Capacity Building in Diplomatic Training: Trends, Developments and Methodological approach

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September 2013

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Comparative Perspective on Diplomatic Training Institutes in the world: various models

Different names; same purposes?

- Diplomatic Institute/School/Academy
- Foreign Service Institute/Academy
- Graduate Institute/School
- (Training) Centre/Institute for Diplomacy
Classifications in Diplomatic Training Organizations

- Part of the MFA
  - Integrated in one of the MFA’s Directorates
  - Separated unit
- Independent Foundation/Institution (with strong governmental links)
- University institutions
- Private organisations
- Within International organizations
International Networks in Diplomatic Training

- European Diplomatic Programme (EDP): Cross national training programme (EU)
- International Forum on Diplomatic Training (IFDT): global network
- African Charter of the IFDT
- ASEAN + 3 group
- Asia-Africa Group on Diplomatic Training
- Bilateral agreements/Scholarship programmes etc.
Analyzing trends and developments in the diplomatic environment and their impact on diplomatic training: some examples

- Changing relationship between Ministries of Foreign Affairs and Other Ministries
- Changing perspectives on the relationship between bilateral and multilateral diplomacy
- Hybride diplomacy: traditional and virtual diplomacy
- Changing impact of non state actors in diplomacy
- Changing communications with civil societies
Changing Diplomatic Environment

- New international (sustainable) agenda calls for integrated view on policy dilemma’s
- Impact of information technology and social media: digitalisation of diplomacy
- Importance of network diplomacy
- Rationalisation of working processes: more accountability demanded
- Public versus private diplomatic services?
Foreign Political Environment and Spheres of Influence

- Globalisation
- Regional cooperation
- National
- NGO's/lobby
- Intra Ministerial
- Inter Ministerial
- Ministry
- Parliament
- Civil society
- Business sector/Trade Unions
- Press/media
- International organisations
- Multilateral cooperation
- Bilateral cooperation
Consequently:

- Diplomats have to be better prepared for tactical policy co-ordination and networking
- Emergence of “fast diplomacy”
- Impact of Competence Management in HR of Ministries of FA
- Preparing for dealing with multidisciplinary stakeholders and policy dossiers
Diplomatic Training in Perspective

External environment

Diplomatic Academy

Educational Process
Continuous process: the changing diplomatic environment requires a permanent update of diplomatic staff’s competences

“Education Permanente”
“THE COMPUTER SAYS I NEED TO UPGRADE MY BRAIN TO BE COMPATIBLE WITH ITS NEW SOFTWARE.”
### Trends in the Development of Diplomatic Training Institutes

<table>
<thead>
<tr>
<th>1990</th>
<th>2015</th>
<th>2030</th>
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<tbody>
<tr>
<td>➔</td>
<td><strong>Less academic education, more professional training</strong></td>
<td>?</td>
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<td>➔</td>
<td><strong>Inclusion of other groups for training</strong></td>
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<td>➔</td>
<td><strong>Relationship with MFA changes</strong></td>
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<tr>
<td>➔</td>
<td><strong>Upgrading the prestige; diplomatic training as a tool in foreign relations</strong></td>
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<tr>
<td>➔</td>
<td><strong>Diplomatic environment more complex; more collaboration and networking with stakeholders needed</strong></td>
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Comparative perspectives on Diplomatic Training

• In house training versus outsourcing
• Career training versus specific training
• Training on the job versus fulltime training
• Diplomatic versus technical training
• National versus multinational training
Diplomatic training as a tool in foreign policy and public diplomacy

- Promoting the dialogue between countries and societies
- Building networks
- Team building
- Instrumental for regional cooperation and peace building
- Nelson Mandela “Education is the most powerful weapon which you can use to change the world” – Training future (ANC) diplomats for South Africa
Capacity Building: Actions to Support the Institutional Development of Diplomatic Training Organizations
Essential Themes in Capacity Building in Diplomatic Training

Institutional Structure and Management Development

Educational Process and Curricula Development

Communications and Networking Policy
Institutional Structure and Management Development

- Mission statement Diplomatic Institute
- Place within and outside the Ministry
- Linking education to career policies of the Ministry
- Scope of activities
- Organizational Structure
- Requirements: staff, budget, facilities
Educational Process and Curricula Development

- Strategic vision
- Training philosophy
- Needs analysis
- Designing and development process
- Recruitment policy of teaching staff
- Quality management
- Operationalisation
- Evaluation
Communications and Networking Policy

- Creating internal and external networks
- Stakeholder analysis
- Public information policy
- Information and documentation capacity
- Website development
- Digital learning environment
- Getting the message across one’s own MoFA
- Alumni policy
Educational process in practice

- Priorities on targetgroups and courses
- Developing interactive diplomatic training
- Developing teaching materials
- Priorities on curricula development
- Instruction of teaching staff
- Assessment and evaluation systems
- Profile of junior, midcareer and senior diplomat and their required competences
Traditional versus interactive training

- Knowledge
- Teacher as expert
- Learning
- Facts

- Skills
- Trainer as example
- Doing
- Practice
Why using interactive training?

• Activate the student
• Motivate the student
  • Because it’s more challenging
  • Because it’s different
  • Because they have to prove themselves (visible element of positive competition)
• Brings the student into the flow of actual events and policy dilemmas
• Provide teamwork opportunities (often required)
Interactive training is the key to success in the training of diplomats

- Decide on the context
- Decide on the diversity of working forms
- Decide on the costs and input to realize interactive training
- Roleplay: creates a real time simulated environment
Designing interactive training

Your design should have the following elements:

- Subject
- Objective
- Method
- Structure
- Timeline
- Role of the teacher
# Labelling Interactive Diplomatic Training

<table>
<thead>
<tr>
<th>Simulation Negotiations Game</th>
<th>Debate Sessions</th>
<th>Panel Discussions</th>
<th>Case Study’s</th>
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<td>Interview Carroussel</td>
<td>Small Group Study’s</td>
<td>Simulating a Press conference</td>
<td>E-learning</td>
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<tr>
<td>Workshop Political Reporting</td>
<td>Policy Paper Programmes</td>
<td>Expert Meeting</td>
<td>Reflection Sessions</td>
</tr>
<tr>
<td>SWOT Analysis</td>
<td>Scenario planning</td>
<td>Simulating working at an Embassy</td>
<td>Crisis Management Simulation</td>
</tr>
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Evaluation techniques

• Feedback
• Assessment
• Coaching
• Facilitation
• Inter vision
• Reflection on learning effects