

SECURITY SECTOR TRAINING ON PREVENTION OF RECRUITMENT

Victoria Bryce and Dustin Johnson

The Roméo Dallaire Child Soldiers
Initiative

ABSTRACT

Ensuring that peacekeepers receive suitable and effective training to prepare for deployments has become an important focus for the UN and member states over the past three decades. This is particularly relevant for non-traditional military skills needed in modern multidimensional missions, including child protection. This article discusses the Roméo Dallaire Child Soldiers Initiative's (Dallaire Initiative) training and education programming for security sector actors, highlighting its effectiveness in preparing peacekeepers for addressing the presence of child soldiers, the importance of integrating the issue of child soldiers into national curricula, and the necessity of evaluating and learning from training.

Keywords: training, peacekeeping, child soldiers

INTRODUCTION

This article discusses the importance of peacekeeper training on the prevention of the recruitment and use of child soldiers, especially those deploying on UN missions, and the Roméo Dallaire Child Soldiers Initiative's experiences in conducting training. The article begins with a review of the current literature on training for peacekeeping. It highlights the UN training architecture that splits responsibility between the UN Secretariat and member states that provide soldiers and police, and the focus of peacekeeping training literature on issues that are relevant to child protection such as civil-military relations and negotiation. However, there is currently a lack of research specifically on child protection training. Following this discussion of the literature, the paper draws on monitoring and evaluation data collected by the Dallaire Initiative in its programming in Sierra Leone, Uganda, and South Sudan to demonstrate how the organization's work helps to support Vancouver Principle 5: Training. The article finishes with a discussion of policy implications and concluding remarks.

METHODOLOGY

For the literature review, searches for “peacekeeping training” and “peacekeeper training” were conducted through the University of Gothenburg library search system, and “training” was searched for in the journals *International Peacekeeping* and *Journal of International Peacekeeping*. From these searches, relevant articles and book chapters were identified, and others were identified from those chapters' and articles' reference lists.

The second part of the paper explores the themes found in interviews with Dallaire Initiative graduates, which focussed on understanding the impact of training programming. The coding for the interviews followed Kirkpatrick's¹ measurement categories for analyzing learning effectiveness. Revised and clarified by James and Wendy Kirkpatrick, it was theorized that evaluating the effectiveness of training programs takes place on four different levels: reaction, learning, behaviour and results.² In the context of the Dallaire Initiative training, course evaluations measure the immediate reactions of the participants, as they fill out evaluation forms directly following the completion of a training. Learning and behaviour changes are assessed later through follow-up surveys and in-person interviews, and are explored in the Findings section of this paper.

In the past two years, the Dallaire Initiative has had the opportunity to conduct interviews in Uganda, Sierra Leone, and South Sudan with training graduates. The overall aim of the

1 Evaluating Training Programs: The Four Levels, 3rd ed (San Francisco, CA: Berrett-Koehler, 2006) [1993].

2 Mind Tools, “Kirkpatrick's Four-Level Training Evaluation Model: Analyzing Learning Effectiveness,” Mind Tools, n.d., <https://www.mindtools.com/pages/article/kirkpatrick.htm>.

interviews were to assess the long-term progression of Dallaire Initiative programming towards progressively ending the recruitment and use of child soldiers. As part of the evaluation process, the interview questions were designed to assess the influence of the trainings with a particular focus on knowledge, attitude and skills development. Interviews were transcribed and then analyzed in NVivo software for common themes and findings. These interviews reflected a small purposive sample and were designed to consider the impact of Dallaire Initiative programming.

The Dallaire Initiative interviewed 54 individuals (including 26 Trained Trainers), from 6 countries, in three different interview locations between April 2018 and June 2019. The table below outlines the demographics of the interviews further.

TYPE OF TRAINING	TOTAL NUMBER	INTERVIEW LOCATION	COUNTRY OF ORIGIN
Trained Trainers	15	Sierra Leone	Sierra Leone
	2	South Sudan	Sierra Leone
	8	Uganda	Uganda
	1	South Sudan	Rwanda
Basic course participants	23	Sierra Leone	Sierra Leone
	2	South Sudan	Gambia
	1	South Sudan	Burkina Faso
Pre-Deployment Training graduate	2	South Sudan	Rwanda
OVERALL TOTAL	54		

The process for analysis was twofold: firstly, the interviews conducted in Uganda, Sierra Leone and South Sudan were transcribed and all identifying information was removed, giving each interview participant a coded number. The transcriptions were then uploaded to NVivo and each transcription was reviewed in detail, using the highlighting coding system to process, label and organize the data in order to identify common themes that emerged and the relationships between those themes. Labels were assigned to quotes, phrases and words which represented important and recurring themes. Those themes were then reviewed and the analysis demonstrated that common themes were evident across locations. Results from all locations were then compared, combined and reviewed to condense into the top three common findings, presented in the evaluation results section.

TRAINING IN THE UN PEACEKEEPING SYSTEM

Since the end of the Cold War and with the evolution of modern multidimensional peacekeeping missions, there has been an increasing acknowledgement of the importance of training for peacekeeping personnel. The UN's Special Committee on Peacekeeping Operations first called for specific training for peacekeepers in 1989, and training guidelines were developed by 1991. The need for training was reinforced by the Brahimi Report published in 2000. The current focus on training was consolidated with the comprehensive training strategy released in 2008.³ Material specific to child protection has been integrated into the two core training packages provided by the UN, the Core Pre-Deployment Training Materials (CPTMs) and the Specialised Training Materials (STMs), and has been recommended by the Security Council through Resolution 2143 (2014).⁴

Training peacekeepers is a responsibility shared by member states and the UN Secretariat.⁵ Training is primarily provided to peacekeepers through integration into national curricula, at peacekeeping training centres, pre-deployment trainings for specific missions, induction training upon arrival in mission, and ongoing training in missions.⁶ In addition to direct training of their own peacekeepers, several member states provide training to assist other states to prepare for missions through mobile training teams, hosting courses for peacekeepers, and supporting training centres abroad.⁷ For instance, Brazil has developed mobile training teams that have supported training taking place elsewhere in Latin America, as well as in Angola and Mozambique.⁸ The United States funds a significant amount of training activities through its Global Peace Operations Initiative (GPOI), including one run by the Italian Carabinieri for training of police, the Centre of Excellence for Police Stability Units (CoESPU). Similar

3 Alberto Cutillo, "Deploying the Best: Enhancing Training for United Nations Peacekeepers," *Providing for Peacekeeping* (New York: International Peace Institute, August 2013), 2–3.

4 Government of Canada, Implementation Guidance for the Vancouver Principles (Ottawa: Department of National Defence, 2019), 28–29, <https://www.canada.ca/content/dam/dnd-mdn/documents/reports/2019/igvp-20190614.pdf>.

5 Cutillo, "Deploying the Best," 6–7.

6 Cutillo, "Deploying the Best"; ADF Staff, "Training for Peace: Institutions Look for New Methods to Produce Better Peacekeepers," Africa Defense Forum, 2019.

7 Andrew Carpenter and Chris Sharwood-Smith, "Developments in United Nations Police Peacekeeping Training," in *Police Organization and Training*, ed. M.R. Haberfeld, Curtis A. Clarke, and Dale L. Sheehan (New York, NY: Springer New York, 2012), 179–90, https://doi.org/10.1007/978-1-4614-0745-4_12; Cutillo, "Deploying the Best"; Danilo Marcondes, Maira Siman, and Ricardo Oliveira, "South-South Cooperation and Training for Peacekeeping Participation," *Journal of International Peacekeeping* 21, no. 3–4 (April 28, 2017): 197–223, <https://doi.org/10.1163/18754112-02103002>; Richard Gowan and Paul D. Williams, "Innovation in Training and Capacity-Building for United Nations Peace Operations," *Background Paper for Preparatory Meeting on Training and Capacity Building for UN Peacekeeping Defence Ministerial*, Tokyo, 2017, 2017, <https://www.globaldashboard.org/wp-content/uploads/Tokyo-PKO-Prep-Meeting-Background-Paper.pdf>.

8 Marcondes, Siman, and Oliveira, "South-South Cooperation."

to the Dallaire Initiative, it uses a train the trainer method, and both instructors and training participants are drawn from around the world.⁹

The literature on peacekeeping training has paid little attention to child protection. However, there is close alignment between several of the common topics of study and the approaches to child protection that the Dallaire Initiative uses in its training, particularly in negotiation skills, intercultural competence, and civil-military relations. Up until the 1990s, the common assumption was that traditional combat skills were all that was necessary to carry out peacekeeping.¹⁰ However, as early as the original UN Operation in the Congo (ONUC) in the 1960s, Norwegian soldiers serving in the mission identified the need for better training on policing skills and intercultural competencies.¹¹

From a theoretical perspective, several authors have argued that since the basis of a peacekeeping mission (consent of the parties, impartiality, and non-use of force) differs fundamentally from that of the military, training is needed both to alter a peacekeeper's view of their role and provide them with skills not normally associated with the military.¹² Several studies of peacekeepers have provided evidence of this issue,¹³ though these perceptions of the role and what is required can be altered by time spent in the mission.¹⁴ As well, the complexity and challenges faced by modern, multidimensional missions require specific, improved training on the skills and attitudes discussed above, and this training needs to be provided in a sustainable manner, preferably at all stages of a peacekeeper's training and education, not just during pre-deployment.¹⁵

9 Cutillo, "Deploying the Best."

10 A. Walter Dorn and Joshua Libben, "Preparing for Peace: Myths and Realities of Canadian Peacekeeping Training," *International Journal: Canada's Journal of Global Policy Analysis* 73, no. 2 (June 2018): 257–81, <https://doi.org/10.1177/0020702018788552>.

11 Johan Galtung and Helge Hveem, "Participants in Peacekeeping Forces," in *Peace, War and Defense: Essays in Peace Research*, vol. 2 (Copenhagen: Christian Ejlertsen, 1976), 264–81.

12 A.B. Fetherston, "Putting the Peace Back into Peacekeeping: Theory Must Inform Practice," *International Peacekeeping* 1, no. 1 (1994): 3–29; Robert A. Rubinstein, *Peacekeeping under Fire: Culture and Intervention* (Boulder: Paradigm Publishers, 2008); Dorn and Libben, "Preparing for Peace."

13 Franz Kernic, "The Soldier and the Task: Austria's Experience of Preparing Peacekeepers," *International Peacekeeping* 6, no. 3 (September 1999): 113–28, <https://doi.org/10.1080/13533319908413788>; Claus Kold, "New Operations - New Attitudes? Are Soldiers' Attitudes Influenced by the Objectives of Peace Operations?," *Journal of International Peacekeeping* 17, no. 1–2 (2013): 46–73, <https://doi.org/10.1163/18754112-1702002>; Sara Singleton and Anne Holohan, "The Case for 'Trust Awareness' as a Key Soft-Skill for Peacekeepers," *Journal of International Peacekeeping* 21, no. 3–4 (April 28, 2017): 224–45, <https://doi.org/10.1163/18754112-02103003>.

14 Charles C. Moskos, *Peace Soldiers: The Sociology of a United Nations Military Force* (Chicago: University of Chicago Press, 1976).

15 Gowan and Williams, "Innovation in Training"; Dorn and Libben, "Preparing for Peace."

Child protection, and the prevention of the recruitment and use of child soldiers in particular, are important aspects of current conflicts which UN missions address. The use of child soldiers has occurred in most post-Cold War conflicts,¹⁶ and the UN has verified the use of child soldiers in all countries where its four largest missions are deployed. The Democratic Republic of the Congo (DRC) in particular has seen sustained use of child soldiers, and the commission of other grave violations against children, by many armed groups and government forces.¹⁷ As well, armed groups that use child soldiers continue to learn from one another and adapt their practices, as was seen with the so-called Islamic State learning from and building on previous use of children as soldiers by the Hitler Youth, Liberation Tigers of Tamil Eelam, and other organizations.¹⁸

For peacekeeping missions, the Dallaire Initiative emphasizes the importance of integration into national military and police training and education structures, gathering information and reporting on the recruitment and use of child soldiers, deescalating encounters with child soldiers to prevent harm, and collaborating with all mission components and partners in government, humanitarian agencies, and civil society to provide more holistic protection of children.¹⁹ These aspects of the Dallaire Initiative's approach have clear alignment with current emphases in what is needed for peacekeeping training, particularly in integration into national curricula and civil-military cooperation, and in the importance of training via a mix of classroom and scenario-based training.²⁰ As the discussion in the following section demonstrates, the specific approach of the Dallaire Initiative is important in equipping peacekeepers with skills they need to better protect children during armed conflict that are not incorporated into standard peacekeeping training.

DALLAIRE INITIATIVE METHODOLOGY

The Dallaire Initiative offers several core courses within its security sector training, with the two central programs being the *Basic Training for the Prevention of the Recruitment*

16 Roos Haer and Tobias Böhmelt, "Child Soldiers as Time Bombs? Adolescents' Participation in Rebel Groups and the Recurrence of Armed Conflict," *European Journal of International Relations* 22, no. 2 (June 2016): 408–36, <https://doi.org/10.1177/1354066115581910>.

17 United Nations Security Council and General Assembly, "Children and Armed Conflict: Report of the Secretary-General (A/73/907–S/2019/509)" (New York: United Nations, June 20, 2019).

18 Norman Benotman and Nikita Malik, "The Children of Islamic State" (London: Quilliam Foundation, 2016); Robert Tynes, *Tools of War, Tools of State: When Children Become Soldiers* (Albany: SUNY Press, 2019).

19 Darin Reeves et al., *Child Soldiers: A Handbook for Security Sector Actors*, 3rd ed. (Halifax, NS: The Roméo Dallaire Child Soldiers Initiative, 2017); The Roméo Dallaire Child Soldiers Initiative, "The Dallaire Initiative Strategic Plan 2019-2022" (Halifax, NS: The Roméo Dallaire Child Soldiers Initiative, 2019).

20 Dorn and Libben, "Preparing for Peace"; Government of Canada, Implementation Guidance.

and Use of Child Soldiers (five days) and the *Training of Trainers (ToT) for the Prevention of the Recruitment and Use of Child Soldiers* (ten days). The Dallaire Initiative also offers a Pre deployment training package, which includes a 5-day Basic course for officers, and 3-day condensed training for enlisted soldiers. This one-week package is meant to be integrated within a country's pre deployment training course. The Dallaire Initiative's training , "seeks to provide security forces with options on how to prevent and address the recruitment and use of child soldiers by recognizing the multiple roles that children fulfil in armed groups and armed forces."²¹ All Dallaire Initiative training courses are built off specific examples from previous training courses and participant's experiences in the field. Course evaluations are conducted at the end of each training course, when feedback is reviewed and fed into a lessons learned cycle for curriculum and training updates. Dallaire Initiative training courses include a multitude of facilitation styles, including practical scenarios - where participants role play scenarios in which they may encounter child soldiers. Scenario-based exercises are used to better demonstrate the wide variety of possible interactions between security forces and child soldiers and reinforce the course content with experiential learning.

The essential objective for all courses is for participants to gain full comprehension of the Dallaire Initiative's three Core Competencies for Security Sector Actors. The first focuses on understanding who a child soldier is, the relevant legal frameworks, how child soldiers are recruited and used, and the gendered dimensions of child soldiering. The second Core Competency is focused on understanding child soldiering as a specific security concern, what kind of interactions security sector actors might have with child soldiers, and how to improve these interactions. The third focuses on cooperation with other relevant actors, such as civilian child protection agencies, and effective information gathering and sharing on children's rights violations.²² The third Core Competency overlaps considerably with civil-military cooperation focused on child protection.

The ToT builds upon the Basic course and is designed to train qualified Dallaire Initiative trainers. The full training cycle allows the Dallaire Initiative to ensure that qualified participants are selected to act as Trained Trainers to continue to build capacity within the state and region, and to ensure sustainability within the country for educating security sector actors on issues concerning children in armed conflict.

21 Shelly Whitman and Tanya Zayed, "Core Competencies for Security Sector Training on the Prevention of the Use of Child Soldiers." (Halifax, NS: The Roméo Dallaire Child Soldiers Initiative, 2015), 6.

22 Whitman and Zayed, 7-8.

FINDINGS

Stemming from this comprehensive evaluation, with 54 interview participants from 6 countries, three main overall findings emerged:

- Training graduates have an overall increase in understanding about the issue of child soldiers and their role in the protection of children;
- Training graduates applied their knowledge and skills while on peace support missions;
- Training graduates shared and applied their knowledge and skills within institutions to influence and improve policies and training.

Increased Understanding

Several participants emphasized that learning the definition of a child soldier was paramount to understanding the issue, and each participant reflected a sense of greater self-awareness and responsibility once they understood who a child soldier is and how they can prevent children from being recruited, the first of the three core competencies of Dallaire Initiative training. Particularly, by combining the comprehensive definition of a child soldier in the Paris Principles²³ with their previous military experience, the fundamentals of their role came into focus. This illustrates how many security sector actors are currently not receiving the training they require on the topic of child soldiers in order to act appropriately and effectively in their jobs. Training delivered by the Dallaire Initiative aims to fill this gap and the recognition of this training requirement was a primary reason for the creation of the Vancouver Principles.

In South Sudan, Dallaire Initiative training graduates from the Gambia and Burkina Faso reported that learning about the circumstances that child soldiers, especially girls, face in conflict zones was new to them. These trainees were police officers who primarily work on training with the South Sudan National Police Service (SSNPS) and viewed both basic information on child soldiering and understanding how traumatic experiences in a child's past can affect their behaviour, as useful to themselves and officers from the SSNPS. Additionally, they spoke of how learning the reasons behind how and why children are recruited into armed groups was enlightening and widened their understanding, which in turn gave them new perceptions on how to teach the subject of prevention. These examples illustrate the need for specific training on issues related to the recruitment and use of child soldiers, and particularly from a gendered perspective, which is highlighted in the implementation guidance for Vancouver Principle 5: Training.²⁴

23 UNICEF, "The Paris Principles: Principles and Guidelines on Children Associated with Armed Forces or Armed Groups" (New York: United Nations, February 2007), https://childrenandarmedconflict.un.org/publications/ParisPrinciples_EN.pdf.

24 Global Affairs Canada, "The Vancouver Principles on Peacekeeping and the Prevention of the Recruitment and Use of Child Soldiers," Global Affairs Canada, February 21, 2017, 3, <https://www.>

Rwandan officers who participated in Dallaire Initiative pre-deployment training prior to their arrival in mission in South Sudan, stated that even though they were aware of the issue previously, they did not understand all the connections between the relevant polices and laws for children and their protection. They emphasized that having this knowledge and the full contextual picture of the issue of child soldiers assisted them in their mission in South Sudan, by having the knowledge, skills and confidence to act when necessary but also to teach others what they have learned.

Having the confidence to act appropriately in situations with child soldiers when in mission was also raised by interview participants in Sierra Leone. Several interview participants discussed the importance of understanding all aspects of the issue as well as practicing scenarios prior to going on a deployment. One participant stated: “...with the interactions, it puts to practice what you have learned and makes you comfortable when you are out in the field and when you have been confronted, you know what to do” (Sierra Leone ToT graduate P09, 2019). As noted in the literature review, training of this form for peacekeepers is particularly effective, and should be a standard part of peacekeeping training.²⁵

Lastly, one of the key Dallaire Initiative learning objectives is “strategic complimentary”, which focusses on civil-military cooperation and opportunities for collaboration on the issue of the recruitment and use of child soldiers. The Dallaire Initiative Core Competency #3 states: “security sector actors must understand the importance of effective reporting and collaboration with other concerned organizations.”²⁶ Knowing roles and responsibilities, and whom to engage when an issue arises, was something that resonated with interview participants from all countries, in all levels of training. As one participant from Sierra Leone stated, “strategic complementarity is key for me and for the institutions to make sure we don’t work in [silos]. We could use that for collaboration to solve this issue in the shortest amount of time” (Sierra Leone ToT graduate P08, 2019). Such approaches are as important in child protection as they are in other areas of peacekeeping.²⁷

Application of Knowledge and Skills While on Peace Support Missions

While not all Dallaire Initiative graduates have been deployed on missions (a common situation among many training institutions, whose graduates are not always selected for deployment after training, or are deployed too long after training takes place),²⁸ those who

international.gc.ca/world-monde/issues_development-enjeux_developpement/human_rights-droits_homme/principles-vancouver-principes-pledge-engageons.aspx?lang=eng.

25 Gowan and Williams, “Innovation in Training”; Dorn and Libben, “Preparing for Peace.”

26 Whitman and Zayed, “Core Competencies,” 8.

27 e.g., Singleton and Holohan, “The Case for ‘Trust Awareness’”; Dorn and Libben, “Preparing for Peace.”

28 Gowan and Williams, “Innovation in Training.”

were deployed, shared important information on how they have applied skills from Dallaire Initiative training. Interview participants discussed applying new skills in relation to: how they reported on recruitment and use; how they patrolled differently due to the recognition of areas and times where children are more vulnerable to recruitment; and how they engaged with other actors to improve protections for children.

One interview participant from the Uganda People's Defense Force (UPDF), who had previously been deployed to Somalia with AMISOM in 2015 prior to receiving training from the Dallaire Initiative, and then deployed in 2017 after having received Dallaire Initiative training, discussed how the training was of great assistance to them in their mission. While on duty at the AMISOM base in Somalia, this individual noticed a young girl who was loitering around the military base waiting for soldiers to let her inside. At the time, soldiers would allow some women and girls inside the base to sell food. However, this time, the Dallaire Initiative graduate had a suspicion about the girl and her movements, due to their training, and decided to not allow her onto the base. Instead, they reported the situation to their superior, who further investigated the matter. In doing so, they discovered that the child was actually a boy dressed as a girl in an attempt to access the military base in order to gain information to pass along to his commander. As such, the child was acting as a spy and messenger for a non-state armed group, making him a child soldier by the Paris Principles definition. The actions of the graduate resulted in the engagement of a child protection agency and the removal of the child from the armed group. The graduate explained that if they did not have Dallaire Initiative training, they would never have recognized that the actions of the child fell within the definition of a child soldier and, as such, would not have reported it.

All individuals interviewed in Sierra Leone who had been deployed on a mission after receiving Dallaire Initiative training confirmed the usefulness in theatre, with one stating, "It helped me feel more prepared to take on my mission." (Sierra Leone ToT graduate P01, 2019). Another participant reinforced the usefulness of the training when they were deployed to UNAMID in Darfur, discussing how the Dallaire Initiative's training made them see children approaching the peacekeepers for food or money in a different light, and allowed them to respond appropriately and contact child protection agencies when needed. The Rwandan graduates interviewed in South Sudan expressed similar sentiments, emphasizing that they had a better grasp of the security situation and were now prepared for dealing with children, including child soldiers, that they might encounter.

Sharing and Applying Knowledge and Skills Within Institutions to Influence and Improve Policies and Training.

Several interview participants reflected on the facilitation skills they gained from the Dallaire Initiative ToT, which was particularly useful when teaching their colleagues, speaking in

public with civilians, and presenting lectures to fellow officers on issues related to protecting children. In particular, the UPDF trained trainers spoke of how they have the capacity to deliver training and communicate with their colleagues, superiors and staff within the UPDF on the importance of the prevention of the recruitment and use of child soldiers. For example, one participant stated: “The ToT makes you empowered to share your knowledge with others...Now you become somebody who is living the talk and walking the talk” (Uganda ToT graduate P09, 2018).

Similarly, Rwandan graduates described several initiatives to share and apply their skills within their institutions. The Rwandan officers deployed to South Sudan referenced a two-hour briefing they created and facilitated for an Indian battalion deployed in the same region. Members of the Indian battalion revealed that this briefing was the first information on child soldiers in South Sudan they had received. Additionally, UNPOL officers in Juba who received Dallaire Initiative training shared the knowledge gained with their colleagues in the mission and with local police. They discussed that when they are training local police who have direct contact with civilians in communities, they are incorporating Dallaire Initiative learning objectives, such as preventing abduction and how to teach children about protecting themselves, into their key teaching points.

Many interview participants responded how they intend to inject modules or information from the Dallaire Initiative into training programs and doctrine within their respective institutions now that they have become trained trainers. “We will look at the program, then we will look at how to inject it into regular classes. Having professionals and the necessary materials we will be able to do this” (Sierra Leone ToT graduate P08, 2019). Those who were participating in their first Dallaire Initiative training in the Basic course in Sierra Leone in 2019, were equally excited to share and implement their knowledge and skills. “When I go back to my unit, I will educate them. I will explain how to take care of them and protect children from war and conflict” (Sierra Leone Basic participant, 2019).

A Ugandan interview participant who works on doctrine in the UPDF, spoke about how the training increased their skills to do background research and in writing reports to include more relevant information specific to child soldiers. In particular, it helped them to write more informed field directives to UPDF CIMIC (Civil Military Cooperation) officers, while giving them the confidence to call meetings to address the issue of child soldiering in Uganda and the wider region. Building capacity of graduates to not only train, but also to conduct more in-depth research and writing is an additional component of Dallaire Initiative training that may not be its primary purpose, but an interesting outcome to explore further in the future.

Participants shared how the application of knowledge and skills extends beyond local and regional influence. For example, a Sierra Leonean trained trainer explained that when they were invited to help teach a child protection course in Sweden, they integrated Dallaire Initiative training on the prevention of the recruitment and use of child soldiers into the curriculum package they delivered. It was well received by the Swedish officers and “was appraised as even some of the people from the west cannot come out distinctly to tell you what are some of the entry points of children into conflict, and what are some negative impacts children get into when they are in conflict.” (Sierra Leone ToT P01, 2019). This same individual also contributed to the development of the African Union pre-deployment training manual by giving a lecture on preventing child soldiers when the topic of child protection was discussed.

POLICY IMPLICATIONS

The previous discussion of the importance of training for peacekeepers, particularly on non-traditional military skills, and of how the training on child soldiers as a security sector concern is being put to use in a range of peacekeeping contexts by training graduates, demonstrates the relevance of this approach for the implementation of the Vancouver Principles, and for peacekeeping more generally. The following section highlights two primary policy implications.

First, while child protection focused members of peacekeeping missions, such as Child Protection Focal Points (CPFP) and Child Protection Advisors, are essential to mission success, it is also important for all members of a mission to have training on preventing the recruitment and use of child soldiers. Peacekeepers out on patrols, guarding convoys, at the entrance of bases, and liaising with civil society all encounter children on a daily basis, and even if they are not routinely encountering armed children, it is important that they are able to recognize situations where children may be vulnerable to recruitment, identify children who are being used as informants or messengers, or recognize the importance of information passed on by civilians. Many of the graduates discussed above were not deployed in child-protection-specific roles, yet the skills and knowledge they learned through the training still served them well on mission. To be able to identify these situations and report accurately to the CPFP and chain of command, training focused on child soldiers as a security sector concern is key.

The literature on peacekeeping training and the Dallaire Initiative’s training model also highlight the importance of having this training integrated into pre-deployment training, peacekeeping training centres’ curricula, and national security sector education to ensure peacekeepers internalize lessons on child soldiers like they do with other fundamental aspects of security sector practice. While this process for the Dallaire Initiative’s training is still ongoing and its full impact is not yet reflected in the evaluation data presented above,

ongoing work in this area will investigate how such an approach can best strengthen child protection in peacekeeping. Financial and political support for the integration of such training will be critical to mainstreaming it across peacekeeping training as called for by the Vancouver Principles.

Second, the Dallaire Initiative's monitoring and evaluation of its training, and the lessons learned from and improvements to its training resulting from this, demonstrate the importance of such activities for peacekeeping training. As Cutillo²⁹ and Gowan and Williams³⁰ note, there has previously been insufficient assessment of the effectiveness of peacekeeping training. Consequently, peacekeeping contributor states, the UN, and training institutions should prioritize the ongoing evaluation of the effectiveness of their training, and ensure that evaluations feed back into improving training design and curriculum to ensure best practices in the prevention of the recruitment and use of child soldiers.

CONCLUSION

In the modern security environment of multidimensional peacekeeping missions being expected to deliver on a wide range of outcomes such as child protection and preventing the recruitment and use of child soldiers, training for peacekeepers on non-traditional military skills is critical. Well-designed and delivered training on preventing the recruitment and use of child soldiers is important for all peacekeepers before they deploy to a mission, and should preferably be integrated into standard military and police education and training. As well, improved assessment of such training's effectiveness, and enhancements to training based on evaluation, will be critical to ensure that peacekeepers are prepared for their mission. The Dallaire Initiative's work to make training and education on the recruitment and use of child soldiers a normal part of peacekeeping and security sector training provides an example of how civil society, the United Nations, and member states can work together to support the implementation of the Vancouver Principles and the preparation of peacekeepers for their vital work.

Victoria Bryce is a Monitoring and Evaluation Specialist at the Roméo Dallaire Child Soldiers Initiative in Halifax, Canada. Dustin Johnson is a Senior Research Officer at the Roméo Dallaire Child Soldiers Initiative, and a doctoral student in peace and development research at the School of Global Studies at the University of Gothenburg in Sweden.

29 "Deploying the Best."

30 "Innovation in Training."

ANNEX

Interview Questions for Dallaire Initiative Training Participants

1. What tools or information from the Dallaire Initiative training stick out in your memory?
2. How has the Dallaire Initiative training contributed to your knowledge and skills about child soldiers?
3. Have you had the opportunity to share the information that you learned from the Dallaire Initiative with others?
 - If yes, with who? How did it go?
 - What was significant/important to you about those events/stories/examples?
4. Have you conducted any training? (ToT only)
 - If yes, what went well? What didn't go as well?
 - How did you adapt the training to fit your needs?
 - What was significant/important to you about those events/stories/examples?
5. How have you used your training on this mission?
 - A. How have you use the knowledge and skills from the Dallaire Initiative training while on mission?
 - B. What portion of the DI training was most relevant to your mission?
 - C. Has this changed how you have or would have conducted your mission?
 - D. What was significant/important to you about those events/stories/examples?
6. How would you apply what you have learned from the Dallaire Initiative training and your experience in mission when you return home?
7. Are there other ways the training been useful for your work or life?
 - If yes, can you tell me about it?
8. Is there anything you would add to the Dallaire Initiative training to make it better?
9. Would you recommend the Dallaire Initiative training to others?