

Research and Training in Peace Support Operations: Bridging the Gaps in the Eastern African Region



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COVER PICTURES: The Research and Simulation Complex being unveiled by Amb. Raychelle Omamo, CS Defence, Kenya



Unwavering Focus on IPSTC Mission

We have come to the end of yet another busy year where the International Peace Support Training Centre (IPSTC) registered tremendous achievement in various projects and activities. Foremost, I wish to recognize the serious dedication and commitment of all our members of staff to the focus and mission of the institution. Some of the highlights of 2014 achievements are on: Training, Facilitation and conduct of courses, Mobile Evaluation and Mobile Training, Field research, Workshops and Symposiums and Training Needs Assessment.

The centre's Mobile Training Team (MTT) conducted Dialogue Negotiation and Mediation course in Addis Ababa, Ethiopia from 19th to 29th May 2014, Exercise Planning in Harare, Zimbabwe from 2nd to 13th June 2014, Protection of Civilians course from 4th to 15th August 2014 and Sexual and Gender Based Violence in Juba, South Sudan from 17th to 28th November 2014. In addition, Training Needs Assessment (TNA) and mobile evaluation visits were successfully carried out by our teams who visited Mogadishu, Somalia and the Eastern Democratic Republic of Congo. The findings of the report will enhance and

shape our training curricula in the coming year. The Centre also conducted field research in Eastern African Countries including Burundi, the Democratic Republic of Congo, Kenya, South Sudan and Somalia. This led to the publication of several research papers amongst them ten Issue Briefs and seven Occasional Papers.

The Centre's training platforms; Peace and Conflict Studies School (PCSS) and the Humanitarian Peace Support School (HPSS) successfully trained military, civilian and police components from Africa and the rest of the world. During the year more than 113 courses were conducted in the Centre, with a remarkable 3,418 participants trained on diverse issues across peace support operations spectrum. The Centre also conducted a customised workshop on National Dialogue and Reconciliation in Mogadishu, Somalia, where some fundamental insights about the situation in Somalia emerged.

The theme for this quarter's newsletter, *Research and Training in Peace Support Operations: Bridging the Gaps in the Eastern African Region* captures the resolute focus by the Centre through its various activities throughout the year.

The activities include Mobile Training, Training Needs Assessment, Research and Curriculum customisation of courses to Somalia and South Sudan. All these robust initiatives were aimed at narrowing the knowledge and performance gaps in peace operations in the region.

IPSTC also managed to complete and commission the new Research and Simulation Complex that will enhance the centre's training portfolio by injecting realism in the training offered. IPSTC takes this opportunity to thank the various governments and partners for their contributions and guidance provided to ensure that the Centre fulfils its mandate. In the same spirit, the Centre looks forward to a better engagement and partnership in the New Year 2015.

Finally, I take this opportunity to wish all the staff, friends and partners of IPSTC a prosperous New Year 2015. May God bless you all.

Thank you.

Brig R G Kabage
Director, IPSTC



Head of curriculum and design Maj Allen facilitating DRM curriculum review discussion session

Turning Dreams into Reality:

The IPSTC Research and Simulation Complex

The simulation and research complex of the International Peace Support Training Centre was officially opened by the Defence Cabinet Secretary on 17th December 2014.

Speaking during the occasion, the Head of Research Department informed the invited guests on the genesis of how the department was created and what mooted the construction of the complex.

He indicated that the Peace and Security Research Department has its genesis in 2009 when the Peace Support Training Centre and International Mine Action Training Centre were merged to create one Centre, IPSTC, with two training platforms; Peace and Conflict Studies School (PCSS) and the Humanitarian Peace Support School (HPSS) and a Peace and Security Research Department (PSRD).

As part of the wider mission of IPSTC "to conduct applied research, training and education of military, police and civilian personnel in all aspects of PSO in order to help improve the effectiveness of the international response to complex

emergencies"; PSRD was created to undertake the following activities: Curriculum Design, Field Research Activities, Publication of Issue Briefs, Occasional Papers, Facilitator Guides and in due course it will be launching the first edition of the Africa Amani Journal to enhance the institutions knowledge dissemination and sharing. In addition the department Organizes Research Symposia, Workshops and Writing Boards. It also conducts Training Needs Assessment (TNA), Validation and Evaluation.

In 2011 IPSTC gained autonomy through formal partnership with USA, UK, Canada, Japan, Kenya, Germany and UNDP, at which time research activities were still in their nascent stages. The institution sincerely thanks the Government of Japan for the sponsorship of its research activities.

Research remains the core to both the development and future of IPSTC. The training programme of the Centre is anchored in applied research that is conceptualized and carried out by researchers in the Department. The

department is also in charge of Long Term Training in addition to conducting mobile evaluation and TNA in the field.

With all the responsibilities highlighted, PSRD did not have a place to call home. The PCSS was kind in accommodating the department which was scattered all over wherever space could be found in the IPSTC Karen Campus.

With these challenges of accommodating the various teams within the department, the idea of having a place to house them was mooted.

On 14th June 2011 the first meeting with the architect Mr Douglas Ochong was held in order to get an estimate for the construction of a three storey building to house the research department and affiliated sections and this was to be presented to the Joint Control Board (JCB) that was to be held on 23rd June 2011.

On 21st September 2011 the Africa Contingency Operations Training & Assistance (ACOTA) of the US State Department indicated a willingness to provide IPSTC with an Upgraded Simulation System necessitating an upgrade to the plans to have a fourth floor.

On 30th May 2012 the project was revised again this time to include office space, ICT Support, storage space and ablution blocks. This arose out of the realization that the multiplicity of situations that peacekeepers in the region may encounter would eventually require comprehensive exercise capabilities at the operational and strategic levels in addition to the Tactical level capability already available at the Amani Village – HPSS Embakasi.

The unveiling of the foundation stone was done in a ceremony presided over by the then Chairman of the JCB Maj General F K Nthenge on 14th November 2013 setting the stage for the realization



Ambassador Raychelle Omamo, CS Defence, Kenya addressing guests during the opening ceremony of the Research complex



The towering magnificent Research and Simulation Complex

of what was being unveiled. The project was phased into four phases.

He concluded by indicating that the Research and Simulation Complex is a four floor building designed to provide space and functionalities that were not well accommodated taking into consideration near and future developments. It will also provide space for simulation activities as a complement to exercise design and planning activities, office space for the PSRD, a modular conference facility, a library cum media centre and ICT support centre. Finally he said that it was a moment of pride for PSRD to take this huge leap into a new and exciting future.

While presiding over the opening of the Research and Simulation Complex at the IPSTC, Karen on 17th December 2014, the Cabinet Secretary for Defence Ambassador Raychelle Omamo expressed her pride in unveiling

the initiative that would have great potential in bringing positive change to IPSTC and would also be a key milestone in the history of the centre.

The Cabinet Secretary also took the opportunity to congratulate the Joint Control Board (JCB) and IPSTC leadership for conceptualizing such a noble idea and delivering it within a period of only 15 months.

The Director IPSTC Brig Robert Kabage explained in his speech that the 1st, 3rd and 4th Phases were funded by the IPSTC central fund from earnings of their fixed deposit while the United Kingdom, one of IPSTC's firm and consistent partners, funded the second phase. The European Union made a major contribution by funding all the furniture and e-learning equipment. The US government has also pledged to assist in the upgrading

of Simulation equipment, providing a standby generator and training of the operators.

The Director added that, "IPSTC is at an advanced stage of launching a Masters programme in Peace and Security Studies and will soon be expanding its accommodation facilities at HPSS to better serve our participants in 2015".

Present during the function was the Vice Chief of the Defence Forces Lieutenant General Samson Mwathethe, Director of Eastern African Standby Force Secretariat (EASFSEC) Amb. Issmail Chanfi, members of the IPSTC Joint Control Board and other partners among other invited guests.

Maj G O Misiani
Assistant Researcher, IPSTC.

Director of the IPSTC visits Rwanda Peace Academy and the Institute of Peace and Conflict Studies in Tanzania

The Director of the IPSTC, Brig R G Kabage paid visits to Rwanda Peace Academy (RPA) and the Institute of Peace and Conflict Studies (IPCS) in Tanzania from 24-26 and 27-29 August 2014 respectively. The purpose of the visits was to familiarize himself with the activities being undertaken by the two regional Peace Training Centres and explore areas of possible collaboration in future.

In RPA, the Director was received by the leadership of the academy led by the Commandant, Col Jill Rutaumera, who briefed him on the training, research and education activities that the academy undertakes. The academy, which was started in 2013 as an initiative of the Rwanda Government, aims at offering training and research programs relevant to Conflict Management Challenges in Africa. This draws on the country's innovative Peace Building Policies and Practices. The academy has so far conducted over 20 different courses to participants from the region. Other issues that were discussed involved the funding models of the Academy, especially the contribution



IPSTC Director with RPA Commandant Col Jill Rutaumera (middle) and another member of staff

of the government, the partners and the challenges they face.

On his part, the Director, briefed his host on the role of IPSTC in enhancing Regional

Peace and Security in the Eastern Africa Region within the framework of African Peace and Security Architecture (APSA). He shared his experience in PSO training and explored areas of Partnership. RPA appreciated the Mobile Training Team (MTT) concept often carried out by IPSTC and requested IPSTC to avail it to conduct a course in RPA from 29th September to 10th October 14. The Commandant also pledged to visit IPSTC at an opportune time.

On 27th August 2014, the Director IPSTC visited the Institute of Peace and Conflict Studies (IPCS) in Tanzania. He was received by the institute's leadership led by its Director, Mr Cosmas Nkhara Bahali. He was briefed on the institution's activities since it opened its doors in 2004 with the aim of preventing conflict and promoting peace throughout the world by conducting research and training. The training offered is geared towards building capacity in conflict resolution throughout Africa. The Director engaged his host on how the institution mobilizes resources to undertake its activities and the number of partners they have managed to engage.

On his part, Brig Kabage briefed his host on the activities of IPSTC emphasizing on its mandate, mission and vision. The two agreed to conduct regular visits between the two institutions and the need to explore areas of future collaboration.

The initiative of the IPSTC Director to undertake the visits to these regional PSO training Centres was heralded by the leaders of the two regional institutions. They both promised to undertake similar visits when time allows.

The visits were an eye opener to all and need to be encouraged in future.

Maj G O Misiyani
Assistant Researcher, IPSTC



IPSTC Director presenting a commemorative plaque to Mr Bahali of IPCS



UN Women Country Director, Ms. Zebib Kavuma and the IPSTC Director, Brig RG Kabage while signing the Letter of Agreement

IPSTC Joins The UN Women Family

The big day came on the 13th October 2014 when IPSTC and the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) formally signed the Standard Letter of Agreement on the implementation of a project that focuses on Integrating Gender in Peace Support Operations (PSOs) in Kenya. This partnership has been made possible courtesy of the Governments of Finland and Sweden through UN Women, Kenya. This means that IPSTC is now one of UN Women's implementing partners.

This initiative seeks to ensure that National Peace Support Operations (PSOs) advance gender equality and secure high degree of participation of women at all levels of peace processes. The project will target PSO institutions and create a collaborative network of active agents of change in the security sector and women peace-builders. This will be done through a three pronged approach of influencing policy environment, strengthening institutional structures, building capacities of the security sector and women; and evidence generation on the importance of gender integration in peace and security. The result of this project is to have women actively participate and influence decisions made in conflict

prevention, management and resolution at the national level and community level.

To enable IPSTC start on the right footing, UN Women organized a three day partners' induction workshop from 4th to 6th November 2014. The workshop brought together a total of eleven (11) UN Women implementing partners, both continuing and first time partners, drawn from Government, Non Governmental Organizations (NGOs) and International NGOs (INGOs). The aim of the workshop was to increase the understanding of UN Women partners on their role as implementing partners and on the UN Women regulations and requirement during partnership. Specifically, the workshop focused on creating an understanding on UN Women programmatic approach and result areas; financial rules and regulations, budget management, financial accountability, programmatic and financial reporting and audit requirements; Key principles of Results Based Management, Results Based Monitoring, Evaluation and Reporting; and Knowledge Management and Communication.

The UN Women Programme approach focuses on Gender Equality and

Women Empowerment (GEWE) Strategic Results Framework. The GEWE approach has three key areas which include creating an enabling environment, social transformation and women empowerment. In this one year project, it is very clear that IPSTC's scheduled gender mainstreaming activities which include Internal Policy Review, Curriculum Development, Evidence Generation, Staff Capacity Development and Women Capacity Building will all contribute to the GEWE Results Framework 2014-18.

To further strengthen the partnership, UN Women was represented by the Country Director Ms. Zebib Kavuma on 29th October 2014 during a symposium that IPSTC organized to peer review the Centre's research work that mainly covered research topics on women participation in peace and security in Northern Kenya and Somalia.

The journey has started, and the journey will continue with anticipation of having a longer term partnership to promote women peace and security issues in Kenya and the wider Eastern Africa region. Long live the Partnership!

Eucabeth Katana
Project Manager, IPSTC.

Addressing Sexual Gender Based Violence in conflict situations

Conflict-Related Sexual Violence (CRSV) is a deliberate strategy that occurs with impunity. The national military as well as the police have an important role in promoting Peace and Security. The Sexual and Gender -Based Violence Course (SGBV) is within the framework of United Nations Security Council Resolutions (UNSCR) 1820 (2008), 1888 (2009), 1960 (2010) and 2106 (2013) on Sexual Violence in conflict. These complement Security Council Resolutions 1325 (2000) and 1889 (2009) on Women Peace and Security; UNSCR 1612 (2005) and 1882 (2009) on Children and Armed Conflict; UNSRs 1674 (2006) and 1894 (2009) on the Protection of Civilians in Armed Conflict.

Efforts have been put in place in the mandating of peacekeeping missions with the protection of civilians and often the following language is used:

"Decides that...is authorized to take necessary action (sometimes "all necessary action"), in the areas of deployment of its forces and as it deems within its capabilities, (...) and without prejudice to the responsibility of the Government of, to protect civilians under imminent threat of physical violence including all forms of Sexual and Gender- Based Violence."

Despite the repeated condemnation of violence against women and children in situations of armed conflict, including sexual violence, such acts continue to occur, and in some situations have become systematic and widespread, reaching appalling levels of brutality.

Looking at facts and figures, all States and non-state parties to conflicts are required to comply fully with their obligations under applicable international law, notwithstanding the need for civilian and military leaders consistent with the principle of command responsibility; to demonstrate commitment and political will to prevent sexual violence and to combat impunity and enforce accountability.

Backed with the aforementioned resolutions that strengthen mandates given to missions, IPSTC embarked on conducting the SGBV Course on 17th to 28th November, 2014 in Juba for the Sudan People Liberation Army/South Sudan National Police whose emphasis was the need for States to end impunity and to prosecute those responsible for genocide, crimes against humanity, war crimes and other egregious crimes perpetrated against civilians. In this regard, only limited numbers of perpetrators of sexual violence have been brought to justice. The rule of law

must be strengthened in conflict and post-conflict situations.

In South Sudan as we all are aware, the situation has been dire since December 2013. Reports of continuing violence against vulnerable people, especially internally displaced persons, women and children, are most worrisome. It is therefore obvious they need protection from heinous crimes.

To address this issue the Government of Japan has been making tireless efforts in various areas, based on Prime Minister Abe's policy on the promotion of women's active contribution to the society. Japan has been implementing projects in partnership with United Nations Development Programme (UNDP) to prevent and respond to SGBV in South Sudan. H.E Mr Takeshi Akamatsu, Ambassador Extraordinary and Plenipotentiary of Japan to the Republic of South Sudan has been personally engaged with the UN Special Representative on Sexual Violence in Conflict, Mrs. Zainab Bangura while in South Sudan in October 2014. In this regard, there was a joint communiqué of the Republic of South Sudan and the UN on addressing Conflict-related Sexual Violence where the President of the Republic of South Sudan, H.E. Salva Kiir Mayardit signed and promised to appoint a high level focal point to lead and coordinate Government efforts and work with Special Representative of the Secretary General.

Japan's broader efforts in the area of peacekeeping focuses on the principles of 'Proactive contribution to peace'. Apart from deploying an engineering unit of the Japan Self-Defense Forces to the United Nations Mission in South Sudan (UNMISS), it continues to provide essential support for the protection of civilians, including women and children since December 2013. To complement these efforts the IPSTC as one of the focal points for Japan, was called upon to deliver an SGBV course in South Sudan.

Subsequently, the Centre conducted an African Mission in Somalia (AMISOM) mission specific SGBV Course on 1st to



SGBV syndicate discussion by course participants (Juba) South Sudan



Group photo of SGBV course participants with Japan Amb. Extraordinary to South Sudan HE Mr T Akamatsu

11th December 2014 supported by the Government of the United Kingdom (UK). The UK held the Global Summit (123 countries) to end Sexual Violence in Conflict in June 2014 in London. The AMISOM force participants gained knowledge and skills in planning for prevention and response on Violence against Women and Girls (VAWG) to ensure that women participate equally with men and gender equality is promoted in Peace and Security decision-making processes at national, regional and international levels. The AMISOM peacekeepers were reminded about principles of highest standards of efficiency, competence and integrity, zero tolerance policy on Sexual Exploitation and Abuse (SEA) and accountability of those in command who fail to enforce the standards of conduct and discipline. The participants comprised military officers from Kenya, Sierra Leone, Nigeria, Zambia, Malawi, Burundi, Cameroon, Ethiopia, Djibouti, Uganda, Rwanda and Sudan. It is worth mentioning that one third of the course participants were female peacekeepers.

In a video recorded message for the AMISOM SGBV closing ceremony, the UK

Prime Minister's Special Representative on preventing sexual violence in conflict and member of parliament highlighted the importance of specialized training in implementing the international protocol, documentation and investigation of Sexual Violence in Conflict. This, he said, would help fight the culture of impunity to ensure perpetrators of these crimes faced justice. Additionally, he would like to see women included in all peace and reconciliation processes, survivors and human rights defenders projects in affected countries supported by his country. One of the outcomes of the summit was to empower peacekeeping personnel to take action to stop Sexual Violence in conflict. Specialized training was recommended on International Legal Framework and Mechanisms to ensure prevention and response to SGBV was dramatically reduced. He stressed the importance of women peacekeepers specifically in Disarmament Demobilization and Reintegration (DDR) processes. He urged all peacekeepers to make a difference to individuals and communities. He thanked the Director IPSTC, Brigadier R G Kabage and the Commander, BPST Colonel R Leakey for doing an excellent work.

Although peacekeeping has for some time addressed SGBV, the mandated requirements on Conflict-related Sexual Violence are relatively recent. Challenges to fully implement the mandate will include ensuring that Troop and Police Contributing Countries systematically carry out pre-deployment training on Gender, Protection of Civilians, Human Rights and Conflict Related Sexual Violence (CRSV) in line with UN standards; and deployment of Women Protection Advisors (WPA). Finally, given that the perpetrators of sexual violence are typically the same armed forces and armed groups, irrespective of whether survivors are adults or children, it is imperative that the UN engages them in dialogue in a coherent and unified manner. There should be an agreed strategy and approach of engaging the parties. This should be clearly communicated to all relevant actors in the field and to organizations' Headquarters (HQ), who are expected to provide support accordingly.

Leah Barasa
Directing Staff, PCSS

Cultural Awareness for AMISOM Peace Keepers

Culturally, diverse contexts in post-conflict environments are very demanding as they contribute significantly to the challenges of professional relationships and trust in Peace Support Operations (PSO). In response therefore, peacekeepers need to have cultural competence to work, manage and communicate in multi-cultural settings as reflected in the three UN core values of integrity, diversity and professionalism. The need to deploy peacekeepers that are capable of working and communicating effectively in a dynamic multicultural environment has become more salient than ever. This was the main objective of the AU/UN pre-deployment training conducted by the United Nations Support Office (UNSOA).

The aforementioned training was conducted in Humanitarian Peace Support School (HPSS) from 29th September to 3rd October 2014 as part of the AU/UN support package for the African Union Mission in Somalia (AMISOM). The target audience was Kenya Defence Force (KDF) officers, men and women. The training was delivered in a series of Modules each with distinct learning outcomes. However, one of the Modules that elicited a lot of debate and discussions was 'Respect for Diversity' particularly in Somalia in terms of social structure, beliefs and values. The aim of this Module was to increase awareness of the diversities that may be encountered in AMISOM, including cultural diversity. The intention was to reduce the possibilities of misunderstandings that may occur while enhancing opportunities for clear and positive communications.

First, the participants were made to understand that the AMISOM peacekeepers themselves have diverse backgrounds. They are drawn from



different countries from Africa and abroad and hence have varied ethnic, racial, professional, educational, and religious among other socio-economic backgrounds. These diversities are very much a reality and can make a big difference in how the peacekeepers relate with each other in a peace support environment.

Diversity in peace operations can be likened to an iceberg floating on water with only 10% visible above the waterline and the rest concealed. This implies that there are things about people which can be easily noticed (above the waterline) and there are others that are less obvious (under the waterline). Peacekeepers must be aware of the visible and concealed traits of all stakeholders in PSO given that lack of awareness of even the less obvious traits in a conflict-context could jeopardize the mission credibility and peace process.

UN's core organization values, for instance, identify several ways in which

respect for diversity can be practiced in a PSO environment. In a nutshell, they urge peacekeepers to work effectively with people from all backgrounds. This encompasses not only treating all people with dignity, respect and fairness but also respecting views of others at work and decision making.

Likewise, participants were made aware that the Somali culture, as all others, is dynamic and is expressed in various ways, owing to individual personality and life experiences. As peace keepers who will be working in Somalia, they need to be aware of different ways of life of the Somali people:

First, their universal language is Somali, but the formally educated Somalis may also speak French, Italian, English, Russian, or Swahili. It was noted that besides ethnic Somalis, there are Somali Bantus who have their own distinct language and culture.

Second, Islam is the primary religion in Somalia. In fact, almost all their social norms, attitudes, customs, and gender roles are derived from the Islamic tradition. For instance, Somalis observe Islamic traditional norms about handshaking and limited physical contact between persons of the same sex.

Third, although their diets vary depending on the geographical regions and livelihoods, the Somali diet is generally low in calories and high in protein. This is because they are mainly pastoral nomads who traditionally rely on milk, ghee and meat for their diet. However, as Muslims, Somalis do not consume pork, lard, or alcohol. In addition, it is customary for Somali family and friends to eat with their hands from the same plate and drink from a shared cup.



Group photo of AMISOM course participants (HPSS Embakasi)

Fourth, dressing among the Somalis is diverse. In formal settings most Somalis wear Western dresses while traditional dress is mainly put on in rural areas and in non-formal settings. Traditional dress for men consists of two lengths of white cotton wrapped as a skirt and a brightly colored shawl. Men may also cover their heads with a cap called a benadiry kufia.

Fifth, the family, its honour and loyalty are highly valued in Somali culture. Nuclear families usually live together while in polygamous households wives and their children have their own residences. Since they are seen as a way of establishing clan alliances, marriages traditionally have been arranged but non-arranged marriages are increasingly permitted. In terms of gender roles, men work outside the home while women take care of children and other domestic chores.

Sixth, education in Somalia remains inaccessible despite government-led literacy campaigns and free primary education in 1970s. For instance, by 2000 the literacy rate in Somalia was 24% (Putnam & Noor, 1999; U.S. Department of State, 2005). The education system is Western based; the North trained by British and South by Italy.

Seventh, the Somalis believe that illness can be caused by angry spirits or the 'evil eye'. To treat such illnesses, Somalis may use extensive herbal medicine or other rituals such as prayer and exposing the skin to a heated stick from a particular tree. This procedure is practiced by traditional doctors who are usually older men in the community. Somalis may also seek traditional doctors to treat modern day illnesses and injuries such as hepatitis, measles, and broken bones among others.

Finally, Somalis may not express gratitude or appreciation verbally. Somalis are also known to respect strength and pride, and may challenge others to test limits. Sometimes, this can lead others to interpret their demeanour as boasting or opinionated; however, when presented with adequate evidence, Somalis are often willing to reconsider their views.

In conclusion, the subject training was very relevant, coming at a time when the Kenyan troops were about to deploy to Somalia for AMISOM duties. It was an eye opener as participants appreciated the outcome of the course. Most importantly, it gave the participants an insight on how to develop and employ best practices that are accepted in a mission area such as Somalia.

Major D Y Kilimo
So2 Coord HPSS

Explosive Ordnance Disposal (EOD) Training

The emergence of low intensity conflicts and terrorism waves in the 21st century demand further development in the skills and expertise in Explosive Ordnance Disposal (EOD).

"EOD is the process by which hazardous explosive devices are rendered safe by experts specially trained to deal with the construction, deployment, disarmament, and disposal of high explosive munitions".

The improvised explosives are generally unreliable and very unstable. Often, they pose great risk to the public and especially to the EOD operator trying to render them safe. In modern day peace support operations, UN/AU missions are mandated to protect civilians within the post-conflict environment. Given the immense task of protecting innocent lives, the EOD technicians/operators have to rapidly adapt to evolving world of improvised explosives. EOD specialists should be trained to think like the enemy.

The IPSTC, in conjunction with the African Union (AU) conducted the EOD Level 1 and Level 2 courses at Humanitarian Peace Support School (HPSS) in Embakasi, from 20th Oct to 7th Nov 2014. The course was funded by the AU. The course Opening was officiated by Ambassador Fred Ngoga Gateretse of the AU.

The aim was to equip participants with skills to safely conduct demolitions of ammunitions. The Course participants were drawn from five (5) different countries namely South Sudan, Sudan, Zimbabwe, Ethiopia and Kenya. Course participants for EOD level 1 had no prior knowledge on the subject matter while EOD Level 2 entailed individuals who had knowledge in either EOD Level one or trained in Humanitarian Demining.

While there were minimal theoretical presentations, the rest of learning was accomplished through a series of field training exercises which were facilitated by experienced mentors. Emphasis was

placed on the mustering of the safety procedures in Explosive Clearance operations. Training involved group tasking under close supervision of experienced facilitators preparing the participants for field training exercises within the camp and field demolition exercise.

At the Ngong Range Demolition area, participants were exposed to individual and bulk demolitions of ammunitions. The individual demolitions involved single ammunitions such as Live Mortars, Projectiles, Grenades and Sub Munitions being prepared and detonated separately. The bulk demolitions involved detonations of well arranged large size of ammunition in a single firing to prepare participants for EOD tasks.

Trained personnel go through a certification process before becoming experts/technicians in EOD. If an EOD Soldier has been certified as an expert, they are given the ability to make judgment calls based on the operation environment and threat. A team leader has to make many difficult decisions throughout the course of an operation.

Rendering safe and disposing of explosive ordinance, Improvised Explosive Devices (IEDs) and homemade explosives in any environment can cause catastrophic consequences. To operate effectively under conditions of uncertainty and complexity in an era of persistent conflict, trained EOD experts must strive to reduce uncertainty through understanding the situation in depth, developing the situation through action, fighting for information, and reassessing the situation to keep pace with the dynamic nature of conflict. Accomplishing challenging missions and responding to a broad range of adaptive weapons and explosive threats under conditions of uncertainty will require EOD experts that exhibit a high degree of operational adaptability.

By Capt Mulei



Keeping safe: Hostile Environment Awareness Training

The nature of civilian crisis interventions often requires the staff to operate in unstable and insecure environments. Hostile Environment Awareness Training (HEAT) is crucial for anyone working in risk-associated, insecure or hostile environments. Accordingly, the training endeavours to provide comprehensive coverage of the relevant issues in this area and is designed to put participants in stressful situations, preparing them for worst-case scenarios. Essential classroom theory is complemented by simulations of real-life situations. The World Vision (WV) staff members work in hostile environments such as war-zones and areas affected by natural disasters. In order to keep its staff safe, WV has an international team of security professionals who ensure safety protocols are in place and implemented. The safety protocols involve training WV staff on how to behave in dangerous environments. Similarly, the HEAT course has been designed to simulate real-world dangers/realities that aid workers usually face. The course encompasses specialist instruction, designed to help prepare one for and to enable mitigation against the many risks/challenges inherent in operating in unfamiliar and hostile environments.

HEAT involves both classroom and field-based practical simulation exercises. The field exercise serials are structured in such a way that groups of participants are moved from one simulation exercise to another, and will experience an event in each exercise to which they are expected to respond, and learn from. HEAT is crucial for anyone working in risk-associated, insecure or hostile environments. Accordingly, the training endeavours to provide comprehensive coverage of the relevant issues in this area and is designed to put participants in stressful situations, preparing them for worst-case scenarios.

Psychological studies have demonstrated that different parts of the brain are triggered when people learn under stress. In order to ensure that participants are able to recall potential life-saving information while experiencing a real-world threatening situation, exercises are designed to visualize the stressful environment. A high degree of realism is used in simulating the possible dangers that staff might face in operation environment. To achieve this, the World Vision employs the use of special-effects, professionals to use blank-firing weapons and stage pyrotechnics.

The aim of HEAT training is to improve participants' knowledge of multiple threats present in hostile environments and ways and means of dealing with them in an effective manner; to rehearse and practice safety and security procedures according to specific threats. On arrival at the Humanitarian Peace Support School (HPSS), participants are met by a simulated 'legal' checkpoint, at which point they are 'processed' as if they are arriving in a new country. The rest of the training is tailored towards hostile circumstances with navigation, group activities and survival scenarios. Working in groups, participants, are sent on a 'mission' leading them to a 'stand' where each serial will take place unaware of what lies ahead. Serials conducted include: the "Illegal Checkpoint" and the "Commodities Distribution" and Hostage Survival."

The course exercises are delivered by role-players, who are a combination of instructors, WV staff, and volunteers. The exercise is controlled by a lead instructor. Overall responsibility during the exercise is the safety of participants.

Due to risks associated with HEAT, specific technical skills are required to ensure a greater depth of safety and security for participants. For example, the blank-firing weapons and stage pyrotechnics require a certified armourer for legal and safety purposes. Furthermore, WV ensures that there is appropriate medical support on hand to manage any emergencies in situ and evacuate to the nearest medical facilities if it cannot be managed. The core training team is comprised of a qualified Emergency Medical Technician with extensive experience in managing medical emergencies and who is on call throughout the course. In addition, hiring of ambulance services is critical in case of more serious/complex incidents. Psychologists who are specialist in managing trauma and distress in humanitarian workers stay for the duration of the HEAT course.

By Major Keter



Course participant scampering for safety

Understanding and Defeating Improvised Explosive Devices (IEDs)

IEDs have increasingly become a weapon of choice in the recent past for terror groups and are likely to remain a major component of the Global War on Terrorism for the foreseeable future. An IED is a 'homemade' bomb constructed and deployed in ways other than in conventional military action.

An (IED) attack entails the use of a homemade bomb and/or destructive device used by insurgents, terrorists, suicide bombers and criminals to destroy, incapacitate, harass, or distract. Given that they are improvised, IEDs come in many forms, ranging from a small pipe bomb to a sophisticated device capable of causing massive damage and loss of life. The proliferation of IEDs in the region poses a pervasive threat facing the Eastern Africa region.

The IED attacks have destabilizing and destructive effects on post-conflict Peace Support Operations. The IEDs are a threat to public safety and pose a significant security risk to both states and peace building in conflict affected countries. Recent IED incidents often have resulted in a large number of civilian casualties, destruction of infrastructure, and the economic disruption of entire communities and inoperability of military operations.

Moreover, IEDs are a uniquely dangerous weapon system due to their versatility, adaptability and method of employment. An IED explosion causes damage to vehicles and property primarily through the blast wave, heat and fires. Often IEDs are usually concealed in a package that may be in plain sight, hidden or buried.

Furthermore, the repeated episodes of the violent scenes linked to terrorist acts have played out in the recent past. Military convoys have been hit by roadside bombs. Suicide bombers have blown themselves up maiming and killing civilians. The impact of IEDs has intensively increased. Casualties within the blast radius can stem from many causes. The explosion can release shrapnel or create debris from secondary impacts such as flying glass from broken windows. This debris can penetrate the body in many places, leading to lacerations, bleeding, broken bones and loss of limbs. Second,



POC participants following a demonstration during a visit to HPSS

the heat from the blast causes fires; both the heat and the fires themselves can cause severe burns. Finally, the pressure in a blast wave can be on the order of 1,000 times atmospheric pressure. This intense pressure can rupture one's eardrums and slam the victims' brain inside their skull, which leads to concussion, blindness, deafness and swelling of the brain. In addition, many air-filled tissues and organs such as the lungs and bowels can be perforated by the pressure changes.

However, Counter-IED is usually part of a broader counter-terrorism, counter-insurgency, or law enforcement effort. Before defeating and detecting IEDs, it is important to know that IED attacks are

a result of coordinated enemy activities. So, defeating these devices must involve a combined strategy of understanding and observing the enemy. Soldiers and personnel have to be trained to be aware of the enemy's behaviours, look for indicators of IEDs in their operation areas and use technology to dispose or disable them.

It is against this background that the Counter-IED(C-IED) Course funded by the US government was conducted for five weeks at HPSS. The course was facilitated by the Combined Joint Task Force- Horn of Africa (CJTF-HOA) team. Course participants included personnel drawn

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RSML course participants watching a demonstration by WOII Omoro, HPSS Embakasi

Contextualism Theory: Informing and Tailoring of the IPSTC Courses to Eastern African Countries

Great epistemologists such as DeRose (1999) of Yale University have aptly defined contextualism as a situation where issues of knowledge or justification are somehow relative to the context. It is no doubt that 'things' around the world vary in certain ways according to the context in which they occur. It is therefore necessary to put information, views and actions into context and understand them from the location in which they are found. In essence, contextualism theory explains why a particular intervention or approach would work in one context and not the other. As a thesis about truth-conditions, contextualism contradicts the famous development adage of 'One Size Fits All' which in my view has continuously and mistakenly been applied to the African continent by most development partners.

The interest of this article is not to provide a lesson on contextualism theory but rather to illustrate how the IPSTC has accepted and applied it in tailoring its courses to suit specific Eastern African countries. Borrowing from conflict analysis and prevention perspective, the current conflicts in different Eastern Africa countries including Somalia, South Sudan, the Eastern Democratic Republic of Congo (DRC) and Central

African Republic (CAR) are unique in their own right. Their causes and impacts are shaped by the milieu in which they are occurring hence requiring specified interventions for effective conflict management.

Guided by the theoretical underpinnings of contextualism, the IPSTC in 2014 has tailored a number of its courses to some Eastern African countries. In particular, Dialogue, Negotiation and Mediation (DNM) and the Security Sector Reform (SSR) courses have been tailored to South Sudan and Somalia while Sexual and Gender Based Violence (SGBV) has been customised to DRC. To begin with, countries were selected for course customisation because they are currently experiencing devastating conflicts. It is envisioned that in addition to the aforementioned, other IPSTC courses such as Conflict Analysis and Prevention, Election Monitoring and Management and Child Protection to mention just but a few will be tailored in the coming years to suit various contexts as well. In addition, course customisation mainly for conflict prevention should be done for relatively stable Eastern African countries. This is because although countries such as Kenya, Uganda and Burundi are presently stable; there exist conflict triggers such as national election

disputes that need to be addressed without delay.

But how does the IPSTC apply contextualism theory in tailoring its courses to suit these specific Eastern African countries? First and foremost, a situational analysis particularly with the aid of Training Needs Assessment (TNA), After Action Review (AAR) and participant course evaluation is carried out to highlight the unique context and training needs of the targeted countries. This is followed by writing boards comprising of Subject Matter Experts (SME) and the IPSTC staff, mainly from the Curriculum Design section and Peace and Conflict Studies School. The main objective of the writing boards is to develop new or update an existing course curriculum and customise it to suit the selected countries. During the course customisation, each and every course Learning Outcome and Module is looked at in detail with the aim of providing additional Modules, teaching points and improving the methodology to suit the context in question. This provides the facilitators with additional information that they need to consider when offering the course to the selected countries and/or to participants drawn from these countries.

There are some positive motivations of accepting the view of contextualism especially in regard to tailoring of courses to specific settings. First, contextualized courses distinguish a justified belief from an opinion. To illustrate this further, what we are happy to call knowledge in one context we are likely to deny is knowledge in another. SMEs and members of a writing board should be able to see this and understand how and why some information or views have value to Somali course participants and not to South Sudanese. This implies that customisation of courses allows us to pick the valuable and relevant information and knowledge for each context and strengthen them further through provision of local examples, structures and processes.

Second, from a contextualism point of view an in-depth understanding of a phenomenon such as conflict or peace



Security Sector Reforms (Somalia) writing board in session

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Senior Mission Leadership Training



RSML course participants following a presentation

Being a senior leader in a peace mission is a huge task and challenge since contemporary peace support missions have become more and more complex. At the same time many civilians are affected by violence, lack of water and food and are often forced to flee their homes. Originally the Peace Support Operations were to a very large degree only focused on providing security since missions were often deployed in areas between conflicting states. After the end of the cold war the characteristics of Peace Support Operations have changed to dealing with intra state conflicts which are much more complex.

These conflicts often occur in poor countries with weak state institutions, weak coherence, poor security structures and weak infrastructure. The nature of the new conflicts has made it necessary to address other areas than security issues which have led to the development of the so called multidimensional Peace Support Operations. The multidimensionality means that the Peace Support Operations includes military, police and civilian dimensions in order to tackle the broad spectrum of interlinked challenges that face an intra state conflict. The close link between security and development has made a more comprehensive and broad approach to peace keeping necessary. One key element in a multidimensional

Peace Support Operations is the necessity of coordination between the many elements in the mission and the need for sharing information in order to ensure that all elements of the mission are working towards the same strategic goals. The Peace Support Operations are often large in numbers of personnel and the operation often covers huge areas with weak lines of communication.

The task for the Peace Support Operations will often be to develop the country where it is deployed. This is done by building up capacity at the political level by arranging free and fair elections ,development of the administration at all levels, development of the police and judiciary system, implementation of security sector reforms, conduct "Disarmament, Demobilization and Reintegration" activities and support to development of other sectors such as health, trade and education among others. All these efforts will be coordinated by the mission with support from international organizations such as the UN, European Union and a broad number of Non-Governmental Organizations (NGOs).

The Regional Senior Mission Leadership Course seeks to provide the participants with information on organization, mandates, roles and challenges in the

different existing missions where all the facilitators at the course are Subject Matter Experts of different aspects and areas of a Peace Support Operation. The training is led by high ranking military, police and civilians mentors who are all experienced senior leaders with distinguished service in peace keeping missions in Africa. The course includes class training, syndicate work and individual assignments. All with the purpose of developing the participants' knowledge on Peace Support Operations and provide an opportunity for the participants to interact on diverse issues related to peace and security.

A secondary purpose is to create a network between high level officials in the 10 participating Eastern African nations. Upon graduation from the course the participants become candidates for senior leadership positions within Peace Support Operations in both the region and the continent. The participants will go in a roster where they can be called upon to serve in existing or new peace support missions.

With all that in mind the International Peace Support Training Centre (IPSTC) conducted the 10th Regional Senior Mission Leaders Course 2014 that was officially opened on 13th October 2014 by the Director IPSTC Brigadier R G Kabage. The opening ceremony was graced by Major General G A Owinow, Commandant Defence Staff College as the Chief Guest. The purpose of the course was to equip the course participants with knowledge and insight in peacekeeping missions so that in the future they could undertake leading positions within a peace support mission in the Eastern African region. The course was sponsored by the United Kingdom and it drew participants from Burundi, Djibouti, Egypt, Kenya, Malawi, Rwanda, Somalia, Sudan, Tanzania and Uganda.

Lt Col P Songiorgio, Head of Training and Education, PCSS

Key Visits and Events at IPSTC

During the Fourth quarter of 2014, the International Peace Support Training Centre welcomed key personalities across the globe to various events such as Ambassadors/High commissioner of different countries, UN Women Country Director and various delegations among others.



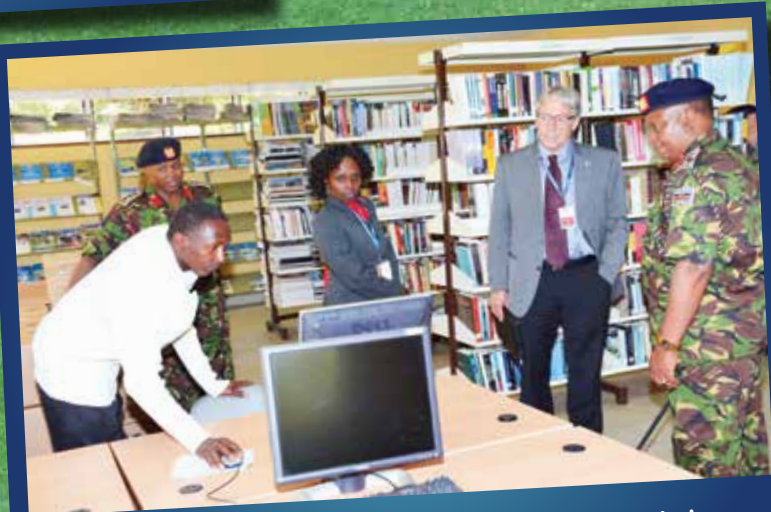
UK Deputy High Commissioner HE Dr J Burton presenting a certificate to RSML course participant on 24 October 2014



Signing of Letter of Agreement ceremony between UN Women Country Director Ms. Z S Kavuma and IPSTC Director Brig R G Kabage on 13 October 2014



Commander Kenya Army Lt Gen Kasaon (left) and Commander Kenya Air Force Maj Gen Thuita (right) keenly following a discussion during a meeting held at the centre on 8 October 2014



ICRC Head of Regional Delegation in Nairobi Mr T Meyrat being briefed about library resources by a library assistant during a visit on 05 November 2014



Prof O Green from University of Bradford making a point during a consultative meeting with Research Department team for the Centre's Masters Programme on 13 November 2014



Captain (JSDF-N) H Hayashi from Japan Peacekeeping and Training centre giving a lecture to Protection of Civilians course on 7 October 2014



Guest of honour, Partners of IPSTC and invited guests during the opening of the Research and Simulation complex on 17 December 2014



Amb. Raychelle Omamo, CS Defence, Kenya unveiling a commemorative plaque during the opening ceremony of the Research and Simulation complex on 17 December 2014

National First Aid Competition 2014

First aid is the assistance given to any person suffering a sudden illness or injury, with care provided to preserve life, prevent the condition from worsening, and/or promote recovery. It includes initial intervention in a serious condition prior to professional medical help being available, such as performing Cardiopulmonary Resuscitation (CPR) whilst awaiting an ambulance, as well

as the complete treatment of minor conditions, such as applying a plaster to a cut.

Humanitarian Peace Support School (HPSS) was privileged to host the National First Aid competition sponsored by the Kenya Red Cross. This was after six years without such an event due to logistical and administrative constraints. First aid is

generally performed by the layperson, with many people trained in providing basic levels of first aid, and others willing to do so from acquired knowledge. Basic principles, such as knowing to use an adhesive bandage or applying direct pressure on a bleed, are often acquired passively through life experiences. These necessitate the need to equip our youth with the basic skills of providing first aid since they are normally the first responders in an emergency.

However, to provide effective, life-saving first aid interventions requires instruction and practical training. This is especially true where it relates to potentially fatal illnesses and injuries, such as those that require cardiopulmonary resuscitation (CPR); these procedures may be invasive, and carry a risk of further injury to the patient and the provider. Kenya Red Cross endeavours to deliver this knowledge through first aid competitions in schools and even corporate organizations.

First aid training in Kenya is a basic course that serves as an added advantage for most people seeking employment in Kenya. First aid training offers knowledge about first aid essentials such as how to resuscitate a person, what to do in case of accidents, how to assist a fainting person, how to give emergency aid in cases of fractured or injured bones, how to deal with shock, and how to stop blood loss in cases of accidents among many other basic skills. Presence of first aiders in Kenya who have the knowledge on what to do and how to act during accidents or emergencies has contributed to saving a lot of lives.

The competition based on industrial based First aid which focuses on developing skills for emergencies that occur in the work environment and community-based training which targets school children and other categories of the public as well as and Red Cross volunteers. The curriculum has a Basic, Senior and an Occupational commercial course. This competition was a culmination of other competitions held in the regional headquarters.

By Major L.N. Nandasava
Instructor Pre-deployment Training,
HPSS



Competitors demonstrating skills on how to attend to various emergencies



The Growth and Development of International Humanitarian Law (IHL)

The fact that armed conflict leaves a trail and footprint in its path is as old as warfare itself. Armed conflict causes tremendous suffering, death of civilian and combatants and destruction of property. It is the human beings who engage in armed conflicts the world over. The same human beings have an inherent dignity. The question that has bothered mankind over time is whether violent engagements could be done with a human face to preserve the sanctity of life and lessen human suffering.

concerned with the treatment of the sick, wounded and shipwrecked. The third Geneva Convention targeted the prisoners of war in international armed conflicts. Finally, the fourth Geneva Convention defined and highlighted the treatment of the protected persons and civilians. Alongside the Geneva Convention, the Hague Conventions emerged in 1899 and 1907. The Additional Protocols of 1977 have also been a major contribution in the law of armed conflict. The main difference in these conventions

State armed forces and dissident armed force or between other organized armed groups within the State's territory. The armed group must be under responsible command, exercise control over a part of its territory as to enable them to carry sustained and concerted military operations. The NIAC should not however, include internal disturbances and tensions such as riots, banditry, demonstrations, sporadic violence and other acts of a similar nature. However, in internal disturbances, there is a threshold that can be met to be categorized as NIAC. The hostilities must reach a minimum level of hostilities (hostilities of collective character and the government forced to resort to military force); and the non-governmental groups must be well organized with command structure and have the capacity to sustain military operations. The Common Article 3 of Geneva Conventions and Article 1 of Additional Protocol II as a minimum fundamental humanitarian provision and the rules of customary international law apply in NIAC.

International Armed Conflict (IAC) occurs when two or more States, party to the IHL Treaty, have resorted to armed force against another State regardless of the reasons or intensity of the confrontation. No formal declaration or recognition of the war is required. The definition has been broadened through the Additional Protocol I to include armed conflicts against colonial domination, alien occupation or racist regimes in self-determination or what is popularly known as wars of national liberation. The International Humanitarian Law fully applies in IACs.

There is the concept of 'internationalization' of NIACs. This occurs when a foreign state intervenes directly or indirectly with its armed forces or otherwise on the side of the armed group(s) fighting against the government forces. Where the State intervenes indirectly without the use of armed forces, there must be an 'effective and overall control' over the armed group against the State. The conflict in such a case assumes international armed conflict dimensions.

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IHL course participants following a presentation keenly

Perhaps the Battle of Solferino in Italy was the answer or rather the beginning to the answer of the human puzzle in armed conflicts. It was in the late 1850s when a Swiss businessman, Henri Dunant, was overwhelmingly touched by scourge of the war. Influenced by this battle, he proposed that nations should form relief societies to provide care for the wounded in wartime. It laid the foundation of the Geneva Conventions and the formation of the International Committee of the Red Cross. These two events would play a crucial role in the growth and development of the International Humanitarian Law (IHL) over time also known as Law of Armed Conflict (LAOC).

In 1864 the first Geneva Convention was signed by twelve nations focusing on the sick and wounded in battle. The second Geneva Convention is primarily

was that the Geneva Convention focused on protection of persons and property while the Hague Conventions imposed limitations of the means and methods of warfare. The IHL is based on two fundamental aims: the protection of persons who are not, or are no longer, participating in hostilities; and the limited right of parties to an armed conflict to choose methods and means of warfare.

Armed conflicts occur when a state or group recourse to armed conflict against another state or group. The LAOC specifically covers armed conflicts. There are two categories of the armed conflict- International Armed Conflict (IAC) and Non-International Armed Conflict (NIAC). NIAC is a conflict 'not of international character' taking place within the territory of a High Contracting Party. It involves armed conflict between the

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from various Kenya Defence Forces (KDF) formations. The aim of the course was to equip personnel with requisite knowledge and skills to respond safely to the C-IED threat. Further, the participants through simulation of IED attacks during the training were expected to detect and deal with IED attacks before encountering them in combat. Emphasis during course facilitation was the investigation of IEDs, IED explosions and subsequent collection of intelligence and information, ultimately leading to the provision of information used to counter and neutralize the IED network.

Due to the fact that IED attacks are a favored strategy in modern asymmetric war, narrowing the knowledge and performance gaps in counter-IEDs cannot be overemphasized. Therefore, efforts in field research and training needs assessment aimed at IED counter-measures and training are desirable. On the other hand, civilians have become more vulnerable when it comes to IEDs.

Finally, what should people do to protect themselves from IEDs? All of us should be alert to our surroundings and report, anything that is out of the ordinary in our daily routine. Examples include abandoned bags or boxes in unusual places, unusual smells, and spotted suspicious behaviors. At the immediate site of an IED attack, top priority is to get out of the area. If in a building during the attack, get under a sturdy table or desk if objects are falling around you or exit as quickly as possible, without stopping to retrieve personal possessions or make phone calls. Once outside the building beware of the secondary explosions, move away from the site.

By Capt Mulei
Instructor Mine Action Training, HPSS

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What happens in Other Situations of Violence (OSV)? These are situations in which there is no NIAC, but exist as internal confrontation, characterized by intensity and duration which involves acts of violence. These are primarily operational matters that should otherwise be handled by the state police but are addressed by the militaries. The militaries do not become police overnight, they have to adjust to the new roles. The tasks in such situations may include crowd control and dispersion, patrols, cordon and search, manning observation posts, enforcing curfews, detention and arrests. In such situations, the State's national laws and the International Human Rights Law (IHRL) apply. There is however a close relationship between IHRL and IHL.

The IHL operates under a raft guiding principles: distinction, proportionality, military necessity, command responsibility, precaution and limitation. These are the tenets that inform the application of law of armed conflict. The principle of distinction requires that the belligerents must be able to distinguish military and civilian objects including combatants and civilians. Proportionality demands that when military objectives are attacked, civilians and civilian objects must be spared from incidental or collateral damage to the maximum extent possible. Military necessity assumes that the application and use of armed forces should be used as a last resort with an endeavour to weaken the enemy and avoid physical annihilation. Limitation imposes upon parties to a conflict the methods and means of warfare. It limits how weapons and military tactics may be used. Precaution demands that every measure must be taken to prevent and

reduce violations of IHL during armed hostilities. Command responsibility theory bestows upon State parties, commanders and individuals including staff officers in armed conflict, to take responsibility to endeavour through any means necessary and feasible to observe the rules of IHL.

There are documented cases of violation of IHL. Examples include the My Lai Massacre in Vietnam War and in 1997 Israeli Defence Force turned the fortress ruins of Karkum, South Lebanon, originally built in the middle ages into a stronghold. As a sign of development and growth, the IHL has seen its applications in courts and tribunals over the times. The cases of General Yamashita of the Japanese 14th Army and the Intifada of 1988 in Middle East are clear examples.

The International Committee of Red Cross (ICRC) has extensively contributed to the growth and development of IHL. The developments so far registered have contributed immensely to the observance of IHL in armed hostilities. Example include the US restrain on attack on Lang Chi hydroelectric plant in Vietnam war in 1972 and in 1971 in Bangladesh war of independence, three neutral zones were established and respected; college, hospital and Sheraton Hotel which were all administered by ICRC. Much more still needs to be done especially with the emerging issues and contemporary operational environments on such matters as UAVs, drones among others. It is also notable that most parties to conflict must understand that IHL does not seek to make wars fair but to preserve humanity and its inherent dignity.

By Capt V Oyier
Participant and the Coordinator of IHL ToT Course

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necessitates placing that phenomenon within the context that it is occurring. Such deep understanding will inform the strategies of intervention to employ and the extent to which they are likely to be effective. For instance, one of the studies done by the Applied Research section of the IPSTC in Somalia in 2014 indicated that for most of the respondents the concept 'peace' meant 'lack of war'. What this implies is that such respondents are highly likely to accept intervention for peace as long as 'war' exists in their society. Therefore, meaning that

without 'war' peace interventions are not necessary in such context. This might not be the case in other societies. Another interesting example of context-specific knowledge is what negotiation really means for the Somali people. To be specific, one of the SMEs during the customisation of DNM course to Somalia explained that negotiation for the Somali people implies listening to what the other party to the conflict has to say. Upon hearing the other side's proposition, the Somalis will go and promise to return with a response. This definition of negotiation is contrary to the conventional meaning of the term.

Last but not least, contextualisation of training package ensures that the audience understand the phenomenon under discussion so well that it would be impossible for anyone ever, other than the audience, to be better positioned to comprehend any matter with respect to the area of training. In simple terms, this means contextualized courses produce high level experts in the area of training and it is my humble opinion that this is what the IPSTC aspires to achieve.

By Margaret Cheptile
Curriculum Designer, IPSTC

The Two Faces of Election in Fragile Countries

The 'third wave' of democratization and its subsequent Post-Cold War acceleration to date has been impressive across the world. Today, at least all world countries, including 55 African states, live in some form of democracy. For fragile countries as is the case for most African states, the adoption of the Charter on Democracy, Elections and Governance additionally marked a renewed impetus on consolidation as a prerequisite for peace, stability and development. At its core are several normative objectives key to which is Article 2(4) that 'prohibit, reject and condemn unconstitutional change of government in any member state.... Such changes have in the past undermined political stability through military coups and armed rebellion, leading to violence, state collapse and fragility; that are an obstacle to democratization and governance. Even as countries are in consensus on the critical role of elections in state stabilization, security and development, it is not in contestation that in pluralized, divided societies such as is the case of many countries, elections are increasingly and inherently a risky affair. Although different schools explain how transitions to democracies occur, and make an attempt on how elections is core to its consolidation, no school conclusively explains the contradictions that make or break fragile countries.

By introducing the Elections Management and Monitoring Course which in Peace Support Operations features Electoral Assistance and Support, the PCSS not only marked another milestone in terms of post conflict recovery courses, but also placed the subjects within the unfolding events in the continent. Participants in this course while reviewing electoral issues in purview of their respective countries tended to resonate with Stalin's famous quote that 'it is enough for the people to know there was an election, in any case they who cast the votes, decide nothing but those who count the votes decide everything'. This aligns with the perception among many in our continent that elections in Africa are often decided even before the vote. This is because across the continent, more so in the Great Lakes Region and Horn of Africa, elections are characterized as an 'inherently seasonal event' exemplified by populists' politics along regional or ethnic lines, unaccountable strongman leadership and opaque decision making. Elections in these democracies are expensive, with high stakes where the winner takes it all.



EMM course participant leading a group discussion

As was evident in the discussions, if well managed, elections facilitate progress in fragile countries and on the contrary if ill handled they are a recipe for chaos, plunging countries into instability with examples drawn from the region. As a bridge between war and peace and conducted as a process with dissimilar phases of operation in varying operational environment, the optimal results of an electoral process is "a unique product". This is understood by many across the divide to be the selection and declaration of a winner; a head of state, member of parliament, or leader in a federal/devolved system. Evidently this is the end product in all electoral processes across the continent. Contrary to public expectations, the trend in Africa shows that electoral processes and emergence of winners rather than celebration and focus on state building, often results in discontent of the electorate and losing candidates, ousting of regimes, wrangles across the political divide and court petitions most of which results to instability and violence. Which means that the unique product of electoral process is not the selection and declaration of a winner, because nowhere across the world have elections been held and failed to produce a winner albeit contentious.

As such, the unique product is fairness and credibility that is the crux of electoral processes prior to, during and post electoral phases. It is on the continuum of fairness and credibility that the tipping point of any elections is hinged and this

also invalidates public cynicism on what democracy is; what it should deliver and its probable achievements through formal political institutions.

Simple as it may seem, fairness and credibility are core to aspirations enshrined in Article 21 of the UN Charter alongside provisions of the International Convention on Civil and Political Rights (ICCPR). This provides for the sovereign right of a people to take part in government, vote and be elected in anticipation for self determination and right to public service delivery. In competitive processes such as elections, where stakes are considerably huge, fairness and credibility emboldens legitimacy, reinforces goodwill and limits division and intolerance as contenders and electorate are involved at all levels including seeking redress. During an electoral process a winner and a loser must emerge. The latter in evolving democracies, albeit a difficult pill to swallow; is in the long run accepted for societies to forge ahead. Depending on the context and unveiling dynamics electoral processes provide an avenue for learning the wisdom and unlearning the bad practices. As it emerged, from the continental review, states are all at different levels making strides in different phases with a general consensus that fairness and credibility amidst other factors is what holds the electoral processes and contributes to the overall peace, stability and development of our countries.

By Ruth B. Aluoch
Directing staff, IPSTC

The IPSTC Approach to Curriculum Review



Deliberations during a Disaster Management writing board

A quality education program must be consistent with its institutions' mission. It should have clearly defined outcomes, utilize a combination of best learning experiences to help each learner understand the subject. It should also have an assessment process that shows whether results are being achieved and use the findings from the evaluations for the improvement of training effectiveness. It is in support of this that the IPSTC Curriculum Design Department was established. The department's mandate is to design and develop both generic and country specific curricula that are relevant to contemporary peace and security operations within Africa. The curriculum design process is informed by research, input from evaluation of ongoing training, Mobile Evaluation Team (MET) reports and a Training Needs Assessment (TNA) carried out annually by the centre. This write up focuses on the review of the generic curriculum.

Conducting a generic curriculum review is a process. To realize improved generic curriculums and learning plans for its Peace and Conflict Studies School (PCSS), IPSTC Curriculum Department conducts Curriculum Review Boards (CRB) as and when suited. In doing this it utilizes Subject Matter Experts (SME's) on various thematic areas; areas that it conducts Peace Support and Peace Keeping training in support of Peace Support Operations (PSO) within Africa. The SMEs are sourced from Eastern Africa region and sometimes even

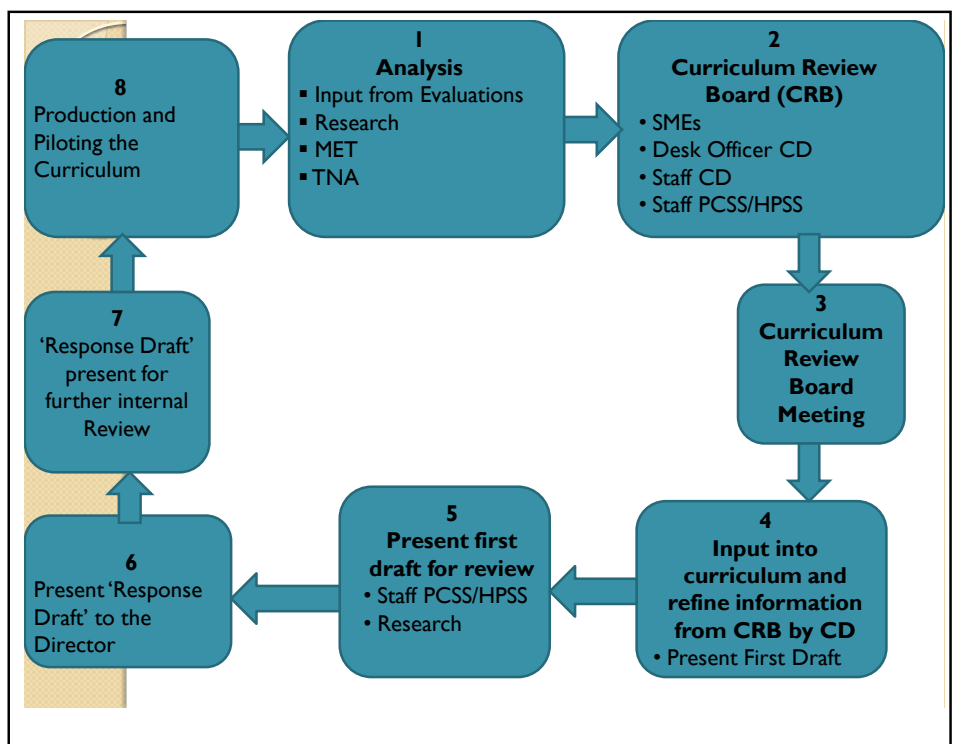
from beyond. They range from SMEs of Protection of Civilians (PoC), Security Sector Reform (SSR), Rule of Law (RoL), Dialogue Negotiation and Mediation (DNM), Disaster Response Management (DRM), Sexual Gender Based Violence (SGBV), Child Protection (CP), Regional Senior Mission Leadership (RSML) and Counter Improvised Explosive Devices (CIED) among other training areas of IPSTC. In summary the CRB comprises of SMEs, a desk officer in charge of a

thematic area from the Curriculum Department, and an additional staff and a representative from the PCSS department (directing staff who coordinate and support delivery of trainings). This CRB then informs the review and update of the existing curricula.

Prior to this, the Curriculum section in preparation for the CRB will have in particular addressed questions like; why should the department convene a CRB? How current is the learning plan in place? Does it meet the needs of the region? Is there room for improvement? What should be added and/or subtracted from the learning plan? Is it representative of the current security environment? What actual scenarios can be utilized as best practices and or examples to improve particular modules? Based on responses to these questions, SMEs are contracted deliberately to provide insights for the improvement of the curriculum.

The CRB which is often scheduled for one week or less (but for not less than two days) is tasked to brainstorm on particular topical issues. Included among these are teaching points, delivery models, and scenarios that can be utilized to maximize understanding. The rationale behind the CRB is to enhance the various curricula of training programs. Delivery

Curriculum Review Process (Conceptual)



tools cognizant of adult learners in particular are reinforced because audience of most training are adults. At the end, additional materials including references are provided. The curricula become mandatory guides for prospective facilitators to utilize for drafting their deliverables.

The rationale behind utilization of SMEs to inform reviews and updates of the curriculum is basically because the persons in question are practitioners who have expert knowledge on the subject at hand. SMEs as well have the tools in-terms of content probing, including essentials and details that are for enrichment of the curricula. This ensures quality, validation and approval of the curricula as well as being representative of the regional peace and security dynamics.

When drafted, the document is refined by the department's curriculum designers and then circulated within the PCSS department. Staff are invited to offer comments and suggestions in addition to identifying any gaps for improvement from the perspective of their areas of expertise/responsibility. All comments and suggestions are taken into consideration and fed into the curriculum. This 'Response Draft' is then submitted for an initial approval through the Head of Research to the attention of the IPSTC Director. It then goes through another review external to the departments of Curriculum and Training but internal to IPSTC.

Once a 'Response Draft' is approved, as part of the regular development process, individuals in the other departments of the Centre also give their inputs as per their areas of expertise. Written comments and suggestions are solicited for improvement of the curriculum. The process is like a theoretic test run to verify if all areas expected are covered in the curriculum. The various reviewers will consider whether the draft document supports PSO learning, is current and relevant as per subject matter area and the extent to which it is engendered. It is after input of all these considerations that the centre's director appends his signature to the final document which is produced and thereafter utilized for future training.

After the approval and final signature to the curriculum, a course is conducted as per schedule using the newly reviewed curriculum. This seemingly, is a 'pilot' to test the functionality of the reviewed curriculum. Depending on the schedule of the centre, each year, an average of about two to three training courses on different thematic area are conducted. These again in-part informs the annual review and the cycle repeats itself.

By Catherine Onekalit
Curriculum Designer, IPSTC

Training Needs Assessment in Eastern DR Congo and Somalia

The IPSTC dispatched a team of researchers to conduct Training Needs Assessment (TNA) and Mobile Evaluation Training (MET) in Eastern DR Congo and Somalia in December, 2014. The main aim of this TNA was to establish the gap between what is currently in place in terms of knowledge and performance and what is needed to effectively prevent and respond to Sex and Gender Based Violence (SGBV), Dialogue Negotiation and Mediation (DNM) and Security Sector Reforms (SSR) issues in the Eastern Africa. The mission also sought to identify what kind of training is required to enhance

necessary capacity is in place for countries that have experienced protracted conflicts to solidify their emerging peace dividends.

The assessment team visited MONUSCO and Civil Society Organizations in DRC and Military, Police and Civil Society Organizations in Somalia between November 27th and December 5th, 2014.

The DRC has experienced some of the worst conflict and humanitarian disasters in Africa. More than 5.4 million people have lost their lives. One of the glaring effects of the conflict is sexual



TNA Team interviewing former DNM course participants in Mogadishu, Somalia

their strengths and competencies to address SGBV in DRC and DNM and SSR in Somalia and also identify the primary training audience and level of training for SGBV, DNM and SSR.

This mission was supported by Embassy of Japan through UNDP and was implemented by IPSTC in collaboration with Eastern Africa Standby Force Coordination Mechanism (EASFCOM). TNA is important in ensuring that the

violence perpetrated by different actors to the women of Congo. Tens of thousands of women and girls have been raped. In North Kivu alone where this research was based, it is estimated that there are 25, 000 cases of sexual violence against women and children annually (UNOCHA, 2014).

SGBV is now recognized, codified and prosecuted as the most serious

continued on page 26

The Child Soldier

At the age of six
I remember with nostalgia
Living a carefree life
Even with no shoes to wear to school
I played and laughed
Without a care in the world

At the age of nine
I remember with horror
My world came crushing down
Taken from my family and friends
A gun forced into my hands
With no one to care for me

At the age of ten
I remember with revulsion
My heart shattered
Forced to kill and watch others do the same
Drugs kept me sane
With constant nightmares haunting me

At the age of eleven
I remember with remorse
My heart hardened with pain and anger
Given a position of honour
Among those that kill
With confusion about right and wrong

At the age of fourteen
I remember with confusion
My world overturned again
The war ending
Without a home to return to
Rejected and alone

At the age of fifteen
I am immersed back in society
My nightmares still haunt me
My community wary of me
As I try to rebuild my life
In a world so lonely and judgmental

Lt Col Sitienei
Head of Applied Research, IPSTC

The Coming of a New Season

"In the depth of winter, I finally learned that within me there lay an invincible summer", Albert Camus

As new buds flower so does the rain
bearing clouds gather up the sky
To herald a new season

To obey the universal laws of nature
upon which flora and fauna revolves

As larva becomes pupa, pupa
becomes insects, caterpillars
becomes butterflies

Learning to fly and begin a new
cycle of life

Metamorphosis is the law of nature
for both man and beast

From time immemorial seasons have
come and gone

Men and women have
distinguished themselves through
legacies left behind

Poor seeds planted in dry lands
portend ill fortune

Well watered seeds in good soil
become the mustard seed

Thus it has been for generations –
Reciprocity for good and evil

Blesses begets blessings as curses
invite

ill will

How best can man tap into the
wisdom of nature

To prevent violent change and
herald natural change

It is another time when the old
calendar must be replaced by a
new one

A time of reflection on the year past
- Gains and losses

A time to reflect on the fires burning
and others simmering

A time to scan the horizon for
stormy waters that might delay the
ship's sojourn

A time to bury hatchets and turn
swords into plowshares

A time to gather knowledge and
skills of conflict prevention

To deliver the message of peace in
the best package

To advocate for most effective
strategies of peace building

To bring nations in conflict on the
round table

To devise better methods of non
violent conflict resolution

To find pathways for men and
women in peace and security

A time to remember fallen heroes in
pursuit of peace

Those who still carry the heavy
burden of death and destruction in
South Sudan

Those orphaned children in Syria

The separated families of eastern
Ukraine

The displaced people of eastern
Congo

Those who bear the burden of
Somalia's instability

Bearing the great hope of a new
year of peace and positive change

With renewed energy to plant new
seeds of peace in Eastern Africa

To raise the flag of hope and peace
in the region

To raise the flag of green armies of
peace

To provide watershed of peace for
the distressed souls across the globe

May the New Year be the season of
plenty

A time for birds to sing with the
rhythm of nature

A time to celebrate a season of
harvest

A time to unite men and women at
war

A time to empower the hearts and
minds for peace

Thus it has been and it shall always
be – The Coming of a New Season

Joseph Kioi Mbugua
Researcher, IPSTC

The Exercise Planning Process: Who is on the table?

In the recent past, Africa has faced crisis after crisis. From the strife in Central African Republic which is threatening to turn to a religious war to the upheavals in Mali. The big question is where is the Africa Standby Force (ASF) which is designed to provide the African Union (AU) with military capability to respond to outbreaks of violence? Have we not learnt from the lessons of the Rwandan genocide in 1994? Or is the AU the proverbial barking toothless dog? These questions require a deep soul searching for all peace loving Africans and kindred friends from the other continents. While it is true that the five regional Standby Brigades making the ASF have been at best publicity stunts lacking in posture and presence; the capabilities of the AU cannot be described as moribund.

The African Union Commission is planning to conduct a field training exercise by April 2015 at the climax of an ongoing training cycle known as AMANI AFRICA II (meaning "peace in Africa," in Kiswahili). The AMANI AFRICA II cycle aims to develop the African Standby Force (ASF) and ensure it reaches its full operational capability by 2015. AMANI AFRICA I focused mostly on validating policies and processes, at the continental strategic level, in employing the African Standby Force within the broader African Peace and Security Architecture (APSA). It provided objective evidence to support proposals for further organizational and operational developments of training, procedures and multidimensional capacities of the African Standby Force.

When the ASF is finally operational, it will consist of standby arrangements within Africa's five sub-regions, composed of multidimensional capabilities, including military, police and civilian, on standby in



their countries of origin and ready for rapid deployment. This field training exercise will play a significant role in evaluating the readiness of the African Standby Force to respond swiftly to ensuing conflicts unhampered by any heavy political and instrumental burdens. The Southern African Development Community (SADC) is scheduled to host the exercise.

The AU through Africa Peace Support Trainers Association (APSTA) has sought to address our dearth of capabilities through training. The year 2015 is a culminating point for both the East Africa Standby Force (EASF) and the ASF as it is the envisaged date of attaining full operational capability. Till then, the APSTA through its Regional Centres of excellence are to assist in this endeavour through training of potential peacekeepers.

The International Peace Support Training Centre (IPSTC), the Eastern Africa's Regional Centre of Excellence, has taken the onus of developing the capabilities of the ASF through training. The Exercise Planning Process Course (EPPC) held at the Humanitarian Peace Support School

(HPSS) at Embakasi between 17th and 28th November, 2014 can be viewed as a step in developing these capabilities. The EPPC was sponsored by the Canadian government through the Directorate of Military Training and Cooperation (DMTC).

The aim of the course was to equip selected officers with relevant knowledge and skills to enable them to participate in the design, development, delivery and subsequent follow up of exercises. The course was designed in a generic fashion to allow for wider replication hence develop interoperability amongst the various components (military, police and civilians) in peace support operations.

The course had 32 participants who were primarily military officers drawn from Kenya, Uganda, Botswana, Namibia, Djibouti, Zambia, Tanzania, Malawi, Jordan, and Ghana.

The course had four Directing Staff (DS) who were drawn from the Canadian Forces Directorate of Military Training and Cooperation (DMTC), the IPSTC and Uganda People's Defence Forces (UPDF). This healthy mix of facilitation staff enabled the course participants to benefit from different perspectives drawn from the different countries represented by the DS.

This course represents a step forward in further developing, codifying and harmonizing the manner in which Africa plans and executes exercises. This course has come at an opportune time to develop relationships that will be furthered during Exercise AMANI AFRICA II as we move towards and beyond full operational capability in 2015. It will ensure that future exercises design, development, delivery and evaluation can be done through utilising African Staff and competencies. It will play a critical role in ensuring that the right planners are at the table, that the right issues are being considered, and that the appropriate structures, training and support requirements are in place and that correct outcomes are achieved.

It is imperative to note that exercises form a critical part in any organisation as they are designed to prepare units and organisations for operations. The EPPC is one of the myriad courses that the APSTA seeks to help the AU in its quest to operationalize the ASF through baby steps. Through the EPPC, the missing parts are falling into place and the vision of the African Union shall soon be vindicated.

By Maj Daniel Sitin
Instructor Pre-deployment Training, HPSS



Syndicate discussion by EPPC course participants

continued from page 23

of international crimes; war crimes, crimes against humanity and in given context crimes of genocide. The complex dynamics of SGBV; causes and effects, and perpetrators of rape should be well understood in order to draft appropriate civilian protection training curriculum for the region.

The Federal Government of Somalia (FGS) is building capacity of the security sector with the support of African Union Mission in Somalia (AMISOM) and the United Nations (UN). However the government hardly controls all the regions of South-Central Somalia, therefore development partners have a big responsibility to support peace building efforts done by the FGS and civil society. The TNA and MET in Somalia will enable IPSTC to channel relevant training to the most effective target groups.

The researchers were able to establish that there are no organizations that are providing formal training to the security sector on SGBV in eastern DRC. Some organizations that provide training such as MONUSCO and Action Aid only do so to their staff for internal capacity building. Capacity building of the police and military in DRC in SGBV together with key officers in the judiciary and corrections is highly required. It was also reported that the perpetrators such as leaders of armed groups should also be targeted for training.

It was reported that there is a great need for DNM and SSR training for the security sector, including military, police, corrections and oversight bodies such as Parliament Committee on Security and Conflict Resolution in Somalia. Traditional structures such as Sheikhs, Imams, Dia paying group, and Xeer, as well as leaders of local authorities should also be targeted for training. The outcome of the research will contribute to the improvement of IPSTC capacity building for SGBV, SSR and DNM in Eastern African region.

By Joseph Kioi Mbugua
Researcher, IPSTC

AMISOM

Mentoring and

Somalia has been experiencing civil war for over two decades, which has and continues to impact negatively on the lives and livelihoods of the population. Informal policing entities have taken over the role of state police without any accountability to the law for their operations or to the communities for their services. The communities live in constant fear of armed violent crime perpetrated by various armed militias including terrorist elements. The operational capabilities of the Somalia Police Force to serve and protect have been severely degraded due the on-going conflict as well as the acute shortage of skills, logistics and funds. Although the management capability of the Somali Police Force is gradually being restored, much still needs to be done to restore its former functional capabilities and citizens' safety and security. The main contemporary challenges include the asymmetric threats posed by Al Shabaab militants as well as other armed militia groups aligned to warlords and the resultant clan political dynamics of Somalia. Supported by AMISOM, the UN and the wider international community, the concerted action of the new Government has begun to pay off, with increasing areas coming under the control of the national Police and increasing security.

This process needs to be accelerated and consolidated. With the security situation improving in Mogadishu and other parts of the country, the Somali Police Force is increasingly being looked upon and expected to assume primacy in the maintenance of law and order as well as fulfilling the policing needs of the communities across the country. In view of the foregoing, the African Union, working together with the United Nations Police Division and the GIZ African Union Office, organized a five-day Police Mentoring, Training and Advising Course for AMISOM Police Advisers, Trainers and Mentors, as well as senior leaders of Somali Police Force. The concept behind this course was to engage the strategic leadership element of the Somali Police Force to support their efforts of providing citizens security from the acute conflict phase and escalating to the transitional period, elections and return of permanent peace. This project was sequenced and graduated response process that was designed to consolidate the maximization of skills and knowledge transfer between the AMISOM and Somali Police Force at all levels, in support of capacity building and development of the Somali Police Force.

In the context of post-conflict societies, Peacekeeping Operations are frequently mandated to assist in the reforming, restructuring and



Police: Advising, Elections Security Course



Participants walking through HPSS PSO village compound

rebuilding of law enforcement agencies. A substantial part of this process is, amongst others, the interaction between the international police (AU) and the host country police in order to achieve defined objectives. Due to the conflict, the population generally has little or no confidence in the capacity of the State to provide for their individual safety and security. Effective law enforcement not only restores public law and order but also assists in re-establishing the

confidence of the population in the capacity of the State to govern. Crucial to this confidence building are the activities of mentoring, advising and training the host country police, in particular with respect to lawful and effective law enforcement.

By Major L.N. Nandasava
Instructor Pre-deployment Training, HPSS

Weapon Contamination Course by ICRC



WEC Participants listening to a presentation

More often than not, long after the last shot in a conflict is fired, unexploded and abandoned weapons continue to kill and maim. In the last decade alone, they took more than 17,000 lives and injured over 70,000. People can't work on their land when explosive remnants of war threaten life and limb so that whole communities become paralysed by well justified fear. ICRC tackles weapon contamination via a vis drawing on its water, food, shelter and health expertise. Since 2008, the ICRC has also deployed specialist clearance teams to get rid of weapon contamination once and for all.

The exact nature of the threat posed by these weapons varies depending on the nature of the conflict and the weapons used. In addition to explosive remnants of war such as grenades, mortars, cluster munitions, bombs and missiles, the problem often encompasses unstable or insecure ammunition stockpiles and

the proliferation of small arms and light weapons.

To reflect this reality, the term 'weapon contamination' is used by the ICRC as an umbrella term for all operational activities aimed at reducing the resultant impact on the civilian population. Weapon contamination may have the immediate impact of hindering the return of civilians to their homes and the delivery of aid. In the longer term it may prevent the repair and reconstruction of infrastructure such as schools and hospitals, roads, wells, markets and agricultural land.

In its endeavour to enrich its staff from various programme duty stations on matters concerning weapon contamination, the International Commission of the Red Cross (ICRC) ran a course at the Humanitarian Peace Support School for one week starting on the 24th and ending on the 28th of

November 2014. The participants were drawn from Georgia, Jordan, Tajikistan, Switzerland, Nagorno-Karabakh, Russia, South Africa, Azerbaijan, Somalia, Colombia, Senegal and Ilot/ Israel.

The training involved both theoretical and field exercises. The course facilitators used various methodologies to deliver the course content; participants were grouped in syndicates for practical exercises and presentations. Activity based learning enhanced the understanding of the subject matter through the exploration of theoretical "problems". To encourage participants to think creatively when faced with a challenging situation, the training utilized contemporary adult learning methodologies, including: Interactive lectures; Group/class discussions; Classroom exercises; based learning; Work sheets; Discussions; Video shows and Presentations.

By Capt Mulei

The Key Drivers of Insecurity in Northern Kenya

Commission on Human Security (2003) states that human insecurities are closely related to the deep social and economic inequities. The Human Insecurity Index (HSI) is formulated around three component indices including economic, environmental and social fabric (UNDP, 1994). Specifically, insecurity may be identified by seven important dimensions: (i) Economic insecurity - (lack of an assured basic livelihood derived from work, public and environmental resources, or unreliable social safety nets); (ii) Food insecurity - (lack of physical and economic access to basic food); (iii) Health insecurity - (lack of access to personal healthcare and protective public health regimens), (iv) environmental insecurity - (vulnerability to natural disasters and resource scarcity attendant upon environmental degradation); (v) Personal insecurity

- (physical vulnerability to violent conflict, human rights abuses, domestic violence, crime, child abuse, and self inflicted violence as in drug abuse); (vi) Community insecurity - (vulnerability to oppressive community practices and from ethnic conflict) and (vii) Political insecurity - (lack of freedom from state, oppression and abuses of human rights).

Northern Kenya (NK) is made up of three distinct geographical areas which includes North Rift Valley, Upper Eastern and North Eastern regions. NK is made up of 8 Counties namely Garissa, Mandera, Wajir, Isiolo, Marsabit, Samburu, West Pokot and Turkana. The total population for NK is estimated to be 4,337,253, (Republic of Kenya, 2010).

Northern Kenya (NK) is associated with insecurity and conflict which

has international dynamics and ramifications, given the volatility of some neighboring countries which includes (Somali, South Sudan, and Ethiopia). Insecurity challenges in NK include; inadequate resources, infrastructure and large areas populated by mobile groups, (GoK 2011). Conflicts in NK have devastated the communities leaving them trapped in the Vicious Cycle of insecurity.

Some of the documented internal drivers of Insecurity in NK include;

Internal Conflicts which involve Clan-based raiding of livestock has been traditionally practiced among the pastoral communities, and culturally approved. Such conflicts are even classified as sustainable and redistributive in nature, in that retaliatory raids occur between the



Camels at a water point near Wajir (photo credit: ILRI/Riccardo Gangale)

clans, whereby cattle ownership keeps changing and an overall balance is maintained.

Another major cause of internal conflict is the traditional scrambling of livestock for prestige and marriage by the youth in the area. Those who do not have livestock raid neighbouring communities and fellow tribesmen. Interestingly such raids are governed by customary rules and directed by elders despite the fact that the participants are the youth and other able-bodied and at times, hired warriors.

Although all raids are for commercial gains in some way, commercial conflicts are a more formalized form and are purely for the purpose of accumulating cattle for sale. The gains' receivers are the catalysts of insecurity. They could be external arms dealers or wealth seekers from the community, and participants are the easily seduced youth and hired warriors.

Politics is another motivation of conflict in NK

Such politically motivated and politician incited conflicts are for the purpose of removing supporters of opposing politicians/parties and building on own support base and thereby gain political control, as well as for electoral fund-raising. Politicians promote conflicts and incite violence as a measure, for gaining political advantage over opponents, and also enhancing prestige among supporters.

Community gatekeepers such as elders and women could incite insecurity but they also play a stronger role in maintaining and rebuilding peace. The conflicts may be elder-driven or youth-driven, and the characteristics of each differ from those of the other. Although they may start violent conflicts to gain control over resources, the elders have a higher need for ensuring good relations and maintaining general security.

External Drivers of Insecurity in NK have been documented

For instance, the region has experienced a steady increase in refugees over the last 5 years that are as a result of cross border conflicts. The Protracted insecurity and prolonged droughts have created severe famine conditions and are leading to intra-region, cross-border migrations. Pastoral groups in Kenya living or grazing their livestock along the borders, often get into scuffles with those from neighboring countries.

The establishment of two main refugee camps namely Kakuma and Dadaab in the marginal land of the NK has also given rise to tension between the host community and the relatively cash rich but resource poor refugees, most of whom are from Somali and Sudan.

The Vicious Circle of Insecurity Drivers



Easy accesses to illicit arms are some of the leading causes of increased insecurity and compounded by highway robberies, killings, lawlessness and banditry.

Environmental transformation has affected NK and the bordering countries in ways that have had disproportionately adverse impacts on the population. Environmental crises induce forced migration both within and across countries which leads to

human insecurities of displaced people through undermining livelihoods and increasing conflicts over resources.

However there is an interaction between external and internal drivers of insecurity in NK. It can be argued that insecurity is closely linked to the under development of human capabilities. In the face of change and uncertainty individuals and communities faced with both rapid change and increasing uncertainty are challenged to respond and change in new ways that protect their social, economic environmental, and human rights, and that empower them to respond through both mitigation and adaptation. Beyond its interdependence, human security is also a precondition for development and sustainability, thus it contributes significantly toward the success of efforts to meet the Millennium Development Goals (MDGs) and achieve sustainable development.

In conclusion it is clear that the pastoralist populations of NK are faced with acute economic, food and health insecurity, as well as environmental, personal and community insecurity. These threats are interlinked and feed on each other, with most characterized by their chronic and pervasive nature. The drivers of insecurity are dynamic and to change the vicious circle of Insecurity there is need for a comprehensive strategy that addresses the various causes simultaneously.

To address the drivers of insecurity in NK, the stakeholders of insecurity, need to use the rights-based approaches. Rights-based approach begins with a deep respect for the inherent dignity of all human beings.

There is also need to address alternative livelihoods in NK based on a variety of strategies, including the marketing of livestock, dairy products, hide and skins, and cultivated crops; and providing a variety of wage-earning occupations ranging from professional to manual labour.

By Dr. Eunice Njambi
Curriculum Designer, IPSTC

Protection of Civilians Training



POC participants in a syndicate discussion in December 2014

The changing nature of conflict and contemporary operating environment for peacekeepers necessitates the protection of civilians. That is why Protection of Civilians (PoC) is now a recurrent theme in peacekeeping mandates. In order to actualize this concept, the legal basis and mandates that have been produced on protection, should be used to minimize the threats that civilians or peacekeepers face. This should be guided by the key principles of protection and effectively put into practice. PoC is broader in scope and aims to protect the general safety, dignity and integrity of all human beings in conflict and non-conflict situations.

Protection of individuals is a primary responsibility of the state. Prevention and early warning is key to PoC. There is a close relationship between the responsibility to protect (R2P) the populations against mass atrocities and the duty to Protect Civilians in conflict situations. R2P is focused on four specific crimes: genocide, war crimes, ethnic cleansing and crimes against humanity. Enhancing the collective understanding of both Principles and their relationship strengthens the implementation of both PoC and R2P. Peacekeeping mandates are therefore clear on the protection

of civilians and its implementation must be a priority. Missions must be better prepared and outfitted for this part of their mandate. Protecting Civilians in Armed Conflict is a fundamental objective that we must work together tirelessly to achieve.

The best way to protect civilians in any situation is to prevent a conflict from happening. Hence, the means of pacific settlement of conflict, as defined in article 33 of the UN Charter, is crucial. "The parties to any dispute, the continuance of which is likely to endanger the maintenance of international peace and security, shall, first of all, seek a solution by negotiation, enquiry, mediation, conciliation, arbitration, judicial settlement, resort to regional agencies or arrangements, or other peaceful means of their own choice." (UN Charter, Chapter VI, Article 33, Para 1).

The International Peace Support Training Centre (IPSTC) offers Protection of Civilians trainings which aim at enhancing the participants' capacity to assess, plan and implement protection of civilians' activities in Peace Support Operations. IPSTC practices multi dimensionality and

multi nationality as shown in the training of the civilian, corrections, military and police components while ensuring capacity building for those in mission and those to be deployed in the near future. In achieving this, the fifth POC course was held from 29th September to 10th October 2014 with a course attendance of twenty seven (27) participants from ten (10) Countries. Namely; Burundi, Brazil, Comoros, Ethiopia, Kenya, Mali, Rwanda, South Sudan, Sudan and Uganda.

Similarly, the sixth Protection of Civilians course was conducted at the Peace and Conflict Studies School (PCSS) in Nairobi, Kenya from 1st to 11th December 2014. The target audience for this course comprised of selected members of the Eastern Africa Standby Force(EASF), Economic Community of West Africa (ECOWAS), Southern African Development Community (SADC) and the Republic of South Sudan. Twenty five (25) participants from seven (7) countries that is Burundi, Kenya, Malawi, Mali, Rwanda, Republic of South Sudan and Uganda participated in the training.

By Catherine Cherotich
Directing staff, IPSTC

IPSTC First Quarter Course Calendar 2015



PEACE AND CONFLICT STUDIES SCHOOL

S/No	EVENT	DESCRIPTION	TARGET AUDIENCE
1	Election Monitoring and Management (EMM) 12-23 January 2015	12 days course funded by UNDP Japan	Comprises of participants who should be assigned to, or possibly assigned to operational positions for a peace operation mission (AU or UN).
2	Child Protection 19-30 January 2015	12 days course funded By UK- BPST	Selected individuals serving or ill be serving in senior and middle level positions within PSO. They include military, police and civilians.
3	Sexual and Gender Based Violence(SGBV) 2-13 February 2015	12 days course funded by UK- BPST	Selected individuals serving or will be serving within regional organizations. They include military, police and civilian.
4	Regional Senior Mission Leaders (RSML) 16-27 February 2015	12 days course funded by UK-BPST	Selected members of Eastern African Regional Organisations and Member states.
5	AMISOM (AMISOM LOG) 2- 13 March 2015	12 days course funded By UK- BPST	Selected individuals will be logistic officers serving or will be deployed in mission HQ.
6	RULE of LAW (RoL) 2- 13 March 2015	12 days course funded By UK- BPST	Multi-dimensional Staff to be deployed to mission
7	Protection of Civilians(POC) 2-13 March 2015	12 days course funded By UK- BPST	Multi-dimensional Staff to be deployed to mission.
8	Security Sector Reforms(SSR) 16-27 March 2015	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.
9	Dialogue, Negotiation and Mediation(DNM) 16-27 March 2015	12 days course funded By UK- BPST	Multi-dimensional Staff to be deployed to mission.

HUMANITARIAN PEACE SUPPORT SCHOOL

10	Personnel Safety and Security 19-23 January 2015	5 days course funded by REDR(UK)	RED R UK.
11	Disaster Management 19-23 January 2015	5 days course funded by AFRICOM	Selected national disaster managers, district/county-level disaster managers, national civilian leaders, police, and representatives from national disaster operations centres, National Red Cross Society, military and youth services.
12	Hostile Environment Assistance Training (HEAT) 22-25 January 2015 /26-29 January 2015	4 days Courses funded World Vision	World Vision Staff working in various parts of the world.
13	UN Staff Officers Course 23 February- 17 March 2015	25 days course funded by DMTC	Selected officers who may be serving in a Brigade level headquarters within EASF or AU/UN missions.
14	KENBATT PDT 26 January- 07 February 2015	12 days Course funded by KMoD	Selected members of Kenya Defence Forces to serve in UN mission.
15	AMISOM Force HQ (AMISOM HQ) 02-27 February 2015	26 days course funded by AFRICOM	Selected individuals who are serving or will be serving as staff officers at the mission HQ in AU/UN multinational force.
16	Security Management 02-06 February 2015	5 days course funded by REDR(UK)	RED R staff.
17	Disaster Response Management Exercise Design 02-13 February 2015	12 days course funded by AFRICOM	Selected national disaster managers, district/county-level disaster managers, national civilian leaders, police, and representatives from national disaster operations centres, National Red Cross Society, military and youth services.
18	Safe and Secure Approach to Field Environment (SSAFE) 02-03 and 05-06 February 2015	2 days courses funded by World Vision	World Vision Staff working in various parts of the world
19	MILOBS 09-27 March 2015	19 days course funded By Finland	Selected officers who are/may be deployed as observers in UN/AU Missions.
20	UN Staff Officer Course 3-27 March 2015	25 days course funded by NACS	Selected officers who may be serving in a Brigade level headquarters within EASF or AU/UN missions.

PEACE AND SECURITY RESEARCH DEPARTMENT

21	2015 IPSTC Research Agenda Workshop (East-ern Africa) 5 Feb 2015	1 day event funded by UNDP/JAPAN	IPSTC staff, regional research institutions, universities and peace and security Practitioners.
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P.O. Box 24232 Westwood Park, Karen - 00502, Kenya
Phone: 00254 (0) 20 3883157/8, Fax: 00254 (0) 3883159
Email: info@ipstc.org

Find us on the web @
www.ipstc.org

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