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TRAINING NEEDS FOR TODAY'S UN PEACEKEEPERS

This chapter derives from a United Nations Association in Canada (UNA-Canada) public dialogue, held on August 6th, 2006 in St. John's, Newfoundland, to mark the 50th Anniversary of UN Peacekeeping. Panelists at the public event discussed the changing nature of training needs for UN peacekeepers before and after the Cold War, and examined specific training requirements for today's peacekeepers. Panelists reflected on lessons learned and provided recommendations to address training needs as peacekeeping becomes increasingly complex. Although participants focused primarily on the experience of Canadian peacekeepers, most lessons drawn from the public forum apply to peacekeeping more widely. The opinions expressed in this chapter and the recommendations are derived from UNA-Canada's consultation process and are not necessarily the views of the organization. In addition, the recommendations do not represent agreement by consensus among the participants, and may not include all views outside of this limited consultation process.

The public forum featured **Trista Grant**, PhD Candidate, University of Western Ontario; **Alex Morrison**, MSC, CD, President, Canadian Institute of Strategic Studies; **Dave Munro**, President of the Canadian Peacekeeping Veterans Association; **Mike O'Brien**, Military Historian, Memorial University; and **Emily Schroeder**, Project Officer, UNA-Canada.

BACKGROUND: TRAINING AND UN PEACEKEEPING¹

Today, training of military, police and civilian personnel for UN peacekeeping is widely recognized as a necessary factor in the effectiveness of UN peacekeeping missions on the ground. However, this was not always the case. Participants noted that training for peacekeeping missions differed immensely before and after the Cold War. It was not until the beginning of the 1990s that the need for additional training specifically tailored to peacekeeping was recognized. In particular, the evolving complexity and multi-dimensional nature of peacekeeping, in conjunction with the new challenges presented by contemporary post-conflict contexts prompted the need for changes in specialized training. The UN, as well as Canada, quickly realized that ideal peacekeepers, apart from their training as soldiers, required additional training that was more geared towards peacekeeping contexts.

¹ In this chapter, the term 'peacekeeping' refers to operations authorized by the United Nations (under Chapters 6, 7 and 8 of the UN Charter) to monitor cease-fires and/or support the implementation of peace agreements, and to initiate peacebuilding and post-conflict reconstruction activities.

The approach to training, both within the UN and in peacekeeping training centres around the world, is now considered to be ‘multi-pronged,’ based on both hands-on experiences and in-classroom training. For its part, Canada has come a long way in developing a systematic approach to training for UN peacekeeping. Despite achievements in training, however, concerns remain as to the persisting ad hoc nature of the training received by peacekeepers and the difficulty of tailoring training to reflect specific environments, especially considering the unpredictability of today’s conflicts. As more peacekeepers are deployed in the field, ensuring compatibility between forces will become ever more critical. It is equally important to ensure adequate levels of training and discipline across all peacekeepers, as well as to ensure that they have the necessary equipment and resources to undertake ever more complex and dangerous tasks.

THE EVOLVING NATURE OF TRAINING NEEDS

Participants first addressed the evolution of training needs for UN peacekeepers and discussed the changing attitudes towards peacekeeping-specific training within the Canadian context.

PRE-COLD WAR TRAINING

Participants noted that before the 1990s, there was a lack of standardized peacekeeping training beyond general military skills, despite four decades of Canadian participation in peacekeeping operations. As Mike O’Brien noted, Canadians gained their peacekeeping reputation during the period where soldiers received only limited peacekeeping training. The common understanding within the Canadian Forces (CF) was that soldiers could best prepare for peacekeeping situations with soldier-first training, with an emphasis on combat and occupational skills. The view among CF was that a good soldier who was trained for fighting in the Cold War context was well outfitted for peacekeeping duties. While such training may have been sufficient, it visibly lacked an emphasis on doctrines, standards, and evaluations methods surrounding peacekeeping operations.

Using her doctoral dissertation as point of reference, Trista Grant addressed the development of training for Canadian peacekeepers more specifically. In particular, she discussed the specific changes in specialized training prompted by the rapidly evolving role of peacekeeping in the early 1990s. As part of her research, Grant interviewed Canadian peacekeepers that were deployed from the 1960s to the late 1990s. While her findings demonstrated that all soldiers deployed extolled the virtues of strong basic military training, the concern she found was that soldiers were expected to engage with the local population and essentially, win the hearts and minds of the population. These were significant tasks for which soldiers had not been trained.

In 1964, standard operating procedures were developed for soldiers participating in peacekeeping missions, which provided them with additional training such as briefings on issues specific to a mission. According to Grant, however, the extent of pre-deployment training was often limited to background information on the country of destination, such as geography and population, as more specific training was mostly done at the discretion

of the commanding officers. Based on her research, additional training was provided only if the commanding officer deemed it necessary, and when training took place, it was sporadic at best and focused mostly on police-type duties. Grant observed that of the majority of peacekeepers she interviewed, only a few received more specific training for peacekeeping before the late 1980s. For example, one retired Major who participated in four missions to Cyprus between 1960 and 1980 reported receiving additional training, including background information on the area to which he was being deployed and rules of engagement, in addition to receiving refresher courses on standard military skills. However, this was more an exception than the rule; pre-deployment training was more often inconsistent, varying across missions, deployments, and time period.

POST-COLD WAR TRAINING

As mentioned in the introduction, it is in the 1990s that the need for training specifically tailored to peacekeeping was recognized. As Grant explained, while these training needs were not new, the international community was slowly realizing the need for specific training that would allow peacekeepers to respond to both traditional and more robust types of peace operations.

The CF, for its part, recognized that the ideal peacekeeper not only needed to be 'combat-capable' and 'multi-purpose,' but also required additional skills in the areas of negotiation and mediation, general knowledge of the UN system and mandates, a thorough understanding of rules of engagement, understanding of civil-military cooperation and humanitarian assistance, as well as mission-specific knowledge such as local customs, culture and language. As peacekeepers were increasingly being deployed to hostile situations, their responsibilities not only increased but became more dangerous and demanding. Recognizing the changing environment and its related requirements, the CF began to focus much more on peacekeeping training. More specifically, Grant observed that while there is much evidence suggesting that skills, other than military combat skills, have always been necessary in peacekeeping contexts, it is only in the 1990s that the CF began to realize the added value of these skills and to institutionalize the learning of these skills.

In an effort to strengthen the training of Canadian soldiers deploying as part of peacekeeping missions, the Canadian government developed several reports between 1993 and 1996 addressing training needs in UN peacekeeping. While the reports acknowledged the adequate performance of Canadian peacekeepers to date, they also recognized the need for new skills in dealing with such situations as those presented in Bosnia-Herzegovina, Somalia and Rwanda. According to the reports, even if the best trained peacekeeper was a full member of the military, it was no longer acceptable for soldiers to get by on basic military training, underlining the importance and necessity of additional peacekeeping skills. With the NATO intervention in Bosnia-Herzegovina, the CF view that core military training is an absolute necessity was reinforced, though they also realized the crucial value of supplementary training in changing security environments.

Echoing the CF, Alex Morrison agreed that the primary role of the CF is to engage in basic combat and unless they can do that, they are not equipped to carry out other jobs. This is an important reason behind the need to train every military officer, including reservists, for combat. He mentioned, however, that military training is not always a primary focus for members of armed forces in other parts of the world, effectively limiting their ability to undertake any kind of peace support operations. On the other hand, Morrison iterated that peacekeeping is not a purely military activity, and questioned if it ever was. In this regard, he believes additional training provided via the UN as well as national and regional training centers have proven to be extremely valuable to peacekeepers around the world. Before looking at these initiatives, however, it is important to understand the nature of more recent training requirements.

IDENTIFYING NEW REQUIREMENTS FOR TRAINING PEACEKEEPERS

While participants did not address new training requirements for peacekeepers specifically, Morrison described how peacekeeping has been redefined as a cooperative activity, requiring the integration of a multiplicity of actors within peacekeeping missions, as well as coordination between a UN mission and other players in the field that are not directly linked to the mission (e.g. civilians, governments, police forces, humanitarian aid workers, the media, etc.).

In this context, the new complexity of peacekeeping missions and the challenges encountered by peacekeepers on the ground have created a number of additional requirements to training needs. These include, but are not limited to, gender issues, children's rights and child protection, sexual exploitation and abuse (SEA), human trafficking, civil-military cooperation (CIMIC), and cultural awareness and sensitivity. For example, the need for gender training was recognized as a priority area by the UN to ensure that peacekeepers learn about gender issues as articulated in Security Council Resolution 1325 on women, peace and security. Support from CIMIC units and activities in the field have also become a necessity in peacekeeping operations to enhance the military's ability to communicate and coordinate efforts with civilians groups. In addition, cultural awareness training as well as human rights and gender training, contribute significantly to peacekeepers' (military and civilian) adaptability to the local environment. Indeed, many practitioners argue that there needs to be greater understanding of the contextual framework of peacekeeping. Language barriers among peacekeepers themselves, differing rules of engagement, and different training backgrounds have also made it much more difficult to bring different contingents together in the field, emphasizing the need for a level of commonality in training across contingents.

CANADA'S ROLE IN TRAINING CANADIAN AND FOREIGN PEACEKEEPERS

In an attempt to standardize peacekeeping training for Canadian soldiers, the Canadian Forces were mandated to establish a peacekeeping centre. In this regard, the creation of the Peace Support Training Centre in Kingston, Ontario helped to standardize peacekeeping training for Canadian soldiers. The Centre also helped to create a “centre of excellence” which gathers peacekeeping expertise and disseminates knowledge to practitioners. Other Canadian training initiatives, including the Military Training Assistance Programme, the Pearson Peacekeeping Centre, and the Gender Training Initiative have also proven extremely beneficial to Canadian and international peacekeepers, military and civilian alike. Canadian institutions can also play a more significant role in the training of UN peacekeepers abroad, and in strengthening their effectiveness by engaging in capacity-building exercises. As many UN peacekeeping troops lack in preparation and equipment, participants recognized that UN forces would benefit from increased training and technologies provided by Canadian military and police personnel.

PEACE SUPPORT TRAINING CENTRE (PSTC)²

The PSTC in Kingston is responsible for training CF members selected for deployment on an individual basis (i.e., they are not part of a contingent or unit). The PSTC offers two types of courses, which are scheduled throughout the year: a basic five-day training course for members selected to undertake international operations and an eighteen-day training course for officers selected for military observer positions. In an attempt to enhance global training standards, the PSTC maintains close relations with other centres across Canada and around the world, and encourages instructor exchanges and the sharing of courseware. Courses are also open to officers from foreign militaries. In addition to individual training, it should be noted that the PSTC has two ‘Training Assistance Teams’ (TAT) that provide peace operation advice, assistance and support to formed units and contingents both in Canada and abroad.

The Centre takes both a theoretical and hands-on approach to training through classroom lectures, and field exercises and simulations. This approach seeks to better prepare peacekeepers to perform their duties in increasingly complex environments. As a result, students receive a general understanding of topics such as the Law of Armed Conflict, Risks and Threats, Stress Management, Preventive Medicine, Mine Awareness, Negotiation and Mediation Techniques and Cultural Awareness.

² Peace Support Training Center, 2007. Available at: <http://armyapp.dnd.ca/pstc-cfsp/main.asp?lng=Eng>.

³ Andrew P. Rasilius, “The Military Training Assistance Programme (MTAP): An Instrument of Military Diplomacy,” *Canadian Military Journal* 2, no. 3 (2001): 63-64. Available at: <http://www.forces.gc.ca/admpol/content.asp?id={0836DC33-B9C2-4329-9F01-589BE14CD880}>. See also, Department of National Defence, “Directorate Military Training Assistance Programme (DMTAP),” December 2006. Available at: <http://www.forces.gc.ca/admpol/content.asp?id={0836DC33-B9C2-4329-9F01-589BE14CD880}>.

MILITARY TRAINING ASSISTANCE PROGRAMME (MTAP)³

First developed in the 1960s to provide military training assistance to a number of newly independent Commonwealth countries, MTAP was subsequently extended to non-NATO countries. At present, the programme is entirely funded and administered by the Department of National Defence (DND), in close consultation with DFAIT and other departments as required. MTAP is said to play a vital role in promoting Canadian defence and foreign policy interests in the countries in which it operates. The programme, which trains over 1300 students from more than 60 countries every year, not only reinforces Canada's efforts in strengthening peacekeeping, but also assists in the capability development of foreign troops and enhances their compatibility with CF forces. MTAP focuses on three major training areas:

- Language training — to improve communication among international forces;
- Professional development and staff training — to improve the interoperability between different foreign contingents; and
- Peace support operations training — to improve the understanding by military and civilian participants of multilateral peacekeeping and peacemaking operations.

By supporting training of peacekeepers worldwide, MTAP is contributing to raise Canada's profile as a valuable player on the international scene, at the same time as building the peacekeeping capacity of other troop contributing countries and solidifying training standards with other peacekeeping partners.

PEARSON PEACEKEEPING CENTRE (PPC)⁴

Morrison, founder of the Pearson Peacekeeping Centre (PPC), described the establishment of the centre, and his vision of uniting people from different countries to learn about the art of peacekeeping. Established in Cornwallis in 1994, PPC began operations in 1995 and with the encouragement of the Canadian government, military, police and civilian personnel from around the world came to the centre.

Morrison explained that in the beginning, the centre upheld the importance of basic military training for peace support operations, though with time, additional training became necessary. The additional training offered by PPC covered a diverse range of topics, including advanced first aid, interventions between hostile factions, mine awareness, stress management, survival skills and the use of force. While the Centre recognized that these additional topics could not prepare soldiers for the horrors of war, the new training was seen as a vital preparation tool. In fact, Morrison insisted that lounge and dining

room conversations played an essential role in the training process because of the stories and experiences that were shared.

Today, the PPC, which receives core funding from DND and the Canadian International Development Agency (CIDA), encompasses an extensive research program, conducts seminars and workshops, and organizes multinational multi-disciplinary training exercises. While courses are offered both in Canada and abroad, the majority of the Centre's formal courses are now conducted abroad in Africa, Eastern Europe, and Latin America. To date, the PPC has conducted training in over 30 countries in English, French and Spanish. The PPC is also active in capacity building, through partnerships and direct involvement. For example, the PPC is partnering with the South Africa Police Service (SAPS) to assist in the management of the growing police demand in peace operations in both Africa and around the world. Additionally, the PPC has been actively supporting the Kofi Annan International Peacekeeping Training Centre (KAIPTC) in Ghana and The West Africa Police.

GENDER TRAINING INITIATIVE (GTI)⁵

The Gender Training Initiative (GTI) was developed by Canada and the United Kingdom for military and civilian personnel. The GTI provides training material for a three-day course on gender perspectives in peace support operations, addressing issues such as violence against women and international humanitarian law, and looking at specific case studies. A pilot training session was conducted in 2002 for a mixed military and civilian audience. The UN has since used the GTI in the development of its own training modules for peacekeepers. While a useful tool and reference, its limited attention to practical applications and its emphasis on the need to integrate gender issues as opposed to the 'how' are major reasons why some gender trainers prefer using other tools. Also, as gender training is not mandatory, it isn't clear who uses the tool and who does not.

OTHER TRAINING INSTITUTIONS AND CENTRES

In addition to Canadian initiatives, other training is being undertaken by the UN and other international and regional peacekeeping training centres around the world. For example, the UN Institute for Training and Research — Programme of Correspondence Instruction in Peacekeeping Operation (UNITAR POCI) provides distance training for current or aspiring peacekeepers, UN staff, civilian police, humanitarian workers, and any other person interested in developing further knowledge in the area of peacekeeping⁶. Courses are standard, common, universal and low-cost, accessible to anyone worldwide, and delivered using both the internet and printed materials. They are designed to allow students to study at their own pace and can be taken either in preparation for

⁴ See also Pearson Peacekeeping Centre. Available at: <http://www.peaceoperations.org/en/index.asp>.

⁵ See Gender & Peacekeeping Online Training Course, 2002. Available at: <http://www.genderandpeacekeeping.org/>.

deployment or as additional training while on a mission. Examples of courses include gender perspectives in UN peacekeeping operations, ethics of UN peacekeeping, logistics support, history of peacekeeping, mine action and international humanitarian law.

An important regional training institution is the Kofi Annan International Peacekeeping Training Centre, which assists in the training of civilian, police and military components in West African states through the development and provision of effective training of personnel being deployed on peacekeeping operations.

UNDERSTANDING THE PERCEPTION AND ROLE OF CANADIAN MILITARY PEACEKEEPERS

According to Grant, the CF personnel she interviewed believed that their effectiveness as peacekeepers and high level of competency stem from their solid combat training, their training on more peacekeeping-specific issues, and their high level of organizational skills. These positive attitudes within the CF, although highly desirable, have proven harmful in that CF have been expected to assume their responsibilities regardless of the resources they have. Furthermore, she found that CF view themselves as good peacekeepers because they perceive themselves as having national character traits that are often demanded of peacekeepers, such as neutrality, impartiality, and non-discriminatory. It should be noted that not all Canadian military peacekeepers are CF, as some are drawn from the Navy or Air Force. However, the focus of Grant's research is on the CF.

One problem she noted was that in certain cases, training was becoming so extensive and time-consuming that it interfered with the ability of peacekeepers to do their job. This was particularly the case in the 1990s when operational tempo was high, though it remains a concern. Based on the interviews she conducted, many Canadian peacekeepers felt that all they did was prepare and train for operations. Moreover, even with additional training, the ad hoc nature of peacekeeping make it difficult to identify which concerns are of greatest importance for specific missions, as the context of missions are always different.

Beyond the issue of training, participants addressed a number of other concerns regarding the present role of the military in peace operations. Grant argued that there is a two-fold concern among military personnel related to Canada's peacekeeping activities. First, there is a growing concern among military staff that the Canadian military has become a peacekeeping only military and that peacekeeping is the only way to get field experience. Second, there is a concern that members of the military are viewed by the Canadian public as peacekeepers first, rather than soldiers first. In reality, however, with 2500 troops in Afghanistan under the NATO-led ISAF operation in January 2007, and

⁶ United Nations Institute for Training and Research – Programme of Correspondence Instruction in Peacekeeping Operation (UNITAR POCI). Available at: <http://www.unitarpoci.org/>.

an additional 184 were divided across 16 other international commitments, it is clear that UN peacekeeping is not part of the present focus⁷.

In Grant's opinion, peacekeeping in Canada has come a long way, though many people think that the Canadian military is no longer strictly involved in peacekeeping activities. Irregardless of the type of operations the military decides to undertake in the future, Grant believes that soldiers will almost certainly need their peacekeeping expertise. In her view, peacekeeping training will not suddenly become irrelevant, as the set of skills required in peacekeeping operations remains extremely useful for more robust operations. A prime example is the operation in Afghanistan, which requires among other things, the capacity to project force, the ability to engage with the local population, and knowledge of civil-military relations. As a result, Grant insisted that the peacekeeping experience and knowledge acquired by the military over the past decades should not be ignored. While the changing security environment requires that soldiers maintain a high state of readiness in terms of combat skills, Canadian soldiers' growing peacekeeping training and expertise should also be supported and further developed.

RETURNING HOME: LOOKING AFTER PEACEKEEPERS

Dave Munro, president of the Canadian Peacekeeping Veterans Association (CPVA), discussed the challenges that both soldiers and peacekeepers face when returning from a deployment. Munro stressed the importance of looking at these challenges in order to be in a better position to address them in the future. As he argued, the explicit contrast that exists between extreme war-zone circumstances and Canadian society are a proof that action needs to be taken upon arrival home to ensure that veterans and their families are taken care of, mentally, physically, and financially. For example, upon their return, soldiers not only have to face drastic culture shocks, but often have to deal with Post-Traumatic Stress Syndrome (PTSD).

Munro stated that help is currently available to veterans, and that additional help is on the way. The CPVA, for example, provides a 1-800 assistance number for veterans as well as their families and friends, for referrals on a wide range of problems including PTSD and financial issues. The concern, however, is that a growing number of young people are requiring assistance from the CPVA.

In this regard, the Association is presently working on a number of projects that include an independent review mechanism aimed at resolving situations where more than one department is involved. For instance, the CPVA often assists with the application for a veterans' affairs disability award, a process which is described as extremely complicated.

⁷ See Department of National Defence, "Current Operations," 28 February 2007. Available at: http://www.dnd.ca/site/operations/current_ops_e.asp.

On a more legal basis, Munro also made reference to the development of the New Veterans Charter, which he believes will greatly improve the lives of peacekeeping veterans and their families. Munro added that the new Charter will be beneficial in that it will provide one point of entry for soldiers discharged from the military, as opposed to having to go to several different departments to make sure his or her family is looked after. As he affirmed, this is just one of several important modern era peacekeeping issues that will continue to necessitate attention.

RECOMMENDATIONS

While Canada has come a long way in developing a systematic approach to training for peace operations, the general perspective among the participants was that more needs to be done. In particular, it was mentioned that training should reflect and build on lessons learned from past experiences. Participants also felt that training needs to be much more comprehensive and should, to the extent possible, be made mandatory for all military and civilian personnel selected for deployment on a peacekeeping mission. Looking at the role of Canadian Forces more specifically, participants recognized the need for continued core military training, but also for maintaining efforts at developing training standards and requirements that are more specific to peacekeeping. For example, training is still limited in many areas related to peacekeeping, including gender, child protection, human rights and sexual exploitation and abuse. Participants also suggested that perhaps more outreach to the Canadian public is necessary to promote accurate views regarding the military's role in peacekeeping.

There is no question that as UN peacekeeping continues to evolve, so will the training needs of UN peacekeepers. Still, while the evolving nature of training needs underlines the need for continued efforts in the areas of training, it also highlights the importance of creating strong partnerships between a UN peacekeeping mission on the ground and all other actors in the field, in order to utilize and build on the expertise that each partner offers. Indeed, for peace operations to be more effective, civilians and military personnel need to know more about each other and cooperation between the two must be much tighter.

Several recommendations emerged from the August 6th event. These are presented below.

RECOMMENDATIONS FOR THE UNITED NATIONS DEPARTMENT OF PEACEKEEPING OPERATIONS (DPKO):

1. DPKO should continue to strengthen training and discipline of military and civilian components of peacekeeping operations. More specifically:
 - a) Training requirements should focus on increasing cooperation between a multiplicity of actors.
 - b) DPKO should support efforts to build standardized skill sets for training military, police, and civilians.

2. DPKO could encourage troop contributing countries to ensure minimum training requirements among all peacekeepers, military, police and civilian. Doing so would strengthen compatibility among peacekeepers, and could even go as far as raising the morale and discipline of contingents.

RECOMMENDATIONS TO THE CANADIAN GOVERNMENT AND GOVERNMENTS AT THE UNITED NATIONS:

1. The Government of Canada should nurture and maintain the peacekeeping expertise it has accumulated over the years, by developing further joint simulations and exercises with other troop contributing countries.
2. The Government of Canada should allocate more resources to Canadian peacekeeping training centres so that they can:
 - a. Uphold high standards of training;
 - b. Ensure the adequate training of all Canadian military (and civilian) personnel to deploy on peacekeeping missions;
 - c. Provide more in-depth training on gender and the protection of women and children by direct training by experts on these issues;
 - d. Promote greater intercultural exchange by allowing centres to bring foreign trainers, and by accepting a larger number of foreign students;
 - e. Conduct more peacekeeping training abroad; and
 - f. Assist other peacekeeping centres around the world in the development of training curriculum and in “training their trainers.”
3. The Government of Canada should ensure that all Canadian military, police and civilian personnel that plan to deploy as part of a UN peacekeeping mission receive the minimum level of training required for the specific job they will be doing.
4. The Canadian government should ensure that all military, police, and civilian personnel deployed as part of a peacekeeping operation receive basic training in civil-military cooperation. This could be achieved through the elaboration of training guidelines or requirements for Canadian peacekeeping personnel, which define the level of training each component should receive.
5. Canada should take advantage of its strong training expertise to build the capacity of foreign peacekeepers abroad. Africa is of particular interest as the African Union becomes more involved in peacekeeping missions.
6. The Government of Canada should ensure that more actions must be taken to ensure that veterans and their families are attended to, mentally, physically, and financially.

RECOMMENDATIONS TO PEACEKEEPING TRAINING CENTRES IN CANADA AND INTERNATIONALLY:

1. Peacekeeping training centres should put greater emphasis on culture-specific training for personnel planning to deploy, including language, local culture and customs.
2. Peacekeeping training centres should put greater emphasis on gender mainstreaming in peacekeeping training, particularly during pre-deployment, but also within missions on the ground. This could be achieved by ensuring, to the extent possible, a minimum ratio of women peacekeepers in classrooms, and by having women trainers and experienced women peacekeepers give courses on gender and the protection of women and children.

RECOMMENDATIONS TO CIVIL SOCIETY AND NON-GOVERNMENTAL ORGANIZATIONS (NGOS)⁸:

1. Civil society and leading NGOs could encourage greater communication with military and police officers in their home country, the goal being to increase understanding of the role of each organization, and to strengthen interaction in the field. This could be achieved through roundtable discussions, working groups, conferences and joint training.

⁸ These recommendations are targeted primarily at Canadian civil society and non-governmental organizations. However, they can also apply to civil society and NGOs around the world, as well as INGOs.