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Review Of Fifteen (15) Years Of Regional Senior Mission Leaders Training In Africa : Lessons And Recommendations

An APSTA - UNITAR Project 2020

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Abbreviations & Acronyms

ACCORD	African Centre for the Constructive Resolution of Disputes
AMISOM	African Mission in Somalia
APSTA	African Peace Support Trainers Association
AU PSD	African Union Peace and Security Department
AU PSOD	Peace Support Operations Division
AU SML	African Union Senior Mission Leadership
AU	African Union
AUC	African Union Commission
CARANA	Scenario-based Exercise
CIMIC	Civil Military Cooperation
CoE	Center of Excellence
CoS:	Chief of Staff
CSOs	Civil Society Organizations
DDR	Disarmament, Demobilization and Reintegration
DMS	Direction of Mission Support
DPO	Department of Peace Operations
DSRCC	Deputy Special representative of the Chairperson of the African Union
DUF	Directives on the Use of Force
EIFORCES	Ecole Internationale des Forces de Sécurité
EMPABB	Ecole de Maintien de la Paix Alioune Blondin Beye
ESIG	Ecole Supérieure Internationale de Guerre
FC	Force Commander
HoM	Head of Mission
HQ	Headquarters
HR	Human Right
HRDDP	Human Rights Due Diligence Policy
IAPP	Integrated Assessment and planned Process
IHL	International Humanitarian Law
IHRL	International Humanitarian Right Law
IMPP	Integrated Mission Planning Process
ITS SML	Integrated Training Services in Senior Mission Leadership
ITS	Integrated Training Services
JMAC	Joint Mission Analysis Center
JOC	Joint Operations Center
KAIPTC	Kofi Annan International Peacekeeping Training Centre
LOAC	Law of Armed Conflicts
M&E	Monitoring and Evaluation
MDAs	Ministries, Departments and Agencies
MINREX	Minister of External Relation of Cameroon
Mis	Member Institutions
MLAILPKC	Martin Luther Agwai International Leadership Peacekeeping Center
MLT	Mission Leader Team
MNJTF	Multinational Joint Task Force
MoU	Memorandum of Understanding

Abbreviations & Acronyms

NDC	National Defence College
NGOs	Non-Governmental Organizations
PC	Police Commissioner
PLANELMs	Planning Elements
POC	Protection of Civilian
PRIT	Prioritize, Recalibrate and Innovate
PSOs	Peace Support Operations
RECs	Regional Economic Community
RMs	Regional Mechanisms
RoE	Rules of Engagement
RoL	Rules of Law
RSML	Regional Senior Mission Leadership
RSMLC	Regional Senior Mission Leadership Course
SALWs	Small arms and light weapons
SMART	Specific, Measurable, Achievable, Realistic and Time-bound
SMLC	Senior Mission Leadership Course
SOFA	Status of Forces Agreements
SRCC	Special Representative of the Chairperson of the Commission
SRPC	Special Representative of the President of the Commission
SRSG	Special Representative of the Secretary General
SSR	Security Sector Reform
T/PCCs	Troop/Police-Contributing Country
TCEs	Training Centers of Excellence
Tis	Training Institutions
UN STM	United Nations Specialized Training Materials
UN	United Nations
UNCT	United Nations Country Teams
UNITAR	United Nations Institute for Training and Research
UNMIL	United Nations Mission in Liberia
UNMISS	United Mission in South Sudan
UNOAU	United Nations Office to the African Union
UNOCA	United Nations Regional Office for Central Africa
UNTC	United Nations Treaty Collection

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Preface

Globally, for nearly two decades, assessments of peacekeeping operations have routinely cited leadership as key to their success. In 2005, United Nations Specialized Training Materials (STM-3) were employed in the first UN Senior Mission Leaders (SML) course in Africa, hosted by the National Defence College Nigeria. Since then, Training Centres of Excellence (TCEs) and Training Institutions at various Regional Economic Communities (RECs) across the continent have been conducting SML courses for the UN, AU, and RECs. These SML courses, by the RECs have been generally denoted as Regional SML (RSML) courses. They are further characterized by the integration of regional peculiarities, specificities and a robust proliferation of initiatives derived at the regions.

Over the past fifteen (15) years, RSML training across the continent has contributed immensely to the development of mission leadership capacities for UN, AU and RECs missions. In delivering the training, the regions have also fulfilled their crucial functions as pillars of AU global structure for security and stability. Furthermore, initiatives are welcome at the regions, on the basis of the principle of subsidiarity in relations with the AU, besides the logical reasons of contextual geopolitical peculiarities.

Against this background, in 2020, the African Peace Support Trainers Association, responding to concerns from Member Institutions and other TCEs, on the proliferation of initiatives and peculiarities in the conduct of RSML at various regions, embarked on the documentation of relevant lessons. This was achieved in collaboration with the United Nations Institute for Training and Research (UNITAR), that provided both technical as well as financial support to the review process.

The methodology adopted for the review included baseline survey on assessment of importance and relevance of the contents of the 25 – 30 Modules of the RSML curriculum, as well as a critique of the methodology of delivery of these modules over the period under review. These were achieved over 3 days of workshops, guided by module-specific queries and discussion. Key lessons identified by over 30 seasoned SML experts, including trainers, facilitators, mentors and mission veterans, yielded 80 module-specific recommendations, documented in this volume.

Thus, the Association remains grateful to all our experts, from across the continent and beyond the shores of Africa. Also, our partners and all who contributed in various ways, towards realising this project are duly acknowledged.

Dr. Cecile Oyono née THOM
Executive Secretary

Foreword

Recent interaction between UNITAR and APSTA, through the latter's Secretariat, underscored the imperative to support the Association, in its attempt to systematically take stock of lessons on fifteen (15) years of regional senior mission leaders training across Africa. Since 2005, when the first SML training course was conducted at the National Defence College Nigeria, using the United Nations Specialized Training Materials (STM-3), designated African Training Centres of Excellence have conducted the course using the same STM-3 package, while integrating region-specific details due to contextual regional peculiarities. Naturally, these injects have generated lessons apt for documentation.

Pursuant to APSTA's request, UNITAR deployed experts to systematically guide the review process as well as funded the project. In phases, experts interrogated the SML training over the period, with particular attention to contents and delivery methodology vis-à-vis impact on efficacy and efficiency of missions across the continent. The review also noted evolution in the operational contexts across the continent over the last decade and half.

Findings from the review process which include critical lessons and experiences also motivated module-specific recommendations for stakeholders. These constitute a veritable wake-up call for re-calibrating SML training across the continent, as well as make significant input into the global review of SML training for more effective deployments. Therefore, I strongly advocate appropriate use and application of these lessons and recommendations by stakeholders across the continent and beyond, in conformity with the use of the UN SML package.

Evariste KARAMBIZI

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Acknowledgements

First and foremost, APSTA Secretariat expresses its profound gratitude to Heads of Member Institutions (MIs) across the continent, for the trust and confidence reposed in the Secretariat, which continues to propel the Secretariat towards greater heights.

Second, APSTA remains greatly indebted to the Government of the Republic of Cameroon, for accepting to domicile and support the Association's Secretariat, as an international organization with diplomatic status, which is most adequate in facilitating the discharge of the Association's mandate. APSTA is particularly grateful to the Government of the Republic of Cameroon, for the funding support, allowing for the relocation of the Secretariat as well as the recommencement of its programmes and activities since 2020.

Fourth, the Association also thanks the Regional Economic Communities/Regional Mechanisms (RECs/RMs), especially ECCAS, ECOWAS, SADC and EAC, for readily making experts available for the Association's policy dialogues as well as other programmes and activities.

Fifth, APSTA sincerely thanks its partners, particularly the United Nations Institute for Training and Research (UNITAR) for supporting the SML in African review process with both technical and financial assistance. This project was realized significantly through support from UNITAR. We are proud of the modest achievements of our collaboration within the period and look forward to greater and mutually beneficial partnership in the years ahead.

APSTA Secretariat also seizes this medium to thank experts from the Association of Asia-Pacific Peace Operations Training Centres (AAPTC); Bangladesh Institute of Peace Support Operations Training (BIPSOT); European Association of Peacekeeping Training Centres (EAPTC) and generally all experts affiliated to the International Association of Peacekeeping Training Centres (IAPTC), who supported the review process.

Finally, APSTA Secretariat would not have achieved much without the support and sacrifice of our experts and expert working groups across Africa and beyond. The Association is indeed grateful to you all.

About APSTA

The African Peace Support Trainers Association (APSTA) was founded in 2001 and formally established in 2002, as a non-profit making organization and as the African Chapter of the International Association of Peacekeeping Training Centres (IAPTC). The Association became the framework for improving the capacity of peacekeeping training institutions by facilitating the exchange of best practice and capacity development support, as well as for enhancing the impact of peacekeeping initiatives by the African Union and Regional Economic Communities/Regional Mechanisms (RECs/RMs).

Registered as an international Diplomatic Organization, with Secretariat now domiciled in Yaoundé, Cameroon, it exists to facilitate the development of African capacity for peace and security through coordination, advocacy, harmonisation and standardisation of training, research and policy implementation support among its member institutions pursuant to the AU-APSTA 2008 MOU. Thus, the capacity building initiatives of member institutions contribute towards the operationalization of the African Peace and Security Architecture (APSA), notably the African Standby Force (ASF).

Vision

To be an independent Pan-African Association that promotes and harmonizes training for Peace Support Operations (PSO) towards a peaceful and stable Africa.

Mission

To facilitate the development of African capacity for peace and security through coordination, advocacy, harmonization and standardization of training, research and policy implementation amongst member institutions and in support of the African Peace and Security Architecture (APSA) and the African Standby Force (ASF).

Our main Objective

To facilitate the development of African capacity for peace and security through coordination, advocacy, harmonization and standardization of training, research and policy implementation support among member institutions, towards a peaceful and stable Africa.

Programme Plan 2020-22

APSTA Programme Plan 2020-23 derives from four (4) critical Pillars of engagements earmarked for the Secretariat of APSTA by the Board of Directors. The Pillars are: Policy, Research, Training Enhancement as well as Institutional Enhancement Programmes. These pillars guide the programmes, projects and activities of the Secretariat within the 3-year period. The Pillars are built on four (4) crucial factors that significantly determine the African peace and security landscape, viz: dynamism, multilateralism, multi-dimensionalism and partnerships. The Secretariat is always open to partnership and collaboration, as these characterise the essence of its *modus operandi*.

Executive Summary

Review Of Fifteen (15) Years Of Regional Senior Mission Leaders Training In Africa : Lessons And Recommendations

In 2019, Member Institutions (MIs) of the African Peace Support Trainers Association (APSTA), and other Training Centres of Excellence (TCEs), decided to take stock of lessons and experiences from the delivery of the Regional Senior Mission Leadership Course (RSMLC) over the past fifteen years. In collaboration with MIs, RECs/RMs and in consultation with the AU PSOD, APSTA Secretariat - supported by the United Nations Institute for Training and Research (UNITAR) - embarked on the Project with the purpose to:

- Identify, share and document experiences and lessons on the delivery of Regional Senior Mission Leadership Training in Africa by Training Centres of Excellence;
- Utilize lessons and experiences to enhance SML training, education and learning by facilitating a common base of knowledge, skills and attitudes development;
- Adapt RSML training to mission requirements in all contexts, including in epidemics or pandemics, towards attainment of the 4th Aspiration of AU Agenda 2063.

Following a baseline survey that served to solicit views on content and aspects crucial for RSML leadership, a 3-day (24th, 25th and 27th Nov 2020) videoconference was held where 30 experts interrogated the curriculum of the RSML course, underscoring lessons and offering recommendations on way forward for APSTA, TCEs and the AU. The recommendations were subsequently validated.

The lessons and recommendations significantly point to a move away from the excessively theoretical and academic nature of the current content and methodology of delivery, towards an operationalized design to enhance performance. This entails the explicit reflection, during training, of the new operational environments facing the leadership teams.

Experts also stressed the value of training in joint analysis, planning as well as inculcating leadership behaviour. Regarding the delivery of the course, Experts strongly recommended that the face-to-face component remains at two weeks, as well as moves towards a more interactive, dynamic and operationally oriented approach.

Critical Lessons

The crucial lessons identified by 30 SML experts yielded 80 module-specific recommendations. The lessons underscored critical gaps in RSML training, with adverse implications for performance in missions. The lessons underscored notable disparities from region to region as well as differing emphasis on various modules and other aspects of the training.

Specifically, critical lessons were drawn notably from :

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- 1) Selection of participants;
- 2) Facilitation;
- 3) Mentorship;
- 4) Course content;
- 5) Delivery methodology;
- 6) Leadership training;
- 7) Integration of new technology;
- 8) and Training in the management of strategic communication.

On the basis of these lessons and as long as performance gaps persist in missions, a minimum Harmonized Standards for RSML Training in Africa has become imperative.

Selection of Participants

Current selection process lacks robustness, and results in individuals attending the course without the required background knowledge or experience to make the most of it. This makes it difficult for such participants to keep pace with the workload. Thus, oversight for nomination, either from REC's level or from AU level, in the selection process, is imperative. Moreover, qualified female participants must be encouraged by national governments in the selection process.

Course Facilitation and Mentorship

Experienced facilitators and mentors are crucial to the course. Each course must be accorded a core team capable of covering the essential range of issues. Moreover, there is always the need for facilitators covering highly specialized issues such as policies and human rights. However, duplications must be minimized or eliminated through detailed briefing for facilitators, in order to gain time.

Course Content

A significant increase in topics over time, has reduced time for interaction between participants and mentors, with adverse consequences for experience sharing. Moreover, focus has shifted to academic lectures and presentations at the expense of emphasizing key concepts and allowing ample time for reflection and internalization via interactions with mentors. There is urgent need for regaining balance.

Moreover, Modules dealing with primacy of politics and the political process, human rights, peacebuilding, mission support, civil affairs, accountability frameworks, and conflict analysis require greater emphasis as well as enhanced delivery methodology in accordance with respective recommendations. Conflict analysis for instance should be

operationalized, recording best course of action to the mission leadership team as well as facilitates the prioritization of action. Above all, contents specific to the African context must be prioritized and accentuated.

Delivery Methodology

Point in emphasis is to move away from the current excessively theoretical and academic nature of the current delivery methodology towards a performance-oriented design. This entails explicit reflection of the new operational environments facing the leadership team. In-person training remains most apt, though should be made more interactive, dynamic and operationally-oriented in approach.

Leadership Instruction

Highlighting critical leadership skills and behaviour should be an intrinsic aspect of training, worked into modules as appropriate. This appears vague in the current SML training design by most RECs.

Recommendations

In light of lessons identified, the RSML training in Africa should be enhanced by:

- Utilizing the lessons from the review to improve the content, design, and delivery methodology;
- Adapting the RSML training to contemporary UN and AU mission requirements, complex responsibilities of mission leadership team;
- Standardizing and harmonizing RSML training across the continent while allowing for the integration of regional peculiarities;
- Conducting a pilot on a re-calibrated RSML based on the lessons identified;
- Increase the conduct of RSML in French language across African Francophone countries.

Furthermore, it is imperative to align with training materials and key messages developed by UN and the AU, while safeguarding continuity through partnership, especially with institutions like UNITAR, to enable finalization of the process via piloting a re-calibrated RSML.

In view of the foregoing, and as next steps for the Project, it is further recommended that there be a new phase of the project, including the constitution of a standing RSML Experts' Working Group for Africa coordinated by APSTA and UNITAR, with the task to:

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- Produce a draft recalibrated RSML Modules, review the Carana exercise and design a pilot RSML in collaboration with AU PSOD and MIs of APSTA;
- Produce supporting document or readers to Course Directors, Mentors and Facilitators at the MIs and TCEs and develop a comprehensive database of Experts and Resources for RSML in Africa, available to MIs, TCEs and RECs/RMs, partners, etc.;
- Widen the basis for participation in RSML Courses to adequately reflect the complexities of contemporary mission environments.



Introduction

0.1. Background

In 2019, Member Institutions (MIs) of the African Peace Support Trainers Association (APSTA), and other Training Centres of Excellence (TCEs), at various fora, registered the critical pertinence of having a forum to comprehensively take stock of lessons and experiences on Senior Mission Leadership Course (SMLC) delivery across the continent. Informed by this observation, and pursuant to its Work Plan 2020, APSTA Secretariat articulated a Project on the theme: “Fifteen Years of Senior Mission Leadership Training in Africa: Experiences and Lessons Learned”.

0.2. Rationale

The United Nations Specialized Training Materials (UN STM-3) developed by the UN Integrated Training Services (ITS) were deployed in the delivery of the first Senior Mission Leaders (SML) Course in Africa, specifically at the National Defence College Nigeria in 2005. Since then, UN recognized Training Centres of Excellence (TCEs) and Training Institutions (TIs) in Africa, have continued to deliver SMLC training, utilizing the UN ITS (STM modules), while also integrating context specific innovations informed significantly by sub-regional peculiarities as well as priorities. Thus, a significant mileage has been covered in the preparation and deployment of Senior Mission Leaders and the MLT across the regions, despite differences in innovations and approaches to training by respective TCEs.

Moreover, in 2019, the African Union (AU) developed and validated an abridged 5-Module SML Induction Guide for pre-deployment training. Noteworthy in the Guide is the AU Compliance and Accountability Framework which includes many unique features of an AU mission. The AU SML Induction Guide is to bridge the gap between training and deployment, as well as have a course that is deliverable in less than 2 weeks (or 10days), which Training Institutions/Centres usually required for the delivery of an SMLC, in accordance with the generally adopted and adapted UN STM-3 model. In the midst of these, lessons, experiences and innovations have been generated on all sides, making lessons learning and experience sharing imperative.

It is against this background that the APSTA Secretariat in collaboration with MIs, RECs/RMs as well as in consultation with the AU PSOD, and supported by the United Nations Institute for Training and Research (UNITAR) is embarking on the Project.

0.3. Objectives

The main objective of the project is to identify, document and share experiences and lessons on the delivery of Senior Mission Leadership (SML) Training in Africa, towards enhancing leadership capabilities for improved mission effectiveness, including in the contexts of an epidemic or pandemic. The specific objectives are to:

- Identify, share and document experiences and lessons on the delivery of Senior Mission Leadership Training in Africa by Training Centres of Excellence;
- Utilize lessons and experiences to enhance SML training, education and learning by facilitating a common base of knowledge, skills and attitudes development;
- Adapt SML training to mission requirements in all contexts, including in epidemics or pandemics, towards attainment of the 4th Aspiration of AU Agenda 2063.

0.4. Methodology

Overall, an Agile approach was adopted for the Project, in view of its emphasis on collaboration and iteration, given that it's a partnership endeavour, involving multiple stakeholders. Specifically, the Project methodology consisted of a baseline survey and a series of online workshops via videoconferencing. The baseline survey was conducted via Survey monkey on continued relevance of Modules, including expert opinion on Order of Importance of Modules (Annex E) and on the characteristics considered most crucial for SML leadership (Annex F1&2) - presented via the use of Mentimeter.

The survey outcome was reviewed during the Facilitators briefing on 20 Nov 2020, prior to commencement of the workshops, as well as during the first workshop. The online workshops were implemented in three (3) phases. The first Phase consisted of a 3-day workshop on the 24th, 25th and 27th Nov 2020 (Programme attached as Annex B,C,D).

The workshops were conducted via Videoconference by SML Experts (Annex G1-5), drawn from Member Institutions of APSTA, other peace and security Training Centres and Institutions as well as from former or serving senior mission leaders across the continent. Independent SML Experts with requisite knowledge on SML training and mission in Africa, were also invited. Prior to the First Phase, a baseline survey was conducted on relevance of modules as well as essential characteristics of a leader's behaviour (Annex F1&2 and Fig1&2).

Subsequently, during the workshops in the first Phase, module-specific lessons and experiences, from over 30 Experts were documented during a 3-day period. Details of discussion of Modules, lessons, experiences and recommendations are presented in Parts 1&2. The workshops during Phase One were facilitated by seasoned SML experts,

with outstanding, current and requisite knowledge and experience on SML training and mission leadership in Africa.

The second Phase consisted of advancing the outcome of the first phase into common base of knowledge on SML training and practice in Africa, through validation of critical lessons underscored in the first phase, with a view towards recalibrating Regional SML Modules as well as the methodology of delivery. The second Phase was implemented through a one-day (1 Dec 2020) video-conference mostly with experts from Member Institutions of APSTA, other Training Institutions, RECs/RMs that undertake SML training as well as Mission Leadership Team experts. It was facilitated by experts with requisite knowledge and experience of SML training as well as practice across Africa.

Details of the validation of lessons, experiences and recommendations are presented in Parts 1&2 of the Report.

The third and final phase comprised the use of validated lessons from Phase Two, in emphasizing key points in re-calibrating Regional SML Modules as well as the Methodology of delivery. The Third Phase was also facilitated by seasoned experts – mission leadership veterans. In addition to preliminary re-calibration of Regional SML Modules using validated lessons from previous phases of the Project, Experts also teased out recommendations on way forward for APSTA, TCEs and the African Union, on Regional SML training and mission leadership in Africa. Details of preliminary re-calibration of Regional SML Modules as well as key recommendations going forward, are presented in Parts 1&2.

0.5. Baseline Survey

Experts, in two rounds of survey, prior to the workshops, underscored seven (7) critical skills and behaviour sets associated with effective leadership in peacekeeping missions. These include humility, integrity, decisiveness, vision, delegation, courage and strategic thinking among others. This is illustrated in Figures 1 and 2 below.

Figure 1 : Critical Skills/Behaviour associated with effective leadership in Peacekeeping Missions (First Round of Survey)



Figure 1 : Critical Skills/Behaviour associated with effective leadership in Peacekeeping Missions (First Round of Survey)



Part One

Session One

1.1. Summary of Discussion and Recommendations

Experts, in discussing the issues and challenges on the Modules generated module specific recommendations that generally point to an increased level of operationalisation of abstract concepts, e.g. transposing mandates into actionable strategies. This entails the explicit reflection of the new operational environments facing the leadership teams. Experts also stressed the value of training in joint analysis and planning. The advised that apt leadership behaviour should be emphasized to the largest possible extent during training, drawing from the most important set of skills and behaviour underscored during the survey.

With respect to the methodology for delivering the course, Experts strongly recommended a move away from the academic approach, towards an interactive, dynamic and operationally oriented approach.

Phase One ended, with Experts enumerating over 80 key and actionable recommendations under over 30 topics drawn from SML modules, and based on assessment of lessons from SML trainings as well as experience in mission leadership in Africa over the last fifteen (15) years.



Session Two

2.1. Content and Delivery Methodology

In Phase Two, Experts validated the draft recommendations underscored in Phase One against existing Modules and recommended the rearrangement of some Modules for more operational efficiency. They also reviewed the draft recommendations in order to make them more Specific, Measurable, Achievable, Realistic and Time-bound (SMART).

In view of this, and as way forward, experts further recommended the need for a Working Group of select SML Experts from Expert-participants. They equally recommended a Pilot RSML Course, adopting considerations noted for the re-calibration of Modules.

Based on the observations and conclusions generated over three days of deliberations facilitated by APSTA and UNITAR, the Experts gravitated towards a set of recommendations for further action regarding the re-calibration of the RSML.

Key points primarily touch upon a) course content and b) methodology of delivery. In order to increase validity and relevance of the RSML, the general view of the Experts, regarding the process of re-calibration, is that there is a need to:

- Move away from the excessively theoretical and academic nature of the current content and methodology of delivery;
- Operationalize content towards new realities;
- Retain the face-to-face part of the RSML at two weeks;
- Free up time for interaction during the face-to-face should be expanded;
- Consider the observations mentioned above provided by the Experts during the Conference;
- align with training materials and key messages developed by United Nations and the African Union;
- Safeguard continuity by renewing the partnership with UNITAR to enable the cooperation necessary to initiate, maintain and finalize the process of re-calibrating and piloting the re-calibrated RSML;
- Ensure complementarity with respect to other efforts in the field, in particular AU POD, DPO and Donors.

Within these mentioned parameters, a set of recommended actions regarding content and methodology of delivery was articulated, as presented subsequently.

2.2. Content

Regarding the content, the general thrust points are toward reviewing the current modules to reflect the new and fast paced operational environment. An environment characterized by hybrid missions charged with implementing mandates in contexts marked by increasing asymmetric conflict. Therefore, experts recommended the following actions to be taken with respect to the RSML modules:

- a. Capitalize on the conducted review and offer draft suggestions on how to modify all modules to meet the needs of current and anticipated operational environments;
- b. Determine the appropriate levels of detail necessary for senior leaders and staff of the substantive sections.

Aside from, and in addition to, the need to re-calibrate the RSML modules to better reflect the changes over the past fifteen years, leadership has emerged as a domain of training significantly overlooked. To promote leadership skills is a priority to overcome the - for many leaders - overwhelming experience of leading in an international and complex environment compared to the national and familiar contexts. The panel of Experts recommended the following actions to be taken regarding incorporating and or promoting an inclusive, consultative and collectively oriented leadership into the RSML Course:

- a. Operationalize recommendations on the content of Leadership in the RSML;
- b. Determine the key messages and take-aways on Leadership for the future participants of the RSML.

2.3. Methodology Of Delivery

Experts noted a significant increase in topics over time, since the first SML Course delivered in 2005. The increase of topics has occurred at the expense of the time for interaction between participants, facilitators and mentors, as well as among participants themselves. They also noted that contemporary RSML Course delivery has become more centered or focused on sessions and facilitators' lectures.

Ultimately, the combined effect has had a negative impact on the participants' ability to absorb and retain the full content of the RSML. Moreover, migration of the delivery of RSML to online platforms poses a myriad of challenges. Against this backdrop, Experts recommended the following actions to be taken regarding methodology of delivery:

- a. Continued delivery of RSML via face-to-face methodology but with a focus on more interaction and discussion.
- b. Migration (in part) of the content to online platforms can be advisable provided

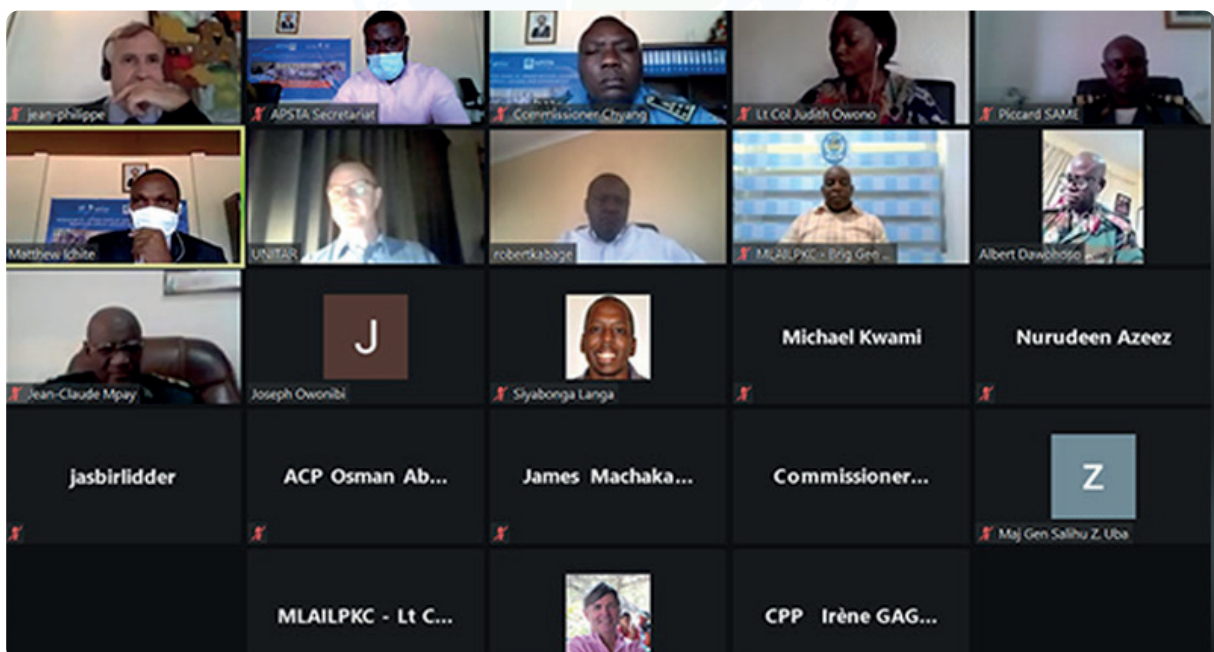
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that anticipated difficulties can be overcome. The difficulties relate to incentivizing online participation, to motivating participants' reading of materials online, as well as engagement with mentors, group work and body language.

c. Continued delivery of some other related courses already available online in preparation of participants prior to participation in SML course.

Subsequently, while observing the principles outlined above, experts recommended the following actions:

- a. Suggest a model of high-quality delivery that largely corresponds to so called hybrid and flipped courses in order to free up time for interaction during the two weeks in-person or face-to-face delivery methodology;
- b. Develop online delivery of preparatory courses to complement better understanding of modules given in the RSML Course;
- c. Draft a revised version of the two weeks in-person or face-to-face delivery that uses the freed-up time to accommodate the need for simulation exercises, discussions and leadership training as well as general interaction;
- d. Develop additional scenarios and case studies for specific exercises consistent with and complementary to the CARANA.



Session Three

3.0. Validation of Lessons and Recommendations

In Phase Three, experts outlined critical considerations for the re-calibration of the delivery of SML training across regions in Africa, using key lessons identified over the 15-year period as well as the validated recommendations, derived from Phases One and Two.

In reference to a comparative analysis of the contents of the UN and AU's Abridged SML, as well as regional inputs into the delivery of SML across Africa, experts initiated a disaggregated re-calibration of SML Modules. The point in emphasis is on enhancement of training for more effective missions in Africa, through critical inputs into or elimination of superfluous items from the existing delivery of SML on the continent. As such, experts worked through the twenty-six (26) Modules or over 30 Topics that significantly constitute the UN ITS SML, which are adopted for regional SML training by TCEs and TIs for RECs/RMs across Africa.

Experts, at the end of deliberations, made strong recommendations on the need to further finetune the considerations outlined for the re-calibration of SML Modules, by further disaggregating recommendations across respective Modules/Topics.

This is in order to cover Modules or topics that were not thoroughly threatened during the Workshop, such as:

- a. Peacebuilding (which the AU does not include usually in its mandate);
- b. Political Affairs;
- c. Police Component;
- d. Civilian Component;
- e. Human Rights;
- f. Gender Mainstreaming - which should be considered alongside Women, Peace and Security;
- g. Conduct and Discipline;
- h. Humanitarian Affairs;
- i. Safety and Security; and
- j. Mission Support (Logistics).

Also, Civil Affairs, and relations with Civil Society Organizations, whose actions must be weaved into the integrated mission plan; and lastly, the imperative of advocacy on support by governments across Africa, for the training of senior mission leaders.

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Most importantly and in order not to have the recommendations and entire report shelved for life, without further use, the forum initiated a disaggregated recalibration of the RSML Modules and unanimously recommended further thorough refinement of the re-calibration of Modules on the basis of the recommendations and lessons by a Working Group of select Experts, from among expert-participants of the Project.

Experts also further strongly recommended the designing of a Pilot training, utilizing the recalibrated Modules and employing more interactive and efficient methods of delivery. These are to be supported with Aide Memoires for TCEs and Facilitators, as associated outputs of this Project. In all these, the forum unequivocally confirmed UNITAR as preferred partner on the project and its subsequent phases.

In view of the foregoing, and as next steps for the Project, it is further recommended that there be a new phase of the project to constitute a standing SML Experts' Working Group for Africa coordinated by APSTA and UNITAR, to:

- a. Finalize the draft recalibrated RSML Modules based on the proffered recommendations, including possible re-structuring/re-packaging of the Curriculum.
- b. Articulate two (2) brief Aide Memoires on RSML for Course Directors, Mentors and Facilitators as well as for MIs and TCEs on the methodology of delivery of SML across regions in Africa.
- c. Establish a comprehensive database of Experts and Resources for SML in Africa, available to MIs, TCEs and RECs/RMs, partners, etc.
- d. Identify ways for inclusion of participants from the Development and Humanitarian Clusters in SML Courses, also in view of attracting funding for the Courses from these actors.
- e. Review CARANA Ex to integrate emerging issues as well as integrate logistics Ex into general Ex during the SML Courses.
- f. Design a pilot SML course based on key considerations for re-calibration, delivered in collaboration with AU PSOD and MIs of APSTA.

Subsequently, in Part Two, sections on Experts' Module - specific Recommendations as well as Module - specific lessons and notes are presented. These cover all Modules interrogated by Experts during the review.

Part Two

Experts' Module Specific Recommendations

- a. Impress on participants, the capacity to understand and segment mission mandate in all its ambiguity and prescriptive nature, into essential components prior to implementation.
- b. Impress on participants an in-depth understanding of the dynamic and interest-driven nature of mandates.
- c. Impress on participants, an understanding of mission mandating process, especially through exercises.

2. Strategic Leadership

- a. Emphasize ability for positive influence by leaders derived from professionalism, knowledge, strategic thinking, capacity to delegate and network, as well as excellence in operationalized conflict analysis capacity, among other traits.
- b. Emphasize competitive process of selection of participants for training at SML level.

3. Policy and Legal Frameworks as well as Rule of Law in PSOs

- a. Impress on participants, in-depth understanding of critical policy and legal frameworks as well as modus operandi of the UN, AU, RECs/RMs respectively to enhance room for manoeuvre and self-confidence.
- b. Emphasize understanding of SOFA, RoE, DUF as well as Accountability Frameworks within the multiplicity of frameworks.

4. Integrated Mission Planning, Mission HQ, PLANELMs and other HQ Training Requirements

- a. Emphasize fact that missions require strong integrated planning cells headed by the Chief of Staff, and integrated training should precede SML stage, but remains critical in SML as it enables sharing of expertise in unpacking mandate.
- b. Establish or re-structure AU and RECs/RMs PLANELMs to include strategic-level integrated planning cell capacities that will support the CoS in planning, as well as remain mechanisms of continuity.
- c. Increase significantly, planning exercises during SML training as well as time allocated to such exercises.

5. Conflict Analysis

a. Impress on facilitators and mentors the need to emphasize operationalized (not mere academic) conflict analysis that recommends best course of actions or decisions to MLT and helps in prioritizing action in mission.

6. Contemporary Threats

a. Impress on participants, the imperative of close collaboration with respective mission intelligence cells, which should help mission to understand changing dynamics of conflict as well as stay ahead of the curve of asymmetric threats.

b. Train participants on negotiations including with rebels and terrorists in view of redeeming hostages and child soldiers.

c. Include joint training on counter terrorism in RSML within a Comprehensive Approach framework.

c. Emphasize structural flexibility during training to enhance the capacity of missions in quickly accommodating new threats and meeting new demands decisively.

7. Mission Support

a. Address, during training, the challenge of micro-management by senior leadership, via impressing on participants an in-depth understanding of job descriptions and the use of integrated planning to enhance equitable allocation of scarce resources in mission.

b. Impress on participants, opportunities for increasing mission resources via networking with mission partners.

c. Enhance training on logistics via more logistics exercises rather than lectures.

d. Reduce conflicts between FC and DMS via enhancement of FC's understanding of logistics processes as well as accounting and reporting processes, during SML training.

e. Note AU deficiency in logistics and the imperative of designing an AU specific logistics Module or Course.

8. Weapons and Ammunition Accountability & Management

a. Include in training radar, the question of responsibility for documentation, interdiction and mopping up of SALWs, during missions (FC or PC or both?).

b. Develop mechanisms for mopping up SALWs in conflict theatres in collaboration with mission partners such as Small Arms Survey.

c. Address cultural and ethnic issues on weapons ownership by ethnic groups within mission area.

d. Address emerging challenges of integrating regional armies (ethnic militias) into national armies during post-conflict peacebuilding.

9. Exit Strategy

- a. Impress on participants that exit strategy is integrated from start of mission planning and updated as a living document so it does not become obsolete.
- b. Impress on participants that exit strategy is easier to execute when the capacity of the host nation is built right from the onset of the mission.

10. Leadership Perspectives (SRSG, SRCC & SRPC)

- a. Operationalize SML course delivery approach to gravitate it towards new realities significantly characterized as hybrid peace missions.

11. Civilian and Police Components

- a. Impress the primacy of politics and the political process on participants through exercises during SML course.
- b. Include of a new Module on ‘Challenges in the Field’, in order to expose civilian participants to field challenges especially via simulation exercises.
- c. Include of a Module on ‘Primacy of Politics’ in the SML Course, in order to see missions articulating and executing a genuine political strategy in the field.
- d. Review AU Rostering System for recruitment to increase advocacy for deployment of trained and Rostered civilian capacities.
- e. broaden the scope of civilian capacities invited to participate at SML courses to include civilians from development sector as well as from humanitarian clusters.

12. Military Component

- a. Expose the military leadership, during SML Course, to the political process in order to lessen their frustration in supporting apparently ‘non-military’ functions during missions.
- b. Institutionalize joint training for all components in order for the military to understand and appreciate the roles and functions of other components.

13. Managing Expectation of Local Population

- a. Enhance the capacities for strategic communication on what the mission is doing, can do or cannot do.
- b. Develop and execute strategic communication that is in concert with the perspectives of the host government, partners and other critical stakeholders.

14. Conduct and Discipline as well as Human Rights Violations

- a. increase time and exercises dedicated to Modules on Conduct and Discipline as well as use of concrete cases in illustrating points.
- b. Impress on participants, the implications of misconduct and human rights violations, during SML training in order to underscore effects on the image and credibility of the mission.
- c. Include a new comprehensive Module on these subjects to be delivered by very experienced facilitators.
- d. Impress on the HOM, during SML training, that Conduct and Discipline as well as Human Rights issues are squarely on his desk and should not be delegated to junior officers down the chain of command.

15. Protection of Civilians

- a. Operationalize POC via a Cluster framework as mechanism for coordination, included in a new or revised POC Module in SML course.

16. Safety and Security

- a. Establish close relationship between senior leadership and the intelligence cells of respective missions.

17. Engagement with Mission Partners

- a. Expose of SML participants to comprehensive and practical dealing with partners via mission coordination meetings and partners forum.
- b. Expose participants to the imperative of a clear political strategy in engaging partners, guided by mission mandate.
- c. Expose participants to in-depth knowledge of the influence, effects and implications of corruption and mismanagement for missions.

18. Public Information / Strategic Communication

- a. Include action plan for mission communication strategy as part of Module as well as emphasize the delivery of the Module by facilitators with field experience in missions.
- b. Align communication strategy with the objectives of other critical stakeholders including host nation and partners / donors.
- c. Emphasize the importance of this Module for the leadership, especially HOM, FC and PC, since the leadership has to drive communication strategy, rather than

delegating to a junior officer, such as the Director of Communications down the chain of command.

19. Gender Mainstreaming

a. Greater emphasis on the participation of females in SML Courses as well as their deployment to missions, especially as military observers.

b. Invitation of veteran female peacekeepers to share experience with participants during SML courses.

c. Broaden consideration of female victimization during conflict as well as increased roles for females in addressing such challenges, being better suited for such functions.

20. Peacebuilding

a. Exposure the SML team to approaches in dealing with causes of conflict, while the military component tackles the effects of conflicts and creates safe and secure environment for addressing the root causes of conflict.

b. Exposure SML participants to where the mission is located in terms of peacebuilding and durable peace.

21. Selection of Participants

a. Prepare prospective participants at tactical and operational levels as pre-requisite qualifications prior to invitation to SML Course, and emphasize necessary vetting of participants by TCEs.

b. Emphasize coordination between African Union and Member States on selection of participants as well as necessary transparency in the selection process.

22. Mentorship

a. Create a database or pool of mentors as well as knowledge base in order to warehouse qualified mentors and requisite knowledge base for SML courses.

b. Incorporate and institutionalize a refresher course or briefing for mentors, on current dynamics and trends before the commencement of SML Course.

23. Facilitation

a. Institutionalize the coordination of facilitators and facilitation by Focal Mentors and Course organizers to avoid repetition and information overlap in presentation of topics within Modules.

- b. Create database or pool of Facilitators with expertise in specific modules and topics.
- c. Mentors and organizers to utilize feedback from participants to gauge quality of facilitation as well as inform future review.

24. Participants Interaction Time

- a. Balance interaction during plenary and time for lectures, as well as breakout group work and plenary sessions.
- b. Break silos among the three components through exercises and role plays, underscoring leading and supporting roles

25. Delivery Methodology

- a. Underscore high quality delivery characterized by a combination of best adult learning principles as enumerate.

26. Case Study / Documentary

- a. Use case studies / documentaries that takes into consideration the origin of participants as well as probable contexts of their envisaged deployments in order to effectively enhance their training while avoiding disruptive reference to sensibilities.

27. CARANA Scenario

- a. Retain CARANA Scenario as is, but develop base scenarios and case studies to be used in conjunction with CARANA for specific exercises.
- b. Obtain lessons learned and experiences (feedback) on burning issues from missions and develop scenarios on such issues, for teaching / training purpose

28. Individual Vs Collective Solutions

- a. impress on participants during training, the benefits of collective, inclusive and consultative actions and solutions, stressing that individual roles must dovetail into collective actions and solutions.

29. Language

- a. impress on participants especially CIMIC Officers, the critical importance of knowledge of local language / dialects in mission area.
- b. Train participants on use of interpretation services with caveat in view of force

protection and avoiding recruiting and embedding enemies within the mission by vetting.

30. E-SML?: Blended, Hybrid or Flipped

a. Continue delivery of SML via face-to-face methodology as it will be difficult to incentivize online participation as well as motivate reading of materials online, besides difficulty in maximising focus and concentration of participants, as well as engagement with mentors, group work and body language.

b. Continue online delivery of preparatory courses prior SML course, which are already available online.

31. SML Importance beyond Missions

a. Include participants from HQs of AU, RECs/RMs as well as other national Ministries, Departments, and Agencies in the SML Course.

b. Establish contact with veterans of missions in order to incorporate them into pool of resources persons for training of prospective leaders.

32. Funding SML Courses

a. Integrate development and humanitarian actors as participants in SML Courses and approaching these actors for funding of future courses.

b. Liaise with the Rostering Coordination Assessment Centre, to understand their mandate and strategies for collaboration on SML.

c. Institutionalize the RSML course as a periodic essential training mandated by the AU as part of its annual programme.

d. Pilot a re-packaged RSML course soonest as way of operationalizing inputs from this lessons and experience workshop.

e. Explore the Kaberuka model of funding as being discussed within the AU, for possibility of funding RSML courses across the continent.

33. Donor Benefits

a. Share the report of this workshop with donors, underscoring the value added via SML Courses across the continent.

b. Harmonize UN and AU SML few differing contents as well as processes for selection of participants.

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Module-specific Lessons and Notes on RSML Training in Africa

1.How to manage Mandate ambiguity

- a. Understand the terms of the mandate
- b. Understand the roles of all the mandate stakeholders
- c. Understand the conflict and the attendant dynamics
- d. Understand the segmentation of the mandate provisions
- e. Understand that the identification and selection of the mission leaders has its impact in the attainment of the mission mandate objectives
- f. Understand that mandates are driven by interests of the some stakeholders
- g. Understand that mandates are strategic in nature and should be implemented accordingly
- h. Understand that the ongoing conflict analysis helps in better interpretation and implementation of the mandate
- i. Imagination is a useful tool to help mission leaders in managing and implementing the mandate.

2.Knowledge of the mandating process

- a. Rule of E and Rule of Law signify good understanding of the Mandate
- b. Accountability frameworks must be exposed to the mission leadership to help them to better understand the mandate and the implementation process
- c. Selection of mission leadership must be competitive
- d. The mandate implementation process must be inclusive and consultative within the mission
- e. Constant building of capacity at Mission HQ through routine in-mission training improves better knowledge of the mandating process
- f. During training mission leaders must be involved in exercises
- g. Conflict analysis must be practical to help mission leaders make sound decisions
- h. Mission leaders must maintain close relationship with the Mission Intelligence Cell for them to make informed decisions

3.Most important skills and traits of a strategic leader

- a. Decisiveness
- b. Consultative
- c. Listener
- d. Planner
- e. Rational thinker
- f. Meticulous and attentive to detail

g. Calculated thinker

4. Challenging own assumptions as a leader

- a. Capacity and acceptance to walk away from own established assumptions about issues
- b. Understanding that the mission must be a team that work together collectively for a common objective
- c. Accepting the opinion, suggestions and ideas coming from other mission members
- d. Allowing colleagues space to function professionally
- e. Giving colleagues opportunities to speak and air views
- f. Accepting to be criticised
- g. Acknowledging being wrong or failing to understand situations
- h. Proper understanding of the assigned job descriptions for all members of the mission

5. mission Leaders' most critical frameworks for UN, AU, RECs / RMs

- a. Having Mission Leaders understand during training the meaning of the Mission's operational frameworks that guide implementation
- b. Understanding the accountability frameworks that hold mission leaders responsible for their actions:
 - i. Financial
 - ii. Administration
 - iii. Legal
 - iv. Security and safety
 - v. Collaboration, cooperation, consultation, sharing of information, decision making and timely responding to challenges

6. Accountability Frameworks

- a. Multidimensionality and integrated nature of missions have remained a challenge and is undermined by failure to ensure inclusivity, coordination, and constant or routine consultations for all leadership at all levels
- b. Views of the host must be monitored and respected
- c. Mandates of T/PCCs must be read and understood and interpreted accurately within the framework of the overall mission mandate
- d. Senior mission leaders must identify common ground for commonality of efforts towards mission mandate implementation

e. Timidity among leaders undermines leadership effectiveness and efficiency because of the need to: Play safe: because they would have been intimidated by the mission environmental circumstances

f. As a leader you must share experiences even if it is going out of your obvious professional area, or so to say: going out of your lane.

g. Contribute to the overall effort despite the perceptions that you might create, your input could be the solution to a challenge

h. Issues that occur but are not covered by the mandate can be intimidating and lead to leadership indecisiveness. Much of the time the mission leader have been unable to act because their hands are tied by the mandate while negative things are happening and affecting the population because the mandating authority did not anticipate that such things would happen.

7. Primacy of the Political Process

a. AU missions tend to be military heavy and they tend to drive the military option at the expense of the political option

b. Need to encourage politicians to engage and find a solution to avert the disastrous consequences of military engagements

c. Seek audience with the leadership of the belligerent stakeholders

d. Encourage government to create space for dialogue with their detractors

e. Make use of local CSOs and NGOs to foster political engagement to avoid conflict escalation

f. Encourage the conflict stakeholders to develop an open mind in order to avoid intransigence and adamant behaviour when dealing with their opponents

8. Challenges of asymmetric warfare to Rule of Law in the Mission Environment

a. Destructive with extensive collateral damage and casualties

b. Un-selective commitment of atrocities

c. Increased human instability, de-stabilisation, movement and family dislocations
d. Undermines health security, lack shelter, increases hunger due to food shortages due to compromised productivity and insecurity

e. Increases numbers of orphans and illegitimate children

f. Rape, murder, arson and other conflict based crimes

g. Undermines economies of states

h. Disrupts industrial including trade activities

i. Interferes with children's growth and development programmes

j. SML to learn about processes to deal with violations of misconduct Human Rights and other issues with international legal implications

k.PoC must be in the training curriculum for SML and must be given due prominence

l.Coherence and inclusivity in planning to ensure mission response and effectiveness to challenges

m.Continuity in planning through assured retention of personnel by avoiding routine rotation in the Mission HQ

n.Strategic planners are controlled by the CoS and planning will become continuous if the planners have long running contracts

o.Engage conflict consultants to compliment the daily efforts /work of the conflict analysts

p.Analysis should be real, accurate and be based on informed deductions

9.Coordination Between Administration and Senior Level Mission Authorities

Conflicts and tensions in the Missionn HQ result from:

a.Lack of understanding and professionalism among stakeholders

b.Overstepping one's boundaries

c.Bring home practices and traditions into the mission environment

d.Lacking understanding of Msn rules, regulations, policies and directives

e.Personality and character issues among Msn leaders tend to undermine leadership effectiveness and efficiency

f.Limited Mission Support resources create completion among component and contingent leaders

g.Integrated planning will remove completion by consolidating available resources

h.Personal interests of Mission Leaders undermine leadership capacity to focus on mission tasks and priorities

i.Mission Leaders should tell subordinates what to do and not how to do it

j.Mission Leaders need to understand monetary accounting

k.Too much centralisation inhibits flexibility and quick response to challenges

l.Understanding logistics principles and guidelines and the accounting process

m.Logistic resources will always be limited and even more so in that the AU does not have capacity to independently provides the logistics resources

10. Small Arms and Light Weapons Proliferation Challenges on the African Continent

a.Document small arms for control purposes

b.Account for small arms captured from insurgents but missions must have a dedicated person to monitor the management of arms that will have been captured;

c.What is the management of arms retrieved from captured or surrendering

insurgents, arms that will have been captured from contingent personnel by insurgents? Are they sent to the contingent Member State or the Missions withholds them? How is this matter handled in the mission to ensure transparency and accountability while removing speculation and rumour mongering among mission personnel.

d. 28 out of 48 African States are worrying about the flow of arms across their porous borders

e. Small arms are exacerbating conflicts

f. Identify the source of supply of small arms

g. Missions should continually analyse the flow and illicit supply of small arms

h. What is the procedure for receiving and accounting and managing weapons issued by contingent Member States? There is a new policy developed and being rolled out in AMISOM. Lack of adherence will damage PSOs effectiveness

11. Exit Strategy

a. The Exit Strategy should be developed right from the on set

b. The strategy must be a flexible plan that considers that all aspects of the intervention are justified to ensure that the exit is orderly

c. Deployment must aim at transferring ownership of the transformation and reconstruction process to the host population

12. Ability to Influence

a. the Mission Leadership (SRCC, DSRCC, Force Commander, Police Commissioner, Head of Mission Support, must have the ability to influence the Chairperson of the AUC,

b. Possessing organisational intelligence

c. One must possess ability to promote team work

d. One must promote trust building managing and guiding mission relationships

e. Leaders must leverage on networks that empower them

f. Positive interpersonal skills help to make Mission Leadership effective and efficient

g. Must possess ability to accept and use innovative ideas from subordinates

h. Must possess capacity to listen to subordinate contributions to mission activities

i. Leadership must possess ability to build trust among mission personnel

13. Primacy of Politics and the Political Process and the Military Construct

a. Mission Leadership must possess some level of skill in mediation, dialogue and negotiation

b. must build trust and be able to rally the support of all Mission area stakeholders

c. Mission Leaders must have significant humility

- d. Mission Leaders must be aware of the mission bigger picture: see things from a bird's eye view
- e. Mission Leadership must understand and interpret the mandate accurately so that they can articulate it well in order to influence those around them and garner support and ownership
- f. Mission Leadership must build good communication, consensus in order to establish and integrated mission environment
- g. Mission Leadership must see, understand and embrace the new normal of peacekeeping that is dominating operations currently and, in the future.

14. Challenges for the Civilians in the Mission: a question of Synchronization

- a. Civilians feel 'marginalized'
- b. they feel looked down upon and denigrated by the uniformed components
- c. Civilians come into the mission ill prepared for the operational challenges of the mission especially in relation to issues of safety and security
- d. Lack in depth understanding of the issues of the other two component

15. Challenges of a Military Mission

- a. Reluctance to subordinate to civilian authority in the mission
- b. Military are more comfortable to function and operate on their own
- c. Resent the extra burden of having to provide security to civilians whom in their thinking should not be in the mission area in the first place
- d. Resent civilians investigating purported Human Rights violations and issues of conduct and discipline
- e. Resent civilianisation of the mission operational combat environment

16. Challenges of Capacity and coordination

- a. Mission Leadership must embrace and build capacity to for mission members to cooperate, collaborate and consult through in-mission training and
- b. during Mission Leadership's pre-deployment training, they must be encouraged to embrace and build capacity for cooperation, collaboration and consultation
- c. Joint training will inculcate a spirit of acceptance, accommodation and understanding of each other's capacity and limitations, roles, functions and responsibilities

17. Managing the Expectations of the Local Population and donors

- a. Use training period to acquaint potential Mission Leadership with knowledge of the conflict, the stakeholders, the conflict circumstances and the expectations of the population
- b. Avoid impunity on misconduct and bad behaviour by mission personnel to build acceptance of the mission by the local population
- c. In-mission training must emphasise the negative impact and consequences of misconduct by mission personnel on the mission
- d. Ensure incorporation of true examples of what was done to those who perpetrated misconduct even if they had been repatriated.
- e. Follow up and seek feedback on action taken on mission violations and use the feedback during training as lessons

18. Integrity, Professionalism and Respect for Diversity and Misconduct

- a. Observance of the core-values of the AU/UN when in deployment must be emphasised during training
- b. During training encourage the display of respect for diversity through ability to work with people from all backgrounds
- c. Emphasise during training the need to observe instructions of the mission
- d. Emphasise the need to follow up on all reports of violations and act decisively against perpetrators
- e. Punish misconduct
- f. Highlight the importance of Conduct and Discipline to Mission Leadership during training and emphasize the UN view to misconduct
- g. Develop and use a panel-based methodology to deliver the conduct and discipline module for better understanding for mission leadership

19. Human Rights Violations in the Mission

- a. Enhance change to SML by inclusion of simulated training on violation of Human Rights in the mission for their better understanding
- b. Responsibilities of the stakeholders: Impress on SML during training to understand the role and responsibilities of mission area T/PCCs, Host Country and Mission HQ with regard to HR violations and misconduct. SML must also know how to handle media frenzy when violations are reported. SML should not just delegate such issues and stand away but should be hands on giving their full attention to any particular issue. They must develop appropriate capacity, competence and interest to deal with violations and misconduct in the missions

20. Comprehensive Approach to Protection of Civilians (PoC) Responsibilities

- a. Respect and observance of the Four PoC Tiers
- b. Host nations may at times be complicit in PoC violations
- c. The PoC task must be a task included in the Mandate
- d. Training must ensure SMLs have an overall understanding and correct interpretation of what PoC in PSOs is and how it should be handled
- e. SMLs must know and ensure PoC mainstreaming in Mission Operational policies
- f. SMLs must ensure there is a comprehensive Mission PoC Strategy that is understood by all components and stakeholders
- g. PoC as a concept needs to be drummed into the minds of SMLs during their training before they are deployed
- h. The PoC module must be inclusive and broad in its framework for course delivery to ensure its deep comprehension by all trainee stakeholders
- i. SMLs must be encouraged to prioritize PoC in Missions' activities
- j. PoC means differently to different stakeholders. In handling the PoC tasks, the SMLs must operate in close consultation, cooperation and collaboration by agreeing on which entity will be the lead actor and the rest in support and what type and time of support is to be rendered.
- k. PoC is significantly dependent on Early Warning and response through information sharing, prevention and pre-emption
- l. A well-established community network and engagement will facilitate successful work in handling PoC issues in a mission deployment area.

21. Security Risk Management in the Mission Area

- a. SMLs need to understand that they are part of a global response to global security
- b. SMLs must understand their mission structure strengths and capacity and identify what support they may need and can get from other stakeholders in the mission area
- c. Corruption impacts negatively on mission security, effectiveness and efficiency and SMLs must guard against such temptations and impulses
- d. SMLs must have their security structures operating effectively and efficiently and they should have constant consultations

22. Partner Engagements

- a. During training, SMLs must be made to understand that the mandate and objectives include partner engagements
- b. During training SMLs must be made to understand how to selectively identify partners that are relevant to the mission Mandate and objective
- c. Training institutions must bring to an SMLC stakeholders/partners who are in the deployment area to lecture and mentor those undergoing training because they have an accurate understanding of the particular mission dynamic
- d. Training institutions must encourage SML training participants to have a clear political strategy for the mission in consultation with the mandating authority
- e. SML courses must open spaces for the inclusion of female participants especially at the SML levels
- f. It is a known fact that women will handle better issues that affect other women and children in the mission area and HQ.

23. On Partner Coordination, Cooperation and Collaboration, SMLs must be encouraged to:

- a. constantly have an established regular routine of holding consultative and information sharing meeting with mission area stakeholders and partners
- b. SMLs must understand the objective of the mission mandate in order to identify which partners they need to work more closely with for the attainment of the mission objective
- c. SMLs must collaborate and cooperate with partners in the mission area and not compete with them to avoid conflict, resource wastage, overlap and duplication of effort
- d. SMLs must establish Focal Points in the mission who should maintain a hotline with the crucial partners for mandate implementation
- e. Establish an effective M&E mechanism (that includes the relevant partners) that will help the mission to remain focused and consistently engaged

24. Mission Communication Strategy

- a. Training institutions must impress upon SNMLs participants that importance of SMLs taking more responsibility for publications of information when in deployment
- b. Training must emphasize on the importance of communication equipment interoperability
- c. Training institutions must emphasize to SMLs during training the importance of their need to focus on the important and sensitive aspects of communication to avoid
- d. Security compromises
- e. training facilitators and mentors must have field and operational experiences

- f. Training course must emphasize the role of a communication strategy for the mission and it is for:
- i. the Press release
 - ii. talking to journalists
 - iii. needs to be responsive and accurate in publishing the real issues happening in the mission area
 - iv. SMLs need to be worry about the publication of material that is released by the mission that contradicts that published by the host nation because such a mistake can cause conflict between the mission and the host nation
 - v. SMLs must develop capacity for quick and proper management of mission operational communication
 - vi. SMLs must be made aware of the usual under resourcing of mission communications equipment but SMLs must assume the public relations responsibility for the mission to ensure that only accurate information is shared with the public. It must be information that will project the mission in a positive light
 - vii. SMLs must orchestrate the publication of proper and responsible information so that the mission remains a respected entity in the eyes of the population

25. Number of Females at HQ and in the Field: Capacity Issues

- a. SMLs must encouraged to advocate for more opportunities to be availed to women
- b. T/PCCs to be sensitised to the need for the inclusion of women in PSOs
- c. SMLs must be sensitised to the fact that women have better engagement with communities because they are more socially sensitive and accommodating of difficulties
- d. SMLs should be made to advocate at national levels for women inclusion in PSOs because they play important roles such as: force enablers, ideal for intelligence gathering, competent as decoys when need be
- e. For former female peacekeepers to speak at SML courses to trainees as well as on national Television to motivate other women to join peacekeeping missions and dispel the myth of fear holding women back from joining missions and other public fora

26. Gender Differential Impacts and Implications for Effectiveness

- a. Training institutions must emphasize that:
 - i. Women have not been considered in in management positions in PSOs
 - ii. there is needed a lot of sensitization and awareness creation for women to be considered for enrolment and given preference
- b. Training institutions must highlight the fact that women are not always victims and in conflict as they have several roles that they have played such as:
 - i. being informants

- ii. handling weapons and engaging in battle during armed conflicts
- iii. perpetrating violence such as facilitating the rape of other women
- iv. killing opponents in conflicts to instill fear in adversaries

27. From Conflict to Durable Peace

Training Institutions must emphasize on the following to SML trainees:

- a. They must act on causes of the conflict
- b. The military component act on effects of conflict to create conditions for other stakeholders to implement their roles
- c. That SMLs must understand that they should create conditions for peace so that reconstruction and development can be effected
- d. SMLs must coordinate activities so avoid overlap, competition, tension and resource wastage
- e. SMLs must create conditions to enable local actors to be effective during and in the post mission deployment period

28. Selection of Qualified Participants to SML Courses

- a. The selection of qualified people for the SMLC makes training easier, mission management efficient including the making of mission mandate implementation effective
- b. The selection of qualified people for the SMLC ensures better harmony, understanding cooperation, collaboration in the mission area
- c. The selection of qualified people for the SMLC helps to make the interpretation of the mandate much easier and accurate for the SMLs
- d. The selection of qualified people for the SMLC helps by giving mission leadership capacity to create better relations with mission area stakeholders

29. Engaging Experienced Mentors

Engaging experienced mentors helps to:

- a. Improve the quality of the training including the value of the training outcomes
- b. Produce more ready and competent SMLs for deployment
- c. Make training to reflect operational realism and pragmatism
- d. Build capacity and skills to share knowledge among the SML participant

30. Guaranteeing Quality Facilitators and the Facilitation Process

To Guaranteeing Quality Facilitators, TCEs must ensure that:

- a. Facilitators must be knowledgeable, experienced and able to understand the mental and professional position of the training participants
- b. Facilitators have the necessary knowledge, exposure, experience and interest in facilitation
- c. Quality facilitators make it easier for training participants to comprehend and assimilate the course content and course objectives
- d. Quality facilitators make training easier, dedicated and fascinating.

31. Time for Facilitator / Participants Interaction

- a. Mentors and Trainers must run through the whole course before training begins to ensure that all modules are relevant
- b. SML participants are people who come from different professional and social backgrounds that need to interact more with facilitators and among themselves during the course to facilitate sharing of knowledge and experiences
- c. SML participants need to understand the need for sharing knowledge and experiences as they will need to put that into practice when in deployment
- d. During the training SMLC participants should hold discussions and participate in operational simulated exercises

32. Effective Adult Learning Methodology

- a. Adult learning should be more participant-discussion and engagement in exercises based to increase comprehension
- b. Training should allow more interaction with little emphasis on theory and lectures
- c. Briefcase facilitators must not be entertained because they have no attachment to the course objectives and Africa's needs since their focus is just of subject content delivery. For them they want to make money and go to the next platform
- d. Course and the facilitators must do their best to bring in the realities of the deployment area where the SML participants are going to be operating if it is known
- e. Training and course content must focus on the AU operating environment

33. Adoption of Case Studies and Documentaries

Trainers need to:

- a.Ensure compliance with mission regulations, International Laws and the AU's legal regimes;
- b.Course material must be current and reflective of time to make it relevant to the course;
- c.Selection of SML course material must be reflective of the contemporary operating environment;
- d.During training facilitators must use real life examples of current and or recent; past incidents or events because the participants will face these when deployed;
- e.The objective of the course should influence the choice of a or the case studies to be used;

34.Exercise Carana's continued use and Relevance

- a.Is Ex-Carana still fit for purpose;
- b.Is Ex-Carana an outdated Case Study;
- c.Develop exercises that reflect contemporary operating challenges such as terrorism, violent extremism and radicalization;
- d.Update old training curriculum ;
- e.Take account of the new operational realities relating the asymmetric challenges;
- f.Include into curriculum feedback coming from de-mobbed mission peacekeepers;
- g.Include the current and future nature of peacekeeping reflected by coalitions of the willing states: MNJTF, Uganda terror fight against insurgents;

35. Prioritize Collective Approaches Over Individual Responses

- a.Emphasize during training that Management Team (MT) understand the need to prioritize collective approaches over individual efforts, although situations should dictate how responses must be designed and implemented;
- b.Retain Carana but re-design specific scenarios within the main Carana Ex.;
- c.Ensure adequate feedback from former MTs to inform realistic training of prospective leaders;
- d.Encourage team work in the field and must impress that on SML trainees;
- e.Encourage Training institutions to participate in established AU structures such as the Civilian Strategic Support Group (CSSG) and Police Strategic Support Group (PSSG) for purposes of feedbacks;
- f.leverage similar military structures for review of operations and mission experiences;

g. Encourage missions to develop systems that ensure the capture and documentation of peacekeeper field experiences and observations.

36. Possibility of Online SML Training

a. Note that the UN Systems Staff College conducting online training currently using the Blended and Flipped methodologies of online training;

b. Note that Blended is partly on line and partly face-to-face and that online component of blended starts first and then the face-to-face component later;

c. Note that Flipped training denotes situation when the face-to-face component is moved online using videos and zoom and is added to the online component;

d. Note that knowledge of technology by participants and trainers is key to online training;

e. Note that Online learning has been viewed with low regard as people feel it is not as effective as face-to-face training;

f. Note that conduct of Ex online to meet field experience remains a critical challenge with E-learning; thus in-person component of training remains essential for SML training;

g. Note that online discussions and digital collaboration tools are possible ways of ensuring quality training;

h. Note that while online training is possible, knowledge and appropriate infrastructure remain vital for the effective delivery of the training;

i. Note that challenges may arise with trainee check in and out of the lectures as trainers cannot verify continued trainee participation, since cameras could be switched off; thus cameras must remain switched on all through the training sessions as this is the only way to monitor participation;

j. Note that Online training should limit the amount of reading material to ensure that trainees are not overwhelmed by reading stuff;

k. Note that there is need to create incentives and motivation for participation by trainees during online training, to keep trainees actively engaged;

l. Note that the use of mentors to get maximum knowledge acquisition benefits by trainees during online training remains a critical challenge.

37. Use of SML Training Knowledge Beyond Deployment

a. feedback and experiences can change the current PSO training narrative;

b. inputs can create added value to the current SML training courses;

c. inputs can feed into evaluations beyond deployment;

d. inputs from former senior mission leaders could improve the review, development and quality of the SMLCs;

e. inputs from former SMLs should assist national training centers as mentors or

facilitators depending on capacity and interest of the individual;

f.inputs from former SML could serve for integrated and joint training for SMLs for their overall understanding of the mission environment;

g.Note that if the SML course is designed in a way that transforms it into a capacity development process for those identified as possessing potential for leadership responsibilities, then funding could be secured to support the process of developing identified and selected individuals;

h.Note that a lessons learnt workshop to facilitate the sharing of lessons and experiences by former Mission Leaders could be institutionalized.

38. Diversify Sources of Funding for SML:

a.Note that Continuation of training helps to improve effectiveness;

b. Note that Former mission leaders can help in the development of partnerships with mission stakeholders that will help with resource mobilization;

c.Note that Mission Leaders can impress on governments the need to institutionalize SML courses so that governments can see the value that can be derived from deployments;

d.Note that SMLC could be institutionalized in member states' respective and related national legislations so that it gets the funding support that is necessary.

39. Benefits to Donors and Partners

a.Note that there is currently donor fatigue in supporting PSO responses to challenges on the African continent;

b.Note that through meaningful engagements, donors could be encouraged to fund SML courses across the continent;

c.Note that engagement with donors could enhance accountability, transparency and performance through better monitoring and reporting on indicators that are associated with mission effectiveness and efficiency;

d.Note that donors and funding partners engagement with monitoring and evaluation with facilitate the elimination of Member States 'tourism training';

e.Note that by funding SMLs, Donors are contributing to global stability, peace and security by availing funds for training;

f.Note that need to share Mission evaluation reports with partners contributing funds to mission operations as feedback to encourage further funding;

g.Note the imperative to make training more visible and use a few examples to show improved mission performance in comparison to the past so that donors can appreciate the value derived from training personnel before deployment;

h.Note that APSTA and AU PSOD need to conduct assessments on how the SMLC has performed and how that training has impacted mission effectiveness and

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efficiency and share that with donors for their benefit and decision making on providing funding support.



Module-Specific Considerations for Re-calibration of RSML Training in Africa

Experts reviewed the rough draft recommendations against respective Modules in order to underscore accuracy, convergence and concordance, as well as address Modules, yet comprehensively treated. The points in emphasis are as follows:

1. Introductory Module

a. Should cover contemporary threats, climate change and green peacekeeping, as well as address issues on selection, training, rostering and deployment nexus, achieved via high level advocacy with political actors across Africa.

b. Adapt RSML to needs on ground, as AU Missions do not include post-conflict reconstruction issues such as SSR and DDR.

c. Ensure RSML is global in outlook, but remains 'Africa-driven'.

2. Strategic Leadership Module

a. Should cover styles of leadership, focusing at the strategic level, but emphasizing ability to work in multinational mission command.

3. Module on Political Affairs

a. Should include political process within political affairs

4. Module on Police Component

a. Should include Rule of Law

5. Module on Civilian Component

a. Cover primacy of politics as a substantive civilian responsibility, and since it's a crosscutting issue, applicable to all Modules, and to be discussed by all facilitators, it is recommended to stand 'Primacy of Politics' alone as a separate module.

b. Include civil affairs, political affairs, human rights, elections, and Challenges of the civilian component.

c. Deal with frictions between political affairs and civil affairs (field-level political affairs).

d. Include efforts at harmonizing Human Rights and Political Affairs.

6. Module on Human Rights

- a. Should include knowledge of HRDDP
- b. Also include the discussion of HR with real life issues of conduct and discipline, from leaders' perspectives

7. Module on Peace building

- a. Should cover DDR and SSR, treated together and not as standalone issues.
- b. Include the treatment of Gender under Women Peace and Security, while gender should be treated as a crosscutting issue.

8. Module on Humanitarian Affairs

- a. Address cooperation with UNCT
- b. Emphasize collaboration with military in provision of humanitarian support
- c. Impress need to accompany CIMIC with good communication strategy, as well as working closely with intel Cell

9. Module on Integration

- a. Should retain IMPP, and not migrate yet to IAPP (for which AU currently lacks the capacity)

10. Mission Support Module

- a. Integrate logistics Ex into the general Ex, as part of everybody's responsibility, and not as an AOB

11. Civil Affairs Module

- a. Integrate CSOs, because at the moment, there seems to exist a disconnect, as missions tend to focus at higher levels (governmental), without connecting to lower levels (CSOs level – whose actions are therefore not weaved into the integrated plan as it should).

12. Module on Safety and Security

- a. Note that AU has no Security management system, therefore safety and security of civilian staff in field is a serious challenge within AU missions.
- b. Note that AU needs a Safety and Security policy, for personnel, who should be

for by the Au.

13. On Intelligence

a. Intelligence merits a section of its own within the RSML Course, and AU can craft a nomenclature for it as UN uses Peacekeeping intelligence; however, it is noted that intelligence is a suspicious concept within missions in Africa

b. The concept of JMAC could however be retained for the AU, as is currently in AMISOM, however, AU lacks guiding documents on JMAC (Dr Walter Samah).

14. On Funding RSML Course

a. Greater advocacy at highest levels including UN, was underscored; also including participants from the Development and Humanitarian Clusters were re-emphasized.



Key Considerations in Re-Calibration of RSML Training in Africa

Course Structure

- **Course length**

Hitherto it has always been assumed that the SML would be of two weeks duration, although different lengths have been considered. Given the pressure on the existing course anything shorter is likely to be unviable and while the idea of extending it to three weeks has been raised it would increase costs and take senior people away from their day jobs for longer.

- **Course Aim**

The course was conceived as the 'Senior Mission Leaders' Course,' which by implication makes the assumption that it is linked to deployment of the individuals who attend to AU or Regional Missions. While this is indeed a requirement, as it is essential that people are trained and understand the peacekeeping environment, it raises the question as to numbers that do actually deploy and the ratio between the requirement for trained personnel and the actual numbers of missions needing them. Of course some have deployed to UN missions and taken advantage of their training that way but the UN is running its own training and it is not the aim to train on its behalf. The other beneficiaries of the AUSML/RSML have been the Commission itself and the Regional Planning Elements as they too need a high level of competence.

- **Participant Selection**

The selection process lacks robustness in that it can result in individuals attending the course without the background knowledge or experience to make the most of it. Each time part of the process is handled below the level of the AU Commission in the case of the AUSML or below the REC in the case of the RSML it becomes more difficult to maintain oversight of those who are nominated and inevitably some individuals who attend are seriously challenged, resulting in difficulty in keeping pace with the workload and consuming programme time explaining basic concepts. There has also been a tendency for the selection process has not necessarily filled all of the vacancies resulting in last minute inclusions and participants who are not fully prepared.

- **Course Numbers**

The accepted number of participants has usually been 24. Increasing the number might be possible, and there was some experience in the preparation for AMANI Africa 2. In

this case there was a specific focus and it was also more a case of headquarters training rather than SML training and in the case of the latter it would only be viable in the event that the selection process was more robust and places were filled given the increased support requirements.

● **Course Loading**

It is unlikely that it will be possible to achieve the ideal in which the course is fully loaded with participants all with the appropriate background; this has a knock on effect on course programming and the curriculum in that time has to be spent covering basic concepts at the expense of being able to address more complex issues and challenges. One way of easing the pressure is to consider what preparation is appropriate prior to the course and the viability of any pre-course programme; this will be covered in the next section. It is also important to achieve both gender and component balance.

● **Donor Support and Funding**

To a large extent SML courses rely on donor funding but providing that funding has become less attractive to donors both as the result of pressures on their own programmes, particularly relevant in the COVID era, and a degree of frustration at the relatively small number of participants who actually deploy on missions. In this respect it is important that there is clarity with regard to the aim of the training and the wider training implications. Putting the donor perspective aside SMLs will always be expensive as it is essential that facilitators and mentors have the experience and can talk to participants at the right level.

● **Mentors and Facilitators**

The need for experienced mentors and facilitators is a given; the number of mentors required is relative to the number of participants but in the case of facilitators there can be too many; better to have a core team that can cover a range of issues than risk the potential problem of facilitators who may not be fully conversant with the course objectives. Clearly there is still a need for external facilitators covering highly specialised issues, for example AU / REC policies, IHL and IHRL.

● **Facilitator Briefing**

Following on from the previous point it is essential that external facilitators are given clear terms of reference. Failure to provide detailed briefing, preferably written, will lead to unnecessary duplication and a drain on precious programme time and the potential for time to be spent on issues that are not relevant.

- **Language**

While translation may be provided when appropriate there is often a lack of reference material which can disadvantage those who are not proficient in English. While mentors may be able to help in this respect there is no substitute for all participants to have all documentation in their appropriate AU approved language. This point has been made on numerous occasions but apart from key documents it has remained a problem, in part due to cost and in part due to the difficulty in ensuring that documents remain up to date.

Course Curriculum

- **Consistency of the Aim**

Clearly the curriculum must be consistent with the aim of the course in which respect it is important to ensure that the aim reflects the needs of the AU / RECs, be that to train personnel for deployment on missions or to take a broader approach that includes personnel in planning elements and / or national institutions. Whichever the case the aim must be clearly articulated.

- **Drivers**

The detailed curriculum cannot be the product of any individual preference but must be underpinned by what might be described as the 'key drivers' that will determine course content. These include things such as the AU Constitutive Act, AU / REC policies, IHL and IHRL and while this is not to say that every aspect has to be covered in detail it does mean that participants must understand the environment in which missions are deployed, which also includes wider issues such as the relevance of certain UN policies.

- **Mission Environment**

The curriculum must prepare participants to face the real challenges that are relevant today and it's important to get beyond the theoretical and examine emerging threats, something that becomes much easier when training is focused towards a specific mission.

- **Leadership**

A great deal has been written about leadership and how realistic it is to try and train leaders. If the selection process has been effective participants should be open minded and ready to accept the potential responsibility of mission leadership. The SML will not

make them leaders but it should make them aware of what is required of a leader and how they should approach the challenge and how they can maximise the potential of others in achieving mission objectives.

- **Management**

Management, as distinct from leadership, is also important but time will preclude detailed examination.

- **Preparatory Work**

In the ideal world every SML would include a pre-course package that would ensure that participants arrived having at least read certain key documents. While this has been discussed on many occasions the combination of the selection process, internet connectivity that cannot be guaranteed and availability of necessary documentation has meant that it has not become a reality. But maybe the time has come to revisit the idea.

- **Initial Assessment**

It would be inappropriate for senior leaders to have an 'in-test' at the beginning of the course but there would be merit in considering the inclusion of a questionnaire that asked participants key questions that would provide a reference point for later discussion, as well as informing mentors of the general level of experience. An example could be to ask participants to 'name 7 skills and / or behaviours associated with effective leadership' as given in the second link of the survey. Another might be to ask participants to prioritize certain tasks or issues but the key would be to allow individual views rather than asking questions that require a factual answer.

Course Implementation

- **Balance**

The preceding section made no attempt to highlight what should be included in the SML and what should not as that is the substance of the workshop. The inevitable problem is that it will never be possible to cover everything that senior mission leaders need to know in the time available, recent years have seen more and more being added but little being removed with the result that the programme has become increasingly overloaded.

● **Course Delivery**

The consequence of the overloading is that more time has been allocated to presentations at the expense of time for participants to discuss issues or take part in practical work. In examining the programme it is essential that this balance is restored. The concept that each major subject should comprise a presentation followed by a discussion period has been overtaken by events to the extent that in many cases there is only time for a presentation. Consideration should be given to whether some subjects should be entirely based on a group discussion format and forgo having a presentation as well. Clearly this would require more of mentors / facilitators as well as needing a standardized format to ensure consistency of approach but maybe it would take pressure off the programme.



Annexes

Annex A: Module-specific Considerations for Re-Calibrated SML Training

S/N	UN ITS SML MODULES	RSML 2005 - 2020	RE-CALIBRATED RSML 2020+	AU ABRIDGED SML INTRODUCTION GUIDE	REMARKS
1	COURSE PLANNING STAGE / COURSE INTRODUCTORY CONSIDERATIONS		<p>Introduction:</p> <ul style="list-style-type: none"> • Gravitare RSML towards new realities characterized by hybridization of missions and contemporary threats. • Selection of Participants (key considerations by TCEs): <ul style="list-style-type: none"> • Pre-SML mandatory preparations at tactical and operational levels and civilian equivalents as prerequisites • Emphasize imperative of coordination between AU/RECs / RMs and Member States within transparency/merit • Participants Interaction • Balance time to lectures, Ex, plenary discussions and breakout/syndication with emphasis on more interaction • Break component silos via Ex and role plays; underscore leading and supporting capacities for core mandated tasks • Mentorship • APSTA to create database of experienced mentors • TCEs institutionalize refresher course/briefing for mentors/facilitators on current trends and dynamics <p>Facilitation:</p> <ul style="list-style-type: none"> • TCEs to institutionalize coordination of facilitators by Course Director or experienced Course Focal Point • APSTA to create database of experienced facilitators and subject matter experts • TCEs/Course Organizers to utilize participants' feedbacks to gauge quality of facilitation/course delivery 	Module One Introduction to AU PSOs	

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S/N	UN ITS SML MODULES	RSML 2005 - 2020	RE-CALIBRATED RSML 2020+	AU ABRIDGED SML INTRODUCTION GUIDE	REMARKS
1	COURSE PLANNING STAGE / COURSE INTRODUCTORY CONSIDERATIONS		<p>Course Delivery</p> <ul style="list-style-type: none"> • Prioritize best adult learning methodology • Use case studies / documentaries apt for mission contexts and does not arouse dysfunctional sensibilities • E-SML - Blended, Hybrid or Flipped?: • Retain face-to-face delivery, as incentivization and motivation for online RSML remain challenging. • Mentorship, group work and body language issues also remain substantially outstanding. • Preparatory courses similar to courses available online should be encouraged and continued. • Language (impress on): • CIMIC Officers, the critical importance of knowledge of local dialects in mission area, for force and mission protection and implementation of mission mandate. • MLT, the use of interpreters with caveat on not embedding enemies, in view of force protection and mission safety • Contemporary Threats (impress) • close liaison with mission intel cells • capacity to negotiate with rebels/terrorists • joint training on CT in Comprehensive Approach • structural flexibility in addressing new threats 	Module One Introduction to AU PSOs	

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S/N	UN ITS SML MODULES	RSML 2005 - 2020	RE-CALIBRATED RSML 2020+	AU ABRIDGED SML INTRODUCTION GUIDE	REMARKS
2	STRUCTURES OF DPKO; DFS;	+ AU, RECs / RMs			
3	UN CHARTER, EVOLUTION OF PK	c	<p>Mandate Ambiguity (emphasize):</p> <ul style="list-style-type: none"> • Segmentation on mandate for implementation • Prescriptive/ interest-driven nature of mandates • Ex on mandating process Individualism vs Collectivism (impress on): • Participants, benefits of collective, inclusive and consultative actions and solutions • Stress need for individual actions dovetailing into collective actions and solutions. 		
4	STRATEGIC LEADERSHIP		<p>Strategic Leadership</p> <ul style="list-style-type: none"> • Positive influence ability • Competitive selection process 		
5	POLITICAL AFFAIRS				
6	LEGAL FRAMEWORKS		<p>Policy & Legal Frameworks</p> <ul style="list-style-type: none"> • In-depth understanding of critical policy and legal frameworks (SOFA, RoE, DUF) & modus operandi of UN, AU, RECs/RMs HQs to enhance room for maneuver/confidence • Accountability Frameworks 	Module Two Mission Leadership and Management	

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S/N	UN ITS SML MODULES	RSML 2005 - 2020	RE-CALIBRATED RSML 2020+	AU ABRIDGED SML INTRODUCTION GUIDE	REMARKS
7	MILITARY COMPONENT		<ul style="list-style-type: none"> Expose to political process to lessen frustration Institutionalize joint training for appreciation of roles of other components 	Module Two Mission Leadership and Management	
8	POLICE COMPONENT				
9	CIVILIAN COMPONENT		<ul style="list-style-type: none"> Impress, Primacy of politics and political process via Ex Include new Module on 'Challenges in Field' Include new Module on 'Primacy of Politics' in order to articulate/execute genuine political strategy in the field Advocate deployment of civilians from AU Rosters Include civilians from Development and Humanitarian clusters in SML Courses, to broaden civilian capacities. 	Module Three Compliance framework for IHL, IHRL, Conduct & Discipline	
10	HUMAN RIGHTS				
11	PEACEBUILDING		<p>Peacebuilding:</p> <ul style="list-style-type: none"> Expose MLT to approaches in dealing with root of conflict, because military only deals with effects, while creating safe and secure env for peacebuilding Expose MLT to location of mission within the broader peacebuilding framework for host nation Engagement with Partners (Expose participants to): 		

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S/N	UN ITS SML MODULES	RSML 2005 - 2020	RE-CALIBRATED RSML 2020+	AU ABRIDGED SML INTRODUCTION GUIDE	REMARKS
11	PEACEBUILDING		<ul style="list-style-type: none"> • Advantages of networking with partners via mission coordination meetings and partners forum • Imperative of a clear political strategy in engaging partners guided by mandate • Dysfunctional influence of corruption and mismanagement for mission mandate implementation 	Module Two Mission Leadership and Management	
12	GENDER		<p>Gender:</p> <ul style="list-style-type: none"> • Emphasize increased female participants and their deployment, especially as MILOBs • Invite veteran female peacekeepers to share experience during courses • Advocate broader considerations on female victimization in conflict theatres and female responsibilities in addressing these 		
13	DDR				
14	NEGOTIATION & MEDIATION	+ Conflict Analysis	<p>Conflict Analysis</p> <ul style="list-style-type: none"> • Operationalize conflict analysis to support MLT decisions and courses of action 	Module Four Cross-cutting issues & Security Management System	
15	PROTECTION OF CIVILIANS	+ Conflict Analysis	<ul style="list-style-type: none"> • Operationalize POC via a cluster framework, as mechanism for coordination in 'a revised POC Module' 		
16	RULE OF LAW				
17	HUMANITARIAN AFFAIRS				

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S/N	UN ITS SML MODULES	RSML 2005 - 2020	RE-CALIBRATED RSML 2020+	AU ABRIDGED SML INTRODUCTION GUIDE	REMARKS
18	INTEGRATION		<p>Integrated Planning (PLANELMs; HQs, etc.)</p> <ul style="list-style-type: none"> • Migrate from IMPP to IAPP (Integrated Assessment and Planning Process) • Advocate strong integrated planning cells headed by CoS • Re-structure AU, RECs, RMs, PLANELMs to include Strat. Planning cell capacities that supports CoS in planning. • Increase time for Planning Ex during Course 	Module Four Cross-cutting issues & Security Management System	
19	MISSION SUPPORT		<p>Mission Support / Logistics (Address)</p> <ul style="list-style-type: none"> • Challenge of micro-management by MLT • Mission resourcing via networking with partners • Increase in logistics Ex rather than lectures • FC / DMS conflicts via FC exposure to mission processes <ul style="list-style-type: none"> • AU-specific logistics concept design 	Module Five Mission Support Services	
20	SAFETY AND SECURITY		<ul style="list-style-type: none"> • Close liaison between MLT and Intel Cell of Mission 		
21	PUBLIC INFORMATION		<p>Public Info / Strat Comm</p> <ul style="list-style-type: none"> • Include action plan for mission comm strategy in Module to be delivered by facilitator with field experience • Align comm strategy with objectives of other critical stakeholders in mission area, partners & host nation • Impress on HOM, FC and PC the need to drive the mission comm strategy by the MLT not by Dir of Comm. 		

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S/N	UN ITS SML MODULES	RSML 2005 - 2020	RE-CALIBRATED RSML 2020+	AU ABRIDGED SML INTRODUCTION GUIDE	REMARKS
21	PUBLIC INFORMATION		<p>Managing expectation of local population (emphasize)</p> <ul style="list-style-type: none"> • Capacity for strat comm on what mission is doing, can do and cannot do. • Strat comm in concert with perspectives of host nation, partners and other critical stakeholders 	Module Five Mission Support Services	
22	CONDUCT AND DISCIPLINE		<ul style="list-style-type: none"> • Increase Ex time and specific case studies • Impress implications of misconduct on mission credibility • Include new comprehensive module on 'Conduct and Discipline' delivered by very experienced facilitators • Impress on HOM, responsibility for HR and C & D 		
23	CARANA SCENARIO		<p>CARANA:</p> <ul style="list-style-type: none"> • Retain as is, but develop base scenarios for specific case studies and use in conjunction with Carana • Update lessons on current issues from mission and use for development of base scenarios for training purpose. 		
24		Weapons and Ammunitions Accountability and Mgt	<p>Weapons Accountability (Address):</p> <ul style="list-style-type: none"> • Responsibility for documentation and interdiction / mopping up of SALWs • Mechanisms for mopping up of SALWs in conflict theatres in collaboration with partners & subj matter Exp. • Cultural and ethnic issues on weapons ownership by ethnic groups within mission area 		

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S/N	UN ITS SML MODULES	RSML 2005 - 2020	RE-CALIBRATED RSML 2020+	AU ABRIDGED SML INTRODUCTION GUIDE	REMARKS
24		Weapons and Ammunitions Accountability and Mgt	<ul style="list-style-type: none"> Integration of regional armies / ethnic militias into national armies in post-conflict peacebuilding 		
25		Exit Strategy	<p>Exit Strategy (impress)</p> <ul style="list-style-type: none"> Integration of exit strategy from planning and mission start-up stages & update to avoid it becoming obsolete Building of capacity of host nation from the onset of missions to facilitate easier execution of exit strategy 		
26		RSML Course Importance and Funding	<p>RSML Importance beyond Missions</p> <ul style="list-style-type: none"> TCEs to include participants from HQs of AU, RECs/RMs, MDAs as well as Development and Humanitarian Clusters Establish contact with veterans of missions and include them in pool of resource persons for course delivery Funding RSML Courses Integrate development and humanitarian actors as participants in SML Courses and approach them for funding Liaise with the Rostering Coordination Assessment Centre, to understand their mandate and strategies as well as discuss collaboration on RSML Institutionalize the RSML course as a periodic essential training to be mandated by the AU as part of its annual programme Pilot a re-packaged RSML course soonest as way of operationalizing the re-calibrated RSML with new lessons and 		

Review Of Fifteen (15) Years Of Regional Senior Mission Leaders Training In Africa :
Lessons And Recommendations

S/N	UN ITS SML MODULES	RSML 2005 - 2020	RE-CALIBRATED RSML 2020+	AU ABRIDGED SML INTRODUCTION GUIDE	REMARKS
26		RSML Course Importance and Funding	<p>experiences over the last 15years.</p> <ul style="list-style-type: none"> • Explore the Kaberuka model of funding as being discussed within the AU, for possibility of funding RSML courses across the continent. • Benefits to Donors • Share the report of this workshop with donors, underscoring the value added via RSML Courses across the continent. • Harmonize UN and AU SML few differing contents as well as process for selection of participants <p>Take RSML Funding up at Political Level:</p> <ul style="list-style-type: none"> • Identify scope to Raise the RSML Profile in the eyes of the UN, since its preparing personnel for both UN and AU missions – its opportunity to engage Member States and big donors. • APSTA to establish Independent Reporting Inspectorate/ Observers to monitor course delivery quality, in order to assure quality and accountability. 		

Annex B: Programme Phase One

Time	Duration	Description /Module - Topics	Facilitators	Leading Questions
09:30 – 10:00	0:30	Login & Troubleshooting	UNITAR/APSTA	
10:00 – 10:10	0:10	Opening	APSTA/UNITAR	
10:15 – 10:25	0:10	Project Overview	APSTA/UNITAR	
10:30 – 11:50	0:80	<p>SESSION ONE Modules/Topics:</p> <p>a. Selection of Participants b. Mentorship c. Facilitation d. Participants interaction time</p>	Lt Gen Lidder Jasbir/ UNITAR	<p>Lessons/experiences on:</p> <ol style="list-style-type: none"> 1. Selection of qualified participants? 2. Engaging experienced mentors? 3. Guaranteeing quality facilitators and facilitation? 4. Time for Participants' interaction?
12:00 – 13:20	0:80	<p>SESSION TWO Modules/Topics:</p> <p>a. Delivery Methodology b. Case study / Documentary c. CARANA Scenario d. Individual vs collective solutions e. Language</p>	Col Jean Claude Mpay/ Col Atangana/ UNITAR	<p>Lessons/experiences on:</p> <ol style="list-style-type: none"> 1. Effective adult learning methodology? 2. Adoption of case studies & documentary? 3. CARANA continued relevance? 4. Prioritize collective solution over individual?
13:20 – 13:30	0:10	BREAK		
13:30 – 14:50	0:80	<p>SESSION THREE Modules/Topics:</p> <p>a. E-SML?: Blended, Hybrid, Flipped b. SML importance beyond Missions c. Funding SML Course d. Donor Benefits</p>	Col (R) Nick Seymour/ Brig Gen (R) James Machakaire /UNITAR	<p>Lessons/experiences on:</p> <ol style="list-style-type: none"> 1. what extent is online SML training possible? 2. SML knowledge beyond deployment? 3. Diversify sources of funding for SML? 4. Benefits to donors and funding partners?
14:50 – 15:00	0:10	CLOSING		

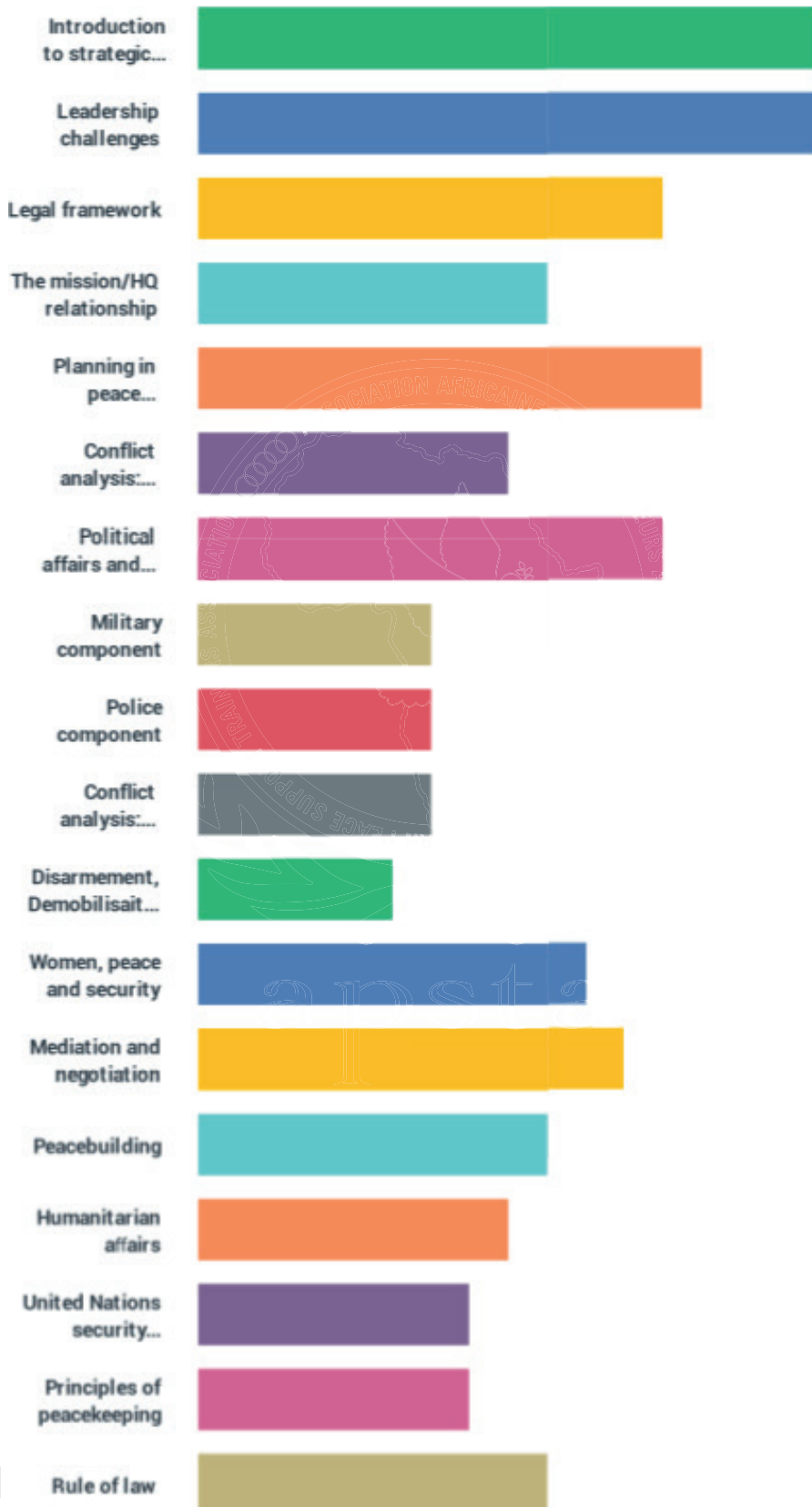
Annex C: Programme Phase Two

Time	Duration	Description /Module - Topics	Facilitators	Leading Questions
09:30 –10:00	0:30	Login & Troubleshooting	UNITAR/APSTA	
10:00 –10:10	0:10	Opening / Programme Presentation	APSTA/UNITAR	
10:15 –11:00	0:45 20mins valid. Of recomm & 25mins on re- calibrat.	SESSION ONE DAY 1 Modules/Topics: a. Mission Mandates b. Strategic Leadership c. Frameworks d. Integrated Mission Planning e. Conflict Analysis f. Contemporary Threats g. Mission Support h. Weapons, Ammunition Account & Mgt i. Exit Strategy	APSTA FACILITATOR/ UNITAR	Recommendations in view of RSML Re-calibration (see attached).
13:20 – 13:30	0:10	BREAK		
11:00 –11:55	0:45 20mins valid. Of recomm & 25mins on re- calibrat.	SESSION TWO DAY 2 Modules/Topics: a. Leadership Perspectives b. The three Component c. Conduct & Discipline d. Human Rights (HRDDP) e. Protection of Civilians f. Safety and Security g. Mission Partners' h. Public Info/Strat Comm i. Gender mainstreaming j. Peacebuilding	APSTA FACILITATOR/ UNITAR	Recommendations in view of RSML Re-calibration (see attached).
11:55 –12:05	0:10	BREAK		
12:05 –12:50	0:45 20mins valid. Of recomm & 25mins on re- calibrat	SESSION THREE DAY 3 Modules/Topics: a. Selection of Participants b. Mentorship& Facilitation c. Participants interaction time d. Delivery Methodology e. Case study / Documentary f. CARANA Scenario g. Individualism vscollectivism h. Language i. E-SML?: Blended, Hybrid, Flipped j. SML importance beyond Missions k.Funding SML &Donor Benefits	APSTA FACILITATOR/ UNITAR	Recommendations in view of RSML Re-calibration (see attached).
12:50 –13:00	0:10	CLOSING		

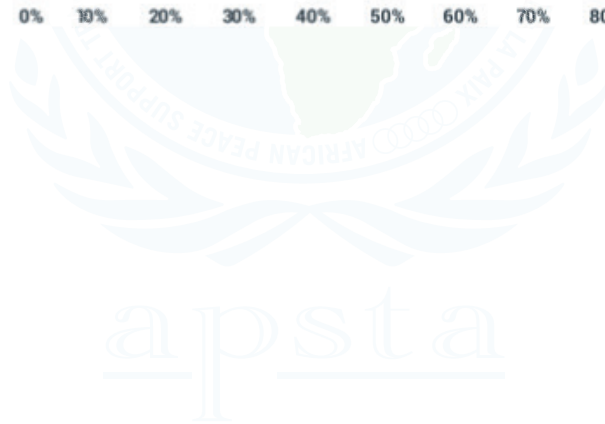
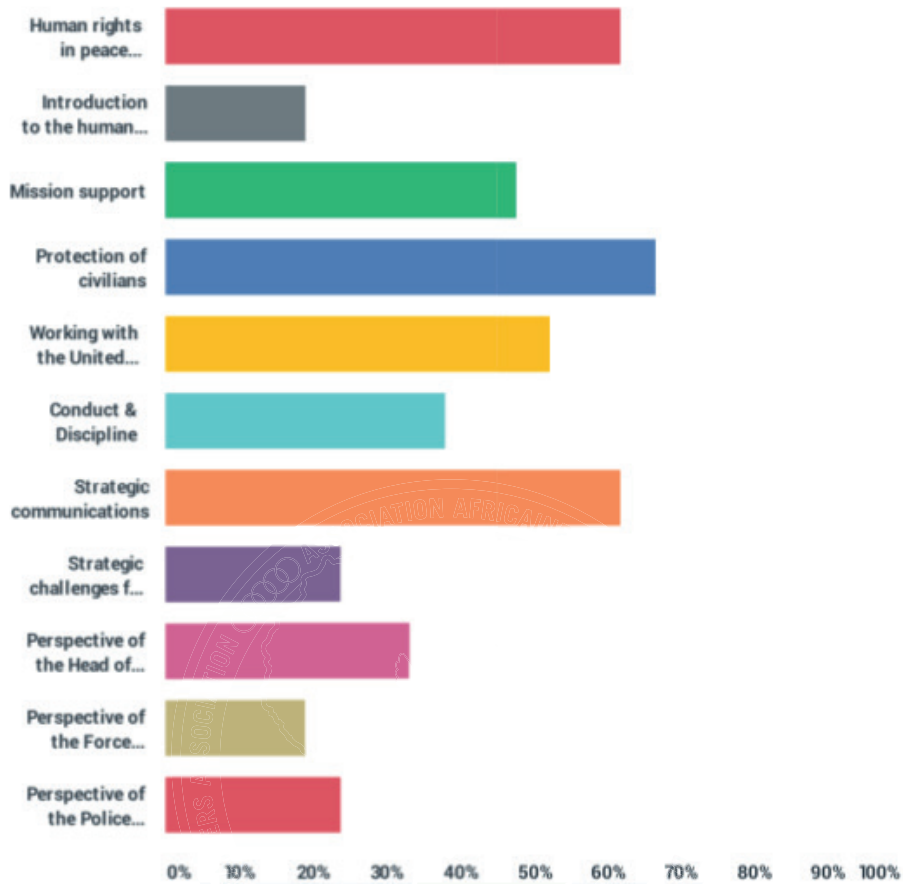
Annex D: Programme Phase Three

Time	Duration	Description /Module - Topics	Facilitators	Leading Questions
09:30 – 10:00	0:30	Login & Troubleshooting	UNITAR/APSTA	
10:00 – 10:10	0:10	Opening	APSTA/UNITAR	
10:15 – 10:25	0:10	Draft Re-Calibrated RSML	APSTA/UNITAR	
10:15 – 11:00	0:45	SESSION TONE Modules 1 - 8	APSTA Facilitator/ UNITAR	Review of Modules' re-calibration utilizing validated recommendations (see Draft Re-calibrated RSML)
11:00 – 11:10	0:10	BREAK		
11:10 – 11:55	0:45	SESSION TWO Modules 9 - 16	APSTA Facilitator/ UNITAR	Review of Modules' re-calibration utilizing validated recommendations (see Draft Re-calibrated RSML)
11:55 – 12:05	0:10	BREAK		
12:05 – 12:50	0:45	SESSION THREE Modules 17 - 24	APSTA Facilitator/ UNITAR	Review of Modules' re-calibration utilizing validated recommendations (see Draft Re-calibrated RSML)
12:50 – 13:00	0:10	CLOSING		

Annex E: Survey on SML Modules in Order of Importance



Review Of Fifteen (15) Years Of Regional Senior Mission Leaders Training In Africa : Lessons And Recommendations



Review Of Fifteen (15) Years Of Regional Senior Mission Leaders Training In Africa :
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Annex G-1: Workshop Attendance List

LIST OF PARTICIPANTS TO THE WORKSHOP ON SML :
Phase One – Day one 24th November 2020

SN	RANK	NAME AND SURNAME	GENDER	NATIONALITY	DESIGNATION	AFFILIATION
1	Col	Nicholas Seymour	M	United Kingdom	Independent Cons	
2	CD	Chyang Alexis	M	Cameroonian	Participant	National Police
3	Col	Jean Claude Mpay	M	Cameroonian	Expert Participant	ESIG
4	Lt Col	Same Piccard	M	Cameroonian	Participant	EIFORCES
5	Col	Jean Philippe Plassard	M	French	Participant	French Gendarmerie
6	Brig Gen	Albert Dawohoso	M	Ghanaian	Facilitator	KAIPTC
7	Col	Atangana Fiacre	M	Cameroonian	Facilitator	EIFORCES
8	Dr	Cecile OYONO	F	Cameroonian		APSTA
9	Mr	ICHITE Christian	M	Nigerian		APSTA
10	Mr	Marjin Sissingh				UNITAR
11	ACP	Osman Abdul Razak	M	Ghanaian	Participant	KAIPTC
12	Mrs	Aishatu Yanet	F	Nigerian	Participant	NDC
13	Dr	Walter Samah	M	Cameroonian	Participant	AMISON
14	CPP	Irene Gaga	F	Togolese	Facilitator	UNOCA
15	Dr	Danladi Bot	M	Nigerian	Participant	NDC
16	Col	Sidi Ali Fofana	M	Malian	Participant	EMPABB
17	Brig Gen	Mody Berethe	M	Malian	Facilitator	EMPABB
18	Gen	Joseph Owonibi	M		Consultant	
19	Brig gen	James Pumzile Machakaire	M	Zimbabwean	Facilitator	
20		Jasbir Lidder	M	Indian	Facilitator/ Expert	
21	Dr	Julie Sanda	F	Nigerian	Expert Participant	NDC
22	LCL	Same Piccard	M	Cameroonian	Participant	EIFORCES
23	Lt Col	Owono Mengue Judith	F	Cameroonian	Participant	EIFORCES
24	Maj Gen	Adrian Foster	M		Expert participant	
25	Col	Michael Kwami	M	Ghanaian	Participant	KAIPTC
26	Brig Gen	Olofinmuagun	M	Nigerian	Expert participant	MLAILPKC
27	Lt Col	Aboyomi Biolaku	M	Nigerian	participant	MLAILPKC
28		Nurudeen azeez	M	Nigerian		UNOAU
29	Miss	Rumbizaishe Matambo	F	South African	Participant	ACCORD
30	Maj Gen	Uba Salihu Zaway	M	Nigerian		
31	CD	Passo Sonbang Elie	M	Cameroonian	participant	EIFORCES
32	Mr	Siyabonga Langa	M	South African	Participant	ACCORD
32	Mr	Siyabonga Langa	M	South African	Participant	ACCORD

Review Of Fifteen (15) Years Of Regional Senior Mission Leaders Training In Africa :
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Annex G-2: Workshop Attendance List

LIST OF PARTICIPANTS TO THE WORKSHOP ON SML :
Phase One – Day Two – 25th November 2020

SN	RANK	NAME AND SURNAME	GENDER	NATIONALITY	DESIGNATION	AFFILIATION
1	CD	Jean Pascal Mandi	M	Cameroonian	Facilitator	National Police of CMR
2	Col	Jean Philippe Plassard	M	French	Participant	French Gendarmerie
3	CPP	Irene Gaga	F	Togolese	Facilitator	UNOCA
4	Lt Col	Owono Mengue Judith	F	Cameroonian	Participant	EIFORCES
5	Brig Gen (rtd)	James Pumzile Machakaire	M	Zimbabwean	Facilitator	
6	Brig Gen	Olofinmuagun	M	Nigerian	Expert Participant	MLAILPKC
7	Gen	Joseph Owonibi	M		Consultant	
8	LCL	Piccard Same	M	Cameroonian	Participant	EIFORCES
9	ACP	Osman Abdul Razak	M	Ghanaian	Participant	KAIPTC
10	Mr	Siyabonga Langa	M	South African	Participant	ACCORD
11	Col	Jean Claude Mpay	M	Cameroonian	Expert Participant	ESIG
12	Col	Nicholas Seymour	M	United Kingdom	Independent Cons	
13	Lt Col	Aboyomi Biolaku	M	Nigerian	Participant	MLAILPKC
14		Nurudeen azeez	M	Nigerian	Expert Participant	UNOAU
15	CD	Passo Sonbang Elie	M	Cameroonian	Participant	EIFORCES
16		Michael Kwami	M	Ghanaian	Participant	KAIPTC
17	CD	Chyang Alexis	M	Cameroonian	Participant	National Police CMR
18	Dr	Danladi Bot	M	Nigerian	Participant	NDC
19		Andreas Anderson	M		Facilitator	UNITAR
20		Jasbir Lidder	M	Indian	Expert/Facilitator	
21	Brig Gen	Robert Kabage	M	Kenyan	Expert/Facilitator	
22	Brig Gen	Albert Dawohoso	M	Ghanaian	Facilitator	KAIPTC
23	Maj Gen	Uba Salihu Zaway	M	Nigerian		
24	Col	Atangana Fiacre	M	Cameroonian	Facilitator	EIFORCES
25	Maj Gen	Adrian Foster	M		Expert Participant	
26	Dr	Walter Samah	M	Cameroonian	Participant	AMISOM
27	Mrs	Aishatu Yanet	F	Nigerian	Participant	NDC
28	Dr	Julie Sanda	F	Nigerian	Participant	NDC
29		afiauosime				
30	Mr	Ichite Christian	M	Nigerian	Facilitator	APSTA

Annex G-3: Workshop Attendance List

LIST OF PARTICIPANTS TO THE WORKSHOP ON SML :
 Phase One - Day Three - 27th November 2020

SN	RANK	NAME AND SURNAME	GENDER	NATIONALITY	DESIGNATION	AFFILIATION
1	Mr	Andreas Anderson	M		Facilitator	UNITAR
2	Brig Gen	Robert Kabage	M	Kenyan	Facilitator/Expert	
3	Dr	Walters Samah	M	Cameroonian	Expert participant	AMISOM
4	Col	Nicholas Seymour	M	United Kingdom	Independent Cons	
5	Brig Gen (rtd)	James Pumzile Machakaire	M	Zimbabwean	Facilitator	
6	Mr	Ichite Christian	M	Nigerian	Facilitator	APSTA
7	Col	Atangana Fiacre	M	Cameroonian	Facilitator	EIFORCES
8	Col	Jean Claude Mpay	M	Cameroonian	Expert/ Facilitator	ESIG
9	Gen	Joseph Owonibi	M		Consultant	
10	Lt Col	Aboyomi Biolaku	M	Nigerian	Participant	MLAILPKC
11	ACP	Osman Abdul-Razak	M	Ghanaian	Participant	KAIPTC
12	Mrs	Aishatu Yanet	F	Nigerian	Participant	NDC
13	CD (rtd)	Chyang Alexis	M	Cameroonian	Participant	National Police CMR
14	CPP	Irene Gaga	F	Togolese	Facilitator	UNOCA
15	Dr	Danladi Bot	M	Nigerian	Participant	NDC
16	Mrs	Leni Grace	F	Cameroonian	Participant	MINREX
17	Dr	Julie Sanda	F	Nigerian	Expert Participant	NDC
18		Jasbir Lidder	M	Indian	Expert/ Facilitator	
19	Gen	Joseph Owonibi	M		Consultant	
20	Maj Gen	Adrian Foster	M		Expert Participant	
21	Col	Jean Claude Mpay	M	Cameroonian	Expert Participant	ESIG
22	Brig Gen	Olofinmuagun	M	Nigerian	Participant	MLAILPKC
21		Nurudeen Azeez	M		Participant	
22	Maj Gen	Uba Salihu Zaway	M	Nigerian	Expert Participant	
23	Dr	René Njila	M	Cameroonian		MINREX

Annex G-4: Workshop Attendance List

LIST OF PARTICIPANTS TO THE WORKSHOP ON SML :
 Phase Two - 1st December 2020

SN	RANK	NAME AND SURNAME	GENDER	NATIONALITY	DESIGNATION	AFFILIATION
1	Mr	Andreas Anderson	M		Facilitator	UNITAR
2	CD (rtd)	Chyang Alexis	M	Cameroonian	Participant	National Police CMR
3	Col	Jean Philippe Plassard	M	French	Participant	French Gendarmerie
4		Jasbir Lidder	M	Indian	Expert/ Facilitator	
5	Brig Gen	Robert Kabage	M	Kenyan	Expert/ Facilitator	
6	Col	Nicholas Seymour	M	United Kingdom	Independent cons	
7	Brig Gen	Ahamed Mohamed	M		Expert Participant	
8	Mr	Ichite Christian	M	Nigerian	Facilitator	APSTA
9	Gen	Joseph Owonibi	M		Consultant	
10	Dr	Walters Samah	M	Cameroonian	Participant	AMISOM
11	Maj Gen	Adrian Foster	M		Expert Participant	
12	Cdr	IE Usman	M	Nigerian	Participant	MLAILPKC
13	Col	Michael Kwami	M	Ghanaian	Participant	KAIPTC
14	Brig Gen (Rtd)	James Pumzile Machakaire	M	Zimbabwean	Expert/ Facilitator	
15		Nurudeen Azeez	M	Nigerian	Participant	UNOAU
16	Dr	Julie Sanda	F	Nigerian	Participant	NDC
17	Mrs	Aishatu Yanet	F	Nigerian	Participant	NDC
19	Brig Gen	Olofinmuagun	M	Nigerian	Expert Participant	MLAILPKC
19		Zuumsenior				
20	Lt Col	Aboyomi Biolaku	M	Nigerian	Participant	MLAILPKC
21	CPP	Irene Gaga	F	Togolese	Facilitator	UNOCA
22	Mrs	Leni Grace	F	Cameroonian	Participant	MINREX
23	Col	Jean Claude Mpay	M	Cameroonian	Expert Participant	ESIG
24	CD	Chyang Alexis	M	Cameroonian	Participant	National Police CMR
25	Lt Col	Piccard Same	M	Cameroonian	Participant	EIFORCES
26	Maj Gen	Uba Salihu Zaway	M	Nigerian	Expert Participant	

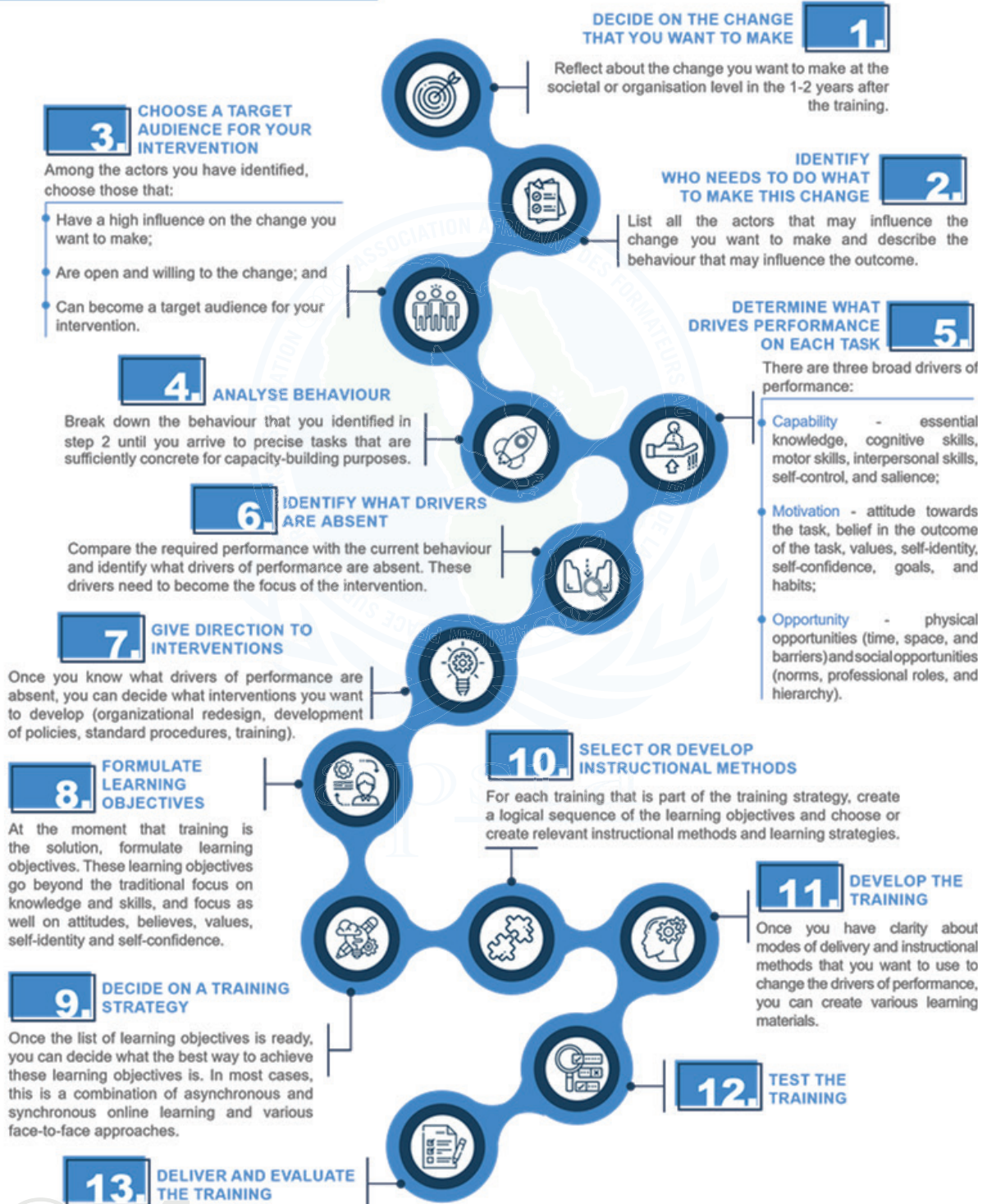
Annex G-5: Workshop Attendance List

LIST OF PARTICIPANTS TO THE WORKSHOP ON SML :
 Phase Three – 3rd December 2020

SN	RANK	NAME AND SURNAME	GENDER	NATIONALITY	DESIGNATION	AFFILIATION
1	Brig Gen	James Pumzile Machakaire	M	Zimbabwean	Expert Participant	
2	Mr	Andreas Anderson	M		Facilitator	UNITAR
3	Col	Nicholas Seymour	M	United Kingdom	Independent Cons	
4	Col	Jean Philippe Plassard	M	French	Expert Participant	French Gendarmerie
5	CD (Rtd)	Chyang Alexis	M	Cameroonian	Participant	National Police CMR
6	Dr	Julie Sanda	F	Nigerian	Expert Participant	NDC
7		Jasbir Lidder	M	Indian	Facilitator/Expert	
8	Col	Jean Claude Mpay	M	Cameroonian	Expert Participant	ESIG
9	Cdr	IE Usman	M	Nigerian	Participant	MLAILPKC
10	Maj Gen	Adrian Foster	M		Expert Participant	
11	Brig Gen (Rtd)	Robert Kabage	M	Kenyan	Facilitator/ Expert	
12		Nurudeen Azeez	M	Nigerian	Participant	UNOAU
13	Col	Michael Kwami	M	Ghanaian	Participant	KAIPTC
14	Dr	Walters Samah	M	Cameroonian	Expert Participant	AMISOM
15	Mrs	Aishatu Yanet	F	Nigerian	Participant	NDC
16	Brig Gen	Olofinmuagun	M	Nigerian	Facilitator	MLAILPKC
17	Dr	Danladi Bot	M	Nigerian	Participant	NDC
18	Maj Gen	Uba Salihu Zaway	M	Nigerian	Expert Participant	
19	Mrs	Leni Grace	F	Cameroonian	Participant	MINREX
20	CD	Passo Sonbang Elie	M	Cameroonian	Participant	EIFORCES
21	Mr	Ichite Christian	M	Nigerian	Nigerian	APSTA
22	Mr	Siyabonga Langa	M	South African	Participant	ACCORD
23	Brig Gen	Ahamed Mohamed	M		Expert Participant	

Annex H: UNITAR Training Approach Infographic

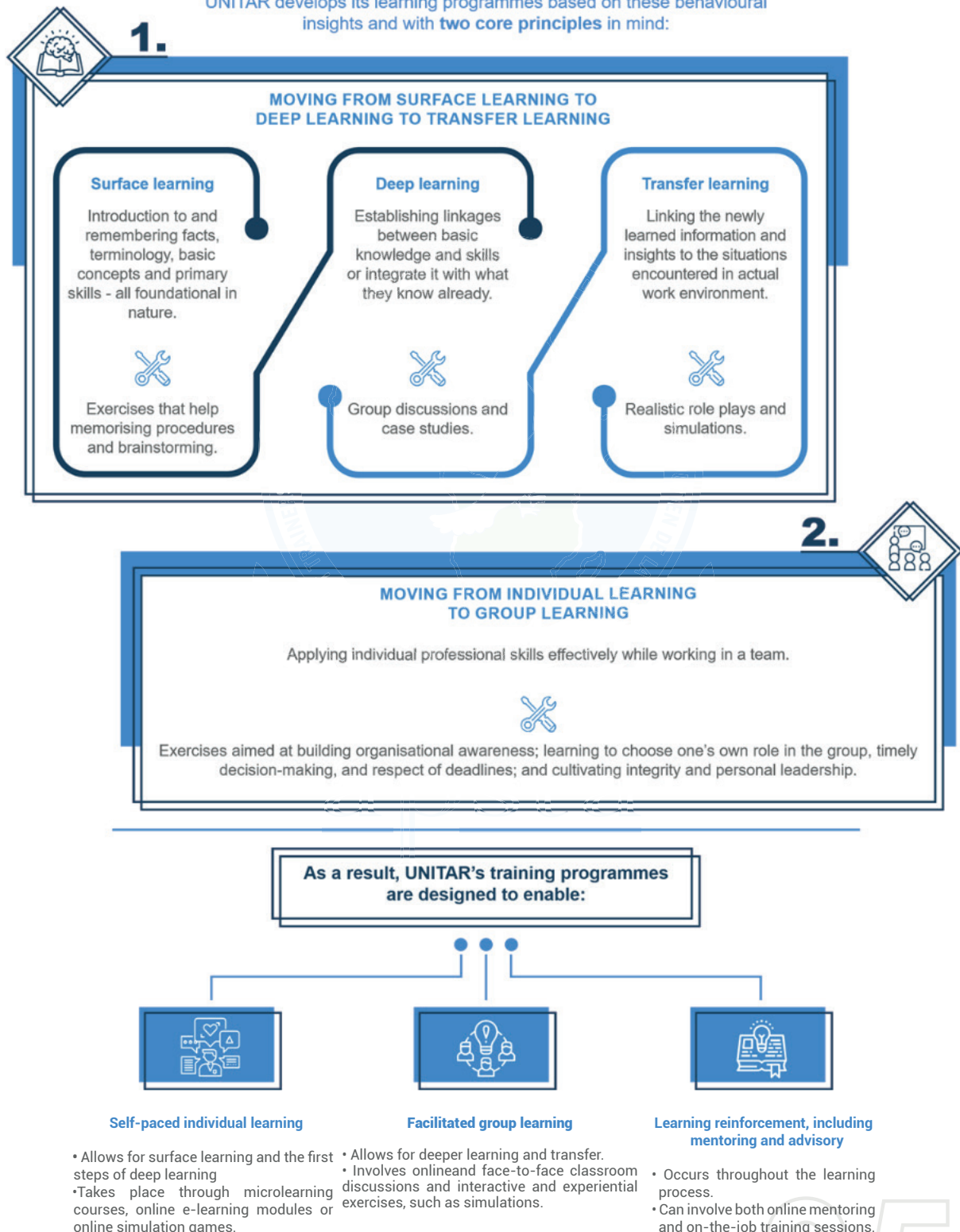
OUR TRAINING APPROACH



Review Of Fifteen (15) Years Of Regional Senior Mission Leaders Training In Africa : Lessons And Recommendations

Learning and changing behaviour is a process that takes time, sometimes up to two years, depending on the current behavioural patterns of learners and the strength of the drivers of this behaviour.

UNITAR develops its learning programmes based on these behavioural insights and with **two core principles** in mind:





apsta