



CIVPOL TRAINING AND MISSION EFFECTIVENESS: LESSONS FROM AMISOM AND UN OPERATIONS IN MALI

¹Omondi, David Oluoch and ²Achieng, Esther Wanjiru

¹Department of Diplomacy and International Studies, University of Nairobi, Kenya

²Department of Political Science and Public Administration, University of Nairobi, Kenya

DOI: <https://doi.org/10.5281/zenodo.15835772>

Abstract: There remains a significant gap in understanding the impact of CIVPOL's training programs on the operational efficiency of peacekeeping missions in Africa. Therefore, this study sought to examine the role of CIVPOL training in improving the operational efficiency of peacekeeping missions using a comparative study of MINUSMA and AMISOM. The study used institutional theory (INT) as its theoretical framework. The study used the convergent parallel mixed method design. The study was based in Somalia and Mali. The study's target population was obtained from Somalia and Mali and included: CIVPOL officers; local police officers trained by CIVPOL; senior lecturers and professors; representatives from civil society organizations; representatives from the United Nations Department of Peacekeeping Operations; and African Standby Force trainers. Both questionnaires and KIIs were used to gather primary data. The study used purposive sampling to select a sample of 409 respondents. However, the study's primary data was obtained from 314 (out of 385) complete questionnaire responses and 24 KIIs. On the other hand, a desk review was used to gather secondary data from relevant publications. The study analyzed qualitative aspects of the collected data using content analysis while quantitative aspects were analyzed using descriptive and inferential statistics. Quantitative results were displayed through pie charts, tables, and graphs to facilitate data visualization, while qualitative insights were presented thematically in narrative form. The key findings demonstrated that the general level of effectiveness delivered by CIVPOL training was very effective with a score of 4 on a 5-point Likert scale, though there were considerable differences in AMISOM's and UN Mali's priorities. The local cultural sensitivity is greatly emphasized in the AMISOM training, while UN missions in Mali tend to stress human rights and legal knowledge. The study also found that the challenges facing CIVPOL training in both MINUSMA and AMISOM included resource constraints, cultural insensitivity, lack of local cooperation, training methodology issues, and communication barriers. Lastly, the study found that a focus on personalized training programs, resource optimization, enhanced language support, cultural sensitivity programs, and strengthening local partnerships was consistent with effective mission outcomes. This study concludes that CIVPOL training plays a crucial role in enhancing the operational effectiveness of peacekeeping missions in Africa, particularly in MINUSMA and AMISOM. The study recommended dedicating a budget for CIVPOL training, incorporating local cultural training, and developing the language proficiency of CIVPOL's personnel for improving CIVPOL training.

Keywords: Peacekeeping Missions, CIVPOL Training, Operational Efficiency, AMISOM, and MINUSMA.

Introduction

The effectiveness of CIVPOL is integral to the success of any peacekeeping mission. The success of these missions is partly attributable to the training CIVPOL personnel get to carry out their mandates effectively. Consequently, CIVPOL training has a critical role to play in peacekeeping missions worldwide, for example, in restoring law and order in post-conflict regions. However, there is a significant literature gap in studies focusing on the role of CIVPOL training in improving the operational efficiency of peacekeeping missions, especially in African contexts. So far, many peacekeeping studies have been conducted at the theoretical and practical levels; however, no study has been done into CIVPOL training and comparisons in various peacekeeping mission settings in Africa.

This study attempted to fill the above-mentioned literature gap. This study sought to examine the impact of CIVPOL training through a comparative analysis of the African Union Mission in Somalia (AMISOM) and United Nations (UN) missions in Mali. In essence, this study reviewed institutional capacities based on training. Key areas of focus in this study included i) assessing the effectiveness of CIVPOL training in AMISOM and UN Missions in Mali ii) comparing CIVPOL training approaches and priorities between AMISOM and UN Missions in Mali iii) identifying challenges faced in CIVPOL training and their implications for operational efficiency iv) recommending strategies for improving CIVPOL training to enhance operational effectiveness and mission outcomes. The proceeding section of the study covered the background of the study.

The evolution of peacekeeping missions on a global scale trace back to the aftermath of World War II, with the establishment of the United Nations (UN) and its mandate to maintain international peace and security. Early peacekeeping operations such as the UN Truce Supervision Organization (UNTSO) established in 1948, primarily focused on monitoring ceasefires and maintaining stability in conflict-affected regions in the Middle East (Theobald, 2009). During the Cold War era, peacekeeping missions expanded in scope and complexity, with the deployment of multinational forces to manage conflicts and prevent escalation between rival superpowers. These missions often operated in politically sensitive environments, requiring careful negotiation and diplomacy to navigate the complexities of the global geopolitical landscape. In the post-Cold War era, peacekeeping missions underwent significant transformation in response to emerging challenges such as intra-state conflicts, ethnic violence, and humanitarian crises. The UN adapted its peacekeeping strategies to address these evolving threats whilst emphasizing principles such as impartiality, consent of parties, and protecting civilians.

The initial development period of African peacekeeping, represented by missions such as UN Operation in the Congo (ONUC) in the 1960s, was essentially dominated by peacekeeping principles- consent of parties, impartiality, and non-use of force other than self-defense (Bellamy, Williams, & Griffin, 2010). Nevertheless, the genocide in Rwanda in 1994 and conflicts like that of Sierra Leone and Liberia in the 1990s showed some of the limitations associated with traditional peacekeeping when it comes to dealing with internal conflicts and mass atrocities (Durch et al., 2003).

CIVPOL is a crucial part of any peacekeeping mission. Since CIVPOL's first deployment to the ONUC in 1960, CIVPOL has continued to be a critical component of the UN's peacekeeping operations. The inclusion of CIVPOL in peacekeeping missions stems from the recognition of their unique capabilities in fostering stability and rebuilding trust within postconflict societies. Unlike military forces, civilian police officers are trained in community policing, human rights protection, and conflict resolution, making them well-suited for restoring law and order in civilian environments. CIVPOL guarantees compliance with the rule of law, reconstruction, training, and transformation of local police forces in war zones. The importance of CIVPOL is that it contributes to closing the gap between military peacekeeping operations and ensuring a sustainable civilian-led governance

infrastructure. They play a vital role in ensuring that human rights are protected, conflict is avoided, and cultures of law needed for sustainable peace and development are established (Kiplagat, 2019). In most cases, CIVPOL's success significantly impacts the results of an entire operation.

The main functions of CIVPOL changed remarkably in the 1990s, focusing on training local police forces to support reinstating public order and re-establishing the rule of law. UN missions in the Balkans (UNPROFOR, UNMIBH), as well as in Africa (UNAMSIL Sierra Leone, MONUC the Democratic Republic of Congo), were the ones marking this change towards a more proactive and multidimensional mission for CIVPOL. (Steele et al., 2005). In African missions, CIVPOL duties have been extended to meet the needs related to supporting legal and penal reforms, community policing, and human rights protection. For instance, CIVPOL is vital in mentoring and advising the Somali Police Force, which contributes directly to developing autonomous and efficient local policing capabilities within AMISOM.

To achieve the above-mentioned mandates, CIVPOL training has to be synchronized to the environments the CIVPOL personnel will be deployed. According to Caparini (2017), CIVPOL training has been a cornerstone of international peacekeeping missions spearheaded by the UN. The UN Department of Peace Operations (DPO) has long emphasized the importance of training civilian police units to enhance their capacity to support host nations in maintaining public order, protecting human rights, and building sustainable peace. Comprehensive CIVPOL training programs focus on various aspects like human rights, community policing, investigative techniques, and gender sensitivity. These programs ensure that police units are well-prepared to address the diverse challenges in conflict and postconflict environments.

The role of CIVPOL training in Africa is particularly critical given the continent's myriad conflicts and the international community's efforts to stabilize the region. AU and UN peacekeeping missions frequently deploy CIVPOL officers to restore order and rebuild trust between the state and its citizens. The continent's unique socio-political landscape necessitates tailored training programs that address specific regional challenges, such as dealing with armed groups, managing internally displaced populations, and implementing community policing in diverse cultural contexts. The African Union Mission in Somalia (AMISOM) provides a pertinent case study for examining the role of CIVPOL training in enhancing operational efficiency. Established in 2007, AMISOM's mandate includes providing support for peace and reconciliation processes, protecting key government infrastructure, and assisting in the re-establishment of Somali security forces (Williams, 2018). CIVPOL training under AMISOM has focused on developing the capacity of Somali police forces through intensive training programs that cover areas such as counter-terrorism, public order management, and forensic investigations. This training aims to equip Somali police with the skills necessary to effectively respond to security threats and foster a stable and secure environment.

Similarly, the United Nations Multidimensional Integrated Stabilization Mission in Mali (MINUSMA) underscores the significance of CIVPOL training in peacekeeping operations. Jooji, Okwara, and Momoh (2023) contend that MINUSMA has faced numerous challenges, including political instability, terrorist activities, and ethnic conflicts since its establishment in 2013. CIVPOL training in Mali has been instrumental in enhancing the operational capabilities of the Malian police forces, focusing on community policing, human rights protection, and crisis management. This training not only improves the immediate operational efficiency of the police but also contributes to long-term stability by building local capacity and fostering trust between the police and communities. By comparing the CIVPOL training approaches and outcomes in AMISOM and MINUSMA, this study sought to identify best practices and lessons learned that can inform future peacekeeping missions. The comparative analysis highlighted the similarities and differences in training methodologies, operational challenges, and the overall impact on mission success.

Theoretical Framework

This study relied on institutional theory (INT) as its theoretical frame. INT emerged primarily in sociology and organizational studies during the latter half of the 20th century (Jepperson & Meyer, 2021). Notable contributions to the development of INT include the works of notable scholars like Brian Rowan, John W. Meyer, Richard L. Scott, and Paul J. DiMaggio (Crowson & Deal, 2020; Powell & DiMaggio, 2023). INT posits that institutions (formal and informal rules, norms, and practices) exert significant influence on the behavior of individuals and organizations. According to INT, institutions are seen as stable structures that guide and constrain the activities or behavior of actors within a social system (Jepperson & Meyer, 2021). Key tenets of INT include the concepts of institutional isomorphism, which describes the tendency of organizations to adopt similar structures and practices to conform to institutional expectations and institutional logic.

This theory is relevant to the study in examining institutions like the AU and the UN that have been key in the creation and implementation of both AMISOM and the Peace Missions for Mali in this case. Consequently, INT provides a framework for understanding how institutional arrangements such as the UN and the AU shape the behavior of actors involved in peacekeeping operations. By examining the institutional contexts in which AMISOM and UN missions in Mali operate, this study explored how institutional pressures and norms influence the design and implementation of CIVPOL training programs, as well as the overall effectiveness of these missions in achieving their objectives.

Despite its widespread use, INT has faced criticisms, particularly regarding its deterministic view of institutions and its tendency to overlook the agency of individuals and organizations (Suddaby, 2010). Critics also argue that INT oversimplifies complex social phenomena and fails to account for factors such as power dynamics, conflicts of interest, and the role of leadership in shaping organizational behavior (Suddaby, 2010). Additionally, some scholars have questioned the universality of INT. For instance, critics argue that INT does not adequately capture the diversity of institutional arrangements across different cultural and historical contexts (Moutsios, 2023). Nevertheless, INT remains adequate to inform the research as it provides a structured framework for analyzing how institutional arrangements in the AU and the UN shape the design and implementation of CIVPOL training programs. By examining these institutional contexts, the study uncovered how institutional pressures and norms drive the adoption of specific training methodologies and impact the operational efficiency of peacekeeping missions. This focus on institutional influence was crucial for analyzing the systematic factors that contribute to the success or failure of CIVPOL training initiatives.

Methodology

The study specifically utilized the convergent parallel mixed method design which allowed for triangulation of data collection methods and analysis for enhanced validity and reliability of the findings. The research approach entailed conducting quantitative and qualitative data gathering and analysis, then comparing or relating the two, and interpreting them (Schoonenboom & Johnson, 2017). The study focused on two primary sites: Somalia and Mali, which were chosen due to their active involvement in peacekeeping missions within Africa. These two sites provided a comparative context to evaluate the impact of CIVPOL training on mission success and operational effectiveness in diverse conflict environments. The target population included CIVPOL officers in both MINUSMA and AMISOM; local police officers in Somalia and Mali who have been trained by the CIVPOL, scholars specialized in the subject matter, representatives from civil society organizations (CSOs); representatives from the United Nations Department of Peacekeeping Operations (DPKO); and African Standby Force (ASF) trainers.

Both primary and secondary data were gathered using questionnaires and key informant interviews (KIIs). The study used purposive sampling techniques to select a total of 409 respondents: 385 for the questionnaires and 24

respondents for the KIIs. The study's primary data was obtained from 314 (out of 385) complete questionnaire responses and 24 KIIs. On the other hand, a desk review was used to gather secondary data from relevant publications, including books, journal articles, training manuals, and policies.

Qualitative data was analyzed through content analysis. On the other hand, quantitative data was analyzed through descriptive and inferential statistics. The analysis provides a comprehensive perspective on the impact and success of CIVPOL training programs in peacekeeping missions by addressing every study question in detail. The analyzed qualitative data were presented thematically in narrative form while the analyzed quantitative data was displayed through pie charts, tables, and graphs to facilitate data visualization.

Discussion of Findings Effectiveness of CIVPOL Training in the AMISOM and MINUSMA

In evaluating the effectiveness of CIVPOL training, a nuanced assessment emerged from 314 respondents. A moderate effectiveness mean rating of 2.96 and a standard deviation of 1.44 indicate a diverse perception of training impact. The median effectiveness rating of 3 suggests an average perception of training's efficacy, highlighting areas for potential enhancement. Significant differences in training approaches between AMISOM and UN Missions in Mali were revealed, with a Chi-Square test confirming these disparities as statistically significant, emphasizing the necessity of tailored training programs. Additionally, 'Resources' emerged as the predominant challenge in CIVPOL training, with 'Better Resource Allocation' as the most cited improvement recommendation, underscoring the critical areas for training optimization. Table 1 below shows the descriptive statistics concerning the effectiveness of CIVPOL training.

Table 1: Descriptive Statistics

Statistic	Value
Count	314
Mean	2.96
Std Dev	1.44
Min	1
25th %	2
Median	3
75th %	4
Max	5

Source: Researchers, Field Data, 2024

As per Table 1 above, the median rating stands at '3', reflecting that half of the surveyed participants rate the training's effectiveness as average. This central tendency is supported by the 25th and 75th percentile values (2 and 4, respectively), confirming that half of the responses are distributed within the mid-range of the scale. This analysis underscores the importance of refining CIVPOL training to elevate its perceived effectiveness. Enhancements could be informed by further cross-tabulating these ratings with demographic data to identify trends and specific needs among different respondent groups, ensuring targeted improvements.

Figure 1 below shows the frequency distribution of the effectiveness ratings. The ratings were classified into five groups ranging from 1 to 5: 1 Being Not Effective and 5 being Highly Effective.

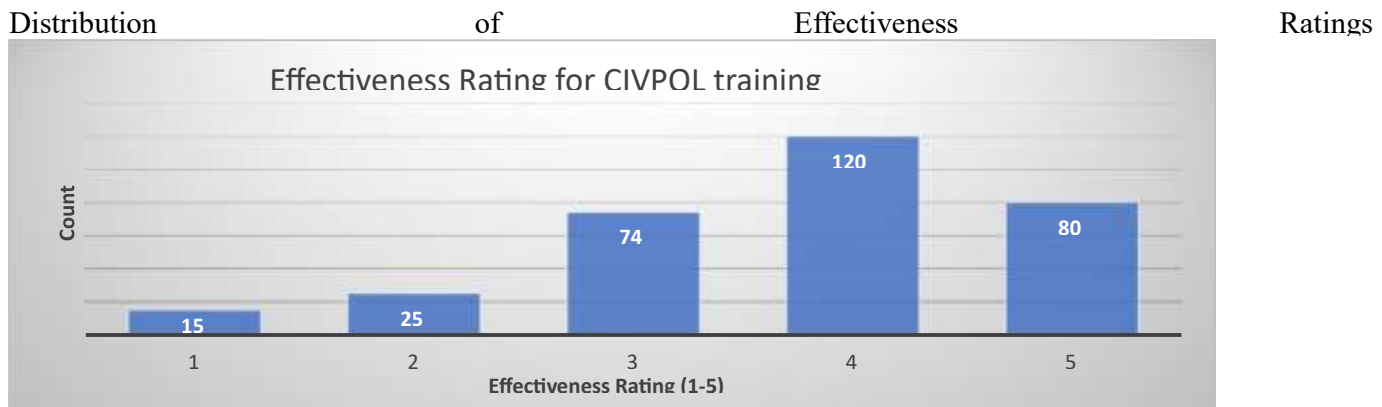


Figure 1: Effectiveness of CIVPOL training
Source: Researchers, Field Data, 2024

From Figure 1 above, the frequency analysis shows 15 respondents (4.8%) rated the training as 'Not Effective' (1) and 25 (7.96%) as 'Slightly Effective' (2). The majority of respondents, 194 (61.78%), rated the training as 'Moderately to Highly Effective' (3 to 5), with the largest group, 120 (38.22%), selecting '4'. This suggests a generally positive perception but also indicates room for improvement.

Comparative Analysis of CIVPOL Training Approaches between AMISOM and MINUSMA

The comparative analysis of CIVPOL training approaches between AMISOM and MINUSMA reveals significant differences. A Chi-Square test, which assesses the significance of the observed disparities, yields a Chi-Square Statistic of approximately 12.44 with 3 degrees of freedom. The resulting p-value is about 0.006, which is less than the threshold of 0.05, indicating that the differences are statistically significant. Table 2 below provides a summary of the perceived differences in CIVPOL training approaches between AMISOM and UN Missions in Mali.

Table 2: Perceived Differences in CIVPOL Training Approaches

Training Aspects	AMISOM	UN Missions in Mali
Conflict Resolution	80%	65%
Human Rights	70%	85%
Local Cultural Sensitivity	90%	55%
Legal Knowledge	60%	75%

Source: Researchers, Field Data, 2024

From Table 2 above, it's discernible that AMISOM places a significantly higher emphasis on 'Local Cultural Sensitivity' (90%) than UN Missions in Mali (55%). Conversely, UN Missions in Mali place greater importance on human rights training (85%) than AMISOM (70%). The focus on 'Legal Knowledge' is also higher in UN Missions in Mali (75%) than in AMISOM (60%). When it comes to 'Conflict Resolution,' AMISOM's emphasis (80%) slightly surpasses that of the UN Missions in Mali (65%).

Figure 2 below further depicts the comparative emphasis on training aspects between AMISOM and UN Missions in Mali.

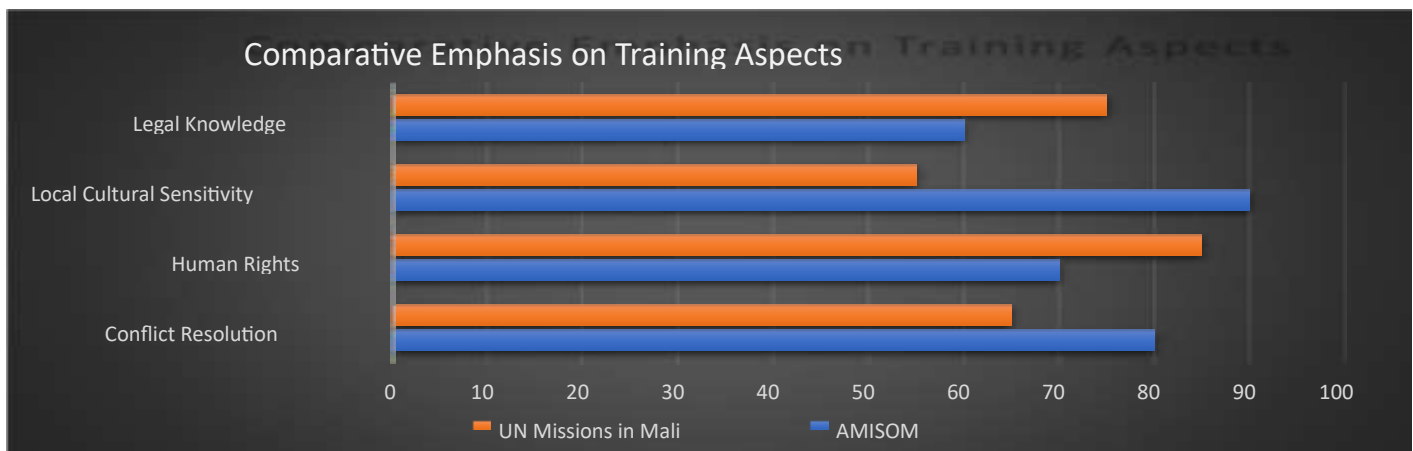


Figure 2: Comparative Emphasis on Training Aspects

Source: Researchers, Field Data, 2024

As per Figure 2 above, this study identified four key domains of training: legal knowledge, local cultural sensitivity, human rights, and conflict resolution. This analysis implies that the variations in training emphases—specifically, AMISOM's greater focus on 'Local Cultural Sensitivity' and 'Conflict Resolution'; and the UN Missions in Mali's stronger emphasis on 'Human Rights' and 'Legal Knowledge'—are not due to random chance. AMISOM's focus on local cultural sensitivity aligns with the argument of scholars like Rietjens and Ruffa (2019); and Ruiz Rosendo and Persaud (2019) that peacekeepers must be prepared to handle the challenges due to different languages and cultures in peacekeeping missions. There is a meaningful distinction in the training priorities of the two missions, reflecting potentially differing operational needs and strategic objectives within their respective contexts. The findings from this statistical test confirm that the tailored approaches to CIVPOL training are essential and should be carefully considered when developing and implementing training programs for peacekeeping missions.

The emphasis on 'Local Cultural Sensitivity' and 'Conflict Resolution' within AMISOM's CIVPOL training program can be understood through an institutional lens as a response to the unique cultural and social dynamics of Somalia. AMISOM (operating within the institutional framework of the AU in line with developing local solutions to Africa's problems) prioritized local cultural sensitivity and local conflict resolution mechanisms to build trust and legitimacy among the Somali population. This emphasis reflects the institutional norms and expectations of the AU which prioritize local ownership in peacebuilding efforts (Khadiagala, 2021).

Conversely, the stronger emphasis on 'Human Rights' and 'Legal Knowledge' within UN Missions in Mali's CIVPOL training program aligns with the institutional values and mandates of the UN. This line of thought is consistent with the works of scholars like Oliver De Schutter. According to De Schutter (2019), the UN as a global organization committed to upholding human rights and the rule of law sets institutional norms and expectations for its peacekeeping missions to prioritize aspects such as human rights protection and legal compliance. Therefore, the emphasis on human rights and legal knowledge in UN Missions in Mali's CIVPOL training program reflects the institutional priorities of the UN in promoting accountability, transparency, and respect for international legal standards.

Challenges Faced in CIVPOL Training in AMISOM and MINUSMA

The pie chart analysis depicted in Figure 3 below highlights the various challenges faced in CIVPOL training in both MINUSMA and AMISOM. From Figure 3 below, 'Resources' are the most significant challenge, representing 35% of the responses, indicating that adequate funding and materials are a primary concern. 'Cultural Sensitivity' is noted by 26% of respondents, reflecting the importance of understanding the local context in peacekeeping

scenarios. 'Language Barriers' follow at 17%, underscoring communication difficulties in multilingual environments. 'Training Methodology' constitutes 13%, suggesting that the approaches and techniques used in training require improvement. Lastly, 'Local Cooperation' is seen as a challenge by 9% of participants, pointing to the need for better engagement with local entities. The pie chart below shows the proportion of the challenges mentioned above;

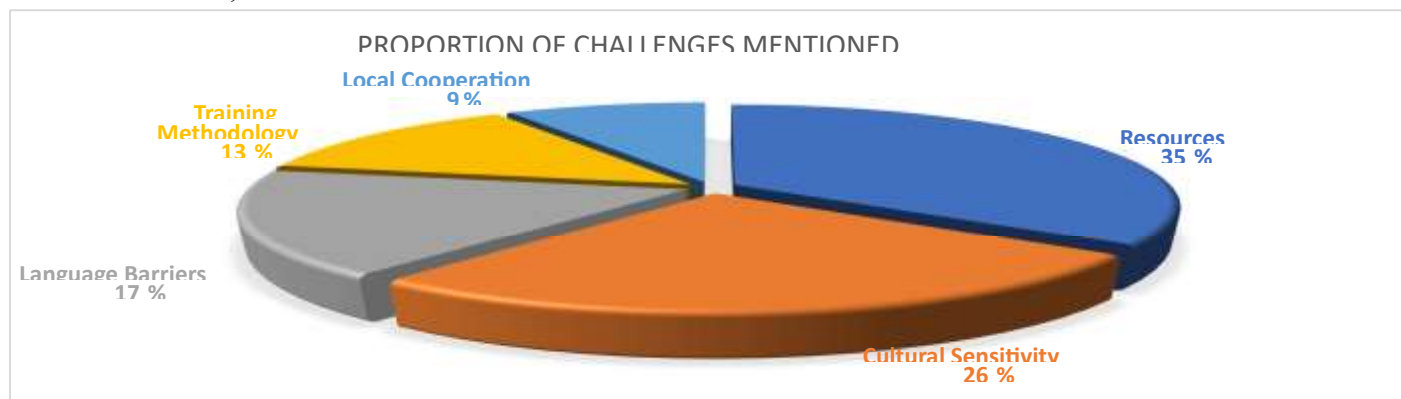


Figure 3: Challenges faced in CIVPOL training

Source: Researchers, Field Data, 2024

The excerpts below highlight the diverse challenges in CIVPOL training programs IN both AMISOM and MINUSMA. The challenges included resource constraints, cultural insensitivity, lack of local cooperation, training methodology issues, and communication barriers. These findings were also consistent with the existing scholarships on CIVPOL training by scholars like Kasumba (2005) and Lapsatis (2019). Scholars like Fraenkel (2019) also found that the UN CIVPOL lacked the required experience to train the local police in the Solomon Islands. Fraenkel's findings complement and reinforce the broader scholarly understanding of challenges within CIVPOL training, as identified by Kasumba (2005) and Lapsatis (2019). The excerpts were as follows;

"We often struggle with limited resources for training. There is just not enough funding allocated to ensure that we have the materials and equipment we need to effectively train our personnel. We are constantly having to make do with outdated materials and insufficient facilities."(KII5, 2024)

This excerpt above highlights the pervasive issue of inadequate funding and resources for CIVPOL training programs. The reliance on outdated materials and insufficient facilities undermines the quality and effectiveness of training, which is critical for preparing CIVPOL personnel for complex peacekeeping duties. Consequently, resource allocation and ensuring that training programs are well-equipped with modern materials and facilities are essential for improving the overall operational efficiency of CIVPOL officers.

Another respondent noted that;

"Understanding the local culture is crucial in conducting the duties of a CIVPOL personnel, but it's a challenge. Sometimes they inadvertently offend or misunderstand because they are not fully aware of the cultural nuances. The CIVPOL personnel therefore need more training on cultural sensitivity. Without a deep understanding of the local context, it is difficult to build trust and effectively engage with the local community in their area of operation."(KII3, 2024)

This statement underscores the importance of cultural sensitivity in peacekeeping operations. Jackson et al. (2018) opine that the ability to understand and respect local customs and norms is vital for building trust and fostering

positive relationships with the local population. The need for enhanced training in cultural sensitivity is evident, as it directly impacts the effectiveness and acceptance of CIVPOL personnel in their operational environments.

Another respondent also noted that;

"Communication can be a real struggle when there are language barriers. Peacekeepers often rely on interpreters, but it's not always easy to convey complex concepts accurately. Language differences can hinder their ability to communicate with locals and other stakeholders. Therefore, it slows down their operations and can lead to misunderstandings."(KII2, 2024)

Language barriers pose significant challenges to effective communication between CIVPOL officers and local communities. Other scholars like de Resende Silva (2019) also noted that the language barrier was also a challenge in the UN's peace mission in South Sudan where the reliance on interpreters led to miscommunication and misunderstandings. This emphasizes the need for improved language training and better integration of language support systems to ensure clearer and more effective communication in the field.

"The way we conduct training needs improvement. It's too focused on lectures and theoretical concepts; we need more hands-on, practical exercises to better prepare us for the field. Additionally, we need more innovative approaches that simulate real-world scenarios and challenge us to think critically."(KII6, 2024)

This feedback highlights a critical flaw in current training methodologies, which are overly theoretical and lack practical application. In addition to the above, Caparini (2017) also noted that there were four key issues in the pre-deployment training (PDT) of CIVPOL: limited force protection capabilities in training, insufficient skills and content of the PDT for handling complex tasks in peacekeeping operations, ensuring that those deployed have requisite training, and ensuring that those who have had requisite training are promptly deployed. Lastly, another respondent also noted that;

"CIVPOL faces difficulties in their training programs due to the challenges of gaining cooperation from local authorities and communities. Understanding how to effectively engage with these stakeholders is essential for CIVPOL's success in peacekeeping missions, yet it is a complex and often frustrating aspect of training their personnel. Without cooperation from local entities, CIVPOL struggles to simulate realistic scenarios and adequately prepare its personnel for the challenges they will encounter in the field. Incorporating strategies for building trust and fostering collaboration with local authorities and communities into CIVPOL's training curriculum is crucial for overcoming this obstacle and ensuring the effectiveness of CIVPOL operations." (KII7, 2024)

From the perspective of INT, the challenges identified in CIVPOL training programs, as shown in the excerpts above, can be understood as manifestations of institutional constraints and dynamics. Institutions such as the UN and the AU shape the norms, values, and practices within which CIVPOL training operates. Therefore, resource constraints, cultural insensitivity, and communication barriers reflect the influence of institutional contexts on the training program's design and implementation. The identified challenges thus highlight the need for institutional adaptation and reform to better address the complexities of peacekeeping training within evolving global contexts.

Improvements to Enhance CIVPOL Training Outcomes and Mission Success

Solving the challenges demands a holistic approach encompassing optimizing resources, culturally competent training programs, clear communication channels, creative learning approaches, and improved partnerships with local actors. This subtle analysis of challenges is essential for designing informed measures to strengthen the potency of CIVPOL training. Table 4 below provides an overview of the main improvements for CIVPOL Training that were suggested in the study.

Table 4: Suggested Improvements for CIVPOL Training

Type of Improvement	Frequency of Mention
More Hands-On Training	110
Better Resource Allocation	150
Enhanced Language Support	70
Cultural Sensitivity Programs	95
Strengthen Local Partnerships	80

Source: Researchers, Field Data, 2024

Based on the data in Table 4 above, 'Better Resource Allocation' is the most frequently mentioned improvement for CIVPOL training, with 150 mentions, accounting for 37.5% of all suggestions. 'More Hands-On Training' is also a significant recommendation, with 110 mentions (27.5%). 'Cultural Sensitivity Programs' received 95 mentions, representing 23.75%, indicating a strong need for training mindful of local cultural dynamics. 'Strengthen Local Partnerships' and 'Enhanced Language Support' are seen as relatively less critical but still notable, with 80 (20%) and 70 (17.5%) mentions, respectively. One respondent aptly summarized these challenges as follows;

"Addressing the challenges in CIVPOL training programs requires improvements in five key areas: Firstly, incorporating more hands-on training exercises would better prepare personnel for real-world scenarios. Secondly, allocating resources more effectively and ensuring adequate funding would enhance the quality of training programs. Thirdly, providing enhanced language support to overcome communication barriers in multilingual environments is essential. Additionally, implementing cultural sensitivity programs would promote understanding and respect for local customs and norms. Lastly, strengthening partnerships with local authorities and communities would facilitate greater cooperation and support for CIVPOL training and operations." (KII4, 2024)

From the excerpt above, improving CIVPOL training in MINUSMA and AMISOM requires a consideration of the key strategies raised above. By implementing these recommendations, CIVPOL training can be more responsive to the realities of peacekeeping operations, ultimately leading to more successful mission outcomes.

Summary of Key Findings

This section of the "Results and Discussion of Findings" presents the summary of the key findings from the discussion above. The most important result from the analysis of CIVPOL training effectiveness is a medium overall perception by 314 respondents, who provided an average effectiveness score of 2.96 with a standard deviation equal to 1.44 as was shown in Table 1 on Descriptive Statistics. The frequency analysis depicted in Figure 1 also showed that although most respondents perceive the training as moderately to highly effective, considering 38.22% 'Effective,' a considerable number consider it less effective, showing essential areas for potential improvement.

A Comparison between AMISOM and UN Missions in Mali reveals peculiar training needs as shown in Table 2 and Figure 2. AMISOM accentuates 'Local Cultural Sensitivity' (90%) than some UN missions in Mali (55%). On the other hand, the UN missions focus on 'Human Rights' and 'Legal Knowledge,' implying that training approaches are reflected in individual conflict settings and the functional needs of respective missions. The Chi-Square test confirmed these differences as statistically significant, demonstrating the relevance and necessity for contextually adapted training programs in peacekeeping operations.

The impact of CIVPOL training on operational efficiency is directly tied to the identified challenges and suggested improvements. Resource constraints emerged as a primary challenge, with 'Better Resource Allocation' being the

most frequently mentioned area for improvement, followed by the need for 'More Hands-On Training.' These factors are crucial in shaping the operational effectiveness of CIVPOL units, suggesting that resource availability and practical training experiences are vital for successful mission outcomes (Ramos & Ellitan, 2023).

Conclusion

This study comprehensively assessed CIVPOL training effectiveness in peacekeeping missions: the African Union Mission in Somalia (AMISOM) and the United Nations Mission in Mali (MINUSMA). These findings indicated moderate effectiveness of training programs characterized by significant differences in training focus, showing mission-specific demands. The study demonstrated the need for context sensitivity and adaptability for training design to increase operational efficacy in various peacekeeping environments.

This study contributes significantly to peacekeeping studies by offering empirical evidence on the subtle needs of CIVPOL training. It highlights the challenges in developing successful training programs and contributes to the theoretical debate on peacekeeping effectiveness. The multimission comparative analysis extends the understanding of how training can be adapted to diverse operational demands and goals.

From the perspective of INT, the findings underscore the importance of institutional contexts in shaping CIVPOL training effectiveness and operational efficiency within peacekeeping missions. The variations in training between AMISOM and UN missions in Mali reflect institutional norms and mandates. Therefore, there is a need for contextually adapted training programs. Moreover, the identified challenges such as cultural insensitivities are indicative of institutional limitations. Addressing these challenges and implementing suggested improvements require institutional adaptation and reform to better align training programs with mission objectives. By recognizing the influence of institutions on CIVPOL training, stakeholders can enhance the effectiveness and impact of peacekeeping operations per institutional norms and expectations.

Recommendations

This section of the research covered two critical areas of recommendations: recommendations for improving CIVPOL training and recommendations for future articles. The section proceeded as follows; Recommendations for Improving CIVPOL Training

1. AMISOM and MINUSMA should ensure a dedicated budget for CIVPOL training programs. These funds should be specifically allocated to build or upgrade training facilities with the latest technology and resources, such as simulation equipment, interactive training modules, and updated instructional materials. Additionally, the budget should be used to hire additional qualified trainers and support staff, including experts in cultural sensitivity, language proficiency, and practical field exercises. Investing in these areas will enhance the quality and effectiveness of training delivery, ensuring that CIVPOL personnel are well-prepared for their peacekeeping duties.
2. CIVPOL should incorporate and emphasize local cultural training. Given the importance of 'Local Cultural Sensitivity,' the CIVPOL training curriculum should include detailed cultural orientation modules specific to the regions of deployment, such as Somalia and Mali. These modules should cover local customs, social norms, historical contexts, and language basics. Providing in-depth cultural immersion experiences, such as interactions with local community leaders and participation in cultural events, would enable CIVPOL personnel to gain a deeper understanding and appreciation of the societies they serve. This comprehensive cultural training is critical for building trust, fostering effective communication, and ensuring operational success in dynamic peacekeeping environments.
3. CIVPOL should develop the language proficiency of its personnel. CIVPOL should introduce a structured language training program tailored to the specific languages spoken in the mission areas, such as Somali for AMISOM and French and Bambara for UN Missions in Mali. This program should include intensive language

courses, regular practice sessions, and assessments to ensure proficiency. By improving language skills, CIVPOL personnel will be better equipped to communicate effectively with local populations, facilitating smoother mission operations, enhancing collaboration with local authorities, and building trust within the community.

Additionally, incorporating language support tools, such as translation apps and bilingual aides, can further assist in overcoming communication barriers.

Recommendation for Future Articles

1. Future research should focus on identifying the direct relationships between specific training modules—such as cultural sensitivity, language skills, and practical field exercises—and their impact on key target outcomes like operational efficiency, mission success rates, and community relations in peacekeeping missions. This detailed analysis can help in fine-tuning training programs to directly address the most critical factors influencing peacekeeping effectiveness.

References

Bellamy, A. J., Williams, P. D., & Griffin, S. (2010). Understanding peacekeeping. Polity.

Caparini, M. (2017). Challenges in deploying effective police to international peace operations.

Crowson, R. L., & Deal, T. E. (2020). Microlevel sources of institutional change: New insights into the legitimacy imperative. *Peabody Journal of Education*, 95(4), 439448.

de Resende Silva, J. M. (2019). The contribution of the United Nations police to the protection of civilians in South Sudan. *Conjuntura Austral*, 10(50), 84-97

De Schutter, O. (2019). *International human rights law*. Cambridge University Press.

Durch, W. J. (Ed.). (2006). *Twenty-first-century peace operations*. US Institute of Peace Press.

Fraenkel, J. (2019). The Role of the Military and Police in the Regional Assistance Mission to Solomon Islands. *Guns & Roses: Comparative Civil-Military Relations in the Changing Security Environment*, 231-256.

Jackson, K. T., Burgess, S., Toms, F., & Cuthbertson, E. L. (2018). Community engagement: Using feedback loops to empower residents and influence systemic change in culturally diverse communities. *Global Journal of Community Psychology Practice*, 9(2), 1-21.

Jepperson, R. L., & Meyer, J. W. (2021). *Institutional theory: The cultural construction of organizations, states, and identities*. Cambridge University Press.

Jooji, I., Okwara, E. C., & Momoh, Z. (2023). The United Nations Multidimensional Integrated Stabilization Mission In Mali (MINUSMA) In Peacekeeping Support Operation In Mali. *Journal of Namibian Studies: History Politics Culture*, 33, 38593878.

Kasumba, Y. (2005). The Limits and Opportunities of Peacekeeping Training and Education. *Journal of International Development and Cooperation*, 105.

Khadiagala, G. M. (2021). The African Union in Peacebuilding in Africa. *The State of Peacebuilding in Africa: Lessons Learned for Policymakers and Practitioners*, 197213.

- Kiplagat, M. (2019). The Role of Police in Multidimensional Peacekeeping Operations In Unmiss (Doctoral dissertation, University of Nairobi).
- Lapsatis, I. (2019). The efficiency of preparing UN peacekeepers: Problems in Contemporary Peacekeeping (Doctoral dissertation).
- Moutsios, S. (2023). Institutional Theory and Cross-Cultural Comparison. Full Issue, 154.
- Powell, W. W., & DiMaggio, P. J. (2023). The Iron Cage Redux: Looking Back and Forward. *Organization Theory*, 4(4), 26317877231221550.
- Ramos, A., & Ellitan, L. (2023). A Critical Review of The Role of Strategic Leadership, Organizational Learning, and Organizational Culture: The Case of The Timor-Leste National Police. *ULIL ALBAB: Jurnal Ilmiah Multidisiplin*, 2(7), 2845-2854.
- Rietjens, S., & Ruffa, C. (2019). Understanding coherence in UN peacekeeping: a conceptual framework. *International Peacekeeping*, 26(4), 383-407.
- Ruiz Rosendo, L., & Persaud, M. C. (2019). On the frontline: Mediating across languages and cultures in peacekeeping operations. *Armed Forces & Society*, 45(3), 472-490.
- Schoonenboom, J., & Johnson, R. B. (2017). How to construct a mixed methods research design. *Kolner Zeitschrift fur Soziologie und Sozialpsychologie*, 69(Suppl 2), 107.
- Steele, B., Rathmell, A., Teltschik, R., Jones, S. G., Timilsina, A. R., Dobbins, J., & Crane, K. (2005). The UN's Role in Nation-Building: From the Congo to Iraq. <https://policycommons.net/artifacts/4831004/the-uns-role-in-nationbuilding/5667824/>
- Suddaby, R. (2010). Challenges for institutional theory. *Journal of Management Inquiry*, 19(1), 14-20.
- Theobald, A. (2009). Watching the war and keeping the peace: the United Nations Truce Supervision Organization (UNTSO) in the Middle East, 1949-1956 (Doctoral dissertation).
- Williams, P. D. (2018). Fighting for peace in Somalia: A history and analysis of the African Union Mission (AMISOM), 2007-2017. Oxford University Press.