

The following is an excerpt from the Preserve and Adapt: Education and Training for Responding to Conflict and Humanitarian Emergencies. Report and Recommendations by the Integrated Education and Training Working Group January 2012:

Conflict Response

PRESERVE, LEVERAGE AND ADVANCE EXISTING CAPACITY

THE SITUATION

While there has been considerable progress made over the past few years in the coordination of efforts in non-permissive environments by the U.S. government, international organizations and nongovernmental entities, the need to preserve, leverage and advance structures, processes and education and training which promote shared knowledge and enhanced cooperation in effectively responding to conflict is paramount.

There is still room to strengthen capacity and shape education and training for future environments. For example, the State Department's first Quadrennial Diplomacy and Development Review notes the existence of institutional weaknesses such as little assessment and strategic planning before having to "surge" resources and personnel to deal with conflict, the need for strengthened leadership, and a lack of lessons learned to inform our future engagements. U.S. Presidential Security Directive 10, which established an interagency review on mass atrocities prevention and response, notes that the U.S. lacks a policy framework and supporting interagency mechanism for prevention and response to mass atrocities and genocide. Part of this IETWG interagency review on mass atrocities prevention and response is to examine ways to increase the capacity of US government personnel. Enhanced training and education would help meet the need to prepare personnel to effectively address mass atrocity. The IETWG acknowledged as a given that we need to continue to enhance training and education to prepare personnel for "non-traditional" diplomatic and development operational roles. We also need to preserve readiness capacity through integrated assessment and planning.

EDUCATION AND TRAINING CHALLENGES

The Working Group highlighted new trends in civilian-military interaction that bear specifically on preparation and education and training for conflict response. It agreed that the U.S. would be unlikely to engage in future wars on the scale of Iraq and Afghanistan, and the international community may also hold back on its engagement. However, the IETWG recognized that civilian institutions would still work in conflict environments, without benefit of military protection or with the military

operating in different modes (civil affairs, partnership capacity efforts etc.) Working Group members recognized that, in spite of shrinking budgets, civilian-military cooperation had to advance to a much more active, robust effort that includes integrated assessment and planning and education and training. Understanding the overwhelming interest for civilian participation in military exercises, and recognizing their resource and staff constraints, non-military Working Group members advocated for a process to prioritize the vast number of military offerings.

RECOMMENDATIONS:

1. Preserve education and training gains

IETWG participants recognized that there exists a significant body of training for conflict response but that information management is its own challenge. The working group encouraged increased awareness and acceptance of core, foundational skills for all response actors and the need for specific trainings for specific environments.

- a. In support of the development of a foundational curriculum, map fundamental curriculum and basic skill sets, drawing on existing work such as the State-DOD-USAID competencies and essential tasks for conflict response activities, and the RAND and USIP reports on civilian-military training and education in order to build awareness and consensus to their utility (see Appendix E).
- b. Have the proposed IETWG Lessons Learned Working Group develop good practices and principles for education and training based on “evidence-based” approaches, which incorporate lessons learned content, after-action reviews and assessments and impact evaluations, as utilized by organizations represented in the IETWG.
- c. Under the proposed IETWG Exercise Support Group, consider and promote ongoing exercises that are flexible and streamlined to accommodate limited civilian resources;. (The USIP-facilitated Civilian-Military Working Group could, for example, work with Ft Leavenworth combined Arms Center to identify and support a series of short duration civilian table top exercises on key themes such as rule of law, food security, etc. which would be run in conjunction with military leadership exercises.)

2. Integrating a conflict lens: leadership and management

Conflict response training needs to be mainstreamed into professional development at all levels, particularly leadership and management tiers; this process involves developing strategies with Human Resources managers and training providers.

The IETWG recommended a mapping exercise of current leadership and management training in major institutions, to determine needs and gaps for areas of training for conflict response as identified by the IETWG, including increased awareness of roles, responsibilities and authorities of entities involved in conflict response; understanding foreign assistance programming in conflict environments; assessment, planning and implementation processes, etc