding of responsibility of certification to one Institution (need for collaboration) (Regional and Continental)
- Certification should be course based.

### Challenges for APSTA

- Strategic guidance from AU is absent
- Lack of requisite capacity within member institutions to undertake and deliver on tasks similar to EGT
- All inclusive process is difficult
- Inability of AU to catalyze the process as EU did with EGT

### Group Discussion highlights on Lessons Learnt on Pilot POC Training

- Strategic contextualization is important
- Engagement with mandating institution at all levels
- Conceptual clarification and understanding
- Clarity of roles and responsibilities
- Training and linkages with the processes at all levels and stages
- Focused aims and objectives of curriculum
- Target audience to be better defined.
- Involvement of partners in development of the POC curricula
- Sharing of technical expertise in the development
- Piloting of the course in KAIPTC and inviting the developers of the course to draw lessons on implementation
- Standards were set and fundamental objectives of POC course were clearly adopted by the entire respective training institutions.

### Highlight of Challenges

- All important major players in this AU/PSOD were not exclusively consulted
- Challenge of availability of resources
- Relevant trainers were not identified – minimum standards of who should undertake training or facilitators stipulated
- Target of audience for different scenario of POC was not harmonized or spelt out.
- Criteria of selection of trainees should be harmonized.

### Second Break-way session

Participants were expected to answer the question “ **on the Role of APSTA in the process of harmonization**” from their respective positions of

- i) RECs perspective
- ii) AU perspective and
- iii) APSTA- member institution perspective

### The RECs Perspective

- APSTA ought to harmonize their programme with AU and the REMs in view of the training needs and analysis
- APSTA in collaboration with the AU and RMs to identify the areas of harmonization. These should be guided by the 4 thematic areas of civilian training namely the Foundation courses, leadership courses. Specialization and pre-deployment courses. Additionally, APSTA should identify the training centres to specialize on these courses in view of their comparative advantage.
- To guide on minimum standards for the target audience, training course and the facilitators/trainers
- The AU should task APSTA with the role of accreditation of courses as per the guidelines set by the AU.
- New training needs are always identified by the RMs and APSTA could take advantage of this. For example the middle level management pilot course; mission support and administration course and conflict early warning disaster management course. This course has not been done in Africa before and this could provide an opportunity for APSTA’s entry by guiding the process of developing new courses and giving technical expertise, advise and support to the RMs.

- Achieved so far is the IOC and by 2015 would have achieved the FOC. APSTA should be able to support the remaining process to reach the FOC by analyzing further training gaps.
- A decision to be made as to whether the standardization and harmonization of the evaluation criteria should be different for the 4 thematic areas.
- APSTA to act as a bridge between the RMs and Centres of Excellence
- The AU to commission APSTA to act as an independent evaluator for the exercises eg FTX, CPX and MAPEX and try to determine whether there are gaps in the exercises and how they can be filled.

### **The AU Perspective**

The expectations of the AU from APSTA vis a vis the harmonisation was referred to the report of the ASF of 2007. Emphasis was placed on the strength within APSTA and it was noted that institutional memory is important as a lot of things being discussed had been addressed earlier.

The views of the AU were that:

- APSTA was prompted to be conversant with the ASF in general and see the commonality of existence.
- AU's various policies to be made more accessible than they are currently
- Give the AU the APSTA mailing list and regularly send the available documents to them.
- There has been lack of APSTA focal point to facilitate coordination of work between APSTA and AU
- Revitalization of the MOU between APSTA and the AU
- APSTA to be regularly involved at all appropriate ASF training in research, coordination etc.
- A clear and appropriate way/channel of communication with APSTA need to be put in place.
- APSTA to map out the capabilities of its members and see how they can contribute to ASF training.
- To develop a database for APSTA capabilities of the various member institutions (this task was to be performed by AFDEM)
- AU courses for PSOs. – Caution that all courses that are run with the AU name must be cleared by the AU irrespective of the area. The modalities of clearance could vary but it is a principle that this is done.
- The AU plans to involve APSTA in the Training Needs Assessment which is intended to take place in 2011.
- The AU to identify the gaps in training and engage APSTA to assist in curricula development e.g.in the Amana Africa programme.
- PSOD priorities could be divergent and APSTA is welcome to make recommendations on important issues such as the mission support course as mentioned elsewhere in this report.
- In roadmap of the operations of the ASF for the year 2011, the need for APSTA has been identified and is captured. Dialogue on the same is expected sometime in June 2011.

### **Questions/Comments**

It was observed that individuals at the AU have been active representatives of the APSTA from their previous organizations and these should become Ambassadors of APSTA in their own rights

An appeal was made to the AU as part of capacity building process to request the Development Partners to include at least 2-3 members from Africa while undertaking their training courses at any given time.

### **The APSTA Perspective**

Reference was made to page four of the APSTA Constitution on page 4 where APSTA's engagement in harmonisation is described as:

- to set minimum standards,

- to play a role of regulator to ensure that standards of training are adhered to.
- to play an advisory role
- to act as focal point between the AU, RECs and member institutions
- establish and manage the database on resource persons.

### **Third Break away session**

Participants were requested to come up with priorities of courses for harmonisation. This exercise was meant to assist APSTA to prepare for the actual harmonisation of courses when time comes. The participants were divided into the groups below with corresponding course prioritization.

#### **APSTA Member Institutions Group**

1. Rule of Law
2. DDR
3. Foundation course

#### **RECs Group (EASFCOM in particular)**

1. Mission Support and Admin Course\*
2. Rule of Law
3. Media and press
4. Child protection
5. DDR
6. SSR
7. Gender in PSO
8. Protection of Civilian
9. Conflict management

\*The Mission Support training is not in existence yet hence harmonisation would be difficult.

From the above exercise, the common courses identified were:

- Core course
- DDR
- SSR
- Rule of Law

The above exercise was followed by another where the same 2 groups were required to formulate a Methodology of harmonisation of the courses in 2 scenarios:

#### **Group 1 - scenario one: harmonisation of courses that are already existence at different institutions**

- Take a needs assessment to determine why and what to harmonise
- Develop training curricula/framework and methodology
- Collage different curricula to assess who is doing what
- Compare contents and duration of the curricula
- Identify gaps within the different curricula against the standard doctrine and lessons learned.
- Identify institution among the members to lead the process of harmonisation
- Undertake a review of the harmonised curricula and methodology
- Certification/approval of the harmonised curricula by APSTA

#### **Group 2 –scenario two: harmonisation of courses that are not in existence yet/developing of new courses**

- RECs and RMs would do a TNA where gaps would be identified.
- Inform APSTA of these gaps and the need for training
- APSTA briefs the AU on the request and planned action
- APSTA invites a consultative stakeholder meeting (APSTA members, AU, RECs/RMs

- APSTA tasks an institution to act as a lead
- Institution develops a concept, curricula, specification sheets for each module among other requirement
- Circulate electronically to all the members for comments and review
- Produce a first draft
- Preliminary validation by all stakeholders
- Undertake a first pioneer course (once or twice)
- Evaluation of the pioneer course and draw lessons learnt
- Present a validated course plan
- Final validation and approval of the official course and certification by APSTA

**Summing up of the basic concepts:**

- The training to be harmonized should be needs based and a pioneer course must be run
- Everyone in APSTA must be involved in the development with a leading institution e.g. the Secretariat

In conclusion, a suggestion was made for APSTA to use the expertise of member institutions to lead the process of harmonization. It was proposed that 2 or 3 member institutions should select a course including probably the Foundation Course and volunteers to steer the process of harmonization using the above proposals and internal capacities to fine tune this course and share the draft of outcomes before the end of June 2011 in order to get feedback from member institutions.

The meeting did not receive any volunteers therefore the APSTA Presidency would send this request to member institutions and get feedback on who will undertake the course. If presidency receives positive response then discussions will be held in September 2011 on the harmonization process.

The chair gave a vote of thanks on behalf of the APSTA President and all participants.

**PROGRAMME FOR THE WORKSHOP ON**  
**Harmonization of ASF training and the role of APSTA**  
**- with special consideration of POC training in Africa**  
**Dar es Salaam**  
**TANZANIA**  
**16 – 17 April, 2011**

DAY 1			
	SUBJECT	SPEAKER	WORKING METHODOLOGY
<b>Session I: Opening Session</b>			
09.00-09.30	Welcome and introductory remarks Introduction round of workshop-participants with connection to the topic	<b>Cosmas BAHALI-IPCS</b> <b>Joachim Schwendenwein,</b> ASPR <b>Andrea de GUTTRY,</b> Scuola Superiore Sant'Anna, <b>H.E. P: VELARDI</b> Ambassador of Italy	Plenary meeting
09.30-09.45	Objectives of the workshop and expected outputs		Plenary presentation & discussion
<b>Session II: Strives towards harmonized approaches in the training of personnel for PSOs</b>			
09.45-10.05	The critical importance of harmonization of training curricula - Recent trends	<b>Andrea de GUTTRY;</b> Scuola Superiore Sant'Anna	Presentation and Q&A
10.05-10.20	The African context – Activities on AU & RECs level regarding harmonization of AFS training and POC	<b>AU Rep</b>	Presentation and Q&A (or the other way around)
10.20-10.45	<i>Coffee break</i>		
10.45-11.15	The European example - Lessons learnt from the experiences with EGT	<b>Andrea de GUTTRY,</b> Scuola Superiore Sant'Anna.	Presentation and Q&A
11.30-12.15	Case study Harmonization of POC Training in Africa - General considerations & principal approach Experiences with POC-Pilots at KAIPTC & IPSTC Experience of POC Training at NDC	<b>Joachim SCHWENDEN WEIN,</b> ASPR <b>KAIPTC Rep</b> <b>NDC Dr. Zabadi I.</b>	Presentation and Q&A
12.15-13.30	<i>Lunch</i>		
13.30-14.00	Recap / summary from informal discussion over lunch - “what to learn from European Example EGT” - “what to learn from the African Example POC”	<b>Andrea de GUTTRY</b> <b>Joachim Schwendenwein</b>	Brainstorming
<b>Session III: Harmonization of ASF Training: Priorities on the Harmonization agenda</b>			
14.00-15.00	Stocktaking in the field of standardization and harmonization of training by APSTA members - What is already developed & could be harmonized? - What is underway / on the agenda?	<b>ACCORD Rep</b> <b>Mr. Zinurine Alghali</b>	Tour de table and brief presentation of work already done in the relevant field (overview) → Request preparation of

	- What would be important? Stocktaking on POC	<b>Dr. Zabadi I</b>	presentations also from RECs: What would we wish for?
15.00-15.15	<i>Coffee break</i>		
15.15-16.15	Prioritization: What to harmonize / develop jointly? Which development “clusters” should be defined? Who would invest into what?	Scuola Superiore , ASPR or AU/APSTA	Plenary prioritization process
16.15-16.30	<i>Coffee break</i>		
16.15-17.15	Refinement of results	Scuola Superiore , ASPR or AU/APSTA	Potentially split up into working groups after initial consensus
17.15-17.45	<i>Poster-Presentation</i>		
17.45	END OF DAY 1		

<b>DAY 2</b>			
<b>Session IV: Harmonization of ASF Training: The role of APSTA</b>			
08.30-09.00	Review Day 1 & brainstorming on impact on setup of working structure for Day 2		
9.00-10.15	Working Group 1: Towards the enhancement of the role of APSTA in the process of coordination and standardization of ASF training in Africa  Working Group 2: The harmonization of Training for Protection of Civilians in Armed Conflicts: Experiences, lessons learned in the Pilots run by KAIPTC & IPSTC and next steps  Potentially 3 <sup>rd</sup> working group	<b>Group Leaders</b>	The brainstorming will continue in two working groups lead by one of the participants
10.15-10.30	<i>Coffee break</i>		
10.30-11.30	Working groups continued		
11.30-12.00	First Report to the Plenary	<b>Group Leaders</b>	Each group leader will report the results achieved by his/her working group
12.00-13.30	<i>Lunch</i>		Delegate lunch for group leaders
<b>Session V: Charting an APSTA roadmap for training harmonization</b>			
13.30-14.00	Discussion of reports	<b>All</b>	Group-leaders & special reps discuss & align in plenary
14.00-15.30	Debate on the results and adoption of a roadmap to implement APSTA Strategic Plan 2010-2013		Plenary debate about roadmap suggestion
15.30-15.45	<i>Coffee break</i>		
15.45-16.15	Final conclusions and decisions		
16.15-16.30	Closing remarks	<b>APSTA . SCHWENDEN- WEIN A. de GUTTRY</b>	
<b>16.30</b>	<b>END OF DAY 2</b>		<b>Catch evening flights or: stay for specialization work-group</b>

**List of Participants**  
**Harmonization of ASF training and the role of APSTA - with special consideration**  
**of POC training in Africa**  
 16 – 17 April 2011, Dar es Salaam, TANZANIA

**Contact List**

S/No	Name	Contact details:
1.	Mr. Cosmas N. Bahali	IPCS TeL: +255 22 2451014 Fax: +255 22 2451016 Mob: +255 713 476 012 E-mail: <a href="mailto:cnbahali@yahoo.com">cnbahali@yahoo.com</a>
2.	Mr. Severine Allute	IPCS TeL: +255 22 2451014 Fax: +255 22 2451016 Mob: +255 754 292 295 E-mail: <a href="mailto:severineallute@yahoo.co.uk">severineallute@yahoo.co.uk</a>
3.	Dr. Alaa Abdalaziz	CCCPA- Coordinator TeL: +202 279 24913 Fax: +202 279 28940 Mob: +20166655433 E-mail: <a href="mailto:alaa.abdalaziz@cairopeacekeeping.org">alaa.abdalaziz@cairopeacekeeping.org</a>
4.	Ms. Nanzelelo Moyo	AFDEM TeL: +263 9 76033 Fax: +263 9 76075 Mob: +263 712 769 712 E-mail: <a href="mailto:recruitment@afdem-africa.org">recruitment@afdem-africa.org</a> , <a href="mailto:deploy@afdem-africa.org">deploy@afdem-africa.org</a>
5.	Capt (rtd) POTGIETER Johan,	Institute of Security Studies (ISS) TeL: +27 12 346 9500/2 Fax: +27 12 460 0997/8 Mob: +27082 779 2427 E-mail: <a href="mailto:jpotgieter@issafrica.org">jpotgieter@issafrica.org</a>
6.	Mr. ATTUQUAYEFIO Phillip Kortei,	LECIAD Ghana TeL: +233-244 644839 Mob: +233 264 644 839 E-mail: <a href="mailto:pattuquayefio@gmail.com">pattuquayefio@gmail.com</a>

S/No	Name	Contact details:
7.	Dr. ZABADI Istifanus S.	National Defense College, Abuja, Nigeria Tel: +234 802 322 2922 E-mail: <a href="mailto:iszabadi@yahoo.com">iszabadi@yahoo.com</a>
8.	Col. NDLOVU Sambulo, Mr	SADC RPTC Tel: +263 912 408 162 E-mail: <a href="mailto:sambulo5@yahoo.com">sambulo5@yahoo.com</a>
9.	Mr. ALGHALI, Zinurine Abiodu	ACCORD Tel: +27 31 502 3908 Fax: +27 31 502 4160 Mob: +27 83 717 2162 E-mail: <a href="mailto:Zinurine@accord.co.za">Zinurine@accord.co.za</a> or <a href="mailto:zalghali@googlemail.com">zalghali@googlemail.com</a>
10.	Mrs. OSEI-TUTU Joana	Kofi Annan International Peacekeeping Training Center PMB CT 210, Accra. Tel: + 233 302 718200 (ext 2007) Mob: +233-244-619596 E-mail: <a href="mailto:joana.osei-tutu@kaiptc.org">joana.osei-tutu@kaiptc.org</a>
11.	Prof. GOITA Modibo	ÉCOLE DE MAINTIEN DE LA PAIX ABB ROUTE DE SEBENIKORO ACI 2000, BAMAKO BP E 28 MALI Tel: +22376 43 26 35 E-mail: <a href="mailto:modibogoita@gmail.com">modibogoita@gmail.com</a>
12.	Brig Gen (rtd) CHIRWA Marcel Raphael Denis	Executive Secretary APSTA Secretariat P.O Box 12869-00100 Nairobi- Kenya Mob: +254 732 317 233 E-mail: <a href="mailto:mchirwa@apsta-africa.org">mchirwa@apsta-africa.org</a>
13.	Col. MANGONDZA Godelin Medard	Head of ECCAS Liaison Office to the AU, Addis Ababa, Ethiopia Fax: +251114670097 Mob: +251913542934 E-mail: <a href="mailto:mangondzagm@yahoo.fr">mangondzagm@yahoo.fr</a>
14.	Mr. Khalid A. Hassan	Training & Rostering Officer, Civilian Component Planning Element, Eastern Africa Standby Force. Tel: + 254 20 884720 Mob: +254 732518507 E-mail: <a href="mailto:hkhalid@easbrig.org">hkhalid@easbrig.org</a> , <a href="mailto:khalidddr@gmail.com">khalidddr@gmail.com</a>
15.	Ms. Fridah Kibuko	GIZ EASBRICOM Project Manager Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

S/No	Name	Contact details:
		Tel: + 254 3884720 EXT 139 Mob: + 254 722485375/714 617718 Fax: + 254 3884633 E-mail: <a href="mailto:Fridah.kibuko@giz.de">Fridah.kibuko@giz.de</a> Website: <a href="http://www.giz.de">www.giz.de</a>
16.	Ms. KASUMBA Yvonne	AU/PSOD Mob: +251912163078 E-mail: <a href="mailto:kasumba50@yahoo.com">kasumba50@yahoo.com</a>
17.	Mr. HUGHTON Fred	AU/PSOD Mob: +251910909749 E-mail: <a href="mailto:fhughton@hotmail.com">fhughton@hotmail.com</a>
18.	Prof. Andrea de GUTTRY	SSSUP Italy Tel: +39 050 883297 E-mail: <a href="mailto:deguttry@sssups.it">deguttry@sssups.it</a>
19.	Dr. Joachim SCHWENDENWEIN	ASPR, Austria Mob:+436643344111 E-mail: <a href="mailto:schwendenwein@aspr.ac.at">schwendenwein@aspr.ac.at</a>
20.	Mr. Wario Galgalo Roba	Accountant APSTA Secretariat P.O Box 12869-00100 Nairobi- Kenya Mob: +254 724 446 694 E-mail: <a href="mailto:gwario@apsta-africa.org">gwario@apsta-africa.org</a>
21.	Ms. SIKASA Noel Namuchuu	Administrative Officer APSTA Secretariat P.O Box 12869-00100 Nairobi- Kenya Mob: +254 721 399 833 E-mail: <a href="mailto:nsikasa@apsta-africa.org">nsikasa@apsta-africa.org</a>