

INTERNATIONAL FORUM ON DIPLOMATIC TRAINING

38th Meeting of Deans and Directors of Diplomatic Academies and Institutes of International Relations

Malta
27 – 29 September 2010

The 38th Meeting of Deans and Directors was held at Malta, hosted jointly by the Diplo Foundation, the Mediterranean Academy of Diplomatic Studies and the Ministry of Foreign Affairs of Malta, together with the Diplomatic Academy of Vienna and the Institute for the Study of Diplomacy, Georgetown University.

Hon Dr Michael Frendo, Speaker of the Parliament of Malta, welcomed participants to the opening session, held in the historic Tapestry Chamber of the Maltese Parliament and attended by the diplomatic community in Malta. He observed that diplomacy served to solidify the foundations of peace, to encourage growth, development and reconciliation. New tools were needed to address the challenges of climate change, poverty, democratisation and fundamentalism of all kinds. Diplomats needed to be optimists, with vision; idealists dedicated to a calling.

Parliament also was a calling. The two professions could help one another. More information was being shared between parliaments and executives. Back-channel communication could be vital.

Dr William F Shija, Secretary General of the Commonwealth Parliamentary Association (CPA), and Chairman of the Foreign Affairs Committee of the Union Parliament of Tanzania, had come to Malta direct from the Commonwealth Parliamentary Conference at Nairobi, where Malta had contributed to the discussion of the role of parliaments in development.

The CPA was not unlike the IFDT – concerned with capacity-building for democracy and accountability. Each Commonwealth parliamentary election returned between thirty and eighty per cent new members. Parliaments thus were always new, always learning. The CPA was developing a large online school to establish standards and benchmarks for efficiency and effectiveness. They were an active partner with other international institutions and increasingly with non-traditional partners in addressing the challenges of terrorism, migration and health. They were aiming to progress from disaster management to peace-building.

Twenty-first century diplomacy focused not least on development; it was essential that the voice of small, poor nations was heard and respected. Diplomatic training thus was of special benefit to ACP countries, raising standards and helping to generate an ethic of public service.

Ambassador Hans Winkler, Director of the Diplomatic Academy of Vienna, reflected on the origins of the Forum. It had come to life in 1973, an informal assemblage of twelve like-minded internationalists keen to exchange ideas and explore best practice. Now it had grown to more than seventy participants from forty countries, presenting challenges of organisation and structure, but the basic aim remained – how best to prepare young people for an international career; not only government servants but civil society, international business and international institutions.

In 1973 there had been no ‘public diplomacy’, yet they had practised it without knowing its name. They had worked with parliaments, recognising the influence of parliaments on government politicians. They had understood that diplomacy, to be valid, had to have the support of the public. The IFDT was grateful for the encouragement and support of the Maltese government and parliament.

Dr Paula R Newberg, Marshall B Coyne Director of the Institute for the Study of Diplomacy, Georgetown University, observed that the founders of the Forum would not be surprised to be meeting in Malta –a bridge between Europe, Africa and Asia, between the old and the new. As the IFDT attempted, Malta combined the best of tradition with innovation.

Regional diplomatic training

[Helpfully, the organisers had provided in the programme, for each substantive session, a short collection of questions to focus the discussion.]

Questions for discussion:

How could regional diplomatic training support regional diplomacy?

What were the practical approaches for enhancing regional diplomatic training?

How could diplomatic academies co-operate in this process?

Professor Ugo Mifsud Bonnici, President Emeritus of Malta and a founding father of the Mediterranean Academy of Diplomatic Studies, observed that the rule of law in international relations when all disputes would be settled in international courts remained a distant dream. Even then, diplomats would still be needed to bring cases before international tribunals. In the meantime, diplomacy was in competition with the unilateral resort to force – it had continually to prove its value by delivering results.

Diplomats traditionally had been regarded as having been born with talent, intelligence and good sense. Their skills were handed down to them by the more experienced, in apprenticeships. Malta had benefited from the traditions of the Vatican and the British Foreign Office. (The Vatican was the more difficult to emulate; celibacy had not been universally welcome.) Former mother countries were also difficult to emulate. Training could not be solely national. It was helpful to look to wider geographic and cultural horizons, drawing on the experience of other countries, other professions, and international institutions.

The Mediterranean Academy of Diplomatic Studies had been established, in record time, by *Professor Dietrich Kappeler*, working with *Guido de Marco*. *Prof Kappeler* had combined a Mediterranean outlook on life with a Swiss no-nonsense approach, drawing on his specialist knowledge of Arabic culture in East Africa, always open to new ideas, with hope for the future. That multi-cultural tradition had been continued by subsequent directors of the Academy, contributing to the steady advance of the Academy and fulfilling the hopes of its founders.

Professor Hafiz Pashayev, Rector of the Azerbaijan Diplomatic Academy, noted that his Academy had been established to be a regional centre of diplomatic training, serving the broader Caspian Caucasus region. They had worked since its foundation with other institutions, including Georgetown University, the Diplomatic Academy of Vienna, the Diplo Foundation and the Geneva Centre for Security Policy.

Their students came from Afghanistan, Pakistan, Russia, and the countries of Eastern Europe and Africa. In this culturally diverse environment they learned to listen about the complexities of conflict.

The Academy aimed to attract students also from the countries of the Gulf and from Central Asia. They were developing programmes of study on energy diplomacy, on Islam and contemporary international relations, and on EU policy and law.

They welcomed partnerships with other institutions in other cultures. They looked forward to welcoming the IFDT to Baku for the 40th Meeting of the Forum in 2012.

Maud Dlomo, Deputy Director General, Department of International Relations and Co-operation (DIRCO), South Africa, noted that since the advent of democracy in 1994, the South African diplomatic academy had been contributing to the development of African peace and security. An African Chapter of the IFDT had been established in 2007, and met annually, working together to support the member countries of the African Union. They conducted programmes of training in peacekeeping and multilateral negotiation for the Southern African Development Community. They tried to address the conundrum of building national diplomacies to support regional integration.

Ms Dlomo offered as a case study the contribution of DIRCO to the post-conflict reconstruction of the Democratic Republic of Congo (DRC). They had developed a toolkit to address a range of issues: reconstructing state institutions, security sector reform, economic development, building a new diplomacy. The South African and DRC governments contributed equally to the programme, and made joint approaches to donors.

They had had successes, confronted challenges and learnt lessons. Amongst their successes had been the creation of a new Diplomatic Academy, with new programmes of training. The third meeting of the African Chapter of the IFDT had been held in Kinshasa. They had made progress in the re-training of older government officials, re-programming old ways.

The principal challenges included lack of infrastructure and the rapid turnover of governments. In the absence of public sector pension funds, too many old people had not been retired. There was a widespread lack of confidence in their own abilities.

The lessons learnt were both practical and philosophical. Not all could be done from the capital – it was important to have project managers at post, not least to manage co-ordination with the efforts of other donors; competition wasted resources. It was necessary to keep in mind the wider context, countrywide, to avoid duplication. Programmes needed to be focused on real needs, and required support from the top down. Most importantly, in nurturing transformational diplomacy, they were providing training for pride-building for those who had lost hope. Success bred success.

Ambassador Dr Mladen Andrljic, Director of the Croatian Diplomatic Academy, addressed four 'I's: integration, individualisation, informatisation and inter-regional co-operation.

The regional policies of the European Union were evolving, and increasingly successful in helping to build co-operative structures for development in central and southeastern Europe. From the beginning they had adopted a multinational approach to post-conflict reconstruction in countries which shared the same economic challenges, the same culture and values. The Central European Initiative (CEI) had been a leading multiplier, now comprising eighteen states between the Russian Federation, the EU and the Mediterranean.

Academic institutions in the region had been strong, but state institutions had been missing. There had been few trained diplomats, and no diplomatic academies. They had gradually built in-house competence. They had developed programmes of capacity-building for foreign ministries in management, policy-planning and co-ordination, and in bilateral and multilateral network-building. They conducted annual courses for young diplomats from across the region. They had welcomed outside contributors, including a number from the IFDT network.

This 'Dubrovnik Model' of regional partnership offered a number of lessons. Much could be achieved through co-operation between national diplomatic academies. But each had its own special needs, requiring tailor-made teaching materials adapted to the diplomacy of small states.

In discussion:

- there was potential in developing training for the specific challenges of multilateral diplomacy between regional organisations;
- the ASEAN group had expanded their co-operation to include China, Japan and the Republic of Korea. They drew on contributions from Australia, Germany, Netherlands and the United States. Further inter-regional co-operation in training was needed, at junior, mid-career and senior levels;
- India offered an annual course on regional and global issues to diplomats of the South Asian region, under the aegis of the Indian Ocean Rim Association (IORA);
- the Black Sea Economic Co-operation organisation, with headquarters in Istanbul, offered seminars on regional issues;
- the Aga Khan Foundation offered programmes of diplomatic training, and had established an independent diplomatic academy at Paris;
- schools of foreign service seemed to concentrate a great deal on hard skills training. Diplomats were not robots; more attention needed to be paid to the development of judgement, using knowledge of the past to inform the future. As Alexander Pope had said, 'the proper study of man is man'.

Reception at the Ministry of Foreign Affairs of Malta

Ambassador John Paul Grech, Permanent Secretary of the Ministry of Foreign Affairs, welcomed participants on behalf of the Minister and Deputy Minister, both attending the meeting of the UN General Assembly in New York.

The Ministry of Foreign Affairs had supported from the outset the development of the Diplo Foundation and of the Mediterranean Academy, of which *Ambassador Grech* was a graduate. Both institutions had made significant contributions to local and regional diplomacy.

Malta was a European country in the Mediterranean, but was no less Mediterranean, and helped to raise the profile of the Mediterranean in Europe. It was the European country nearest to North Africa; the Arab world were their near neighbours. The Arab League had established a liaison office in Malta to promote enhanced EU-Arab dialogue on matters of mutual concern.

Maltese diplomacy emphasised the politics of persuasion, the peaceful resolution of disputes, as exemplified in the Bush-Gorbachev Summit in 1989. It was an honest broker, without hidden agenda or political baggage, a small country which sought to make a contribution to the international community.

Optional practical workshops on e-diplomacy and online learning

The Meeting agenda offered parallel sessions, following the pattern established successfully by the College of Europe at the 36th Meeting in Brussels/Bruges in 2008, and continued at the 37th Meeting in Vienna in 2009.

Three 30-minute informal breakout sessions were conducted simultaneously, introducing participants to Web 2.0 tools:

1. How to follow social media

This workshop examined ways in which new technologies enabled people to connect with one another at very low cost, and the consequent impact on the structure and scope of social relations.

Social media facilitated development by giving rural farmers and tradespeople ready access to national and international market data. They linked tutors and students where there were no schools. They were non-hierarchical and unrestricted, engendering trust.

The workshop highlighted five key skills for the digital age:

- curate – to find, filter and collate information
- critique – to assess the validity of information and the authenticity of the source
- create – to write weblogs, to store and manage information in new ways
- communicate – to connect with others, to distribute information
- collaborate – to work with others, to share ideas, to build co-operation.

2. How to run and manage a blog

This workshop, led by *Mary Murphy*, offered practical advice on making a blog accessible and influential. The blog was a relaxed, unmoderated form of communication, a means of establishing a voice, an identity in the global commons. Its attraction lay in the spontaneity and interactivity of the conversation. As an outreach mechanism it still needed a website, a landing place for the searcher who was then drawn to the blog.

3. How to start and run online learning course

This workshop, led by *Virginia Pacque*, examined factors that made for effectiveness in online diplomatic training. In following a week of a student's participation, it addressed in particular how to sustain the engagement of course members; much hinged on the quality of the tutors, and the sense of active linkage between students and mentors.

Presentation of new courses and methodologies

Participating institutions had been invited to present brief accounts of new developments in their diplomatic training programmes. The session was chaired by *Monika Wohlfeld*.

Ambassador Yoshinori Katori, Director-General of the Foreign Service Institute of Japan, reported on three main tasks: (i) they were co-operating with other line ministries and the scientific community in developing courses in science diplomacy; (ii) they were studying ways of maximising efficiency and helping students to improve their concentration, especially through active rather than passive learning; (iii) they were concerned to emphasise the continuing importance of the Institute in a time of budget cuts, and strengthening visibility by organising lectures and outreach events to gain support from the public.

Professor Radu Carp, Director General of the Romanian Diplomatic Institute, reported on progress made since the founding of the Institute in 2002. They were still in the process of catching up after the communist period, but had been able to accelerate with development assistance as a member state of the European Union. Their main challenges included the content of the curriculum (keeping a balance between skills training and imparting knowledge), and the fact that experienced practitioners who might have been good negotiators were not always effective communicators. They were beginning to expand their programmes beyond the training of national ministries.

Professor Jong-chan Won, Professor at the Institute of Foreign Affairs and National Security (IFANS) of the Republic of Korea, reported on a new system of entry to the foreign service. The old passive examination had been replaced by a three stage process, including (i) tests of essential knowledge and ability; (ii) an essay attempting to solve a diplomatic problem; and (iii) a week-long series of interviews, day and night. It was a rigorous process of selection – there were hundreds of applicants for each place. The Institute had a growing cyber-curriculum. They had started in 2007 with five courses (protocol, drafting, culture, negotiation, free trade agreements), and had developed eight more since. They had concentrated on the recognised problem of attracting and maintaining attention in online learning; all were required to complete thirty credit hours per year.

Ambassador Michael Calcott, Director General of the Canadian Foreign Service Institute, reported on their efforts to ‘demystify’ online learning. They offered bespoke courses tailored to particular jobs. Their designers went out to posts, checking on the applicability and accessibility of the programmes; pilot courses were tested on-site. Their courses were made available not only to serving diplomats, but also to the wider public service. He demonstrated their approach in the course, ‘Islam and Muslim communities – perspectives for foreign policy’.

Professor Alan Wachman, Associate Professor of International Politics, Fletcher School of Law and Diplomacy, Tufts University, reported three changes in their curriculum: (i) they had adapted their negotiation training to accommodate as many as 180 participants; all met once for a plenary lecture, then twice a week in groups of 30, with a simulation exercise every month. The programme was run by a team of four faculty; (ii) responding to falling standards, they had instituted a course on how to write a thesis; if students knew more about how to *produce* knowledge, they would be better able to consume analytically and critically, and improve their own work; it forced people to read; (iii) they had created a course on ethics in international politics, focusing on how states actually employed ethics. It was in a sense a study of double standards, of which codes applied when. It attempted to understand why states behaved the way they did, and, as values shifted over time, how far universal values could be reconciled with the national interest.

Professor Seiglinde Gstöhl, Director of Studies, Department of EU, International Relations and Diplomacy, College of Europe, Bruges, reported on a five-day pilot programme of training for the European External Action Service (EEAS), a private initiative of a consortium of training institutions including the Netherlands Institute of International Relations and the Centre for Political and Diplomatic Studies, led by the College of Europe.

EEAS training faced three challenges: (i) the EEAS was itself a moving target, still in the process of formation; (ii) a common diplomatic culture had to be generated, bringing together experienced officials from different institutions and national traditions; (iii) a cadre of trainers was needed, capable of inculcating the values and practices of a ‘European diplomacy’. There was as yet incomplete agreement on whether joint training could or should create a ‘common culture’. But national diplomats needed knowledge about the EU, and EU officials needed training in diplomatic skills. The course programme had offered plenary sessions in the morning on EU structures and processes, complemented in the afternoon by interactive core skills training in groups. The course had been very well-received, though participants would have liked it to be longer.

Wednesday, 29 September

Training on e-diplomacy

Questions for discussion:

What was the hype and reality in e-diplomacy?

How did e-diplomacy affect diplomatic routines and the way diplomatic services were organised?

What were the skills diplomats should acquire for e-diplomacy?

What type of training should be designed for e-diplomacy?

Dr Jovan Kurbalija, Director of the Diplo Foundation, introduced the session. E-diplomacy required new skills, and in some cases a new approach to diplomacy. Diplomats were already rethinking the way they worked, and taking a new look at traditional activities such as negotiation and representation. New activities, such as addressing policy communities via the Internet, called for special skills. Re-training was essential. He drew participants' attention to the IFDT Website (www.forum.diplomacy.edu), which offered an expanding space for exchange of ideas and information between the meetings of the Forum.

Richard C Boly, Director, Office of eDiplomacy, United States Department of State, addressed the impact of e-diplomacy on the internal dynamics of a foreign service.

Until the mid-1990s, the State Department had been a closed, conservative organisation ('pale, male and Yale'), slow to adopt or adapt to new technology. The turning point had been the bombings of the US Embassies in Nairobi and Dar es Salaam in 1998. Under the leadership of Secretary of State Colin Powell, the Department had started to shed its locked-down, Cold War mentality, and had become a more open, inclusive community, geared to sharing information.

The creation of the Office of eDiplomacy had exemplified this internal professional cultural shift. It had been mandated to innovate and educate, to incubate ideas, to design and test new programmes. It had rolled out an internal Wiki - Diplopedia, a central place where the organisation could discuss its own affairs, to which anyone could contribute. (12,000 articles had been posted; there were 45,000 page views per week.) It was complemented by a Deskpedia, an interactive information point for desk officers.

An internal blog, Communities@State, had been created to promote knowledge-sharing, problem-solving and inter-agency dialogue. Since the programme's inception in 2005, dozens of blog communities had emerged and the numbers were still growing. The aim had been to 'give people an opportunity to collaborate'. Water cooler conversations had moved to the public space, offering a forum for new ideas and debate. (1,800 ideas had been posted, attracting 8,000 comments and generating new articles on Diplopedia.) It also served as a professional networking site, enabling people to track down needed expertise across departmental boundaries.

The Office also had developed external links. The Virtual Student Foreign Service enabled virtual interns to work on projects and build a relationship with the Department. Virtual Presence Posts used social media for targeted outreach. Tech@State provided opportunities for technological innovators to link with US development assistance programmes in health, education and welfare.

Increasingly, people bypassed government. It was necessary, consequently, for government to go out and join them.

Marilia Maciel, Getulio Vargas Foundation, Brazil, addressed ways in which diplomats could adjust to new challenges posed by the Internet. Nothing replaced face-to-face contact, but new tools could complement and reinforce traditional efforts.

The ways in which people had adapted to the interruption of international air traffic during the eruption of the Eyjafjallajökull volcano had demonstrated how communications technology could fill the gap, and at the same time save cost and help the environment.

Skype provided a mechanism for low-cost conference calls and intra-delegation communication, for exchanging comments and planning strategy. Google Chat added voice and video. DimDim in India offered a free service, sophisticated yet simple, for arranging pre-scheduled virtual meetings. Webex provided a customisable remote participation plenary room.

Tools such as these offered governments and organisations new opportunities for communicating also with the outside world. CNN iReport, BBC News Have your Say, YouTube and Twitter were examples of user-generated, bottom-up communication. The UK Foreign Office had joined this open space with its Global Conversations, adding the official voice and professional analysis to the discussion, engaging directly with publics worldwide.

The new tools also could enhance engagement in international meetings. The fifth annual Internet Governance Forum at Vilnius on 14-17 September 2010, offered an example of widening participation beyond the conference itself, through Webex remote participation. 'Remote presenters' and 'remote delegates' in thirteen hubs on all continents had been able to see and be seen in the Forum, sending questions and contributions during the meetings. They had added diversity to the debate, new blood to dilute the usual suspects. They had overcome the obstacles and cost of travel, and at the same time had reinforced the legitimacy of the discussion.

In discussion:

- What was the objective of e-outreach? to elicit the views of others, or to persuade?
- Public access created a mass of information, which then needed editing; it was difficult to manage in terms of policy objectives.
- Diplopedia was good for operational things – the how rather than the what; it was not about policy.
- A following could also prove to be a source. Twitter was the fastest source of information (eg the Chicago Mercantile Exchange referred to Twitter first for farm data).
- There were fears about privacy and security. A secure firewall was essential.
- Fears, too, that a staff network could aggregate complaints which then could be difficult to address or suppress.

Capacity development in diplomatic training

Questions for discussion:

What is the right balance between in-house training and outsourcing?

How to integrate in-house talents in the training process?

How did we engage retired ambassadors, academics and active diplomatic staff as trainers?

What diplomatic skills could best be developed via online methods?

Ambassador Kishan Rana, Professor Emeritus, Diplo Foundation, provided an introductory overview of the range of trainers (academics, scholars, practitioners, management experts) and training materials (simulation, role play, scenarios specific to country). The strength of

online courses lay in their being text-based; they were easily adaptable to wider or deeper content. Authors were often relaxed about copyright, encouraging repackaging and improvising to suit local priorities. Potential trainers could 'audit' a course, contributing then to the wider dispersal of its resources. The IFDT could serve as an exchange point for those wanting to develop e-learning. The goal was to have more qualified trainers everywhere.

Alina Bassegoda Treviño, E-Learning Co-ordinator, Mexican Diplomatic Academy 'Matias Romero', described the incentives (the large majority of the foreign service was posted abroad) and the challenges of e-learning in the ministry (staffing and time constraints; age - more than five hundred over 50, only 150 younger than 30; tradition, prejudice).

When developing their systems in 2003 (the first course had been conducted in 2004), they had studied the experience of others (notably the Canadians), and had collected data on the efficacy and cost-efficiency of good courses. They had recognised the importance of personal interaction and continuous assessment, especially in a Latin culture which valued individual contact. (If people were left alone, they were more likely to drop out.)

They had analysed the comparative merits of developing in-house e-learning capacity and outsourcing in meeting specific national needs (for example, the training of consular staff). The criteria had included the availability of experts and of particular courses, quality and unit cost. They had concluded that despite the high initial cost, building in-house capacity was likely to be more cost-effective over time, taking into account the cost of *not* training those who did not have access to in-class training.

In designing their courses they had emphasised interactivity (with the platform and with other participants), flexibility (modularity, versatility, diversity of instruction), and personal follow-up (they were now achieving an 85% completion rate).

They were aiming at terminal efficiency (performance change in the workplace). In evaluating the utility of courses they drew on the assessments not only of participants, but of participants' supervisors.

The challenges of developing e-learning programmes were economic, institutional and academic. The benefits, though, were clear: offering high-quality, timely, pertinent and cost-effective training through which people – especially those at post – could feel connected to the ministry.

They were working on a number of new projects, including online examinations for entry, promotion and mid-career development, and programmes for co-operation in natural disasters, and for inter-cultural communication.

Ambassador Dr Philip Mwanzia, Director of the Foreign Service Institute, Kenya, gave an account of the rejuvenation of the Institute, following a period when it had become too academic. They were contributing at the national level to the formulation of foreign policy, and regionally in promoting peace and sustainable development in Africa.

In September 2009, they had hosted the first Early Diplomacy symposium, aimed at capturing the oral history of African diplomacy. They had launched an association of former ambassadors, senior diplomats and international civil servants to draw more effectively on their experience. They were providing diplomatic training in Rwanda, Somalia and South Sudan. They had formed co-operative partnerships with diplomatic academies in China, Malaysia, Mexico, Pakistan and South Africa, and with a number of universities.

They had ambitious plans for further development, including online courses in protocol, global health diplomacy and international trade negotiation, and new programmes of training for locally-engaged staff and honorary consuls.

In discussion:

- The choice between computer-based and online courses was based on demand from the particular target group.
- Given the importance of human contact, the maximum number of students per course was 20-25.
- Training was offered equally to technical and non-diplomatic staff, as staff in different categories could be doing the same job (eg financial management, consular work, or emergency preparedness).
- Hypertext made it possible for students and tutors to add layers of comments to a working document, enhancing discussion and facilitating personal coaching.
- Ownership of e-learning by the institution could be encouraged by engaging senior management in objective-setting, fine-tuning and quality assessment.
- In the end, the most reliable validation of a programme lay in sustained demand.
- The copyright for new courses was held normally by the ministry, but the essence of effective e-learning was creative interactivity, which couldn't be copyrighted.
- A number of courses had been developed into books, which had sold well.

Training diplomats for climate change diplomacy

Questions for discussion:

What were the diplomatic skills that scientists should acquire, and what scientific knowledge should diplomats have?

How could climate change policy-making and climate change negotiations be organised within our governments (Environment Ministry leads and MFA plays a supportive co-ordinating role, or vice-versa)?

What were the respective competencies required of today's diplomats in either situation (MFA lead or supportive role)?

How could these competencies be taught, and this new learning be institutionalised?

Training diplomats for efficient and effective inter-ministerial co-ordination and policy consultation in the field

Professor Raymond Saner, Sciences Po, Paris, and University of Basle, addressed the question of organisation of policy-making and negotiation on climate change. There were varying models, with the ministry of foreign affairs in the lead role or in a supporting role.

The model of co-ordination depended to an extent on the degree of centralisation of governance, and on the relationship between government environment policy and economic development policy, influenced in addition by non-state actors and other stakeholders.

Training workshops needed to clarify the expanded territory of negotiation. Half a dozen ministries might be involved, requiring multi-dimensional consultation and efficient co-ordination to ensure coherence.

Ownership plus coherence plus relevance delivered quality. Ministries needed to inculcate a bottom-line based quality culture. An industry-standard qualification already existed – ISO 10015 – which offered a structured approach to developing effective systems (see diplomacydialogue.org).

Dr Alex Sceberras Trigona, former Minister of Foreign Affairs of Malta, reflected on changes in the substance and operation of diplomacy, and on the implications of these changes for the organisation and management of the foreign policy process.

Since World War II, line ministries had encroached increasingly on the traditional territory of the foreign ministry. The development of UN and other international agencies had accelerated this loss of central role, emphasising the importance to the foreign ministry of effective co-ordination in a progressively more open field. As core issues of international affairs became more technically specialised, the role of experts, and the necessity of co-ordinating their contributions to the policy-making and negotiating process, blossomed commensurately.

Dr Trigona offered a practical example of Maldivian diplomats successfully linking climate change with human rights issues.

Climate change, and concomitant rise in sea levels, posed a threat to life, health and property in the Maldivian Islands. This could be construed as a threat to their human rights. The government, encouraged by students and other non-state actors, had embarked on a co-ordinated international campaign of bilateral and international lobbying, linking science with foreign policy.

The Foreign Ministry became the lead actor, and had taken the initiative to bring a Resolution before the UN Commission on Human Rights. Students and trainee diplomats contributed to the preparation of the campaign, linking training with the real world, and people in different specialist fields with each other. A 'national platform' had been constructed, with interlocking planks (including non-state stakeholders). The result had been 'negotiating sophistication', with inter-professional communication and policy coherence. Human rights diplomacy had been effectively integrated with environmental diplomacy.

Global health diplomacy

Ambassador Dr Philip Mwanzia, Director of the Foreign Service Institute, Kenya, reported on developments in the treatment of health as an element and goal of foreign policy.

Health security had risen steadily up the international agenda. Pandemics were accelerated by conflict, affecting indigenous populations, refugees and peace-keeping forces alike. Food safety, access to medicines and (in respect of the pharmaceutical industry) intellectual property all were subjects of increasing diplomatic activity.

Training in global health diplomacy was expanding comparably rapidly. Executive courses had been carried out in eight capitals in the last three years. These had been multi-disciplinary, practical and interactive. They had contributed to the development of national, regional and global strategies, as well as norm-creation.

An eight-week online course had been developed jointly by the Diplo Foundation and the Graduate Institute of International Studies and Development, Geneva, incorporating a forum, a blog and hypertext interchange between participants and tutors.

Concluding session: the future of diplomatic training

Questions for discussion:

What proven diplomatic training approaches could address future needs?

What new approaches needed to be introduced?

How could diplomatic services – in austere times – deliver more with less?

Ambassador Hans Winkler noted that Malta kindly had stepped in when the original arrangements for this year's Meeting had encountered difficulties. The Forum acknowledged and greatly appreciated all that *Stephen Calleya* and *Jovan Kurbalija* had done, at short notice.

The agenda of the Meeting in Malta had reflected the broad challenges of 'diplomatic training', which now had been widened to include training for 'international careers'. It addressed health issues, climate change and terrorism. It prepared people for work in international institutions and non-government organisations. The definition of diplomacy had continually to be enlarged to embrace new issues, actors and processes.

Changes in the profession and in training clearly had implications for the Forum:

- what was its core mission?
- what ought it to try to achieve?
- what methodology should it adopt?
- what should be its structure?
- how should the agenda and participation be determined, and by whom?

In the coming weeks and months the co-Chairs would circulate questions such as these by email. They would hope to produce a paper reflecting the collected thoughts of respondents on the way ahead. In the meantime they would continue, with a small steering group and in consultation with the host institution, to provide leadership and management of an evolving institution, nurturing its traditions while celebrating its increasing diversity.

The series of Meetings would continue at the Fletcher School in Boston in September, 2011, and in Baku in 2012, marking the opening of the new campus of the diplomatic academy in Azerbaijan. The Forum was grateful for the offers of others to host future Meetings.

Suggestions of topics for forthcoming Meetings included:

- defence diplomacy and civil-military operations
- science, technology and international policy
- performance assessment and cost-effectiveness.

In closing the Meeting, *Jovan Kurbalija* thanked Members of the Forum for their creative suggestions for the agenda, which had contributed to the energy and positive chemistry of the Meeting. *Stephen Calleya* warmly thanked *Sylvana Bugeja* and her team – *Mary Murphy*, *Ginger Pacque*, *Lourdes Pullicino*, *Patrick Borg*, *Stephanie Borg* and *Miloš Radoković* – for the seamless organisation and friendly administration of the conference.

The 38th Meeting was completed with a walking tour and dinner in the medieval 'Silent City' of Mdina, the old capital of Malta, and a day-trip by ferry to the island of Gozo, and its megalithic Ġgantija temples, a UNESCO World Heritage Site.

Dr John Hemery
Rapporteur