

**AN ASSESSMENT OF POLICE PRE-DEPLOYMENT TRAINING:
GHANA STUDY**

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List of Abbreviations

AMISOM	African Union Mission in Somalia
AU	African Union
CIMIC	Civil-Military Cooperation
DDR	Disarmament, Demobilisation and Reintegration
DPKO	Department of Peacekeeping Operations
FPU	Formed Police Units
GPS	Ghana Police Service
HR	Human Resource
ICT	Information Communication Technology
IPSO	Integrated Peace Support Operations
ICT	Information Communication Technology
KAIPTC	Kofi Annan International peacekeeping Training Centre
MSA	Mission Subsistence Allowance
PCC	Police Contributing Countries
PDT	Pre-deployment Training
QIPs	Quick Impact Project
RRR	Reform, Restructuring, Rebuilding
TED	Training Evaluation and Development Unit
TfP	Training for Peace in Africa
UN	United Nations
UNAMID	African Union/United Nations Mission in Darfur
UNPOL	UN Police

Abstract

The Kofi Annan International Peacekeeping Training Centre with the financial support of the Training for Peace in Africa programme (TfP), has over the years provided pre-deployment training (PDT) to selected police officers from the West African sub-region for both United Nations and African Union missions. This study was undertaken to assess the relevance of the KAIPTC PDT and its contribution to effective peace operations in Africa. It focused on Ghanaian police officers who were former participants of the PDT. Based on extensive field visits to nine out of the ten administrative regions of Ghana, the paper posits that the PDT is still relevant to peacekeeping operations mainly because it prepares personnel psychologically and physically prior to their departure into any peacekeeping environment.

Introduction

Training is an important element in ensuring that peacekeepers are adequately prepared with the requisite knowledge and skills to perform their mandate task in missions.¹ It forms part of the many factors that determine the success or failure of peace operations. Generally, there are three different phases of peacekeeping training for police personnel. These are: pre-deployment training (PDT); induction training; and on-going training. To explain briefly, pre-deployment training is the generic, specialized and, where appropriate, mission-specific training that is based on United Nations standards, which take place prior to deployment of personnel.² The induction training is the mission-specific training that is delivered to personnel upon arrival at the mission headquarters. All the training or learning activity undertaken by personnel during their assignments within the mission subsequent to the induction training is the on-going training. Among these three types of training, the PDT is foundational and ideally, it is recommended that all personnel go through it before deployment in order to be fully operational and ready to face their assignments right from the very first day in the mission.³ Unlike the other two training programmes, all Police Contributing Countries (PCCs) are required to deliver the PDT to their personnel in their home country before deployment. However, besides the PCCs, international peacekeeping training institutions also play a prominent role in the overall provision of this training for potential police personnel in their home countries. The Kofi Annan International peacekeeping Training Centre (KAIPTC) in Ghana is one of such international training institutions that conduct the PDT for police personnel in Africa.

Since 2008, the KAIPTC with the financial support of the Training for Peace in Africa (TfP) programme by the Norwegian government has conducted several PDT for African police officers selected for deployment to multi-dimensional peace operations in Darfur, Somalia, Mali, Liberia and elsewhere across the globe. The TfP programme was started in 1995 with the objective of building sustainable peacekeeping capacities of African civilians and police so that they can

¹See “Peacekeeping Resource Hub: Policy, Lesson learned and Training for Peacekeeping Community - About Peacekeeping Training”

<http://www.peacekeepingbestpractices.unlb.org/pbps/pages/public/peacekeepingtraining.aspx>, accessed 27 October 2014.

² *ibid*

³Alberto Cutillo, 2013, ‘Deploying the Best: Enhancing Training for United Nations Peacekeepers’ IPI Providing For Peacekeeping No. 5.

contribute to the implementation of United Nations (UN) and African Union (AU) missions. Currently, the TfP programme focuses on training support, rostering, policy support and applied research and the KAIPTC is one of the four institutions that receives funding from the Norwegian Ministry of Foreign Affairs to implement this programme. So far, through financial support from the programme, several pre-deployment training has been offered to police officers from Ghana, Nigeria, Burkina Faso, Senegal and Sierra Leone. However, since the inception of the PDT at the KAIPTC, no comprehensive study has been conducted to assess its relevance or otherwise to course participants who have been deployed to missions. As the phase of the TfP programme comes to an end in 2015, this tracer study was undertaken to assess the relevance of the KAIPTC PDT and its contribution to effective peace operations in Africa. More specifically, the goals of the tracer study were to:

- a) assess the relevance of the PDT in preparing officers for their tasks in-mission;
- b) explore whether personnel could have performed their tasks without the PDT;
- c) ascertain from former trainees whether there are any developments, from the experiences gained in the field, that should be incorporated into future trainings; and
- d) assess whether there is any need for further training to those who have benefited from the PDT before future deployment to other missions.

Although the initial scope of the tracer study was to cover the following West African countries: Nigeria, Sierra Leone, Senegal, Ghana and Burkina Faso, Ghana is the only country where the study has so far been conducted. This is due to the outbreak of the deadly Ebola virus in some West African countries, threats from Boko Haram in Nigeria and the recent political upheaval in Burkina Faso. Nevertheless, when the situation in these countries improves, similar study would be conducted.

The findings of the study showed that the PDT prepares personnel to adapt quickly to the mission environments and provide useful information on the specific mission context, their expected roles and conducts, cultural awareness, terrain and weather conditions before deployment. Furthermore, the PDT provides personnel standardised information on UN peace operations which helps to promote common approaches and understanding of peacekeeping policies and practices among PCCs in the operational environment. To improve the PDT, it was suggested that the topics and materials used for training should be constantly updated to reflect the changing dynamics and

challenges of mission environment. The content of the different modules are voluminous and too generic and need to be revised. It was also suggested that the duration of the PDT should be extended to three weeks instead of two weeks to enhance the provision of more skills based training in areas such as Information Technology (IT), report writing, presentation and communication skills, map reading and the use global positioning systems to help address key operational needs and specific mission challenges.

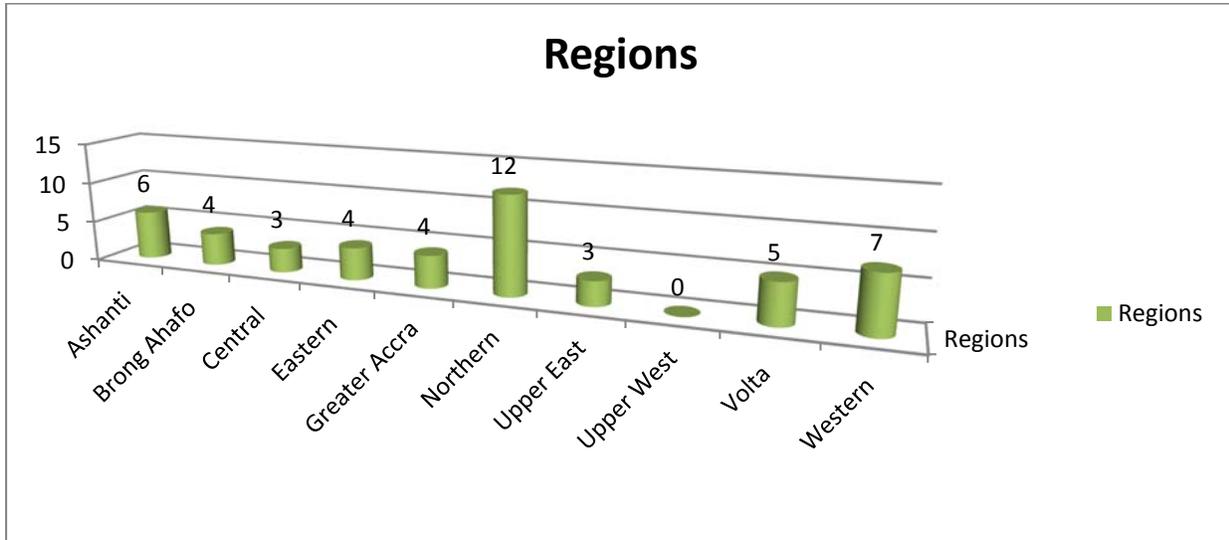
Structure of the Report

The report is divided into four sections. The first section presents the methodology used in collecting data for the tracer study. The next section provides an overview of the KAIPTC pre-deployment training focusing briefly on how and when the PDT started; the composition and the gender dynamics of past participants and the module contents. The third section presents the findings from the field research based on the study objectives. The findings is presented under three main themes namely, the relevance of the PDT in relation to the work of deployed police officers in mission; the training gaps identified by personnel based on their experiences in the mission and lessons learnt for future training. The last section concludes with some recommendations on how the contents of the PDT can be revised and improved to enhance the effectiveness of policing in peace operations.

Methodology

A team of four researchers from the KAIPTC undertook the field study in nine out the ten regions of Ghana. These regions were selected based on the sample frame derived from the International Relations Unit of the Ghana Police Service (GPS) and the Training Evaluation and Development Unit (TED) of the KAIPTC. The Upper West region was left out of the study mainly because of the small number of trained personnel, availability and the willingness of personnel to be part of the study. The team was divided into two groups comprising the northern zone (Upper East, Northern, Ashanti and Brong Ahafo regions) and the southern zone (Western, Central, Eastern Volta and Greater Accra regions). Figure 1 shows a distribution of the number of police officers interviewed by region.

Figure 1: Distribution of the Number per Region



Source: Fieldwork, 2014.

The population from which a sample for the study was drawn comprised all the participants who enrolled in KAIPTC for the PDT between 2008 and 2014. A total of 48 officers from the GPS constituted the research sample. Out of the 48 respondents, 38 were males and 10 were female with various ranks ranging from Deputy Commissioners, Chief Superintendents, Superintendents, Deputy Superintendents, Assistant Superintendents, Inspectors, Sergeants and Corporals. Whereas 43 of the officers had served with the African Union/United Nations Mission in Darfur (UNAMID), five of the officers had served with the African Union Mission in Somalia (AMISOM). Considering that most of the officers were transferred from the location where they were before undertaking the course, snowballing and purposive sampling techniques were adopted to reach the right respondents earmarked for the study. This included all those who have undertaken the KAIPTC organised PDT and had been deployed to either a UN or an AU mission. To assess the relevance and usefulness of the PDT to the task performed in the mission environment, the data was content analysed. In order to get more qualitative responses from the

respondents, unstructured interview guide was used.⁴ This allowed the respondents to have an open, free-flowing and unrestricted interaction with the researchers.

Overview of KAIPTC Pre-deployment Training

The KAIPTC has over the years offered two-week Pre-deployment training courses to police officers selected for peace support operations in Africa especially, UNAMID and AMISOM. The aim of the KAIPTC PDT is to enhance the capacity of participants by providing them with basic and specialized skills at both operational and service delivery levels relating to the roles, responsibilities and operating procedures of UN Police in an Integrated Peace Support Operations (IPSO). The course syllabus covers, inter alia, the following modules: Mission specific training materials; UN system; code of conduct; AU system; culture awareness; humanitarian assistance; person security; map reading/radio communications; sexual exploitation and abuse (SEA); vehicle handling; child protection/vulnerable; rule of law; transitional justice; mine awareness; human rights; civil-military cooperation (CIMIC); media relation; hygiene; HIV/ AIDS, malaria; community policing; Disarmament, Demobilisation and Reintegration (DDR); UN Police (UNPOL) & different legal systems; Communication and Negotiation; Mentoring and advising; Gender equality; Reform, Restructuring, Rebuilding (RRR). All the modules are based on the UN Department of Peacekeeping Operations (DPKO) Pre-deployment training materials. Facilitators are drawn from a pool of very knowledgeable and experienced police officers from West Africa, Denmark, and Norway.

Since 2009, the KAIPTC has trained more than 2,000 police officers and about 581 of them are females. In 2013/2014, for example, 274 personnel were trained, out of which 25% were females. The countries whose police officers have benefited from the TFP funded PDT include the following: Burkina Faso, Senegal, Sierra Leone, Ghana, Nigeria and Mali.

⁴Hartley, James, and Lucy R. Betts. 2010. "Four layouts and a finding: the effects of changes in the order of the verbal labels and numerical values on Likert-type scales." *International Journal of Social Research Methodology*, 13(1): 17-27.

Key Research Findings

Role of Police in Peacekeeping Operations

The role and relevance of United Nations Police components in peacekeeping operations has expanded rapidly over the last decade. From a paltry sum of fewer than 6000 officers in 2000, the collective strength of police peacekeepers in all missions have increased exponentially to over 17,500 today.⁵ The doctrinal shift which has seen the growth in numbers has also introduced many but varied roles some even beyond typical policing duties.⁶ Police mandates have become so multidimensional such that officers in some cases have been paired with other rule of law elements to support ongoing reform and restructuring activities in post-conflict countries. Ghana's participation in international police peacekeeping operations has also expanded significantly in scope and size to meet the increasing demands for police officers in UN missions. As at September 2014, Ghana was ranked eighth on the monthly ranking of military and police contributors to UN operations with 167 police officers deployed to six separate missions.⁷

Generally, police officers who were interviewed stated that Ghanaian police officers performed a variety of roles in the mission environment. Although majority of them were mainly police advisors at the various community policing centres, others held positions such as team officers (patrols), operation officers, training officers, gender advisors, reform and restructuring officers, logistics and transport officers, planning officers, Quick Impact Project Officers, Administrators, and joint operations officers. Presented in Table 1 is the list of roles identified by the respondents as those performed by police officers in the mission areas. These include confidence building patrols (both long and short ranges), training and mentorship to Sudanese Police, observing, monitoring and reporting criminal cases (such as rape, assault, attacks, kidnaps etc.) to the Sudanese police and UN headquarters. Others comprise undertaking logistics and procurement activities, collating and compiling personnel information for the mission headquarters, empowering the women with skills (such as soap making and pastries), preparing proposals and

⁵ UN Police Division, <http://www.un.org/en/peacekeeping/sites/police/division.shtml>

⁶ Ibid.,

⁷ According to the UN Mission's Summary detailed by Country, as of September 2014 the following were the breakdown of Ghanaian Police officers with the UN missions. MINUSMA (1), UNAMID (107), UNISFA (4), UNMIL (30), UNMIS (19) and UNOCI (6).

supervising the implementation of QIPs such as the construction of clinics, classrooms in local communities.

Table 1: Roles Performed by Ghanaian Police Officers

S/N	Roles
1.	Confidence building patrols
2.	Observe, monitor and report criminal cases
3.	Sensitizing the women on various issues on personal hygiene, human rights
4.	Interacting with local folks particularly chiefs, opinion leaders and women on their challenges
5.	Visit Prisons and report cases of abuse
6.	Empowering the women with skills
7.	Maintenance of UN Vehicles
8.	Liaison between civilian and military components
9.	Assist in the movement of police personnel
10.	Prepare and collate patrol reports and field information to mission headquarters
11.	Training and Mentorship to Sudanese Police

Source: Fieldwork, 2014.

Relevance of the PDT in relation to work

Even though the UN organized induction/orientation training in addition to other in-mission training for the police personnel, officers interview were of the view that the KAIPTC/PDT was very relevant in the performance of their duties. The PDT was identified as being relevant in offering prior knowledge about the mission area and what pertains in the host country. Some

described the KAIPTC/PDT as very detailed, insightful and educative. Others described it as more of a “mock exercise”. Yet still, some were of the view that the PDT gave them a bird’s-eyed view of what to expect in their area of operations. Majority of the people interviewed rate the PDT at 95-100% important. They explained that, the mission environment is entirely different from what one is often used to before deployment, but the training provides insight about what to expect in terms of the weather conditions and the culture of the host country as well as other peacekeepers in the mission. Sudan, for instance, is noted for having two extreme weather conditions (thus extremely hot during the day and extremely cold nights) but the training enlightened officers to prepare adequately to easily adapt. One respondent intimated that: “we were warned about the ‘Haboob’⁸ (whirlwind) during the PDT with some video footage and other training materials. This information was very useful and prepared us adequately for the harsh weather conditions in Sudan.⁹ Other interview sessions revealed that the PDT apart from giving peacekeepers an overview of what to expect in the mission area also helped to update the general knowledge base of the police personnel. As was clearly stated by one respondent:

“We know the general principles of policing but the sessions we had on rule of law and human rights for instance, were very relevant not just for the mission but also in the daily performance of our policing duties”.¹⁰

Lessons taken on cultural awareness and cultural diversity during the PDT resourced the Ghanaian police peacekeepers to respect the culture of host country and diligently relate with other police officers in the mission area. For example, Sudan is a predominantly Muslim society, so men and women are not supposed to interact with any ‘local’ woman in any shape or form. Some officers who abused these rules were confronted, attacked or targeted by the locals.

⁸ The haboob is a strong sand/dust storm that occurs along the southern edges of the Sahara. Oftentimes this severely harsh weather condition comes along with thunderstorms and even small tornadoes and it usually last for about three hours.

⁹ Fieldwork 2014

¹⁰ Ibid.,

As explained in one of the interviews:

Sometimes, local women and girls approach peacekeepers for help to cater for their welfare needs. Such requests can easily develop into amorous relationships. However, the knowledge acquired during the PDT about issues of conduct and discipline especially, Sexual Exploitation and Abuse (SEA) helped many of the Ghanaian officers to refrain from such relationships and rather referred local women who made such requests to UNAID or other humanitarian organisations.¹¹ It was important that one understood these things before going into the mission area so as not to offend the sensitivities of our host.¹²

One issue that is quite important in boosting the confidence of peacekeepers is the spirit of comradeship, camaraderie and solidarity. The PDT enhances teamwork on the field by providing the platform for officers to interact with police officers from other parts of Ghana. There is always the possibility of meeting some past trainees in the mission area. And so such PDT helps to foster collegiality and team work when former participants happen to work on the same schedule in the mission area.

Further, the simulation exercises which happens to be the flagship session within the whole training programme helped participants in acquiring the relevant skills and knowledge necessary for the work in the mission. For example, some interviewees explained that they were taken to the beach to undertake driving exercises during the PDT. This experience was very similar to the terrain in Sudan where the roads are often covered with desert sand. Others also explained that role plays and scenario exercises on mediation and negotiations during crisis moments were useful and practical such that they had to rely on these skills when they were attacked by rebel movements during patrols. More importantly, new skills and knowledge in areas such as mine awareness, identification of different types of bombs and explosives were essential in ensuring one's personal safety during patrols in the mission area. The skills from these scenarios were useful in negotiating with the attackers for their release in most of the incidences that were reported.

¹¹ Ibid.,

¹² Fieldwork, 2014.

The discussions further revealed that although the police officers would have been able to perform their normal policing duties without the PDT, it really resourced them to face all the challenges and peculiarities within the mission. One respondent was emphatic:

“The PDT provides first-hand information about the mission. It helps police peacekeepers to quickly adjust to the mission environment. Although we could have performed our duties without any PDT, it would have taken a longer period perhaps, 6 months to adjust to the environment which would have affected our efficiency and effectiveness in the mission area.¹³

Gaps in the Training

This section of the report highlights issues which were identified by respondents as gaps/limitations of the PDT. Based on interviewees’ experiences in the mission area, the following gaps were highlighted within the current training programme:

- *Absence of ICT and other related skills in the PDT*

The Ghana police Service has over the years evolved in various aspects of its operations. However, some of its administrative operations such as preparation of reports, statements etc. still remain manual and are yet to be integrated into modern technology. This situation, therefore, does not encourage police officers to equip themselves with Information Communication Technology (ICT). In that regard, about 95 percent of interviewees identified the absence of an ICT component in the PDT as a gap which presents a challenge when deployed to peacekeeping missions. They explained that most of the tasks assigned in the mission area require them to prepare field reports which are sent via emails to the Mission Headquarters. However, many officers find these tasks challenging as they do not possess any basic computers skills to execute these tasks. In addition, due to the lack of computer skills some police officers, although they may be competent in a range of skills are unable to apply for higher job openings within the missions when the opportunity arises. Similarly, some officers also highlighted the inability to use basic computer processing softwares such as the Microsoft Power point for presentations as a limitation which inhibits their

¹³ Fieldwork, 2014.

efficiency within the mission. Closely related to this is the absence of report writing skills suited for the UN mission system. Reporting on incidents from patrols and other assignments in the mission often requires a format which is peculiar and suited to the UN missions. However, these skills are not taught to participants during the PDT.

- *General Nature of the Course Content*

The PDT usually offers generic, specialized and where appropriate mission-specific training prior to deployment into a peacekeeping mission. In contrast to police peacekeepers who had served in the UN missions in Sudan and Darfur, police peacekeepers deployed to AMISOM described the course content as generalized as it does not adequately respond to the realities that pertain in Somalia. While it is important to mention that the PDT is based on UN standards and therefore meant for UN-led missions, it is equally important to note that most police officers are often not aware of the mission they would be deployed to at the time of the PDT. It so happens that a number of peacekeepers get deployed one year or two years after the pre-deployment training. This presents a challenge when information from the training tends to be specific to a mission to which they may not have been deployed to. In addition, an interviewee who had participated twice in the PDT explained that based on her experiences from the PDT and her experiences in UNAMID, some aspects of the content of the training were a bit out-dated and do not exactly reflect the current situation in the mission. For instance, she indicated that some of the films which are currently being use at the training are old and needs to be updated.

- *Lack of Training on the Practical use of medical kit tools*

Like many adult learning techniques, practical illustrations, role plays and simulation exercises are always important to the acquisition of relevant skills. Interviewees noted that although the importance of administering first aid in emergency situations is emphasized during the PDT, there are no practical illustrations in this regards. As such, personnel find it difficult to apply these skills in the field especially, in emergency situations.

- *Lack of emphasis on special skills and experiences*

Generally, interviewees acknowledged the relevance of the PDT and the efforts by facilitators to present real mission experiences as much as possible. For instance, police officers who are deployed to Sudan and Darfur go through the simulation driving exercise at the beach or in a sandy terrain to have an idea and a feel of the terrain within which they would be expected to perform their duties. There is no doubt that these exercises have been very useful in equipping participants with the relevant skills to effectively perform their roles in the missions. However, some respondents noted that the vehicles which are used during the driving tests are different from what is used in the mission areas. This presents some challenges to personnel when deployed. Others also described their very first experiences of boarding and disembarking the UN helicopters as very scary and horrifying. A few minutes briefing on boarding and disembarking from UN helicopters could be useful in limiting the fears of personnel.

- *Welfare and Human Resource Issues*

It was noted that issues relating to personnel welfare and the Mission Subsistence Allowance (MSA) were not discussed at all during the PDTs. Thus, personnel were often unaware of their daily allowance for food, accommodation, clothing and other expenses. Others also did not know about Human Resource related issues such as leave days, compensatory time off and duty schedules before their deployment to the mission. Also related to this is the lack of understanding of procedures and regulations relating to the opening of and maintaining bank accounts in the mission. An officer explained that some of the personnel did not know that if they were evacuated in the case of an emergency, their monies in the bank would be safe. Hence many of them kept their allowance, which often poses a danger to them and their colleagues. Although, these issues are explained to personnel during the induction training, most personnel interviewed indicated that it would have all the same been useful to explain these welfare issues during the PDT.

Lessons Learnt for Future Training

In terms of the lessons learnt for future pre-deployment training, the following were recommended:

- *Regular and Continuous Update of Course Content*

The interviewees suggested that there should be a regular and continuous update of the PDT course content to reflect realities in the mission areas. In Darfur, for example, the nature, actors and the mandate of UNAMID has changed significantly since 2010. This requires that personnel are trained to effectively respond to these new dynamics before deployment.

- *Emphasize ICT and Reporting Writing skills*

Generally, the relevance of the pre-deployment training cannot be understated. However interviewees recommended the following to be incorporated into future PDTs: report writing and computer skills. Interviewees emphasized ICT as very relevant to one's efficiency in the mission area as a lot of policing work involves collation and compilation of field information and data. There is, therefore, the need to broaden the scope and content of the PDT to include basic computer skills and also give an overview of how to write good reports using UN reporting formats.

- *Emphasize Civil-Military Coordination and Roles of Formed Police Units*

Knowledge on civil-military coordination aids understanding of the institutional cooperation that needs to occur between mission components, and between the mission and the rest of the system, in order to ensure a sustainable peace process. However, some respondents noted that there are sometimes tensions between the military and police contingents over the coordination of schedules for patrols where the police is concerned. Therefore, there should be much emphasis on CIMIC during the PDT to enhance a better understanding of the roles and procedures of each mission component and the level of coordination that is required for complex peacekeeping missions. Additionally, it is important for police peacekeepers to understand the role of Formed Police Units (FPUs) to fully appreciate their work in order to collaborate and support each other effectively.

- *Emphasize Cultural Diversity and Language Proficiency*

Finally, interviewees suggested that the importance of understanding cultural diversity as well as the cultural context of the host nations cannot be overemphasized. Although these subjects are largely and sufficiently covered under the PDTs, it is still important to emphasize them within the context of employing language assistants, especially in cultural settings where social spaces for interactions between men and women are highly defined and distinguished. Also related to this point is the need to include language proficiency skills to PDT programmes. It has been observed

that language is a powerful tool for connecting with other cultures and equally a good avenue to becoming accepted by a group of people. In essence, introduction to basic language proficiency of the host nations is important for peacekeepers in establishing a good rapport and trust among the local populations. For example, basic proficiency in Arabic for police personnel who would be deployed to Sudan or Darfur will be highly beneficial.

Conclusion and Recommendations

The important contribution of the PDT to peace operations cannot be underrated. It is significant for several reasons according to responses from former trainees. Among them is the fact that the PDT helps personnel to adapt quickly to mission environments and provide useful information on the mission context, their expected roles, conducts, cultural awareness, terrain and weather conditions before deployment. Other benefits of the PDT as indicated by respondents include the acquisition of new knowledge on, for example, mine awareness and different types of bombs and explosives which are useful for ensuring one's personal safety during patrols in the mission areas. Whiles some of the respondents were of the opinion that they could have performed their roles without the PDT because they receive induction training upon arrival in mission, majority were also of the view that it would have taken them a longer period to adapt to the mission environment. Some respondent even indicated that without the PDT they would have experienced or encountered "too many shocks" and rendered them ineffective because they would have been ignorant of the mission environment and culture of the people. This suggests that overall the PDT is relevant as it prepares personnel both psychological and physically to efficiently carry out their duties in the field before deployment.

In order to improve future trainings, some new areas and recommendations were provided by the respondents to be included in future PDT. These include:

- Broaden the content of the training to include basic, yet practical computer skills; standard reporting within the UN and AU mission system; communication skills and presentation skills;
- The PDT should also cover the human resource (HR) issues of personnel like the mission subsistence allowance (MSA);

- The PDT should cover the role of Formed Police Units and their relationship with IPOs as well as the other components such as the military and humanitarian agencies;
- Police personnel should be taught how to read maps and how to use global positioning systems;
- Practical First Aid Training and use of medical tool box should be highlighted in the PDT
- The opportunities and challenges of dealing with Language Assistants should be emphasized in the PDT
- Incorporate more experience-sharing sessions in the PDT. To achieve this, use facilitators who have past mission experience to share their experiences with participants
- Include more scenario-based sessions in the PDT
- Increase the two weeks duration of the PDT to a month to allow more topics to be covered, and enough time for discussions.



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