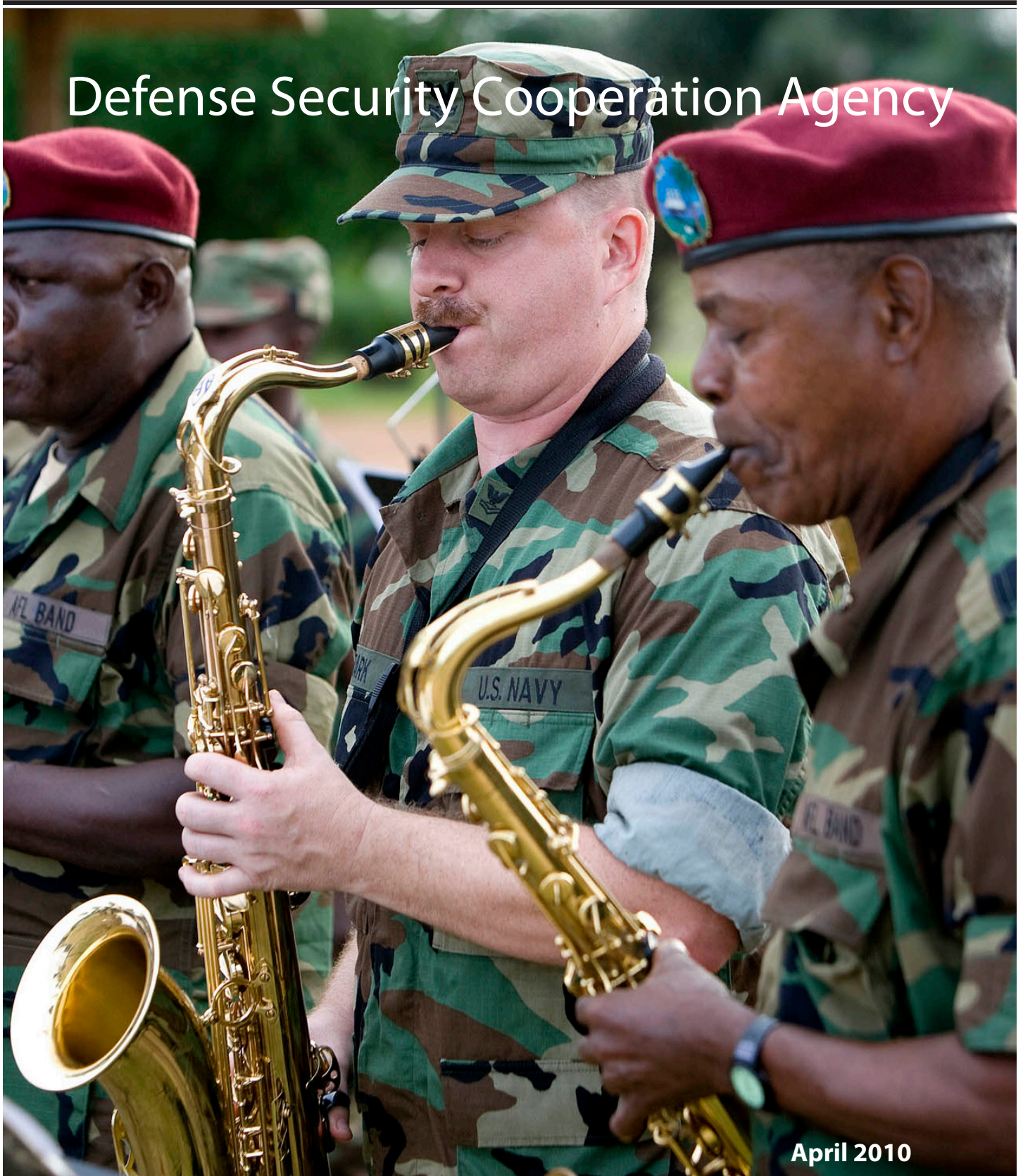


# Partners

Defense Security Cooperation Agency



April 2010

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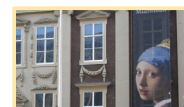
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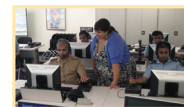
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U.S. Navy Musician 2nd Class Jason Stark, a member of the Commander, U.S. Naval Forces Europe rock band Flagship, performs with members of the Armed Forces of Liberia band during an Africa Partnership Station visit to Monrovia, Liberia, October 18, 2009. The band is assigned to the Dutch navy amphibious ship HNLMS Johan De Witt (L 801), the first European-led Africa Partnership Station platform. Johan De Witt is augmented by staff from Belgium, Portugal and the United States. Africa Partnership Station, originally a U.S. Navy initiative, is now an international effort aimed at improving maritime safety and security on the African continent through training and other collaborative activities with African partner countries. (Dutch Air Force photo by Sgt. Major Herbin Van Es/Released)

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# From the Director

Welcome to the spring edition of *Partners*, the magazine of the Defense Security Cooperation Agency (DSCA). There are a lot of hot issues working in the security cooperation community. One of the highest priorities centers around improving the competence of the security cooperation workforce.

We are working on meeting one of the DEPSECDEF's High Priority Performance Goals (HPPG). This goal is to ensure that the security cooperation community has the proper levels of training. Our goal is to ensure that at least 95 percent of the security cooperation workforce is fully trained by the end of fiscal year 2011. The interim goal for the end of fiscal year 2010 is an appropriate training level for 80 percent of our workforce.

Due to the critical nature of ongoing operations in Iraq and Afghanistan, the idea of a fully-trained security cooperation workforce needs to be a reality at all levels and in all venues. Security assistance and security cooperation help build security for our international partners, enhance our relationships on a professional military level with their military establishments as well as other government entities, and provide for interoperability in coalition operations.

The Defense Institute of Security Assistance Management (DISAM) is conducting a full assessment of the status of the training of the security cooperation community to determine a baseline from which to measure. This assessment covers the entire community of security assistance practitioners including DSCA headquarters, the Military Departments, and security assistance officers. We are also assessing the training level of other practitioners, especially those working on DoD-funded security cooperation programs. Many of them have skills in DoD acquisition, logistics, and contracting for example, but do not have the specialized skills to apply their knowledge to the unique characteristics of the Foreign Military Sales system. If you've not heard about this training metric through your chain command, you will soon.

I am dedicating this issue of *Partners Magazine* to security cooperation training. First, we will talk about DISAM. DISAM

trains the security assistance, and now the security cooperation workforce and will be a major driver in achieving the HPPG. DISAM expanded and retooled its core courses to reflect current realities and created new courses, onsite classes -- both in the United States and abroad -- and on-line classes to meet these new demands. Other training programs for security assistance and security cooperation professionals include the Global Master of Arts Program, a program offered through a partnership with Tufts University and an internship by the Navy International Programs Office to develop young workers in the field of acquisition.

Aside from the training of the security assistance and security cooperation workforces, we continue to train our international partners. This issue highlights recent security cooperation training and education activities. One training tool in DISAM's arsenal is Mobile Education Team (MET) training. METs of DISAM instructors travel all over the world to train foreign personnel involved in security assistance and security cooperation. A team went to Iraq in March to instruct members of the Iraqi Ministries of Defense, Finance and the Interior. Also, the Defense Institute of International Legal Studies (DIILS), one of our satellite organizations, recently trained soldiers from the Congolese Armed Forces on the rule of military law. Two of our other satellite organizations, the George C. Marshall European Center for Security Studies and the Africa Center for Strategic Studies held graduations in March for defense personnel from around the world who participated in their workshops. And finally, the Naval Education and Training Security Assistance Field Activity is engaged in the training of pilots from the Royal Saudi Navy. As you will see in the pages of this issue, training and education is available in many forms throughout our community.

Achieving the HPPG is just one of the important issues affecting DSCA and the security cooperation workforce. I'd encourage all security cooperation practitioners reading these words to take one to two hours to complete DISAM's new online [Security Cooperation Familiarization Course](#). Not only does it fulfill the Level I security cooperation training requirement, it is simply a



**DSCA Director, VADM Jeffrey A. Wieringa**

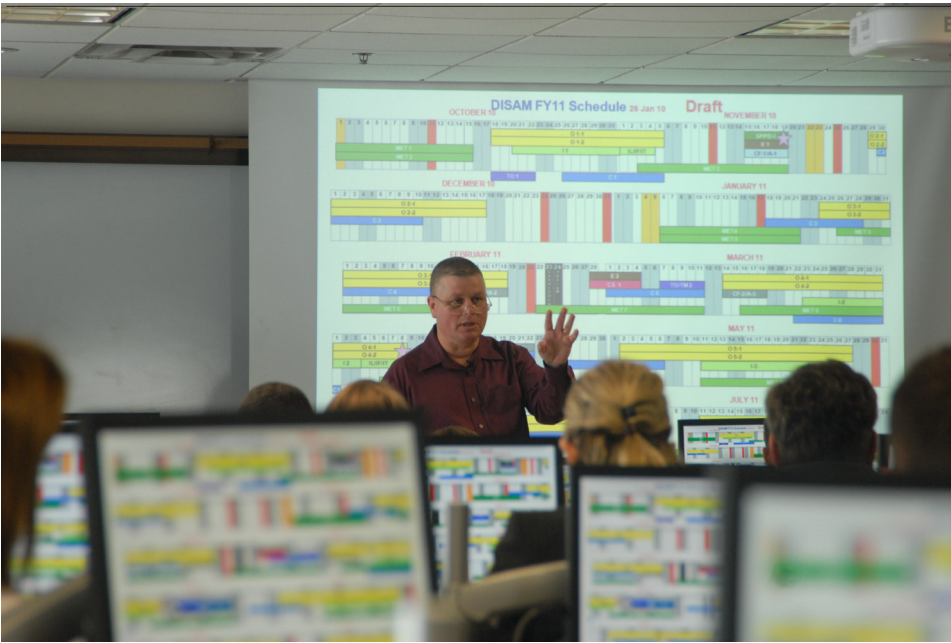
good overview of security cooperation and refresher for anyone who is involved in security cooperation.

Another important issue affecting DSCA was the departure in January of Deputy Director Beth McCormick who left to become the Deputy Assistant Secretary of State for Defense, Trade and Regional Security in the Bureau of Political-Military Affairs (PM).

On 9 April, Michèle Flournoy, Under Secretary of Defense for Policy, announced the selection of Richard Genaille as the new DSCA Deputy Director. His current position is the Director of Policy in the Office of the Under Secretary of the Air Force for International Affairs. In this position, he develops and implements national, DoD, and USAF policy governing security assistance, foreign disclosure and technology transfer. He is a retired Air Force pilot with 22 years of active duty service and was appointed to the Senior Executive Service in 2005.

In addition to imparting quick bits of information, I hope this issue sparks your interest in what is going on throughout the security cooperation community.

None of these projects or programs would get off the ground if not for the hard work and dedication of all of you. Thanks for your commitment. Let's continue working toward efficient processes and programs that will make security assistance and security cooperation more effective in the days, months and years ahead. ☺



**DISAM Commandant Dr. Ronald Reynolds talks to representatives from various security assistance and security cooperation agencies during DISAM's annual Curriculum Review.**

## Introducing DISAM....

By Juanita White and  
Dr. Ronald Reynolds

The Defense Institute of Security Assistance Management (DISAM), is a busy and important institution in the dynamic world of security assistance and security cooperation. Located on the vast Wright-Patterson Air Force Base in Ohio, DISAM was established in 1976 to provide professional education, research and support to advance U.S. foreign policy through security assistance and eventually security cooperation.

The commandant, Dr. Ronald Reynolds, is proud of DISAM's role in teaching security assistance and security cooperation for the Department of Defense (DoD). "Security assistance and security cooperation help to build the security capacity of our international partners for their own sovereignty, build our relationship on a professional military level with their military establishment as well as other government entities, and provide for interoperability in coalition operations," he said.

DISAM's students include members of the global U.S. security assistance and security cooperation workforce: military personnel, civilians, and contractors who work on security cooperation in the U.S. and abroad.

DISAM also draws international students from their host countries' Ministries of Defense, Interior and Finance.

DISAM teaches these students the skills they need to manage cases using the FMS program. Courses for CONUS-based students focus mainly on Case program and financial management, and related issues such as transportation, logistics and the FMS process. Other DISAM offerings are the International Programs Security Requirements (IPSR) and the Missile Technology Control Regime (MTCR) courses. The IPSR course covers the principles and procedures that facilitate international technology transfer, export controls, and foreign disclosure. That course is required for anyone within DoD who works international programs. DISAM

offers an IPSR online version as well as a resident/onsite version. The MTCR course focuses on the protection of missile technology that has the potential for use in the development of weapons of mass destruction and associated delivery systems.

DISAM also offers courses focused on the overseas environment. U.S. personnel should take the Security Cooperation Overseas (SCM-O) course before they report to assignments within a security cooperation organization, defense attaché office or a regional combatant command. Due to the unique circumstances in Afghanistan, DISAM, in conjunction with the South and Central Asia Section of DSCA's Operations Directorate and others, is building an Afghanistan-specific SCM-O course for U.S. personnel bound for that country.

Personnel from other countries working security assistance issues who acquire U.S. defense materiel or services can take courses that will show them how to deal effectively with the U.S. FMS system and be better stewards of the defense resources that they manage. This particular group of courses (SAM-I) also incorporates the Field Studies Program which provides additional insights into life in the U.S. The SAM-I series offers a basic course in Security Assistance Management as well as the choice of a specialized track in logistics, financial management, resource management, or international training. Students may return to DISAM to take additional tracks based on the requirements of their countries and individual positions.

Altogether, DISAM teaches about 40 of these resident classes each year, primarily one to two weeks in duration which may also incorporate seminars based on military department or region of the world. Although the core mission of DISAM has not changed, the scope of DISAM training and the methodology of getting training accomplished»

*"The growth and use of online training has impacted how we distribute our programs and the students we reach. It's not just the more varied audience that now has access to DISAM training without stepping on the campus, but the growth in numbers within that audience has exceeded anyone's imagination."*

**--Dr. Ronald Reynolds, DISAM Commandant**



have changed and the audience has grown significantly. "The addition of security cooperation in the last few years has impacted our curriculum," said Reynolds. "The growth and use of online training has impacted how we distribute our programs and the students we reach. The increase in online training has helped to offset the continued rise in student travel costs. It's not just the more varied audience that now has access to DISAM training without stepping on the campus, but the growth in numbers has exceeded anyone's imagination."

Reynolds pointed out that 33 percent of DISAM's total enrollment in fiscal year 2009 was for online courses. These courses include iterations of various introductory and refresher courses, many of which students can complete where they are stationed in less than 20 hours of study time.

In addition to online courses, DISAM takes another step out of the traditional classroom. The school conducts onsite training at the request of an organization. DISAM takes the training to the students. Reynolds refers to onsite teaching as "efficient and effective," because two to four instructors can travel to a worksite and focus on the general curriculum or specific requirements of that worksite instead of having several students at a time travel to Wright-Patterson AFB for standard resident courses. Last year, DISAM conducted onsite training at Air Force International Affairs, the Combined Joint Task Force Horn of Africa, the U.S. Navy and Raytheon among others.

A version of onsite training that DISAM conducts in foreign countries for host coun-



**Doug Simmons, a DISAM faculty member, instructs the Security Assistance Management CONUS Course (SAM-C).**

try personnel is Mobile Education Team (MET) training. The demand for these courses has grown from five per year prior to 2001 to 12 to 16 per year. In 2009, DISAM taught these courses all over the globe in countries such as Peru, Saudi Arabia, Pakistan, Australia, Malaysia, Morocco, and Denmark. DISAM has also made its way to the frontlines -- this spring, the second part of a course for Iraqi personnel was conducted (To read about this course, [go to page 7.](#)). DISAM can take an "on-the-road" version of SAM-I or tailor other emphasis as needed by the country.

DISAM also reaches out in the realm of

*"For additional perspective, in the last 6 years, we had more students than the previous 10 years combined. That blows me away."*

**--Dr. Ronald Reynolds, DISAM Commandant**

security cooperation through training partnerships with organizations in and outside of the U.S. government. DISAM partners with the Defense Acquisition University, Defense Intelligence Agency and the Air Force Special Operations School. It also maintains a long-time partnership with Tufts University. Under this program, DISAM serves as the executive agent for a DSCA-sponsored version of the Global Master of Arts program. Its purpose is to enhance the international

affairs knowledge of civilian and military personnel working in security assistance and security cooperation. Since its inception in March 2003, 84 students have graduated from the program. (To read about this program, [go to page 9.](#))

This mixture of different programs and methods of teaching has had an effect on DISAM's attendance. In 2001, DISAM's highest annual number of students was approximately 2,800 stu-

dents. More students attending DISAM and the addition of the online curriculum, onsite courses and Mobile Education Teams have pushed student attendance higher. There were approximately 3,000 students in 2003, 4,000 students in 2004, 4,198 students in 2008 and over 4,974 students last year. Of those numbers, DISAM has averaged about 700 international students in the past five years. "For additional perspective, in the last 6 years, we had more students than the previous 10 years combined," said Reynolds. "That blows me away."

Running all of this poses challenges. The security cooperation environment is very diverse, and is reflected within the DISAM faculty who have both academic and real-life experience in their backgrounds. No

single member can teach every subject or class that DISAM offers. Finding instructors with the correct mix of skills is difficult.

These challenges will become more daunting as the community gears up to meet the DEPSECDEF High Priority Performance Goal for the appropriate training of the security cooperation community. The goal is to train at least 95 percent of the security cooperation workforce by the end of fiscal»

year 2011 and the interim goal is to train 80 percent by the end of fiscal year 2010. This metric is a result of a Presidential Directive from the Office of Management and Budget for each Executive Department to identify 12 High Priority Performance Goals to improve government performance. Training of the security cooperation workforce was one of the 10 goals identified for the Office of the Secretary of Defense.

As a result, Reynolds now has the added responsibility of determining and documenting current workforce training levels, building a plan to correct any deficiencies with measurable milestones, all the while implementing this plan. He also has to make sure that this level is maintained from now on. “Just the additional personnel management function of the metric adds significantly to the educational role DISAM already has,” he said. “We’re currently working with a number of organizations in the initial data collection and database management development and maintenance role – we’re shooting at a moving target right now.”

The initial training priority is the overseas security cooperation workforce, but the metric incorporates all employees within the security cooperation workforce whether they

are based overseas or in the U.S. Through a data call to several military organizations, DISAM initially estimated that a majority, 67 percent, has been trained, so there is room for improvement. The metric’s first annual milestone will be achieving 80 percent training of the security cooperation workforce by the end of fiscal year 2010.

ducting classes at a nearby college campus.”

Second, DISAM leadership will be hiring additional faculty and other staff positions – bringing on at least six new employees. Reynolds noted that it will take at least six months to a year for new faculty to get fully engaged in instructing and that an internal process has been formalized to train these new instructors as quickly as possible.

Third, DISAM will also make the most of onsite teaching and online courses in particular. Reynolds asserted that online courses will be able to meet the needs of a significant portion of workers who are in need of security cooperation training, especially as DISAM looks at making up ground on the metric between now and the end of this fiscal year.

“Many of the training deficiencies noted thus far show that over half of the employees reflecting a deficiency can complete their required training through an online DISAM course.” Reynolds identified two courses that could be used to meet this deficiency. The new Security Cooperation Familiarization (Awareness) Course takes up to two hours to complete and the DISAM Online Orientation Course takes approximately 16 hours. 🌐



**Class photo of a recent DISAM International Purchaser (SAM-I) Course.**

DISAM will undergo some changes in order to deal with the influx of students. First, DISAM will expand its facilities. “We will expand our current facility by 25 percent by acquiring half of the first floor of our current building, which is currently occupied by another organization that will be moving,” said Reynolds. “That will take approximately 18 months and we anticipate moving early in fiscal year 2012. In the interim, we’ll be con-

*“We’re currently working with a number of organizations in the initial data collection and database management development and maintenance role – we’re shooting at a moving target right now.”*

**--Dr. Ronald Reynolds, DISAM Commandant**





## DISAM teaching teams flirt with danger

By Juanita White

Wearing body armor and a helmet and teaching while bombs shake the building where you are conducting your class are the things that faculty from the Defense Institute of Security Assistance Management (DISAM) have experienced as members of Mobile Education Teams (METs) in Iraq. (For more on DISAM, [go to page 4](#))

Lasting about two weeks in length, the purpose of a MET is to train foreign personnel involved in security cooperation in their own countries. Since 1999, DISAM has sent 72 METs to countries all over the world, including five to Iraq. Although DISAM offers five International Purchaser courses each year for foreign students at their headquarters, DISAM Commandant Dr. Ronald Reynolds explained that MET training classes offer a more efficient method of teaching this audience.

“When countries have 25 or more personnel that require training, it’s more efficient for us to go to them than for them to send a few of their personnel at a time in terms of

the cost and the length of time that it would take to train them all overall,” he said.

DISAM conducted one of these METs in March. It was the second part of a December crash course in security cooperation for 22 members of the Iraqi Ministries of Defense, Finance and the Interior who are involved in Foreign Military Sales (FMS). During the first three days, students reviewed material covered in previous visits including Letter of Request writing and reading and understanding the Letter of Offer and Acceptance. The remaining six days covered additional topics including logistics support, funds management, pricing, the requisition process, billing, selecting a freight forwarder, and end-use monitoring.

Reynolds said that the primary goal of the March visit was to go deeper into the course material. “It was important for Iraqis who had the previous training opportunity to be involved this time,” he said. “DISAM really has to teach to the

lowest common denominator of the students in the classroom, in terms of material and questions. Our intent was to build upon previous visits and we would not have been able to do that if we had new students.”

The MET also conducted executive-level seminars for 18 Iraqi General and Flag Officers. These seminars included an introduction to U.S. legislation and policy, the FMS process, financial management, training management, and customer responsibilities in FMS.

Despite the success of these last two classes, training in Iraq can be complicated due to two issues. The first issue is security for Iraqi students and DISAM personnel. The Iraqis often caravan to the training location from other locations in Baghdad, as do Iraq Security Assistance Mission (ISAM) and DISAM personnel. Previous Iraq METs have been subject to rocket, mortar, and small-arms fire whether nearby or heard in the distance. The U.S. Army even awarded a “Combat Action Badge” to a DISAM Army faculty member who endured several incidents during a particular MET training class.

To prepare for all trips, DISAM personnel meet Anti-Terrorism/Force Protection requirements and prior to departure, prepare Force Protection Plans which are coordinated with the combatant command and country team – just the same as any other visitor to such a location. Once the team arrives, they receive briefings by regional security officers or security cooperation»



*Since 1999, DISAM has sent 72 Mobile Education Teams to countries all over the world, including five to Iraq.*

personnel noting any timely security issues.

Even though the missions may be dangerous, Reynolds cited their importance in training foreign personnel. "Security concerns me everywhere we go. If DISAM were to lose a team of three or four, it would be a significant personal loss and losing experienced faculty would dramatically impact mission accomplishment," he said. "Fortunately, even with these risks, DISAM faculty continue to be ready to volunteer for these teams to accomplish the mission and improve the capability of the security cooperation workforce and our international partners."

The second issue impacting training is language. Because most Iraqi personnel have low English proficiency, everything that MET members say must be translated. The translation is not simultaneous, therefore, Reynolds said, "We cannot achieve the same volume and depth of instruction that is possible during other MET training classes because the translation time cuts the actual instruction time by over half."

Having 40 students in the December class was especially difficult. Generally, 30 to 40 students in a class causes few language problems for English-speaking MET training classes. However, non-English speaking classes do best with 25 students or less. Therefore, the 22 students in the March class enabled the instructors to go deeper into the MET training's material.

Despite these security and language issues,



*"Security concerns me everywhere we go. If DISAM were to lose a team of three or four, it would be a significant personal loss and losing experienced faculty would dramatically impact mission accomplishment. Fortunately, even with these risks, DISAM faculty continue to be ready to volunteer for these teams to accomplish the mission and improve the capability of the security cooperation workforce and our international partners."*

**--Dr. Ronald Reynolds, DISAM Commandant**

Reynolds feels DISAM may have turned a corner with the Iraqi MET training classes. "This time, there were no problems for our folks and they were also impressed with the Iraqis' efforts to make things go. We had good interactive and honest dialogue from them, especially with their leadership involved in the executive-level presentations," he said.

Another encouraging sign is that Iraqi personnel have been utilizing what DISAM has been teaching. "First, the Iraqis are trying to ensure that the personnel they envision doing internal training of Iraqis on FMS issues attend DISAM training," Reynolds said. "Also, Iraqis are taking on more of the FMS customer role that they need to have. This is important as we move to a traditional se-

curity cooperation relationship with Iraq."

In the future, Reynolds plans to train more Iraqi students at DISAM as an optimal long-term solution to educating Iraqis on normal security cooperation relationships. To enable this, DISAM reserved spaces for up to five Iraqi students to attend each International Purchaser course offering. Additionally, he hopes that this will help further the knowledge of Iraqi personnel who are proficient in English. Currently, very few Iraqis meet the required English Comprehension Level of 80 and this may impact their work on U.S. programs in conjunction with the drawdown of U.S. personnel that will occur within the next two years.

Despite the Department of Defense's shift of focus to Afghanistan, Reynolds thinks that it is equally important to continue training Iraqis in security cooperation.

"Simply, we're not done yet," he said. "To not continue to support Iraq would simply be the wrong thing to do because they need our help and we need them as a viable continuing partner. While there are currently significant differences between Iraq and Afghanistan, the way I see it, if we don't get it right in Iraq, we have less hope in getting it right in Afghanistan." ↻





**Senior Associate Dean and Professor of Practice Deborah Winslow Nutter gives the opening remarks during the GMAP graduation.**

## A 360 degree approach to learning

By Juanita White

Imagine having a weekly call to discuss your assignment with five fellow students who all live around the globe in other time zones. While you are starting your day at 6 AM, another is ending their day at 1 AM. Or imagine spending two weeks immersed in studies on international law while at The Hague visiting the courts where international law is being practiced. Or imagine having to meet critical deadlines for school, while being in a high-pressure job which deals with Iraq or Afghanistan.

Welcome to the experiences that are the Global Master of Arts Program. GMAP is a 12-month course of study in international affairs leading to a Master's degree from the Fletcher School of Law and Diplomacy at Tufts University in Medford, MA, the oldest school of its kind in the U.S. A version of the program which runs from March to March was developed in a partnership between Tufts and the Defense Security Cooperation Agency (DSCA) and is intended to enhance the international affairs knowledge of Department of Defense (DoD) civilian and military personnel working in security assistance and security cooperation.

Dr. Ronald Reynolds, Commandant of the Defense Institute of Security Assistance Man-

agement which serves as the executive agent of the DSCA-sponsored program, explained that the partnership was created as a way to develop the security cooperation workforce.

“Around 2002, DSCA and the military department implementing agencies were looking into developing the security cooperation workforce because of the Foreign Military Sales (FMS) Reinvention Initiative of former

DSCA Director, Lt Gen Tome Walters (USA ret.), for training and career development,” said Reynolds. “Additionally, the Office of the Deputy Undersecretary of the Air Force, International Affairs had initially begun looking for a graduate studies program for their personnel. As a result, Walters decided to create an education program available for the entire security assistance and security cooperation workforces with centralized funding within DSCA,” he said.

Reynolds said that they looked at several international relations programs and selected Tufts because of its GMAP program which ran from July to July each year. “Tufts offered a high quality program and a curriculum that provides a good foundation for security assistance and security cooperation personnel at the graduate level,” said Reynolds. “Although it was highly intensive, it was geared for students to complete within a year while they worked their normal job.”

Nicki Sass, Assistant Director, Admissions and Marketing of GMAP, said that Tufts decided to enter into the agreement with DSCA because Tufts felt that the program could provide a mutually beneficial learning opportunity for all of the students in the program. “The university decided to start a second March cohort, including DSCA-sponsored students and regular students, because we felt that the security assistance and security cooperation expertise of the DSCA-sponsored students would bring a necessary perspective,” said Sass. “Non-DSCA students could»

**The Mauritshuis museum is located in the Hague, the Netherlands where the GMAP students spent their second residency.**





benefit from the experiences of representing the U.S. around the world, whether through acquisition transactions conducted from Washington, D.C., on the frontlines in Afghanistan or Iraq, or on a post at a U.S. Embassy in Tunisia directing security initiatives. Likewise, the DSCA students could hear from diplomats, United Nations workers -- both at headquarters and in the field -- and others from foreign countries who are often prominent in their countries' international affairs arenas."

Walters and Stephen Bosworth, Dean of the Fletcher School of Law and Diplomacy, signed the formal memorandum of understanding on March 26, 2003. It was renewed for five years on June 19, 2008. Since its inception, 84 DSCA-sponsored students have graduated from the program.

All GMAP students take courses in different international affairs topics such as Foreign Policy Leadership, International Negotiation, International Finance, and International Trade. The students start the program by having a "reading period" in which the books for the first trimester are sent to them in advance of the first residency at Tufts to prepare them for the initial session. The second residency takes place in the late summer in an off-campus location that could be anywhere in the world. The final residency occurs at Tufts before graduation.

The students take classroom courses while they are at the residencies, with the bulk of study done at their home or station. The stu-

**Dylan Monaghan attends the dinner and reception during closing residency with his family. He is stationed at the Mutual Defense Assistance Office, U.S. Embassy, Tokyo, Japan.**



**Abiola Idris, from Air Force Security Assistance Center, and his wife attend the dinner and reception during closing residency.**

dents do their assignments and communicate with other students in their cohort on online discussion boards. Students also have to complete a 40 to 50 page thesis which has to be defended at the final residency.

DSCA sent five students through the program in 2009: CPT Jerry Cooper, Security Assistance Team (SAT) Manager, U.S. Army; Abiola Idris, Command Country Manager, Air Force Security Assistance Center; Lt Col Dylan Monaghan, Director of Air Force Programs, Mutual Defense Assistance Office, U.S. Embassy, Tokyo, Japan; Maj Nicholas Nuzzo, Chief of the Exercises and Training

Division, Office of Defense Cooperation; and Janet Phillips, Deputy of Security Cooperation, U.S. Army Corps of Engineers (USACE).

Idris, who is originally from Nigeria, said that he decided to take GMAP because he felt that it would give him the tools that he needs to fulfill his ambition of possibly becoming the Deputy Assistant Secretary of Defense for African Affairs, Office of the Secretary of Defense.

"GMAP offers students a view of the underlying factors that come into play in the international system in terms of economics, international politics and the implications of U.S. foreign policy. I hope to make a difference in the growing, complicated world of security assistance, security cooperation, U.S. foreign policy, and humanitarian assistance," said Idris. "People underestimate the impact of FMS, security assistance and security cooperation on world peace and stability, particularly in Africa."

The most significant things that Idris remembered about the program are the faculty -- which he pointed out are "the best in their respective fields" -- and 2009's second residency at The Hague. "Imagine living in the middle of the Hague; waking up and looking through your window for two weeks to see the Dutch hustling to work on their bikes; visiting the International Criminal Courts (ICC); taking the tram to the beach and negotiating to rent a bike to ride to the Peace Palace," enthused Idris.



Although the trip was the highlight of the program, Idris described the entire experience as intense as a “roller coaster.” The husband and father of two had to balance an imposing workload, job, and family responsibilities. His classmate Monaghan was in a similar position, which was made even more challenging during the program’s busier periods.

“Some nights I had to stay up all night because I do have a family life,” Monaghan said. “I would spend all day with my wife and kids, go to bed, work on my GMAP project from midnight until 6AM in the morning and then start another full day.”

Monaghan wanted to do GMAP because he wanted something a bit different. “I was looking for something that went beyond the typical degree program,” he said. “GMAP brings people from around the world and from many disciplines together to study diplomacy, law, business and the world.”

Monaghan hopes to use his GMAP degree to work with and help people from around the world, particularly relations between the U.S. and Japan. “Ever since I started college, I wanted to find a way to affect more than one issue, to reach out and help more than one person or organization. It takes a team to get things accomplished and it is a context that I have now through GMAP.”

Phillips decided to take GMAP in order to expand her knowledge of international affairs, meet contacts in the international arena and find ways to help USACE execute their international programs more effectively. During the program, she narrowed her focus to the importance of cultural training and plans to use her studies to standardize cultural training for USACE’s FMS and Afghanistan Security Forces Fund programs which require USACE workers to go to foreign countries.

“In my thesis, I dealt with the importance of gestures, limited language and social val-

ues in cultural training,” said Phillips. “Gestures, for example, can be very important between foreigners who do not speak the same language. In Iraq, the American stop hand signal means welcome. Iraqi civilians have been killed because they misinterpreted what American soldiers gestured when they were trying to warn them.”

Phillips said that GMAP is an intense program because of the online work done at home. Every week, students had approximately three to five questions to answer, usually producing between 200 and 1,000



**Monaghan, Jerry Cooper, Janet Phillips and Idris pose for pictures after commencement.**

words, in addition to their regular papers which were expected to be from 10 to 20 pages in length. “With the online portion, you have to participate by stating your opinion based on the reading assignments. It is the opposite of sitting in class and not talking because you don’t want to,” said Phillips. “If you chose not to comment, you didn’t get a grade.” She also pointed out that with traditional classroom programs, work stops when the class is over. With the online portion of GMAP, work never stopped.

Despite their tribulations, former GMAP students agree that they see the benefits of taking GMAP everyday in their careers. Former student John Reed said that the GMAP experience is very useful in his position as the Lead Country Program Director for DSCA’s Africa Team. “It is difficult to single out any one part of the curriculum over another because all of it was excellent, but taking the International Negotiations course was very beneficial because it taught me a lot about the critical area of establishing and maintaining bilateral relations with our partner na-

tions that is requisite to the work that I do now,” he said.

Another former student is Janie Glover who is the Technical Director at the Naval Education and Training Security Assistance Field Activity in Pensacola, FL. She said that she still benefits from the coursework and the connections. “Overall, GMAP broadened my perspective, exposed me to varying points of view on world issues past and present and made me more aware of historical issues which help my decision making. I also made great contacts that I believe I can call on for professional assistance should I need them.”

Not only are former students grateful for the GMAP experience, the implementing agencies which sent them are as well. Of the 84 students that have taken the program, 26 students – including Idris and Monaghan – have come from the Air Force. Rod Shaw, Chief, Plans and

Operations Division, Office of the Deputy Under Secretary of the Air Force for International Affairs (SAF/IA) pointed out that Air Force graduates demonstrate a better understanding of the complex nature of international affairs and are better prepared for future positions of increased responsibility in the security assistance and security cooperation community.

“GMAP greatly expands the horizons and thought processes of its students. While each of these individuals had some knowledge of international affairs, security assistance and security cooperation from their work experience, GMAP greatly increased their understanding of the relationship between complex subjects like international negotiation, international trade, economics and investment, and international finance,” said Shaw.

For more information, visit the [Professional Development/GMAP section of the DISAM website.](#)

# DIILS provides crucial training in the Congo



**Officers in Bunia proudly display their training certificates. Bunia is headquarters of the Ituri Operational Zone, a conflict area in eastern DRC.**

By Derek M. Mills, JAGC,  
Defense Institute of  
International Legal Studies

It is 0730, the sun is up, and it is already over 80 degrees as the cadets file into the large, airy classroom – large because it was built in the grand style of a bygone era; airy because most of the window panes are missing. Strains of a military band playing the Democratic Republic of Congo national anthem can be heard across the fields as three goats wander past. Today will be a memorable day for this class. A team of American and Congolese instructors is here to train them on the importance of the rule of law in a disciplined military, part of a unique program of the Defense Security Cooperation Agency's Defense Institute of International Legal Studies (DIILS). The program aims to improve security and justice in the DRC by strengthening discipline among its soldiers and bolstering its

military justice institutions.

The need is acute. Years of civil war, internal conflict, anarchy, and foreign incursions smashed infrastructure across the country, killed millions, and left many millions more displaced. A deal brokered to end these conflicts envisioned a national army made up of soldiers from each of the warring factions. Many of these new soldiers lack formal military training, having been drawn directly from militias and other irregular armed forces. Meanwhile, this peace deal and new armed force came about while armed conflict continued in the eastern part of the country. Not surprisingly, there are large scale disciplinary problems within the new armed force. A 2008 U.S. State Department report on the DRC noted that "security forces continued to act with impunity throughout the year, committing many serious abuses including unlawful killings, disappearances,

torture, and rape."

Two years ago DIILS, under a State Department grant, began a training program that squarely targets the problem of impunity within the Congolese Armed Forces (FARDC). As a multi-year capacity-building project, the program develops the capabilities of the FARDC military justice sector while sensitizing officers to their obligations under domestic and international law. DIILS is particularly well-suited to the task. The Institute, located at Naval Station Newport, Rhode Island, is staffed by military and civilian lawyers who are experts in military justice, human rights, and the law of armed conflict. For eighteen years, DIILS has provided international militaries and civilian personnel with training and education through mobile education teams and resident instruction programs. While the rough and tumble Congo may seem worlds apart from the quaint, peaceful shores of Narragansett Bay -- where DIILS is headquartered -- DIILS staff is at home anywhere on the globe. DIILS has trained in 113 countries, from Afghanistan to Zambia, with programs tailored directly to the level of capacity of each specific host country.

Nevertheless, the DRC project is a new direction for DIILS. In the past, DIILS' overseas operations typically consisted of inserting mobile training teams in response to a request for instruction on a discrete topic. While this model has been highly successful in addressing specific, short-term training needs around the world, the DRC's needs are broad and enduring. To address those needs, DIILS is engaged in a sustained, multifaceted training mission, with full-time in-country assets dedicated to the project.

In a recent staff meeting, Colonel John Dyer, Director of DIILS, emphasized that "this first of its kind training is very challenging, however, playing a part in affecting change in this truly global mission is incredibly rewarding."

After conducting a comprehensive assessment of the military justice structure in the DRC, DIILS developed a two-track strategy to combat impunity. The first »

*"A 2008 U.S. State Department report on the DRC noted that "security forces continued to act with impunity throughout the year, committing many serious abuses including unlawful killings, disappearances, torture, and rape."*



track focuses on enhancing military justice institutions in the country by providing basic and advanced military legal training to investigators, prosecutors, and judges, developing and distributing critical reference materials, and creating a sustainable training capacity in the military justice sector. Overall, a more functional military justice system will enable the FARDC to swiftly and fairly investigate, prosecute, and adjudicate crimes committed by the armed forces - a

laudable end in itself, but one that also deters criminal activity in the first place.

The second program track targets FARDC operational officers, familiarizing them with the laws governing the conduct of armed forces and emphasizing their responsibility as commanders to ensure their troops comply. The curriculum covers the organization and functioning of the Congolese military justice system, serious crimes and their punishment, combating sexual violence, anti-corruption practices, the laws governing armed conflict, and command responsibility. It is delivered in concert with military magistrates from the FARDC. For many this is their first exposure to these topics and to the U.S. military. The symbolism is not lost as the U.S. military emphasizes the bedrock of a professional military: adherence to the Rule of Law. Whenever possible, this program is integrated into existing, conventional military training to underscore the principle that adherence to laws and regulations are integral to military effectiveness. The training has been delivered in every military region of the country, but particular attention has been given to training officers in eastern DRC, where the army is operationally active in fighting rebel and militia forces. To date, over thirteen hundred officers have received this training.



**Cadets take copious notes during an international humanitarian law training class.**

Crimes of sexual violence by FARDC soldiers have been a particularly grave problem, and DIILS's first project was to train military justice officials in the proper investigation of sex crimes. A combined course developed and implemented between the U.S. Army Criminal Investigative Division, DIILS, the FARDC Magistrate community, and the UN Mission to the Congo (MONUC) combined

*"They have now worked with Americans for the first time, and the message is clear: the path to a professional military is a path of law and a culture of accountability."*

classroom lectures with practical demonstrations of crime scene investigation, interviews of victims and witnesses, and techniques for collecting and storing evidence. In addition, topics such as "Unlawful Command Influence" and a "Commander's Criminal Responsibility for the Actions of His Troops" were covered. Over five hundred military investigators, prosecutors, and judges in twelve regions across the DRC were trained. Future training projects include a symposium on the investigation and prosecution of war crimes, and a rigorous, multi-week course on basic investigatory techniques. The latter course is designated for a group of hand-picked investigators drawn from across the DRC who are expected to go back to their regions and mentor other investigators on international best practices.

system and leading discussion groups as the officers dissect scenarios involving tricky legal issues frequently encountered by military commanders. MONUC is another vital partner in this project. MONUC provides invaluable logistics support to virtually every DIILS operation in-country - from air transportation to lodging. DIILS has teamed with MONUC's Rule

of Law section to jointly present training, and is working with that section to prepare a war crimes symposium. U.S. and foreign government organizations have joined in specific projects. In addition to the Army's Criminal Investigative Division and the deployment of adjunct instructors from all four military services, as well as the U.S. Coast Guard, DIILS has worked with the Indian, Pakistani, Belgian, and French forces in the DRC, and is collaborating with the Naval Criminal Investigative Service on an upcoming investigator training program.

Back in the classroom several days later, as the Congolese military cadets file past their general and the DIILS colonel leading that training team, they wear their names stitched to their uniforms for the first time to highlight the principle of individual responsibility in a military force. They carry under their arms their own army's code of discipline, which had not been published since the 1980s, as»

The overall success of DIILS' training strategy hinges on building and utilizing partnerships. At the outset, a close relationship was forged with the FARDC military justice community, and all training has been developed in close consultation with its members. Congolese military judges and prosecutors share instructional duties with DIILS faculty in training FARDC officers, lecturing on the function and organization of the DRC military justice





**DIILS team members LT Derek Mills (left) and CAPT Vince Matanoski (right) with a UN soldier in Beni, where DIILS was invited to participate in a UN-sponsored Security Sector Reform training program.**

well as their government’s Code of Conduct, which their armed forces had never previously trained on. Now they proudly display a waterproof compendium of their nation’s obligations under international law, something that they must execute as new officers of the FARDC. They have now worked with Americans for the first time, and the message is clear: the path to a professional military is a path of law and a culture of accountability.

The task of forging a disciplined military in the wake of a bloody and divisive civil war is staggering, but not insurmountable. DIILS and its many partners are proud to play a role in that process. Of course, the principal role belongs to the FARDC officers and soldiers.

Congolese investigators diligently collecting evidence, generals asking for more human rights training for their troops, and cadets

**FARDC soldiers being trained near the Ugandan border.**



*“The task of forging a disciplined military in the wake of a bloody and divisive civil war is staggering, but not insurmountable. DIILS and its many partners are proud to play a role in that process. Of course, the principal role belongs to the FARDC officers and soldiers.”*

furiously copying notes about command responsibility – these are encouraging signs they will accomplish that task. The leadership and staff of DIILS are fully committed to supporting programs such as the one in DRC wherever and whenever possible. Colonel Dyer has stated “It is very satisfying to realize progress in the DRC as evidenced by two recent tribunals convened by the Congolese military justice sector involving crimes of sexual violence that were successfully prosecuted. Although these successes are those of the Congolese, it is rewarding to know we are there to support and engage on these important issues.”



# NETSAFA excels at training Saudis



Royal Saudi Navy and Air Force students in U.S. Naval Aviation pipeline training at the NETSAFA International Training Center.

By CDR John Jenista  
NETSAFA

Nestled in the Cradle of Naval Aviation aboard Naval Air Station (NAS) Pensacola in Pensacola, Florida is a world class Training Center supporting the U.S. National Defense Strategy by providing education and training to international allies and partners. The NETSAFA (Naval Education and Training Security Assistance Field Activity) International Training Center (NITC) began in 1985 as a stand-alone Aviation Preparatory Training Schoolhouse for Royal Saudi Navy pilots. Originally, the school provided aviation ground school academic preparatory training courses tailored for undergraduate student pilots to Royal Saudi Navy. Graduates from the preparatory training course enrolled in formal U.S. Navy ground and flight training at Naval Aviation Schools Command on board NAS Pensacola. With the inception of the preparatory training course,

the success rate of young Saudi student pilots increased significantly.

Word of the increased success rate of students who attended preparatory training soon spread, and by 1991 many countries that were sending their enlisted aircraft maintenance technicians to the Naval Air Technical Training Center (NATTC) in Pensacola asked NETSAFA to develop a similar preparatory training course for their enlisted students. In response, a fundamental skills technical training preparatory course was developed and offered to international enlisted students who were slated to attend follow on training at NATTC. By 1994, the Royal Saudi Air Force was also sending their undergraduate Weapons System Operator (WSO) students to the aviation preparatory course before they underwent formal Naval Flight Officer (NFO) training at Sherman Field also on board NAS Pensacola.

During the late 1990s and early 2000s as the Chief of Naval Education and Training (CNET) was undergoing a Revolution in Training that limited international attendance in certain areas of training, U.S. Navy training was still being sought out by our international partners. Seeking ways to fill the training gap, NITC added many more specialized preparatory and non-aviation training courses all driven by international demand. Preparatory training was provided to twelve Royal Saudi Marines prior to their attendance at the U.S. Marine Corps Basic School. Additionally, the Kuwait Air Force (KAF) has a five-year ongoing program to train over 200 aircraft maintenance technicians for their AH-64D Apache helicopter fleet. Follow on training for the KAF is at the U.S. Army training school in Fort Eustis, Virginia. NITC's state-of-the-art electronic classrooms with facilitators make it ideal for e-Learning and computer-based training prerequisites. To date, more than 1,400 international students have received entry-level training prior to their follow-on courses with the U.S. Navy, Army, Air Force and Marine Corps.

NITC has been organized into three distinct Divisions since 2005. The Aviation Training Division provides training for officers. The Technical Training Division provides basic mechanic and electronic training for enlisted personnel. The Specialized Training Division provides training for a broader international community. Working in concert with existing U.S. military schoolhouses, NITC provides courses in a myriad of military disciplines, including fundamental skills training in electronics, mechanical, and logistics skills, as well as preparatory training for flight, EOD/Dive, and SEAL training. Courses are tailored to each individual country's needs in order to best prepare their students to succeed in follow-on training. International students who have attended NITC boast a 99 percent academic success rate at U.S. Navy "A" and "C" schools, with many earning Distinguished Graduate honors.

Three courses from the Specialized Division are highlighted:»

*"Training is a critical element of U.S. international hardware sales and multi-national operations."*

1. The five week Manpower, Personnel, Training and Education (MPT&E) course is tailored to officers working in the personnel divisions of their respective militaries. Two of the five weeks are in the classroom with the remaining three weeks spent traveling to the major Navy MPT&E sites. The MPT&E course highlights the methods and practices of the U.S. Navy in managing their MPT&E enterprise. The course is taught in seminar format with a maximum class size of twelve students.

2. The three and a half week International Antiterrorism and Piracy (IATP) course is also taught in seminar format. This course offers strategic and operational training and education on defending against terrorism and piracy. Multiple guest speakers from various agencies, including the FBI and NCIS, meet with the class and discuss their professional insight into topics such as Operational Risk Management, port security, homeland protection, private security contracting ashore and at sea, investigating and arresting terrorists, and U.S. Navy Anti-Piracy operations.

3. The five-week International Maritime Enlisted Leadership Development Assistance (IMELDA) program highlights NITC's added focus on supporting our National Defense Objectives. This course, along with

IATP, support strengthening and expanding international allies and partnerships as well as building the security capacity of partner nations. In conjunction with the DSCA International Defense Enlisted Development Program (IDEDP), IMELDA helps improve the overall capabilities of senior enlisted personnel globally. IMELDA features seminar-style classroom academics with numerous subject matter expert guest speakers presenting selected learning modules and travel to specific training sites in and around the Pensacola area.

All NITC course curricula are continu-

at NAS Pensacola. NITC's Director or Officer-in-Charge reports to the Commanding Officer of NETSAFA. NETSAFA is the U.S. Navy's training management organization for Security Cooperation and Security Assistance education and training and annually oversees training and professional education programs for up to 7,000 international students from 151 countries. Another approximately 9,000 plus International military members are trained within their parent country by U.S. Mobile Education or Mobile Training teams coordinated by NETSAFA. NETSAFA is a field activity of the Naval Education and Training Command (NETC), the major command that oversees all professional development programs for the US Navy.

Training is a critical element of U.S. international hardware sales and multinational operations. For foreign military sales activities, NETSAFA supports the Navy International Programs Office (Navy IPO) and works closely with the vari-

ous Navy Systems Commands to ensure that the critical skills needed by our friends and allies are incorporated into supporting training plans. Additional information on NITC and NETSAFA may be found on [NETSAFA's website](#). ↻



**IATP class with Guest Speakers Mr. James Stewart and Timothy Bragg from the Pensacola-area Federal Bureau of Investigation.**

ally updated and improved based on U.S. changes and student input. With increasing international interest, NITC will continue to grow and aid in building stronger coalition partners for the 21st century and a "win-win" for all involved.

NITC is a subordinate department to the Naval Education and Training Security Assistance Field Activity (NETSAFA) also located

*"International students who have attended NITC boast a 99 percent academic success rate at U.S. Navy "A" and "C" schools, with many earning Distinguished Graduate honors."*



# Navy Intern program trains young leaders

By the Navy International Programs Office

As the U.S. Navy acquisition community increases its number of workers, and shifts from contract positions to government service billets, the need to prepare future leaders becomes even more important. The Navy International Programs Office (Navy IPO) is one organization that uses the Naval Acquisition Intern Program (NAIP) to help grow employees who are new to the community into well-rounded, capable future experts and leaders.

Caroline Chin is an example of NAIP success. While volunteering at a career fair, Chin met a recruiter for the program and said NAIP seemed to fit her objectives of finding a position with a good training program and upward mobility. Chin said the program has fulfilled those expectations.

“I have a unique opportunity to build a comprehensive and integrated picture of the activities performed by Navy IPO,” she said. “Not many people within our organization have the chance to get more than an overview of the operations of the other divisions within Navy IPO. I think this has allowed me to see more of the capabilities of Security Cooperation partnership.”

Jobs at Navy IPO include security cooperation, defense technology exports, cooperative agreements, strategic planning and foreign military sales. They require a highly specialized skill set, and while the program empowers the candidate to succeed, it also benefits Navy leadership looking to build and sustain a specialized work force.

“Due to the unique qualifications required to succeed in international programs management, the intern program provides Navy IPO with a unique opportunity to groom our future workforce to meet our niche requirements,” said Pam Voelling, Deputy Director of Business Management. “The breadth of experiences gained by individuals under this program will develop strategic thinkers and project managers who understand and appreciate the dynamic environment in which the Department operates.”

This specialized skill set benefits those looking for upward mobility, as Chin is, without having to frequently change jobs.

Current leaders appreciate the return on their investment in the NAIP, and support the participant’s program requirements to complete courses for acquisition workforce and other certifications, as well as to tap into the resources at hand, in their assignments and interaction with colleagues.


“Many of our current leaders at the mid and top levels of supervision and management were participants in the intern program,” said Ed Phillips, head of the Policy Branch. “Their exposure to the day-to-day dynamics of acquisition as it pertains to security assistance, security cooperation and international policy and diplomacy inspires many to pursue careers in this field.”

In fact, Chin hopes to land a job in security cooperation at the end of her three-year internship. In her first 15 months in the program, she has taken advantage of both the online coursework as well as resident classes

at the Defense Acquisition University, completing 27 courses towards certification in both Program and Business Financial Management.

And while the dedicated time for coursework is advantageous, Chin said her greatest resource at Navy IPO is her colleagues.

“Navy IPO has an incredibly knowledgeable staff and I sincerely appreciate the support I have received,” she said. “People are always willing to take time to answer my numerous questions and provide detailed explanations. I have benefitted a great deal from their collective experience.”

The Naval Acquisition Development Program (NADP) is centrally managed by the Naval Acquisition Career Center in Mechanicsburg, PA, with oversight by the Director, Acquisition Career Management. This Acquisition Workforce program has been in existence since 1983 and, to date, has graduated over 6,500 participants at locations throughout the continental United States, Hawaii and Guam. Participants complete a two to three year program which features DAWIA Level II certification in their assigned career field. The NADP includes the NAIP and the Naval Acquisition Associates Program (NAAP). Information on the NADP is available on their [website](#). 

**Caroline Chin feels that her internship gives her a chance to see more of the capabilities of the security cooperation partnership than the average employee.**



# Around the Community



PACRIM II conference participants pose for a group photo on the steps of Encina Hall at Stanford University in Palo Alto, Calif on February 24th.

## Pacific Rim Security II: Managing the Global Commons

By William R. Goodwin  
Asia-Pacific Center for Security Studies

“Managing the Global Commons” was the theme for the 2010 Pacific Rim Security II (PACRIM II) conference, held at Stanford University, February 22-24 in Palo Alto, CA.

PACRIM II brought together senior officials from the security sector, academia, and the private sector from Pacific Rim countries to continue the discussion launched by PACRIM I in 2009 on common challenges and opportunities facing nations in the region in the global commons.

The three-day PACRIM II was co-hosted by the Asia-Pacific Center for Security Studies (APCSS), the Center for Hemispheric Defense Studies (CHDS), and the Freeman Spogli Institute for International Studies (FSI).

While PACRIM I was more about the security of the maritime domain, a high priority for maritime Pacific nations, PACRIM II attempted to broaden the scope of discus-

sion. Thus, a great deal of time was devoted to energy and environmental security as well as the cyber domain and pandemic disease.

PACRIM II participants from the Asia-Pacific and the Americas shared perspectives on the following topics:

- Nuclear Energy: Challenges and Opportunities
- Building Resilience in the Face of Transnational Threats
- Strengthening Regional Security Interfaces and Cooperation: U.S. Combatant Commander Perspectives
- Renewable Energy: Public-Private Cooperation
- Future Issues in the Global Commons.

Keynote speakers for various events of the conference included Dr. Arun Marumdar, Director, Advanced Research Projects Agency (ARPA-E); Dr. Michael May, Professor Emeritus (Research), Stanford University; Dr. Brahm Chellaney, Center for Strategic Studies, India; Mr. Peter Schwartz, Futurist and Co-Founder of Global Business Network.


“The level of information from the presenters as well as the participants in the audience was superb,” commented one participant. “The way that topics could be related to this regional security of the Pacific Rim region was extremely relevant. The point of views from participants and presenters (other than the U.S. position) was valuable and very interesting.”

APCSS country representatives included two each from Australia, China, India, Indonesia, Japan, Korea (ROK), the Philippines, and Russia (16 total). CHDS brought in country representatives from Canada and South America which included Mexico, Panama, Ecuador, Peru, Chili, and Columbia.

U.S. attendees were Lt. Gen. Daniel Darnell, Deputy Commander, U.S. Pacific Command; Amb. Paul A. Trivelli, Civilian Deputy to the Commander, U.S. Southern Command; Gen. Gene Renuart, Commander, NORAD and U.S. Northern Command; Maj. Gen. Lawrence Stutzriem, Plans, Policy and Strategy (J5), NORAD and U.S. Northern Command; and Lt. Gen. Francis Kearney, Deputy Commander, U.S. Special Operations Command.

“The exchange of ideas and perspectives as they relate to the PACRIM and the Western Hemisphere was most thoughtful,” said another PACRIM II participant. “The various dimensions, political, economic, security were most evident. The information shared by the speakers, participants and professional CHDS staff greatly contributed to enhance the discussion.”

Former U.S. Secretary of Defense Dr. William Perry of FSI closed the conference by highlighting the successes of PACRIM II, but cautioned there is no “one size fits all” solution. He also pointed out that the key to success in all these endeavors will be “greater international cooperation and collaboration.”

PACRIM II participants agreed that the key to success is enhancing mutual understanding of the challenges and opportunities among key nations of the Asia-Pacific Rim, and identifying paths forward. 



# Around the Community



During the 2010 Next Generation of African Military Leaders Course graduation, Africa Center Deputy Director Michael E. Garrison, Colonel, U.S. Army (ret.), left, and Dr. Monde Muyangwa, Academic Dean, right, present this year's General Carlton W. Fulford, Jr., Award to Senegalese Lieutenant Colonel Mbaye Cisse.

## Africa Center for Strategic Studies Welcomes Next Generation of African Military Leaders

By David Sims  
Africa Center for Strategic Studies

After four weeks of rigorous classroom and field studies work taught by African, American, and European experts, 62 military officers representing 38 African nations graduated March 26 from the Africa Center for Strategic Studies' 2010 Next Generation of African Military Leaders Course.

Begun on March 1, the course provided an opportunity for the officers to gain greater insights into professionalism, ethics, and leadership in African militaries. They examined Africa's contemporary and emerging security threats and analyzed civil-military relations on the continent to determine the role and place of professional military officers in advancing national security in democratizing states.

With rounds of applause from their classmates and the audience, the officers were awarded graduation certificates at the closing

ceremonies held at the Key Bridge Marriott Hotel in Rosslyn, Virginia.

Realizing that all the Next Generation participants have distinguished backgrounds and promising futures, the course's facilitators chose Senegalese Lieutenant Colonel Mbaye Cisse as the recipient of this year's General Carlton W. Fulford, Jr., Award. Colonel Cisse's selection was based on his intellectual achievement, personal values, and leadership potential. General Fulford was the Director of the Africa Center during 2003-2006.

Addressing the officers and congratulating them on their achievement, Africa Center Deputy Director Michael E. Garrison, Colonel, U.S. Army (ret.), said: "Four weeks ago, you were challenged to devote 100 percent of your time and abilities to the academic rigors of this course and a focused commitment to participating in an open and free flowing dialogue as you navigated the course syllabus. You exceeded our expectations. You have shown dedication, determination, esprit de

corps, and hard work. And I salute you all."

Colonel Garrison told the officers they had been chosen by their senior military leadership to represent their countries at the program. He said their participation was not only a reflection of their abilities but also a reflection of their countries' dedication to advancing towards a safer and more stable Africa.

The Colonel stated that Africa faces many difficulties and despite democracy's encouraging progress on the African continent, it remains a fact that without strong and effective leadership, healthy civil-military relations, and efficient utilization of scarce resources, Africa is unlikely to achieve the necessary stability to have sustainable development and be an equal partner in today's global economy.

"While we know you did not, and, in fact, were not expecting you to agree with everything you have heard, read, or saw in Washington," Colonel Garrison continued, "it is our hope that by exposing you to perhaps new theoretical thinking and practical ways of doing things you will embark on a new path towards your continent's renewal."

Stressing that the focus of the course is leadership, he added: "Our goal was to add to the wealth of experience and education you came with in hopes of helping you attain a broader, more diverse understanding of some essential leadership tools and perhaps understand the U.S. a bit better in the process. We hope to have reached that goal."

Dr. Mathurin Hounnikpo, the Africa Center's Academic Chair of Civil-Military Relations and faculty lead for the course, also addressed the officers by referring to a listing of criteria he and the faculty used to define the course's level of success. After reading the participants' papers and listening to their viewpoints during academic sessions, he called it an "exceptional class, and we are very proud of you."

Dr. Hounnikpo closed by saying that he hoped the officers were now better prepared to confront the security challenges of their country and Africa by asking the "real questions, or you'll never get the right answers."



## Counter-terrorism program graduates seventy-three



**Retired Israeli army Lt. Gen. Orit Adato addresses the Program on Terrorism and Security Studies March 7. Adato talked about prison culture and how radical behavior can develop within that system.**

By Yvonne M. Levardi  
George C. Marshall European Center for  
Security Studies

Counter-terrorism, intelligence and security specialists from governments across the globe completed studies at the George C. Marshall European Center for Security Studies.

The Program on Terrorism and Security Studies (PTSS) session 10-3 culminated with the graduation of 73 students from 48 countries March 19. Grant T. Hammond, dean of the NATO Defense College in Rome, Italy, served as the guest speaker.

Retired Israeli army Lt. Gen. Orit Adato addresses the Program on Terrorism and Security Studies March 7. Adato talked about prison culture and how radical behavior can develop within that system.

In addition to five weeks of resident studies, students conducted a field study to Israel that included liaison with the Israeli National Police and the Israeli Army. Students also visited sites in the Golan Heights regions as well as Sderot, Israel, less than a kilometer from the Gaza Strip.

The program addresses numerous aspects of a threat that confronts nations around the globe. The course is designed for military officers, government officials and police administrators currently working in mid-

and upper-level management positions of counterterrorism organizations throughout the world.

The goals of PTSS are to help participants appreciate the nature and magnitude of today's threat, develop a common understanding of the definition of terrorism and establish contacts within the counterterrorism community. The next PTSS begins June 25.

During the course, a Saudi general officer described watching an American FBI agent, a former British policeman and a Slovenian MOD representative administer cardiopulmonary resuscitation to a Pakistani suffering a heart attack during a lecture as a real epiphany that we are "different." He noted that his education has been entirely in the USA; however, watching three "Westerners" labor to keep a Muslim alive changed his opinion of Western commitment and his thinking. 🔄

**The PTSS group's tour guide in the Golan Heights, a former IDF battalion commander during some of the fiercest fighting in 2004.**





# Around the Community




Both served as senior leaders at the Center, McMillan as dean and Romanowski as founding director. Both have continued to demonstrate strong support for the Center's activities.

Her Royal Highness Brigadier General Princess Aisha bint Al Hussein of the Hashemite Kingdom of Jordan received the organization's first Distinguished Alumni Award, an honor that recognizes alumni who:

- Have attained senior level positions in their armed forces or government
- Made a significant and enduring military, diplomatic or humanitarian contribution to international peace and stability
- Maintained contact and provided strategic advice and assistance to achieve the NESAC Center's mission, through correspondence, collaboration and/or continuing education programs.

The NESAC Center selected Her Royal Highness Brigadier General Princess Aisha as the award's first recipient in recognition of her outstanding achievements:

- The highest ranking female in the Jordanian Army and the Director of the Directorate of Military Women's Affairs.
- Instrumental in increasing the number of female Jordanian military officers attending NESAC seminars.
- Significant role in establishing the NESAC Center.
- Collaborated with NESAC on a Strategic Plan for integration of Jordanian military women into all services and all non-combat specialties of Jordan Armed Forces, a model for the region.
- Played a key role in organizing the Health Security Workshop medical program held in Amman, Jordan in March of 2007.
- Attends NESAC events as her schedule allows.
- Continues to serve as a model for Middle Eastern holding positions at the highest levels of government.
- Provides regular input and remains in close contact with NESAC staff.

On March 24th, HRH Brigadier Aisha bint Al Hussein was appointed Defense Attaché at the Jordanian embassy to the United States, a position she will assume on June 1, 2010. 

## Near East South Asia (NESAC) Center for Strategic Studies Honors Supporters

**Her Royal Highness Brigadier General Princess Aisha bint Al Hussein of the Hashemite Kingdom of Jordan gives the keynote address after receiving the Distinguished Alumni Award.**

By Craig Lancto  
Near East South Asia (NESAC) Center for Strategic Studies

The Near East South Asia (NESAC) Center for Strategic Studies honored Principal Deputy Assistant Secretary of Defense for International Security Affairs, the Hon-

orable Joseph McMillan, and Deputy Assistant Secretary of State for Academic Programs, the Honorable Alina Romanowski, as Friends of NESAC for their involvement in the Center's early growth and development during the tenth anniversary NESAC Center dinner at the Ronald Reagan Building and International Trade Center on March 29.

