

## INTERNATIONAL FORUM ON DIPLOMATIC TRAINING

### 31<sup>st</sup> Meeting of Deans and Directors of Diplomatic Academies and Institutes of International Relations

Dubrovnik, Croatia  
28 - 30 September 2003

The Diplomatic Academy and the Ministry of Foreign Affairs of Croatia hosted the 31<sup>st</sup> Meeting of Deans and Directors with most generous hospitality and professional efficiency. The formal meetings were preceded by a musical concert by the Dubrovnik Guitar Trio, and a reception given by H E Mr Stjepan Mesić, President of the Republic of Croatia. Following the Forum many members had the pleasure of an excursion by boat to the Elaphite Islands.

**Dr Peter Turcinović**, Director of the Diplomatic Academy, welcomed members of the Forum to Dubrovnik. He observed that Dubrovnik was not only a city of ancient walls but also had been a cradle of diplomacy since the mid-15<sup>th</sup> century. Dubrovnik had been an independent non-aligned state for 537 years until 1808, with a tradition of non-authoritarian government and friendly relations with its neighbours. Dubrovnik diplomats had developed a sophisticated set of formal professional rules which predated those of the major European powers, and had foreseen the rise to prominence of the United States from its earliest origins. They looked forward now to the new task of re-integrating post-conflict Croatia into the European and international system. It was appropriate, therefore, that the International Forum should meet at Dubrovnik to consider ways of improving professionalism in diplomacy.

Dr Turcinović also offered a brief synopsis of trends in modern diplomacy. Key points included:

- multiplication of actors in the practical business of international relations, much by-passing government; consequently no longer a role for Foreign Ministries simply as national gatekeeper
- increased informality, with less emphasis on prestige and protocol; this trend furthered by the introduction of non-diplomats into diplomacy, and the growth of multilateral institutions with little historical baggage
- the nation state still predominant, though, with national interests (variously defined and re-defined ) requiring diplomacy backed by armed force and timely intelligence
- changes in management structures and practices as speed of communications and complexity of decision-making required flatter, more flexible hierarchy
- increased volume of consular work owing to the growth of foreign travel
- rapid growth of information and communications technology (ICT) as a tool of diplomacy, leading ineluctably to greater openness, but raising many still-unanswered questions about ownership, management and control of information
- international relations remained essentially a function of interdependency and conflict; conflicts of interest were needed to enable development to happen; the challenge for diplomacy was to channel fear-driven potential conflict into a value-added co-operative approach, in which through creative imagination and courage competing interests could be encouraged to focus on a larger whole, shared.

**Ambassador Dr Ernst Sucharipa**, Co-Chair of the Meeting, introduced new members of the Forum, and those representing member institutions for the first time:

Dr Saad Rijadh Al Ammar (Saudi Arabia)  
N Altantsetseg (Mongolia)  
Lisen Bashkurti (Albania)  
Dr Marcel Boisard (UNITAR, Geneva)  
Ambassador Choi Young-jin (Republic of Korea)  
Ambassador Antonio Cosano (Spain)  
Alfredo Dombe (Angola)  
Alan Hunt (Oxford University Foreign Service Programme, United Kingdom)  
Inge Jaul (UNDP)  
Dr Lorna Lloyd (Chair, United Kingdom Forum on Diplomatic Training)  
Envera Mahić (Bosnia Hercegovina)  
David Malone (International Peace Academy, New York)  
Hubert Monzat (International Diplomatic Academy, Paris)  
Kalil Nasri (Afghanistan)  
Jovan Pičujan (Croatia)  
Ambassador Chitriya Pinthong (Thailand)  
Ambassador Mohamed Rifaah El Tahtawy (Egypt)  
Nadjib Riphath (Indonesia)  
Professor Lamija Tanović (Bosnia Hercegovina)  
Sashko Todorovski (Macedonia)  
Professor Dr Peter Turcinović (Croatia)  
Ambassador Hideaki Ueda (Japan)  
Jasmina Veličković (Serbia and Montenegro)  
Wu Jianmin (China)

### **Building a Diplomatic Service in Post-Conflict Transition**

**Professor Casimir Yost**, Co-Chair of the Meeting, introduced and chaired the session.

**Professor Lamija Tanović** reviewed the experience of **Bosnia-Hercegovina**. The Ministry of Foreign Affairs had had no formal training establishment until 2001, and suffered still from a dearth of professional skills. They were relying principally in the meantime on specialists recruited from outside the Ministry to hold the ring until a new cadre of professionals could be trained.

They had received much assistance from foreign donors including Austria, Egypt, France, Germany, India, Italy, Malaysia, Netherlands, Pakistan, Turkey, the United Kingdom and the United States. Training had been offered both in the donor countries and in Sarajevo.

The Ministry also had developed programmes of co-operation with domestic institutions of higher education, notably with the Centre for Interdisciplinary Postgraduate Studies at the University of Sarajevo. They were attempting to build their library resources, both traditional and electronic.

They would welcome further assistance in the form of visiting lecturers, places on courses in other countries, and opportunities to learn from the experience of academies newly-created in countries in transition.

**Khalil Nasri**, Head of the Institute for Diplomacy within the Afghan Centre for Strategic Studies, reviewed the experience of **Afghanistan**. He observed that an Institute for Diplomacy had been established in 1955, offering long, medium and short courses in international relations and politics. Events between 1979 and 2001 had limited its activities.

Since December, 2001, the Institute had begun a new era with the encouragement of a pro-active President and Foreign Minister. They were beginning to undertake research and analysis of Afghanistan's foreign policy interests. However, they had *no* resources, no methodology and no reference point from which to develop the diplomacy of the new Afghanistan.

Their priority needs included: intensive language training; scholarships abroad in the course of which both new entrants and old guard could develop their professional knowledge, their concepts of democracy and human rights, and personal self-confidence; and facilities within which they could run their own seminars and conferences.

They had received support from a number of countries already, including from their neighbours China and India. They would welcome further foreign engagement to help them to consolidate *self*-generated capacity-building.

**Dr Peter Turcinović** reflected on the experience of **Croatia**. He observed that in order to catch up after ten years of delayed recovery and development they had adopted a shortcut approach. This had entailed defining:

- a vision (faster adaptation to EU standards)
- a mission (developing efficient and flexible management, effective diplomacy, improved citizen satisfaction)
- a strategy (meeting EU expectations through financial and economic efficiency, internal security, educational reform)
- achievement goals (incremental steps towards implementing the strategy)
- measures (the practical means of achieving each goal).

Through this ordered, step-by-step approach Croatia had made rapid progress in the criteria of successful transition. By 2002 Croatian GDP ranked fourth amongst EU Accession and Candidate countries. They aimed to achieve Membership by 2007-09.

In the early history of newly-independent Croatia there had been no diplomatic service as such, only well-intentioned intellectuals in hectic pursuit of international recognition and overcoming the crisis.

The Croatian Diplomatic Academy had been created in 1995. It had been a catalyst for change not only in the Ministry of Foreign Affairs but in the wider process of reconstruction and reform. They had recognised that human qualities were more important than ever in overcoming negative values, and so had focussed on personal development, lifelong learning, and support and mentoring for diplomats at post.

**Maurizio Serra**, Director of the Istituto Diplomatico 'Mario Toscano' in Rome, observed that the three national experiences reviewed had reflected three distinct phases of development:

- Afghanistan in the start-up phase, requiring a full range of support
- Bosnia-Herzegovina in the phase of reconstruction and defining national identity
- Croatia rapidly mobilising its resources towards a precise international goal.

Three common themes had emerged from these presentations:

- diplomats could make a helpful contribution to the process of stabilisation and national identity, but the development of the new diplomatic service was not always considered a priority by government
- the development of professional human resources was the *top* priority for the new Ministries of Foreign Affairs
- an ‘academy’ was an important vehicle for training and for research and planning of foreign policy in a new Ministry.

***In discussion:***

- it was necessary to organise the structure and infrastructure of the Ministry *before* embarking on training in professional skills
- donor assistance in institution-building was even more important than scholarships for individual diplomats
- assistance from outside the Ministry in transition – from other ministries, from universities, from civil society organisations, from other countries – was important in overcoming old attitudes and methods
- it was important to recruit impartially from all main sectors of society, to avoid importing the scars of the old conflict, and to consolidate a new team with a united vision
- it was important nevertheless to retain ‘irreplaceable gifted people’, and to focus on building a new diplomacy
- training staff abroad was valuable, but it was important to develop your own national identity and *esprit de corps*; foreign trainers could be inserted into a national training programme
- following inter-confessional or inter-ethnic conflict it would be helpful to study successful models of dealing with inter-group ambitions (as in Switzerland and Singapore)
- it was important not to confuse (broader) education and (professional skills) training
- a career development plan was needed into which to fit training, building competences coherently, cumulatively
- language training was essential, but in the early stages of developing the diplomatic service it was useful to concentrate on just a few core languages
- donors needed more concrete feedback on the priority needs of the diplomatic services and academies they were assisting
- it was important to progress beyond academies for diplomats only, to include civil servants from other Ministries and representatives of non-government organisations doing diplomatic tasks
- pressure on human resources meant that two- or three-month courses might be too long; yet there was a limit to how much could be absorbed and retained from a very short course
- similarly, while a shortcut approach offered opportunities, it also confronted a challenge in overcoming bureaucratic obstacles to change; it would be helpful to understand the debates in longer-established services as they had attempted to find the balance between academic education and job-focussed training, and to benefit from the lessons learned along the way.

## **E-Learning for Diplomacy**

**Adriaan de Hoog**, Director of the Canadian Foreign Service Institute, introduced a brief discussion of the development of e-learning as an element of diplomatic training. (A handout of the presentation slides was distributed at the Meeting.)

There had been geometric growth in the number of participants. Some 7-8% of training now was offered online across a range of specific subjects, including a number of required courses.

Demand had come from all departments, including trade, culture, public diplomacy, finance and management. Course design was demand-driven.

The greatest demand was for language training, and online learning had been shown to be helpful in public diplomacy and in administrative and management skills.

There had been more difficulty in developing e-learning in 'pure diplomatic' training, as for example in international law, in which the experts had found it hard to make the conceptual jump from textbook to interactive learning.

The production team included one site manager and two programmers who worked with educators who provided the programme content – some seven or eight in all.

**Jovan Kurbalija**, Director of the DiploFoundation, described a two-month course having three phases: an initial phase in person to build group ethos, an online phase, and a final phase in person.

Twenty-four participants had been drawn from Foreign Affairs, from other Ministries, from civil society organisations and from business.

The online phase had used hypertext links in the first week to build substantive knowledge, before moving on to interactive procedural tools in the second week.

A competitive examination had been introduced, with only the top eight participants progressing to the final phase which had included attending the UN in Geneva.

The new materials generated in the course by both participants and mentors provided cumulative content for subsequent training courses.

### ***In discussion:***

- online learning was helpfully complementary to rather than a substitute for traditional training
- opportunities for online discussion in a chat room and for contact with a mentor were important success factors
- work was progressing in evaluating the effectiveness of e-learning courses
- course development could be very labour intensive, involving up to six months of technical effort
- off-the-shelf courses were available in administration, self-administration and human resource management

- security was an issue; the technology was available, but at a cost. It was prudent to use a separate server for the virtual campus
- many diplomatic academies faced common challenges; e-learning would facilitate co-operation
- it would be helpful to create a database of e-learning courses accessible through the IFDT website
- the Forum website offered a database of the courses offered by member institutions, who edited their own entries to ensure accuracy and currency
- the website could be developed as a Virtual Forum, enabling members to keep in touch from year to year, especially those who could not easily afford to attend the annual meetings in person.

### **Approaches to Mid-Career Training**

**Ambassador Katherine Petersen**, Director of the United States Foreign Service Institute, described the American approach.

Mid-career training was offered in four Schools, dealing with area studies, languages, ICT, and (since 2000) leadership and management.

Traditionally those at the top of the Foreign Service had been policy people; management had been delegated down to an ineffective level. Secretary of State Colin Powell had instituted reforms which had transformed the management culture. A one-week course in leadership and management training now was mandatory for people in each of the three mid-level grades, and a pre-requisite for promotion. (As 60% of officers were serving overseas this presented an organisational challenge.) Training was provided by both permanent staff and contracted specialists.

FSI had attempted to overcome a 'training averse' culture in which training was seen as a necessary evil to be endured only to achieve promotion or a desired assignment. They had adopted the Training Continuum Concept which provided road maps for career development for generalists and specialists, including training in leadership and management, and life skills training for families.

Since the events of September 11, 2001, mid-level courses had been added in crisis management and particular consular skills.

FSI was continuing to adapt their programme to the changing needs of professional development, offering training in newly-needed skills, emphasising the importance of training in leadership and management, and so helping to avoid overload and burnout in mid-career officers.

**Ambassador Rolando Stein**, Director of the Academia Diplomática 'Andrés Bello', reviewed the Chilean approach.

Though the Diplomatic Academy was one of the oldest in the world, mid-career training was a relatively recent development. (The 35% of ambassadors who were political appointees still received no training.)

The Chilean Foreign Service was medium-sized, with 474 officers serving at home and abroad. There were some 200 applicants for ten new places each year. New entrants came from a wide range of professions, and were chosen more for their 'diplomatic profile' (capacity for leadership, teamwork, initiative, resistance to stress, trans-cultural attitude) than for their academic results.

Training was largely practical, needs-based, and adapted according to changing demands. Mid-career officers pursued further study under academic supervision while in post, writing theses related to their work and which constituted qualifying criteria for promotion.

Future plans included language knowledge certification as a pre-requisite for posting, psychological testing for promotion from First Secretary to Counsellor, and the development of a programme of e-learning.

**Santosh Kumar**, Dean of the Foreign Service Institute in New Delhi, reviewed the Indian approach.

There were four principal reasons for mid-career training:

- new technology and communications systems were changing diplomatic activity and techniques; officers also needed updating on new issues
- there was a virtuous cycle in which both practical skills and theoretical knowledge were enriched by periodic new learning building cumulatively on experience
- in the course of career development officers acquired new responsibilities, required different abilities, and added or changed specialist competences
- training results offered indicators for promotion, helping to define rationally the pyramid of responsibility.

Mid-career training was for everyone, in principle. There were two critical junctures:

- within a three-year band after between ten and twelve years service
- a further ten years on, before becoming a Director General at home or a Head of Mission abroad.

Training was offered in person, if possible. But the posting cycle imposed constraints, as officers might have two or three postings abroad in a row. Distance learning in an officer's personal time thus was required. A web-based programme on the Ministry Intranet had been developed by the National Informatics Corporation of India in co-operation with the Indira Gandhi National Open University.

Training was offered at two levels.

- In the 10-12 year band, courses on new issues in foreign policy (global, regional, economic) were offered on the basis of need prior to posting, with additional functional and country-specific modules.
- Ten years on, a two-week course was offered to those about to take up senior appointments. This focussed on strategic management, human and financial resources management, leadership, and foreign and security policy decision-making. The course also addressed the process of 360° review, the practice of assessing yourself and your own performance, and dealing with the loneliness of senior responsibility.

They had identified three principal challenges:

- in-built resistance to mid-career training; they were confronting this in part by encouragement to learn, and in part by making certain training mandatory and linked to promotion
- designing appropriate software for distance learning; DiploEdu and the Canadian Department of Foreign Affairs and International Trade were the pioneers in this field

- training trainers; academics and former serving officers might not have the specialist skills to write the content of web-based courses; it was also a challenge to achieve uniformity between modules; it was necessary to get the trainers together with the technical experts to produce a successful course.

***In discussion:***

- a number of countries had similar patterns to that of India, with two bands of training for those at Second Secretary level and for Counsellors
- it would be helpful to address the provision of training for political appointees as well
- pre-posting training should include partners; but the employment of spouses continued to be an insoluble problem
- psychological profiling was a helpful developmental tool, as was sociometric assessment within a peer group
- daily contact with colleagues, exchanging opinions, getting to know one another was not only a key management task but was also a tool of lifelong learning
- problem-solving ability needed to be developed; cutting through people or departments at loggerheads, looking for a better idea or solution, getting outside the box and networking with others beyond the walls of the Ministry
- it was important to remember the institutional context; if the organisation was not functioning well, offering a stable platform on which to perform, it was difficult for even the best trained officers to produce coherent policy.

**Training for Managing Small Missions**

**Sir Robin Fearn**, former senior Ambassador in the British Diplomatic Service, currently Director of Diplomatic Training at the Centre for Political and Diplomatic Studies, distributed a paper on the training that would assist those running smaller posts abroad.

Some factors leading to an increase in the numbers of small posts were specific to the UK, while others affected most Foreign Ministries:

- shift of resources to new strategic priorities
- growth in multilateral work
- increasing budgetary pressures.

Small posts, however, were not the only solution. Cost-effective alternatives included:

- multiple accreditation
- laptop Ambassadors
- hub and spoke arrangements.

But small posts delivered key benefits:

- continuity of representation and across the board access
- greater influence and authority with the receiving government
- ability to carry out the full range of core diplomatic tasks
- multi-task experience and responsibility for relatively junior staff.

They also presented particular challenges:



The Foreign and Commonwealth Office had conducted a review recently which had been driven by demand from small posts. There had been two main requests:

- for a system of checks to ensure that objectives and tasks were not overloaded
- for a reduction in the time that had to be devoted to self-administration (40+ annual returns needed to be simplified and reduced to essentials).

The principal needs identified by the Small Posts Review included:

- avoidance of management overload
  - reduction of time given to self-administration
  - simplified accounts procedures
  - concentration on the essentials
- communications
  - user-friendly, state of the art systems
  - a special Help Desk for small posts
- prioritisation of tasks
  - setting practical and limited Post Objectives
  - individual objectives defined according to key tasks
  - central control and selectivity in flow of inward material
  - selectivity and flexibility in demands for lobbying
    - limited to what the host country can influence
    - instructions to come as speaking notes *in* the language of lobbying
  - regular (at least weekly) and sympathetic dialogue between Posts and tasking desks
- staff support
  - central pool of experienced all-rounders to fill gaps from leave, illness
  - rapid provision of extra staff to manage crises
- staff selection (the *key* task: choosing the right people for the job)
  - opportunity for early responsibility and decision-making
  - but also risk of isolation / sense of marginalisation
  - need, therefore, to focus on:
    - self starters, self-motivators
    - self-confidence, decisiveness
    - versatility, adaptability, resilience
    - sensitive management skills
    - and for partners, opportunity to work

Small posts were *not* generally suitable as training posts.

Pre-Post training needed to focus on:

- multi-task versatility
  - e.g. political – consular – development  
registry – development – management
  - need for clear and agreed job descriptions prior to posting, and for consequent pre-posting training modules
- ICT training
  - particular scope for distance learning in this field
- crisis management
  - including consular crises
  - contingency planning for immediate action
  - plans needed in advance

- staff management
  - Head and Deputy Head
  - line management
  - appraisal writing
  - management of Locally Engaged staff
- small project management
  - project identification
  - budgeting and accounting
- time management and multiple priority management.

Locally Engaged staff were a vital resource:

- training was needed to enable them to take on higher value tasks in management, development, commercial, consular *and* political work
- larger regional posts could be used as training centres and as resources of expertise of more experienced regional staff.

***In discussion:***

- problem of deciding what to *delete* from key priorities
- training needed on how to focus on objectives in multilateral institutions
- advantage for small states in using team approach, co-operating with like-minded states (as EU Member States do)
- pooling representation was a possible solution, where interests/policies were shared
- for smaller states even a small post might be an unaffordable luxury; hub and spoke, therefore, of necessity; a presentation on training for hub and spoke arrangements would be welcome
- small posts linked online could form a ‘virtual committee’, an active network feeding into a structured channel to someone with sufficient weight at the centre (a Champion) to solve the problem
- care needed, however to avoid ‘Champion-proliferation’ (*‘champignons’*); identifying the Champion (the label, as an end) might mean avoiding addressing core problems.

**Diplomatic Training for the Management of Global Public Goods**

**Dr Inge Kaul**, Director of the Office of Development Studies, UNDP, presented a paper on the implications for diplomatic training of providing Global Public Goods (health, food safety, home security, financial stability).

Global Public Goods were *public* in the sense that they were non-excludable; public either by design and choice (clean air, peace and security), or by default, neglect or lack of knowledge (CFCs / ozone depletion).

They were *global* insofar as they were by their nature cross-border phenomena (trade, finance, environment, technology). National public domains thus were interlocked; domestic policy action had to be complemented by international co-operation.

A number of institutional reforms and policy innovations were required. Some were already under way:

- adding issue focus
  - appointment of issue ambassadors
- enhancing inter-agency co-ordination
  - importance of matrix management
- emphasising results
  - importance of incentives and contracts
- facilitating fiscal coherence and transparency
  - consolidation of international relations expenditure
- recognising the dual operational agenda of international co-operation
  - provision of global public goods and development assistance
- promoting enhanced *publicness* of decision-making
  - importance of multi-stakeholder dialogue.

Diplomatic training in support of these efforts needed to emphasise:

- technical knowledge-building in the fields of Global Public Goods
- expertise in public finance and behavioural economics
- issue-alliance building in multilateral fora
  - identifying key partners
  - strategising
  - negotiating
- multidisciplinary
  - networking across sector / actor / geographical boundaries
- public diplomacy
  - to both foreign and domestic publics
- win-win thinking
  - pursuing national self-interest in a globalising world.

It was important to include diplomatic training in programmes of assistance to developing countries, and to promote South-South technical co-operation.

***In discussion:***

- human rights / human security were the *objectives*; Global Public Goods were the *tools*
- it was necessary to move from pious moral declarations to hard-nosed domestic self-interest writ large
- care was needed in matrix organisation, as all players had the opportunity to pass the buck; a clear home of responsibility was needed
- Ministries of Foreign Affairs could show leadership (and gain networking opportunities) by offering training in Global Public Goods issues to other government ministries
- issue ambassadors were not merely trade negotiators or technocrats; they needed to be trained diplomats, high-level negotiators bringing national governments, civil society organisations and business interests together
- nevertheless, diplomats needed to remember that implementation of *practical access* to Global Public Goods (the weakest stage) was in the hands not of the international community, nor of the national government, but of the municipality or local authority

- courses on Global Public Goods issues were not a choice but a necessity for the training of junior and mid-level diplomats; one model (Iran) combined a course on theory (the logic of globalisation) with a course on practical application (the diplomacy of global issues).

## **Reports from Regional Meetings**

### **Americas**

Chile had hosted a meeting of regional diplomatic training institutions (12 of the 15 institutions had been represented). Their discussions had covered e-learning, psychological testing, co-operation in language training and network-building.

Regional fora offered the opportunity for exchange experience. There were different models of institution, programme and curriculum; yet all shared common core training:

- *subjects*: multilateralism, trade policy, economic diplomacy, public diplomacy, international law, diplomatic history, security
- *skills*: negotiation, advocacy, communication, networking, managing relations with non-government actors, management and leadership

### **Asia and Africa**

Disappointment was expressed at the under-representation of Sub-Saharan Africa at the Forum Meeting. Was it due to lack of information? Lack of interest? Lack of resources? What could be done?

**Alfredo Dombe** observed that the low turnout was not a question of will but of means. Diplomatic training was very important to African nations, as the quality of their representation in international fora was a key to their development.

The possibility had been raised of individual countries acting as sponsor to the representative a Sub-Saharan training institution. It would be helpful to compile a list of the institutions offering diplomatic training.

It was observed that representation at the Forum was not only a question of resources but also of the maximum size of the Meeting.

**Ambassador Mohamed Rifaah El Tahtawy** reported that Egypt offered two major meetings annually for African training institutes, one for Anglophone countries, one for Francophone. They offered in addition two courses for Defence Attachés. African governments were very willing to participate, and sent high quality representatives.

The Asian group proposed to establish an intra-regional meeting, possibly web-based, to facilitate the exchange of information. **Ambassador Hideaki Ueda** had agreed to be the Co-ordinator of the initiative.

Training in communication was a key topic for institutions in Asia, where for linguistic or cultural reasons skill in communication and presentation was not always a strength.

**Ambassador Yuri Fokine** noted that the Moscow Diplomatic Academy had assisted in the establishment of training programmes in the new Central Asian states, and continued to offer training in Moscow to their diplomats.

## Europe

There had been thirty participants at the regional meeting from eighteen countries.

The first main theme of discussion had been how institutions were dealing with the scope and pace of change, and how different kinds of change impacted upon training programmes:

- new issues or increased emphasis:
  - communication
    - between cultures
    - across professional boundaries (with science, business)
    - with the media
  - international security, terrorism, crisis management
  - gender issues
  - events – their origins, meaning, implications
- what kind of professionals now were needed
  - enduring core competences
  - new skills and attributes required
  - what could be dropped from existing training programmes to accommodate new needs
- who were being trained
  - increasingly not only diplomats
  - representatives of other central government ministries
  - sub-national government bodies (regional, local) having direct foreign relations
  - emergence of a diplomatic free-for-all, causing Foreign Ministries to redefine and defend their role
- where diplomatic training was being offered to diplomats from other countries
  - in established programmes at long-established academies and institutions
  - increasingly in newly-established academies in recently-established Foreign Ministries helping even newer Ministries to develop their systems, sharing their experience of institution-building and managing donor support
  - there was continuing demand for support, for sharing of models which worked, of courses which were successful
  - there was a possibly greater role for the IFDT website, on which could be posted module outlines, syllabi, announcements of courses and conferences.

The second main theme of discussion had been the implications for training of changes in the European Union, specifically constitutional change and Enlargement:

- development of training for the External Service of the European Commission
  - proliferation of staff at post
  - growing demand for political work
  - management training, especially for small posts
- enhanced importance of bilateral relations between Member States
  - reporting from post on domestic policy/practice in all areas of the *acquis communautaire*
  - lobbying in capitals
- multilateral negotiation at 25.

Third theme: timing of training

- too soon, before experience – no professional or institutional context
- too late – diplomats knew the material or had mastered the process already
- continuing challenge of placing training of the right type and right length at the right time
- particular challenge for mid-career training given pressure of work and responsibility, posting cycle, training-aversion.

Fourth theme: temperament

- growing importance given to engaging officers' *emotions* as well as *intellects* in training, developing the whole person
- enhanced importance of training for team-building.

### **Planning for the 32<sup>nd</sup> Meeting in Vienna, 2004**

The Meeting was planned for the third week in June to coincide with the celebration of the 250<sup>th</sup> anniversary of the Oriental Institute and the 40<sup>th</sup> anniversary of the Diplomatische Akademie.

All Member institutions were encouraged to submit in advance two paragraphs encapsulating their main activities for inclusion in an anniversary publication which would have an annex of members of the IFDT.

It was proposed that a main topic for discussion at Vienna should be training for economic diplomacy and for the promotion of trade and investment by diplomats. The topic might include an assessment of what business and banks may want from diplomats.

Other topics of discussion would include developments in e-learning for diplomacy. A practical workshop on the subject was being organised in London in January, 2004, hosted jointly by the Foreign and Commonwealth Office and the Canadian Department of Foreign Affairs and International Trade. It was open to all members of the Forum.

Proposed topics for discussion included:

- cultural patterns of diplomacy
  - different / earlier traditions than the Westphalian
- the end product of training
  - the ideal professional diplomat
  - comparison with international business, banking
- form and content of training for political appointees
- policy on and provision of training for spouses / partners
- training for minorities
  - affirmative action programmes
- training for crisis management
  - creation and management of emergency units
- training for interaction with non-government organisations
  - managing issue-dominant activism
- dealing in *all* agenda items with the *global* context of diplomacy.

It was suggested that the Meeting should include an opportunity for active learning: a workshop or exercise.

### **Concluding Remarks**

Regional Groups and individual Members were encouraged to continue consultation and co-operation throughout the year, and to make use of the IFDT Website.

The Co-Chairs thanked the Croatian hosts and their marvellous staff once again for their great hospitality. The Forum had been received most graciously in Amman in 2002. Dubrovnik had met the challenge and had produced a remarkable three days.

John Hemery  
Rapporteur