

STRENGTHENING VOICES OF SMALL AND DEVELOPING COUNTRIES

10 YEARS OF
DIPLOMATIC
TRAINING



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For over a decade, the Commonwealth Secretariat and DiploFoundation have worked together to enable small and developing countries to better pursue foreign policy objectives through diplomacy and to participate more actively in the global community of nations.

In the following pages, you will read the stories of several participants from Commonwealth Secretariat/Diplo training programmes, illustrating the impact of this training on the participants' lives and their countries.

While each story is unique, all show a common dedication on the part of the participants to help their countries engage more effectively in international relations.

They, and future training participants, will continue to contribute to inclusive global governance for the benefit of all nations in this increasingly interdependent world.

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12 **Uchenna Okoli, Nigeria**

“The Diplo e-learning experience is fun and a good way to get ahead in life, personally and professionally. I started my first course with Diplo with minimal interest and high curiosity, and here I am today, boasting credentials most people find intimidating. Yet it really took nothing out of me to achieve them. I simply held on, asking my questions, armed with the confidence of ignorance, and I have not regretted one hour spent with Diplo.”



18 **Francis Mponda, Malawi**

“Equipped with modern diplomacy skills and ICT knowledge, I am coordinating the establishment of a Resource Centre (business and information centre) in the Mission, and am also the Mission website administrator (www.invest-malawi.info). These two projects have allowed me to put into practice the skills and knowledge Diplo taught me.”



26 **Maria Medard, Saint Lucia**

“Overall, e-learning means that I can further my qualifications without leaving work. I could not have completed the Masters programme should I have had to physically attend classes. I also get more done working from home, and I proved myself right with my postgraduate programme. I enjoy this method of learning. E-learning offers flexibility.”



36 **Angelic Alihusain-del Castillo, Suriname**

“Arriving in Malta in February 2008 for the two weeks introductory course, I experienced an atmosphere of professionalism and empowerment. I easily connected with the lecturers and received many practical tips. After returning from Malta, I felt more comfortable and knowledgeable about many issues pertaining to diplomacy. Economic and public diplomacy were of great interest to me, as I believe in their importance for a small state like Suriname.

Thanks to the course, I planned a business centre in the Embassy; my presentations to different fora here in Jakarta improved; and many other things changed for the better, including myself! I became more confident, and increasingly able to see where and what role I wish to play in the future diplomacy of my country and the world. I have come to appreciate my strengths and understand my weaknesses.”



46 **Solange Cross, Trinidad and Tobago**

“I have also tried to incorporate many of the lessons learned through my interactions with Diplo into my own research and teaching. Most recently, I participated in a certificate Scholarship of Teaching and Learning programme through the UWI and the University of British Columbia focusing on research concerning the use of educational technologies in international relations. From my experiences with Diplo, my philosophy with regard to the use of such technologies has been both expanded and honed.”



52 Salas Hamilton, Montserrat

“The commingling of different cultures brought to the virtual and actual classroom experience stands out as the PGD’s greatest attribute. While the modules and lectures captured vital aspects of diplomacy and its new tools, nothing could replace the melting pot of views and experiences shared among colleagues from Lesotho, the Caribbean, Albania, Gaza, India, Swaziland and the other countries represented. Because of this multiethnic and geographical mixture, the world of diplomacy practically unfurled and the teaching modules brought some formal structure and explanation to the realities from which participants came.”



56 Sandra Poitier, Bahamas

“The workshop that was held in Malta at the beginning of the programme was extremely successful and well-organized. It allowed a great amount of interaction with both students and teachers, and opened the door for information sharing. The workshop also prepared us for online training, highlighting the usefulness of IT in research. Most of all, it benefited both students and instructors as we all became more knowledgeable about each other’s diverse backgrounds and were able to identify with each other personally whilst studying online.”



62 Tracy Winters Evans, Trinidad and Tobago

“One of the first opportunities to use my Diplo training came in the form of an invitation to a conference on trade in Latin America and the Caribbean, by the Coordinadora Regional de Investigacion Economica y Social (CRIES). The conference took place in Havana, Cuba and I delivered a paper on the Caribbean Community’s approach to trade. I felt very good to be among people who were discussing such important issues. Moreover, I was interviewed by a local television station, and I remember using the techniques that we had learned in one of Diplo’s courses on media and diplomacy.”

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In 1995, the Government of Malta and the Commonwealth Secretariat signed a Memorandum of Understanding establishing the Malta-Commonwealth Third Country Training Programme, under which a variety of short courses have been offered to officials from Commonwealth member countries. The idea behind a Third Country Programme is that the offering country has some areas of expertise, some particular experience or centres of excellence that it is willing to share with – and make available to – the rest of the Commonwealth.

In the case of Malta, seven courses have been offered since the establishment of the Third Country Programme in areas such as Port Operations and Management, the Management of Coastal Recreational Tourism and Legal and Regulatory Frameworks for ICT Development. These are all areas in which Malta, as a small state which is also a member of the European Union, has distinct advantages and lessons to offer the rest of the Commonwealth, and especially the small states which account for almost two-thirds of its membership.

Among the courses offered under the auspices of the Malta-Commonwealth Third Country Training Programme was the diploma in Contemporary Diplomacy delivered by DiploFoundation. Unlike the other courses, this was a full diploma course offered not over a period of two weeks, but over a period of 10 months, after which a certificate was awarded by the University of Malta. The stories in this publication are an impressive testimony of the impact of the diploma programme for small and developing states. While each story has a specific focus, the underlying message emphasizes the significance of knowledge and skills for development. Training is particularly important today, when global crises bring all of us back to the core aspect of development – *human* development.

Human development is one of the cornerstones of the Commonwealth. It is particularly relevant for small island states – the majority of our members - for whom human capital is very often a core national resource. The success of countries like Singapore and Malta – both countries with which the Secretariat has established Third Country Programme - are very often given as examples that through investment in education and training, small states can achieve advanced economic and social development in spite of other limitations.

This training programme addressed the problem of participation in global policy processes specific to small and developing states. This is a problem not only for those states, but for the world as a whole. In an era when global problems require global solutions, the broad participation of all stakeholders is essential for effective global policy.

The main challenge for small and developing states is that, on the one hand, they must participate in global policy processes and, on the other hand, they have to achieve their presence with limited financial and human resources. This challenge is becoming increasingly relevant nowadays as the global policy agenda becomes increasingly and quickly very diversified. The global policy agenda has changed dramatically: today, new diplomatic issues such as climate change, migration, trade, health and food security are the focus of many states. Small and developing states cannot afford to ignore these policy issues, since their countries are very often the most affected. For example, in the case of climate change, the very existence of small island states is endangered. What can small and developing states do in order to ensure that their voices are heard and heeded?

One of the obvious steps is to invest in training. Small and developing states need to equip their diplomats with skills and knowledge to deal with emerging issues. But they should also train other governmental officials from areas such as the environment, trade, energy, agriculture and other ministries who will have to deal with international aspects of their subject areas. Last, but by no means least, small and developing states must tap into all available human resources. Sometimes one can find the right expert at a university, a small NGO or a start-up company, to name a few possibilities. These experts also need specific training.

The uniqueness of the Third Country Programme is that it offers exactly this approach. It has helped small and developing states to develop and maximise their human resource potential. Although most of the participants have been diplomats, they also include other government officials as well as people from academia and NGOs. By using a studied blend of *in situ* workshops in Malta and online courses, Diplo's training programmes have helped a wide variety of professionals across the Commonwealth to refine their skills, including those who would otherwise not be able to dedicate months for intensive study away from their families and jobs.

We celebrate the tenth anniversary of the diplomatic training programme in a time of the most profound global challenges and changes which, some argue, are unprecedented or of a scale unseen in at least the last 60 years. While we reflect on the past we should also consider what we can do for the future. Diplo's methodology of inclusive training, combining the best of face-to-face and online training, is undoubtedly the way of the future. Education must be relevant and dynamic but it must also be cost-effective. It must reduce officials' absence from the workplace. And it must deliver timely and significant knowledge.

Global policy dialogue requires us to address varied and complex challenges simultaneously and to achieve goals in cost-effective ways as quickly as possible. In a way, we will have to fix the airplane (global policy) while we are flying. Training, directed towards specific diplomatic arenas and addressing concrete problems, is one of the solutions.

The Commonwealth Secretariat commends DiploFoundation and is indebted to the Government of Malta for the Malta-Commonwealth Third Country Programme, which is entering its 15th year. We will continue our efforts towards strengthening the human resources of our member states, especially our small island states. Perhaps our main focus will be on new policy issues on the international agenda such as climate change, migration and food security. We have heard the call of our smaller members especially, for assistance with capacity-building for their diplomatic services and, while we celebrate the successes of the past we also have our eyes firmly on the future.

We congratulate the graduates of the Diploma in Contemporary Diplomacy who have received sponsorship from the Commonwealth Fund for Technical Cooperation over the years to enable them to undertake this course. These professionals have taken another step towards effective involvement in the international policy processes that affect their countries. I invite you to read their stories.

Kamalesh Sharma
Commonwealth Secretary General



Effective diplomacy is particularly important for small states. It enables them to protect their national interests in a globalised world. Domestic development issues are increasingly interlinked with comprehensive global systems resulting from complex international negotiations. Given their limited resources, small states must be strategic and efficient in their diplomatic performance. They risk being eclipsed by the diplomatic heavyweights in their own regions, and often face barriers to participation in the critical phase of negotiations that are of direct and sometimes vital concern to them. The ongoing multilateral negotiations on trade and climate change are prime examples.

Poorly functioning diplomatic services exist – unfortunately – in many small developing states. Unless they are substantially improved, it is not possible for such countries to pursue their national interests to the fullest extent possible. Development and poverty reduction may be hindered by outcomes that are less than satisfactory. Properly and effectively used, diplomatic services can therefore enhance the international relations maintained by small developing states, foster the building of networks, and ensure access to critical resources they can use to further their development outcomes.

Swiss support includes the facilitation of the presence of small developing states in the Geneva International as well as efforts to strengthen those states' ability to deal with emerging global issues, such as climate change, food security, health and migration. Capacity development in these areas is indispensable for the full and effective participation of small states in global governance initiatives.

As the personal stories in this publication illustrate, effective capacity development efforts are already underway. The training organised by DiploFoundation and supported by the Commonwealth Secretariat and the governments of Malta and Switzerland is a concrete contribution towards more inclusive participation of small states in global governance. The particular value of this capacity development programme lies in its ability to meet the needs of small states to deal with emerging global issues. Online learning, vocational training, directed policy research and simulation exercises all form part of the customised capacity development.

Diplomats and officials that have attended these development programmes over the previous years are on course to take on the responsibility of directing the diplomatic services of their respective countries. New generations of diplomats and officials will need continuous training in the skills and knowledge required to address new challenges in the fast-changing world. Many new stories about personal and institutional empowerment remain to be written in the future.

*Micheline Calmy-Rey
Federal Councillor
Head of the Swiss Federal Department of Foreign Affairs*



Ten years ago we introduced the Postgraduate Diploma in Contemporary Diplomacy, a one year long programme customized for the training needs of small states. Since then, 91 diplomats from 24 small states have attended the Programme. The programme has been organized in the framework of the Malta-Commonwealth Third Country Training Programme. In addition to this flagship programme there has been a series of shorter training courses that involved a total of 324 diplomats and civil servants from 47 small states over the last 10 years. Today, it is difficult to find a small island state without someone who was trained in one of Diplo's diplomatic training courses.

The training for small states has been delivered through a unique partnership involving the Commonwealth Secretariat, the institutional home for many small island states; Switzerland; founding partner, DiploFoundation; and strong supporter of development (and my own home) country, Malta.

One of the main objectives of the programme has been to share the experience of Malta in developing its diplomatic service. Like other small countries, Malta faced many challenges in the process of developing its diplomatic service. Being small does not allow us to neglect becoming involved in the negotiation of global issues. With limited human and financial resources we have had to cover various global agendas of high relevance for us. Malta also had to conduct quite complex EU accession negotiations. In this process we have gathered experience and expertise that is useful for other small states. One of the main purposes of the small states' diplomacy project has been to transfer our knowledge and experience to our colleagues from other small island states.

Another specific feature of this programme, since its early days, has been its innovative methodology. For example, most of the training is delivered online, which is very often the only way for diplomats from small states to have continuous professional training. Absence from the office for weeks, let alone months, is difficult or impossible for officials from small, often overstretched diplomatic services. Driven by necessity and the specific requirements of small states, we have managed to develop a methodology, platform and courses which are now increasingly important for diplomatic services of developed and large countries. Recently, the UK Foreign and Commonwealth Office was inspired by Diplo in the process of developing online training for UK diplomats.

Rapid changes in the global world require constant innovation in order to address the training needs of the diplomatic services of small states. In 2008, DiploFoundation, with the support of the Maltese Ministry of Foreign Affairs, initiated an online course on climate change diplomacy. The main purpose of this course is to help small and developing states to participate meaningfully in the future global negotiations on climate change. Climate change affects all of us. Yet some of our voices – especially those from small island states - are not always heard on the global level. We hope that this course, by providing skills and knowledge about climate change, will make global negotiations on climate change more inclusive and effective. In 2009, we plan to train fifty diplomats from small states.

Along the same lines, together with our partners from the Swiss Ministry of Foreign Affairs, Commonwealth Secretariat and DiploFoundation, we plan to introduce more courses that will address the pressing training needs of the diplomatic services of small island states.

*Tonio Borg
Deputy Prime Minister
Minister of Foreign Affairs of Malta*



In the beginning

Stories





Uchenna Okoli

An energetic person who keeps curious and always ready to have a good laugh, Uchenna Okoli (known as Utchay) comes from Nigeria. She was born in 1971, in Enugu and is the fourth of five girls and one boy. Her parents worked as an electrical engineer and nurse.

This story shows how a pragmatic person attained her goals, via higher education and used e-learning to overcome mobility limitations.

Utchay, please tell us about your education and working life.

My father always pushed us to strive for excellence through good education and a university degree. In 1992, I earned my BSc in Botany from the University of Benin.

During my compulsory one-year national service, I worked with an international development programme in northern Nigeria. There, I nurtured an interest in computers and taught myself word processing, spreadsheet and database programmes. I also stood in for the Financial Controller whilst he was on vacation, sharpening my administration and financial management skills.

One thing I learned from working as a deputy financial controller was that we all have the potential to learn and achieve anything we want as long as we are willing to pay attention.

After that, I became the administrative manager for an international consulting firm.

Three years down the road, my husband suggested I apply for a better-paid job in commercial banking. Initially I refused, hating number crunching, but he stressed that banking now largely relied on information technology and did not require extensive work on old-fashioned balance books. So I applied, excelled in the interviews and was hired.

Five years of exciting opportunities in the cut-throat commercial banking industry of Nigeria followed until 2003 when I simply had enough complaining about the sorry state of Nigeria's development, particularly

the hapless plight of women. I decided to resign and change career directions at the age of 32, opting for social development.

The first thing I did after banking was to plot a route from where I was (ex-botanist, ex-administrator, ex-banker) to where I wanted to be: a voice for the voiceless and a promoter of social justice and gender equity at the international level.

I initially practiced my capacity building skills coordinating the members of a faith-based women's group. In the words of Gandhi, I was determined to be the change I wished to see in my world. My solution? Go back to school and earn a few more certifications that would grant me access to the corridors of power where matters relating to social development were decided. By this time, I had two young boys and a very supportive husband who encouraged me to get an advanced degree to boost my position.

How did you go about obtaining higher education?

Nigeria is one of those nations where constant neglect and mismanagement have gradually eroded the quality of education, so I decided to obtain further education abroad. In late 2005, I applied and was selected for a certificate programme at Boston University, USA, with the added bonus of a scholarship. My joy was beyond description.

Unfortunately, the US embassy in Abuja denied me a visa one month before school was to resume. After the initial frustration, I focused my efforts on finding a solution.

That would be to continue my higher education with online programmes.

This is how I stumbled across the Cyber Diplomacy course offered by DiploFoundation.

The course came with a scholarship for applicants from developing countries, so I figured I had nothing to lose but lots to gain. It turned out to be a very exciting and interesting learning experience, opening my eyes to another dimension of professional development I would not ordinarily have considered myself competent in.

During 2006, I attended other professional training programmes in Kenya and Rome, and participated in four online courses with institutions in the United Kingdom, Netherlands, USA and Malta. By the end of that year, I received an email inviting me to enrol in the PGD in Contemporary Diplomacy offered by Diplo and the University of Malta. Again, I was offered a scholarship and accepted the challenge.

Obtaining a visa to attend the two-week workshop early in 2007 proved again to be a challenge. After the initial refusal, followed by a five-day siege, I was issued a visa with barely 24 hours to get to Malta. I was not only determined to be at the workshop, but to excel and entrench in the minds and hearts of everyone I met that a new breed of Nigerians were on the march. So I had a grilling two weeks with fellow students and excellent diplomats who taught me the rudiments of the diplomatic track in life. I returned home and continued with the rest of the programme. I am now working on completing an MA in Contemporary Diplomacy.

How are you now involved with Diplo?

I am currently serving as a co-lecturer on Diplo's Development Diplomacy course.

The entire Diplo adventure has turned out to be most beneficial to me in ways I never envisaged. To even think that I now have a PGD from another international university, another Masters degree in the making, and what's more, a lecturer position overseeing elite students from all over world... all because of a curiously titled online course in 2006? It's almost a miracle.

I seize every opportunity to encourage anyone I know to find four hours a week and upgrade themselves professionally following the Diplo route; particularly for developing country citizens who need to minimise expenditures. There is no gainsaying the fact that my distinction in other continued education initiatives was significantly predicated on the quality, depth and breadth of Diplo's PDG teaching.

Diplo honed my skills in time management and self-discipline, two indispensable virtues for excellence in life. I have not quite arrived at the end of my rainbow yet, but I am certainly more than 75% along the way.





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How was the e-learning experience?

I found the e-learning exercise very interesting and found the two weeks the PGD students shared in Malta at the start of the programme was beneficial. It afforded us the opportunity to form friendships that added a unique flavour to the rest of the programme. During the course, I allowed the 'experts' identified during the workshop take the lead and I followed behind to fill in the blank spaces.

The Diplo e-learning experience is fun and a good way to get ahead in life, personally and professionally. I started my first course with Diplo with minimal interest and high curiosity, and here I am today, boasting credentials most people find intimidating. Yet it really took nothing out of me to achieve them. I simply held on, asking my questions, armed with the confidence of ignorance, and I have not regretted one hour spent with Diplo. I do not know where this will eventually lead, but I look forward to returning home and 'marketing' Diplo to the Nigerian Ministry of External Affairs and related agencies. The bane of our development as a nation has been severe capacity constraint and I am persuaded

that Diplo is positioned like none other to bridge that divide and produce many more accomplished experts in the area of international relations.

Finally, when I reach the 'pot of gold' at the end of my rainbow, Diplo, the faculty and the various participants who have added colour to my journey there will definitely have a share of my time in the spotlight. ■





Francis Mponda

Francis Mphatso Mponda is from the Republic of Malawi, a landlocked country bordered by Zambia, Tanzania and Mozambique. It is separated from Tanzania and Mozambique on the eastern border by Lake Malawi. The lake is the third largest in Africa and ninth largest in the world. It is the second deepest lake in Africa and teems with more fish species than any other lake on Earth.

Francis was born in Nkhotakota, a former Arab slave-trade headquarters on Lake Malawi and is now 37 years old. He is the fifth in a family of seven boys and one girl; his father is a retired medical officer whilst his mother runs the home.

This story shows the power of information and communication technologies in forming professionals from small states. It demonstrates how careers can get leverage from e-learning and highlights the Commonwealth-Diplo training programme.

Francis, please introduce yourself to our readers

I am Francis Mphatso Mponda, a family man. My wife Susan and I have two young sons: Yankho and Thokozani. This great team makes my life meaningful and wholesome. My pastimes include listening to music, photography, reading and following current affairs.

Since 2004, I have been serving as First Secretary (Economic Affairs) at the Malawi Embassy in Harare, Zimbabwe. I served as Principal Foreign Service Officer (2001-2004) and Foreign Service Officer (2000-2001) in the Ministry of Foreign Affairs; and Administrative Officer-Finance in the Office of the President and Cabinet (1996-2000).

Thanks to my profession, I have traveled to Benin, Cameroon, South Africa, Mozambique, Zambia, Egypt, Libya, Malta, England, Japan, South Korea and Zimbabwe - where I am working now. Traveling in its own right is a form of learning, with each trip counting for many modules or years of college education. My travels offered me the opportunity to appreciate national and professional cultures, and learn how to deal with Japanese, Libyans, Egyptians and Zambians for instance. My trips have also demonstrated that Africa is not poor - but her people are desperately poverty stricken.

Can you tell us about your educational background and how each step enriched you?

I graduated with an MBA from the University of Zimbabwe in 2008, hold a postgraduate Diploma in Diplomacy from the University of Malta and Diplo (2004) and a Bachelor of Arts in Public

Administration from the University of Malawi (1995).

My undergraduate degree opened my horizons, whilst my postgraduate qualifications, interspaced with professional experience, enabled me to focus on sharpening my analytical skills and on using information and communication technologies (ICT) in professional applications. My education made me into a “specialist generalist” - a skilled diplomat who is conscious of the demands of the profession in a globalizing world.

In particular, the Commonwealth-Diplo course revealed approaches beyond traditional diplomacy. It demonstrated the value of ICT in enhancing diplomatic work and defined the roles of diplomats today. It taught me to use ICT to learn on my own and exponentially enhance my skills, knowledge and values. It gave me confidence to work in a national and professional multi-cultural environment.

The Bachelor of Arts from the University of Malawi was initially meant to train career civil servants to work as District Commissioners. It provided the platform for tackling developmental issues at a district or community level. I loved it, but by the end of the programme, I wanted a different challenge.

What are you currently doing and how did the Commonwealth-Diplo training influence you?

Equipped with modern diplomacy skills and ICT knowledge, I am coordinating the establishment of a Resource Centre (business and information centre) in the Mission, and am also the Mission website administrator (www.investmalawi.info).



These two projects have allowed me to put into practice the skills and knowledge Diplo taught me. Indeed, the DiploFoundation course gave me confidence and provided the necessary background about the evolution and debates surrounding the information society. Thanks to Diplo, I am now comfortable debating policy issues on the information society, proffering best practice approaches and pointing out issues critical to small states.

In particular, Diplo sharpened the following skills: ICT data mining, verification and usage; mind mapping; learning, unlearning and re-learning on my own; team work; negotiating especially in the context of language and diplomacy; and focusing on economic diplomacy through modern multimedia.

I also learned that people dislike change and that one has to be convincing to effect

change through an incremental approach, taking one step at a time while always demonstrating the benefit to stakeholders and mitigating the negative forces for change.

I have found that a full appreciation of ICT and its applications to modern diplomacy can significantly enhance the power of small states in international relations, such as in negotiations, research, policy advocacy, commercial diplomacy, investments, tourism, technology transfer, trade promotion and national branding, etc.

Can you name a few positive points and downsides of e-learning versus traditional methods?

Coming from Africa where ICT is yet to be fully appreciated and infrastructure is poor, I sometimes encountered connectivity problems. That said, e-learning enables you to check the course progress later and engage in the forums and chat rooms to

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A Commonwealth-Diplo course equipped me with the tools for information mining and analysis which are critical to my professional success. Thanks to these skills, I have actively participated in the reform of the Malawi Foreign Service Regulations; facilitated the establishment of our Mission website, the first among the Malawi Missions; and overseen a Resource Centre which places the Mission at the core of commercial diplomacy, known in our case as Development Diplomacy.



Yet given the advantages of ICT, diplomacy of small states should be no different to that of large ones.



ensure any lost time is compensated. Global time differences could also be daunting when we had group sessions at set times.

Personally, my posting to Harare was unsettling as the workload was so intense and needed priority over the e-learning, so submitting my homework and attending sessions was not easy. Thanks to this situation, I learned valuable skills such as time management and multitasking approaches.

I believe postgraduate training is much more about cross-pollination of ideas and perspectives than about what is right or wrong.

What were the benefits of taking a Commonwealth-Diplo course?

I met some of the most innovative, focussed and effective people through Diplo. Diplo offers a lifeline to small states in terms of sharpening the skills of their staff in diplomacy and current global issues in international relations. It is a repository of knowledge and a benchmarking centre of best practices in modern diplomacy.

A Commonwealth-Diplo course equipped me with the tools for information mining

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Having done a Commonwealth-Diplo course, I was able to manage the MBA programme more effectively, despite my busy schedule. I also knew how to find the information I needed and was able to help my colleagues in searching for reliable information. Overall, the MBA was more academic while the Diplo approach was hands on, with immediate relevance to work scenarios.

How do you see the differences in diplomacy between small and large states?

From a small state perspective, the importance of diplomacy is being diminished by global trends. Yet given the advantages of ICT, diplomacy of small states should be no different to that of large ones. In fact, small states should be able to leverage power and compete effectively on the international scene.

The foreign offices of small states however are being left behind because of an inability to modernize their traditional diplomacy.

Given the various backgrounds of foreign services, there is a need to create a type of diplomacy that benefits from multiple professional cultures. Secondly there is a need to agree on what constitutes modern diplomacy. This entails change

management. Lastly, ICT can create avenues in which modern diplomacy can flourish in the foreign services of small states, thus spanning boundaries, reinforcing policy advocacy, forming effective negotiators, creating information managers and executive diplomats and blurring political and economic diplomatic boundaries.

Modern diplomats should be like chief executives or managers, working with multi-sectoral and inter-ministerial teams to achieve their goals. They should scout for opportunities to be exploited by their countries, including and most critically by the private sector. Above all, modern diplomats should be prepared to work with others in an increasingly integrated and globalised society.

What are your plans for the future?

I would like to work for a development-oriented international organization, but will always be available to contribute to modernizing the Malawi Foreign Service.

For this latter task, I would formulate a virtual platform to tap into the skills of Malawi's professional Diaspora. Up to now, it has had no avenue to contribute to local development at home. I can see the application of ICT towards that goal.

Malawi professionals fled the 30-year dictatorship and those that left after the democratisation of 1994 were mainly economic refugees. Today, Malawi lacks experts in different fields, and that is precisely where ICT can make a difference.

By utilising secure web portals, experts based abroad could offer policy advice, contribute to national debate or undertake consultancy work without having to come to Malawi.

In the late 1990's and early 2000, there were more qualified medical doctors from Malawi working in Manchester (United Kingdom) than there were in the entire country of Malawi, where HIV/ AIDS, malaria, tuberculosis and so many other chronic diseases and conditions are rampant. The situation is such that these experts leave after having been trained on public funds, in public institutions and at great cost to the nation. The irony is such thatOn the other hand, in a globalising world, labour has to be mobile and one cannot stop it!

What tips would you give a new diplomat?

I would recommend staying focused and on top of events by utilizing ICT. Do not re-invent the wheel but use what is available, adapting it to your needs. Constant unlearning and relearning is also possible and the means are available and of course at Diplo.

Finally, I would like to stress that there cannot be small states in the practice of diplomacy. Even the smallest can leverage power and become powerful along the lines of Joseph Nye's "soft power concept." It is feasible to leap-frog the information gap and Africa should therefore be hopeful and proactive. It can overcome the odds! ■





Maria Medard

Maria Medard is from Saint Lucia, an island in the southern region of the Caribbean, boasting many unique features such as the Pitons World Heritage Site and one of the world's only drive-in volcanoes, Quilibou Caldera. St. Lucia is also the birth place of two Nobel Laureates: William Arthur Lewis, who shared the Nobel Prize for Economics in 1979, and Derek Walcott, who received the Nobel Prize for Literature in 1992.

This story illustrates how highly motivated individuals can overcome limitations and how educational platforms should combine a dynamic ambiance with the benefits of personalized tutor feedback.

**Maria, you are a “serial achiever”!
Please share your secret in
overcoming so many challenges.**

I started my career and technological training as a temporary secretary at St. Mary’s College when I finished Secondary School. At the time, I had to learn to use an electronic typewriter and other machines.

This was a big challenge for me and I remember going home that first evening worried that I would be fired if I were not able to use the typewriter. My aunt, noting my distress, quipped: “Man made those machines and therefore they can be conquered.”

Her words made me stay after school to practice. By the end of the second day, I mastered the art of typing and vowed there and then never to let myself be frightened by challenges again.

What happened after that?

I stayed at St. Mary’s College for a year, as I did not want to be a secretary all my life. It was just not enough for me.

I wanted more! I grew up with four brothers and many male cousins, always having to prove that I was just as good, if not better, than any of them.

So when a friend told me the Public Library of Saint Lucia had a vacancy, I jumped at the opportunity. During the interview, one of the interviewers remarked that “she is hard-working, look at her nails”. That was when I found out that your hands say a lot about you. My nails were indeed cut very short, mirroring the many household chores that I carried out to support my mother and brothers in the absence of our father.

Having gotten the job, I spent eight years as the Library Assistant mainly in the Reference Department, where I revelled in the challenges it offered and satisfied my quest to learn more. I dealt with all kinds of people asking for different types of information. Most times I had no idea what they were asking about, but I kept a dictionary hidden in the backroom, consulted often and always came out shining with results.

While at the Library, I enrolled in many courses and obtained several qualifications, but as the time passed, the challenges were becoming too easy and, as a result, the effort I put into my duties was no longer 100% - that is when I realized I had to move on.

Another deciding factor was finding out that my supervisor had opposed my joining other departments on the grounds that the Library had financed my qualifications and that I was therefore bound to my position.

So when I found out that the Ministry of Foreign Affairs, Trade and Home Affairs needed an Assistant Librarian, I applied



immediately, without the knowledge of my supervisor. Having heard nothing, I was taken aback when the Permanent Secretary, Mr Johannes Leonce, called to find out why I had not reported to work. I confronted my supervisor and the following day, reported to my new position.

What type of challenges did you find in this new phase and how did you deal with them?

At the Foreign Ministry, I was soon assigned two tasks that had nothing to do with running the library: I had to write a brief on Saint Lucia and two congratulatory messages. Although I had no idea what a brief was, I refused to let my colleagues see me sweat, so I calmly asked around until I got a few samples and then put all my energy into getting my first brief right. Looking back, I am pleased to say that I completed both those daunting tasks to the great satisfaction of my new employer. This illustrated that I was developing into a self-taught multi-skilled individual able to function and operate in various positions.

During my time at the Ministry, I obtained a Certificate in Public Administration, a First Degree in Management, a Certificate in Administrative Principles and Practices, a Certificate in Project Management and a Certificate in Placement of Foreign Nationals.

The majority of my qualifications were achieved through part-time evening studies. This choice was not an easy one, as attending classes and having to produce assignments after a full day's work was gruelling. I chose part-time programmes because of my financial responsibility to my family.

In my efforts to obtain a degree, I investigated the programmes offered at the University of the West Indies (UWI) and chose the more affordable option to read Management Studies in Trinidad. This programme gave me insight into managing projects and applying accounting and finance to my Ministry's unit budget proposals. I also pursued a Management of Information Systems course whilst at the Consulate General of Saint Lucia in Miami.

I was among the lucky ones, as most Saint Lucian students have to travel to campuses or overseas to attend classes and few are granted study-leave with pay and thus have to study without pay. Civil Servants employed for less than five years also have to resign if they choose to study.

It sounds like you were lucky but also very determined to build your curriculum in these difficult circumstances. How did you measure the pros and cons of travel versus distance learning?

When I started my degree, e-learning courses like those offered by Commonwealth-Diplo were unheard of. And it is only now that students in Saint Lucia can complete their degrees from home. The UWI has in fact extended its programmes to offer part-time First Degrees over 6 years; Monroe College, headquartered in New York, offers equivalent US degrees; and private companies, acting on behalf of some UK-based schools, allow home-study.

In the meantime, CARICOM countries, a group of 15 islands in the Caribbean who work together to promote their economies and trade, signed an agreement allowing

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As I look back now, and think of my aunt's support and advice, I see how I have become a persistent, unyielding person who never gives up.



This inner strength kept me going through my educational, professional and personal life. When I was a girl, I had to make do with what we had, taking care of my family and accomplishing whatever was needed. As a result, professionally, whatever little I was handed in terms of material, financial and human resources, I always managed to produce the end results needed. In a small island like Saint Lucia this is a critical skill as resources and finances are often scarce.

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Overall, e-learning means that I can further my qualifications without leaving work. I could not have completed the Masters programme should I have had to physically attend classes.

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first degree holders to gain employment by applying for a CARICOM Nationals Skilled Certificate. This made getting a job in Saint Lucia even more competitive.

Personally, I wanted a degree as a stepping stone to the top.

What were the results of investing in your education?

In 2000, I completed my First Degree and returned to the renamed Ministry of Foreign Affairs and International Trade. After two months, I was appointed Vice Consul at the Consulate General of Saint Lucia, in Miami, Florida, USA. My duties there were very new to me, and so, once again, the challenges continued, and with only three members of staff at the office and no excuses being made for me being new to the job, I had to learn fast.

I was responsible for consular affairs, administration, accounts and maintenance of the consulate's website. Thanks to my interest in technology, I quickly grasped what the web developer taught me after-hours. We were able to build a passport and consular database, retrieve information easily, produce reports for the Ministry and the Immigration Department, and develop a database of Saint Lucian's and their skills.

I returned home in 2003 and became Head of the Information Services Unit, a newly formed Division of the once again renamed Ministry of External Affairs, International Trade and Civil Aviation. The Permanent Secretary, who was exasperated at how correspondence was being handled, explained that my Unit had been established to rectify the matter and handle all ICT related issues within the Ministry.

Once again, I was thrown in at the deep end. But I buckled down, did my research to find out how other companies and departments operated, and defined a strategy for the Ministry. Most of the files in the Ministry were misplaced and took days to find, so I decided to tackle present demand and prioritize the backlog. I also had five people to supervise, two who were much older than me. I knew that I had not been given an easy task.

During my first Division meeting, I informed my co-workers of our duties. I remembered from my UWI Human Resource Management course that one of the keys to supervising was to keep an eye out for the troublemaker in the group or risk having the others follow suit. I thus immediately identified that person and kept her under close scrutiny. She initially resented my authority, challenging me often, but eventually, she became one of my dearest friends.

Thanks to my self-taught computer skills and to the courses in Computer Security, Web Design, Java Programming, Databases and Project Management I followed while I was in Miami, I designed a successful web-based electronic document system, incorporating received and sent emails. This worked well with the Filing Room, eliminating the need for hard copies.

Subsequently, the concept of a Correspondence Tracking System (CTS) was developed and written by a computer programmer. The CTS was established for correspondence data entry and the process involved much of the Ministry's staff. The system grew from one serving the needs of the Information unit to one used by the Ministry as a whole.

This is amazing, Maria - this “Jack of all trades” approach clearly added much leverage to your career.

What other insights could you share with readers interested in furthering themselves professionally?

As I look back now, and think of my aunt’s support and advice, I see how I have become a persistent, unyielding person who never gives up. I am someone who has to overcome the impossible and conquer. I also harbour a strong sense of pride and will not look weak, even to my friends. This inner strength kept me going through my educational, professional and personal life. When I was a girl, I had to make do with what we had, taking care of my family and accomplishing whatever was needed. As a result, professionally, whatever little I was handed in terms of material, financial and human resources, I always managed to

I enjoy this method of learning: I read my class material and took notes when I want; my classmates and lecturers are available at any time to help with questions or queries; I did not have to print my homework and run to the school to submit it; the transcripts from the online classes were always available for review; I only had one hour of class a week and could follow it from home; and finally, the lecturers were very helpful and wanted to assist in completing our assignments.

E-learning offers flexibility. On one occasion, I was unable to be online for two consecutive classes, but made up for it by commenting during the class discussion.

produce the end results needed. In a small island like Saint Lucia this is a critical skill as resources and finances are often scarce.

After heading the Information Services Unit, I was transferred to the Government Documentation Centre, Office of the Prime Minister, which now falls under the Ministry of Labour, Information and Broadcasting. This department houses all government-published print and non-print material and makes it available to government workers and the public. My tasks included using ICT methods to increase users and holdings. This was a slow process with only two members of staff: myself, the documentalist, and a clerk. With many departments in Saint Lucia being understaffed and overworked, I did not expect mine to be any different.

We developed a system to scan the material, index keywords and phrases within the documents as search fields, and attach the scanned material to the data entry. We used a UNESCO-developed software, which required programming using C++. As nobody knew that language and there was nobody to consult locally, I had to learn it using manuals. This system provides for the linking of all government department libraries, allowing searches across all databases – a kind of e-National Library to be implemented for Saint Lucia soon. I hoped this important development would justify the existence of the Government Document Centre and assist researchers especially those in the rural areas and overseas.

And how does the Commonwealth-Diplo training fit into all this?

The Commonwealth-Diplo training gave me the chance to learn and improve

my skills from a distance. Today, I have completed the Postgraduate Diploma in Contemporary Diplomacy and am finishing my thesis for the Masters programme on Public Diplomacy.

Overall, e-learning means that I can further my qualifications without leaving work. I could not have completed the Masters programme should I have had to physically attend classes. I also get more done working from home, and I proved myself right with my postgraduate programme. I enjoy this method of learning: I read my class material and took notes when I want; my classmates and lecturers are available at any time to help with questions or queries; I did not have to print my homework and run to the school to submit it; the transcripts from the online classes were always available for review; I only had one hour of class a week and could follow it from home; and finally, the lecturers were very helpful and wanted to assist in completing our assignments.

E-learning offers flexibility. On one occasion, I was unable to be online for two consecutive classes, but made up for it by commenting during the class discussion. The chat room also provides the space to interact with people, especially those in a completely different hemisphere, and I found that meeting programme colleagues before the onset of the course was very beneficial.

I believe that using “virtual” forms of technology should be continued and introduced to a wider range of programmes. What better way to study in today’s fast-paced environment!

Obviously, e-learning is different from attending the UWI where you have

to participate in lectures and hand in homework, and where lecturers provided little guidance. On the other hand, the UWI is conducive to forming study groups or getting additional assistance at a financial cost.

I am also in the process of writing my thesis on a Strategy for Public Diplomacy in Saint Lucia and feel that the postgraduate diploma programme has given me a greater awareness of diplomacy in our day to day environment. Saint Lucia, in my opinion, is mainly focused on traditional forms of diplomacy, though approaches used in Trade Diplomacy in the international arena differ. The island has taken part in many trade shows internationally to boost relations and promote its locally-manufactured products, such as alcohol, pepper sauce, seasonings and chocolates.

How do you see diplomacy evolving today?

Diplomacy is changing every day to adapt to the global environment and we need to conform to those changes in order to be in the loop. There is a different type of diplomacy for almost everything, like multi-stakeholder diplomacy involving people, groups and businesses that come together to influence decisions. When I realised this, I thought of inventing Library Diplomacy, where government officials would recognize the importance of libraries in Saint Lucia.

Public Diplomacy is very important. The Department of Information Services, where I currently work, is responsible for public relations for Saint Lucia. This Department interviews and makes public the activities of the various government officials and departments. To improve our services, my feeling is that our ministries could explore

The bottom line is that Commonwealth-Diplo courses are flexible and convenient for the busiest of individuals.

the Government Information Services (GIS) in these interviews and also when they get asked questions by the press.

During my studies, I was taught that you have to keep coming back to a person to reassure them that you will vote for them. The GIS is in the same position; people will not use it automatically. Not only that, when it is not used, and different ministries approach the press in an uncoordinated manner, the image of the government as a whole may be damaged - so a conscious, coordinated approach is always important.

Thankfully, I have shared the knowledge I gained on my courses with my colleagues, backing the concepts at the heart of public diplomacy. We have also worked on a number of scenarios to ensure past mistakes are not repeated, putting emphasis on ensuring enquiries are dealt with by the right person and on using GIS in an effective manner.

In time, I know that the role I play in my country's development will involve diplomacy to a great extent – almost everything does, we just need to recognize it.

Staff in Saint Lucia's Civil Service are often rotated and transferred; yet at present, my position is a very good one in terms of personal development and career challenges. As such, I hope the proposal in my thesis will help the department achieve the mandate of making the government look good. Furthermore, I expect the Consulate General of Saint Lucia in Miami to re-open in January 2009 and plan to resume duties there. Should I return to the Foreign Diplomatic Service, I would hope it offers me similar opportunities to grow and learn.

In closing, I would encourage everyone – in the diplomatic field and beyond – to attend a Diplo training course. In the private sector, for instance, the concept of bilateral negotiation can be applied to bargaining with supplier or buyers. The multi-stakeholder diplomacy course also encourages non-governmental groups and businesses to engage to influence government decisions. The bottom line is that Commonwealth-Diplo courses are flexible and convenient for the busiest of individuals. ■





Angelic Alihusain-del Castilho

A diplomat by nature, Angelic Alihusain-del Castilho is from Suriname. Her openness and flexibility to people's differences and fascination for diversity quickly led her to an important position as Ambassador Extraordinary and Plenipotentiary for Suriname.

This story portrays how Diplo provided a professional foundation for a diplomat with wide political experience.

Angelic, can you tell us a little about your background?

Suriname is one of the few countries in the world still teeming with wildlife and natural forests, boasting a clean environment and a pleasant temperature all year round. The country, a former Dutch Colony, has been independent since the 25th of November 1975. It is multicultural, has a parliamentary democracy with an elected executive president, and a population of 500.000 residents of European (mainly French, English, Dutch and Portuguese), African, Indian, Indonesian and Chinese descent. Lebanese, Syrians and others also subsequently settled here. All religions can be found in Suriname – Hindus, Jews, Muslims, Christians, Buddhists and those with traditional beliefs – live together peacefully.

In my family, I am the eldest of seven. I studied Agricultural Production and specialized in animal husbandry, with a thesis on small ruminants in small and medium farm settings, and then got my Bachelors degree in Science from the Anton de Kom University of Suriname.

I was one of the lucky ones who got a job within four weeks of graduating although it was not in my field of study: I became a Human Resource Manager at one of Suriname's more prestigious companies. This happened because I had built a broad network over the years, and was known because I had been active in politics since 1991.

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After its independence, my country went through almost ten years of military rule, from 1980-1988. After the first elections, the government did not stay in power long, surrendering it again to the military. For the second elections, in 1991, I became the youngest board member of the newest political party, and founded the party's youth wing. I was the first chair, making efforts to bring in more young women.

We were very active and built networks across the world. Nationally, we organized seminars and promoted activities to assist the poor, help the environment and support children's rights.

How did your political career flourish?

I became a member of the Vital Voices of the Americas, one of Hillary Clinton's initiatives, and also of the Women's Parliament Forum in Suriname, striving for more equality for women and stimulating them to have their voices heard and if interested become politically active without promoting a specific party.

At that time, I traveled to many places in the Caribbean, Trinidad, Barbados and Aruba, but also to Mexico where I met Desmond Tutu and Vicente Fox, and to Bolivia, Argentina and Uruguay where I met Hillary Clinton. This explains why, by the time I finished my degree, I was quite well known and successful in finding a job quickly.

During my political career and whilst traveling, I was usually on my own in foreign countries, with unknown people and little money. But I learned that you can make friends anywhere and that there are people who appreciate you for being honest, daring to follow your dreams and standing

up for you convictions. These people make sure that you make it through. Every step I took up the ladder may have seemed easy to some, but I knew I made it because I learned to give for what I believe in and to accept criticism in a constructive way.

Where have you worked and what did you learn from each position?

While in my first job as a Human Resource Manager, I was approached by the Director of a local radio and television station asking me to present news and opinion programs on a weekly basis. I accepted to do this in my spare time, even if I did not have any training in journalism and only got a one-day induction from the station. For nearly six years, this job exposed me to people and opinions, teaching me how to deal with opposing views.

One of his greatest sayings that still guides me today was: “Celebrate your mistakes! It means at least something was done and at the same time there is room to improve!”

After having been a Human Resource Manager for two years, I started a new job as a Trainer/Consultant for a NGO working nationally at the grass roots level teaching people skills such as project writing and implementation, providing knowledge about citizen rights and responsibilities, and getting women candidates ready for the elections. It involved a lot of traveling and was very rewarding as I made many friends.

Subsequently, I worked for a year for a seismological firm doing research for the Surinamese State Oil Company. I started as

a PR officer but quickly became the Human Resource Manager. It was a very interesting and unique job, where I started work at six in the morning and ended at midnight. I dealt with men-only teams, who were used to tough and rough work methods, oversaw many shifts and was often unable to return home. This job taught me my endurance limits, whilst providing insight into the life of the many Spanish-speaking labourers, enabling me to learn their language.

I then became a consultant for a well-established local enterprise, redoing their image and suggesting how to improve production processes and product marketing. Here I polished my selling and surveying techniques and even learned how to set up store windows. It was very much hands on and I enjoyed it a lot.

After one year, I moved on to Associate Peace Corps Director, at the Peace Corps in Suriname. I had previously worked with them on a part-time basis for eight years as a language and technical trainer, and as a receptionist for a year whilst I finished my Bachelors degree. I also wrote a book for them on learning Dutch as an English speaker. The Peace Corps Director motivated me to take on more responsibility and gave me the opportunity to learn from my mistakes. One of his greatest sayings that still guides me today was: “*Celebrate your mistakes! It means at least something was done and at the same time there is room to improve!*”

Peace Corps was a transforming experience. I made a difference in people’s lives without the use of politics. While doing this job I realized that I really wanted to help people, and not necessarily only Surinamese people, but people around the world. I particularly



Arriving in Malta in February 2008 for the two- week introductory course, I experienced an atmosphere of professionalism and empowerment. I easily connected with the lecturers and received many practical tips. After returning from Malta, I felt more comfortable and knowledgeable about many issues pertaining to diplomacy. Economic and public diplomacy were of great interest to me, as I believe in their importance for a small state like Suriname.

Thanks to the course, I planned a business centre in the Embassy; my presentations to different fora here in Jakarta improved; and many other things changed for the better, including myself! I became more confident, and increasingly able to see where and what role I wish to play in the future diplomacy of my country and the world. I have come to appreciate my strengths and understand my weaknesses.



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I would share that diplomacy is a skillful art that is crucial especially for small states. I would also recommend furthering one's education. My experience with DiploFoundation was very empowering. It strengthened my abilities as a person and provided my country with a more knowledgeable and skilled diplomat.

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enjoyed this most when there were no party politics involved.

I worked for Peace Corps for almost four years, traveling throughout the country to supervise over 200 American Volunteers; increasing our sites by at least 25%; supporting and guiding some 120 local projects; and adding a new program sector. I became aware of my country's potential, but at the same time, grew frustrated with the way it was being governed.

Then a little over two years ago, while still with Peace Corps, my political party offered me a diplomatic position, either as counselor in Brussels or Ambassador in Indonesia. In parallel, I had just been accepted at Harvard, John Hopkins and Thunderbird to read a Master degree in International Public Policy.

Although I was taken aback by this unexpected job offer, I decided to go for the Ambassador position since I believed I was ready to carry such

In preparing for such a future, I realize that at times, I will have to make decisions independently, without very specific instructions and little guidance from the home office. I will have to rely on great networking skills, befriending people in every sector and every part of life. I will have to show a great empathy for different cultures and religions, and courage in negotiations representing small states. Finally, I will have to keep educating myself constantly to keep up with developments.

a responsibility and had had a lot of experience with diplomacy while with the Peace Corps. I followed a diplomacy training course hosted by the Ministry of Foreign Affairs and then was officially sworn in as the Ambassador Extraordinary and Plenipotentiary for Suriname on January 13, 2007.

That sounds fascinating! What can you tell us about your life in Indonesia?

Today I live in Jakarta and am married to a Surinamese diplomat I met in Indonesia. I am responsible for guarding Suriname's interests in Indonesia and promoting my country. Since we have a small Embassy, I oversee literally everything, from the guard service to the cleaning and administrative staff. As my administrative staff is all female, I try to empower them. I can see them grow, take on more responsibility and make mistakes but recover and improve.

Frequently I get interviewed as I am Christian whilst my husband is Muslim - a mix that many still find odd. I therefore see myself as a model for religious tolerance. I am also the youngest Ambassador in Jakarta.

I believe all of the above is important for my country, as it portrays our nation as very tolerant of differences and able to connect across religions, races and status. Suriname should be an example to the world, especially in these difficult times of intolerance and terrorism, to show and prove that it is possible to live together in peace and harmony regardless of differences.

For the near future, I am preparing for possible accreditation as a non-resident



Ambassador to three more countries in the region. This will come with a lot more work and challenges, but will be a great opportunity to broaden my horizons and networks. I am also about to finish my post-graduate course in Contemporary Diplomacy with DiploFoundation and aim to start my Masters after that.

What has been your experience so far with Diplo?

I first heard about Diplo from an Ambassador who was invited by the Surinamese government to train new diplomats in 2006. Ambassador Rana shared the goals and possibilities

of DiploFoundation and inspired me to take a course.

Arriving in Malta in February 2008 for the two weeks introductory course, I experienced an atmosphere of professionalism and empowerment. I easily connected with the lecturers and received many practical tips. After returning from Malta, I felt more comfortable and knowledgeable about many issues pertaining to diplomacy. Economic and public diplomacy were of great interest to me, as I believe in their importance for a small state like Suriname.

Overall, I learned as much from the formal lectures as I did from my fellow students from around the world. The course provided invaluable insight into different world views, negotiation and presentation techniques, goals and objectives in International Relations. If I had been with only peers from my own country, there would have been no real broadening of my horizons.





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Thanks to the course, I planned a business centre in the Embassy; my presentations to different fora here in Jakarta improved; and many other things changed for the better, including myself! I became more confident, and increasingly able to see where and what role I wish to play in the future diplomacy of my country and the world. I have come to appreciate my strengths and understand my weaknesses.

And most of all: I have become a political diplomat with a professional foundation! Something I believe is very much to the benefit of my country, my host country and me.

What did you think of e-learning?

My experience with e-learning was wonderful, particularly during the Diplo lectures. Diplo fosters distance learning, but because of the two-week introductory course, the distance does not lead to isolation. The introduction harboured a sense of community among students, lecturers and administrative staff, making the course more personal and friendly.

The online tools used such as hypertext, forum and chats were easy to learn and innovative, making the online experience very interactive and dynamic.

I also very much appreciated the grading system, which allows for personal comments and criticism which foster improvement and develop a great understanding of diplomacy.

The flexibility of e-learning also fitted the travel requirements of my job as I was able to study and prepare assignments within my own schedule. I read lectures in the morning before going to work, did research and prepared assignments in the evenings from home. I usually started writing of essays during the weekends.



To be successful on this journey to prosperity it is crucially important to believe that the size of a country does not determine its destiny, but our mindset, knowledge and persistence does.

An added bonus for me is that my husband has been a diplomat for many years, so I can discuss course topics with him and run my ideas past him. I also teach my staff in the office the new things I learn or read about, whether it is protocol, economic or public diplomacy or development aid.

Overall, I learned as much from the formal lectures as I did from my fellow students from around the world. The course provided invaluable insight into different world views, negotiation and presentation techniques, goals and objectives in International Relations. If I had been with only peers from my own country, there would have been no real broadening of my horizons.

How do you envision the future for diplomats?

I believe diplomacy will move closer to people, requiring diplomats to build relationships with governments, formal institutions and regular people, both poor and rich. Diplomats will also have to be e-literate to keep up with world developments and work at a pace that makes and keeps their countries competitive.

Skills will include different languages, such as to communicate with upcoming economies like China and India. Diplomats have to be media-savvy, facing new challenges in the area of food security and health related to Climate Change, the creation of new economic structures, the emergence of new markets and leaders, and the downfall of current ones. In this world of intertwined interests and challenges the diplomat will have to clear a path to the benefit and honour of his country.

In preparing for such a future, I realize that at times, I will have to make decisions independently, without very specific instructions and little guidance from the



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What would you say to a new diplomat?

I would share that diplomacy is a skillful art that is crucial especially for small states. I would also recommend furthering one's education. My experience with DiploFoundation was very empowering. It strengthened my abilities as a person

and provided my country with a more knowledgeable and skilled diplomat.

Experience also taught me that when you truly believe in what you do, you strive to be the best at what you do, not just for honour, but to serve those who depend on you in the best way possible. When you have this mindset, it is emitted from everything you do and say, and those with similar mindsets will find you and support you to be even better. For our countries as in our personal lives, we will have to travel uncharted roads and defy yet unidentified challenges. To be successful on this journey to prosperity it is crucially important to believe that the size of a country does not determine its destiny, but our mindset, knowledge and persistence does. ■





Solange Cross

Solange Cross resides in Trinidad and Tobago, a twin island small state in the Caribbean. Trinidad is the southernmost island in the CARICOM Caribbean Community grouping and is well-known for its energy industry, carnival and steel pans. Solange has lived in Trinidad and Tobago for over twenty years, sounds like a native Trini/ Trinbagonian, and yet was born in Scotland in the United Kingdom. She moved to Jamaica at an early age with her family before relocating to Trinidad and Tobago and is now a Junior Research Fellow at the Institute of International Relations at the University of the West Indies, teaching diplomacy courses at the postgraduate level.

This story tells how Solange first came across the Commonwealth-Diplo Programme in 1999 and reflects upon her experiences with DiploFoundation over the past decade.

Solange, please tell us about your education.

My first degree at the University of the West Indies (UWI) was in history and psychology. It is my belief that understanding where we come from helps explain where we are and where we are going as people, cultures, nations and global communities. The historical evolution of diplomacy is one particular aspect that I remain cognizant of when trying to analyse and understand contemporary diplomacy, my particular research focus.

Following the completion of my Bachelor of Arts, I pursued a Postgraduate Diploma in International Relations at the Institute of International Relations, one of the four sister institutes of the Graduate Institute of International Relations, in Geneva, Switzerland. I applied for the programme on the suggestion of one of the lecturers of the Institute Dr. Herb Addo. Whilst international relations had always sounded interesting, I never previously envisaged actively studying it. It was through my time at the Institute that I began to develop an appreciation of the intricacies of the global reality in which we operate. The programme exposed me to new subject areas and stimulated my curiosity with regards to the significance of understanding in particular the context and global environment in which small states, such as the very one in which I reside, manoeuvre.

To further my studies of international relations, I went to the United Kingdom to pursue a Masters degree at the University of Reading's Graduate School of European and International Studies. I wanted to deepen my knowledge concerning Caribbean approaches in international relations. I found it very useful to conduct

my study outside the Caribbean whilst maintaining the particular Caribbean perspective refined through my time at the Institute in Trinidad. On completion I decided to return to Trinidad and accept an offer to work as a faculty member at the very Institute where I started studying international relations.

How did you get involved with the Commonwealth-Diplo Programme?

My interaction with DiploFoundation stemmed from the linkages between the Institute of International Relations at which I worked and the University of Malta's Mediterranean Academy of Diplomatic Studies where DiploFoundation was founded.

A colleague and I accepted an offer to attend a conference at the Academy and to participate in their Postgraduate Diploma in Information Technology and Diplomacy. The Academy provided our institute with assistance concerning the incorporation of information and communication technology into our operations. During my time at the University of Reading, my interest in such technology and its potential blossomed, particularly given the stark disparity in the use of such technologies in the United Kingdom and in Trinidad and Tobago. In the early 1990s, I had email facilities through the university, and was able to conduct library searches online, yet was restricted to corresponding with only one or two individuals working for large technology corporations in Trinidad. I had to rely on the traditional snail mail and courier services to receive reference material from the Caribbean. This was a stark reminder of the manifestation of the Digital Divide and the wider issue of the peripheral nature of Caribbean states.

Engaging with colleagues from various countries, as opposed to one country alone, leads to exposure to many different perspectives, which can, in turn, be invaluable in developing a wider appreciation of the realities of the global system.

Traveling to Malta for the first time in 1999 marked the beginning of what has been a long and continued relationship with what would become DiploFoundation. It was at this time that I met Jovan Kurbalija, Professor Kappler, Dr. Trigona, Ambassador Rana, Hannah Slavik and many others with whom I had been corresponding and collaborating. Through our interactions, I became even more involved with the potential use of information and communication technologies in diplomacy, culminating in my Dissertation on *Information Technology and International Relations: The development of a Regional Information Service*, which included a practical component on the development of a regional electronic database.

How did your interactions with DiploFoundation shape your work?

Encouraged by Diplo staff, I continued to focus my research on the area of Information and communication technologies and diplomacy, and this remains my primary research area today. Engaging in the online teaching experience through my own programme with Diplo – as a student and then later as a facilitator – fostered my interest in online teaching methods and methodologies. I have also been actively engaged through the UWI over the years with various

applications and systems put into place as the University incorporated such technologies into its daily activities and teaching.

I have also tried to incorporate many of the lessons learned through my interactions with Diplo into my own research and teaching. Most recently, I participated in a certificate Scholarship of Teaching and Learning programme through the UWI and the University of British Columbia focusing on research concerning the use of educational technologies in international relations. From my experiences with Diplo,





At present, I am assistant lecturer and course coordinator of the Diplo course in Diplomacy of Small States. Through this course, we are investigating one of the real challenges in the diplomacy of small states, such as those in the Caribbean region: capacity development. Human resource capacity is a fundamental issue for small states in their international relations.





my philosophy with regard to the use of such technologies has been both expanded and honed.

I am grateful for the opportunities provided by my continued relationship with DiploFoundation. At present, I am assistant lecturer and course coordinator of the Diplo course in Diplomacy of Small States. Through this course, we are investigating one of the real challenges in the diplomacy of small states, such as those in the Caribbean region: capacity development. Human resource capacity is a fundamental issue for small states in their international relations.

How do you see the role of information and communication technologies in the development of small states?

The utilisation of information and communication technologies is often seen

as the panacea for small states in many areas, however, although I would not argue from such a techno-optimistic perspective, on the micro-scale, through my own activities as student and Diplo faculty member, I see the potential of such technologies as well as the challenges for the capacity development in Caribbean diplomacy. Problems remain with respect to access and connections with the technology. That said, the adaptability of the Diplo system for instance means that students can still participate through hypertext entries and other activities which do not require a synchronous connection.

Can you comment on the Commonwealth-Diplo programme?

The programme requires a strong commitment from participants, especially as most are following courses whilst juggling their regular lives. I believe the flexibility of the mode of delivery enables active

participation as constraints, such as physical distance, job requirements and relocation problems, are removed.

From my own experience as a student, the blend of asynchronous and synchronous online courses is useful in building the capacity of human resources in the Caribbean region and other small states. Engaging with colleagues from various countries, as opposed to one country alone, leads to exposure to many different perspectives, which can, in

turn, be invaluable in developing a wider appreciation of the realities of the global system.

Personally, I benefited greatly from interacting with DiploFoundation and I look forward to a continuing relationship. ■





Salas Hamilton

W. Salas Hamilton is from Montserrat, a British overseas territory within the Lesser Antilles, in the Caribbean Sea. The island is 16 kilometres long and 11 wide, yet has all the government offices of a bigger state. Salas attended Commonwealth-Diplo training whilst working with Montserrat's Ministry. He is currently a senior staff member at the Caribbean Community Secretariat, as a Communications Specialist for the Caribbean Single Market and Economy (CSME).

This story highlights how participating in a Commonwealth-Diplo e-learning course helped a young official from a non-independent territory to develop an international career contributing to the well-being of his island whilst fostering his personal growth.

Salas, tell us a little about the island you come from.

Montserrat is a tiny island in the Caribbean. It was first inhabited by Amerindians who called it Allioukana and was later renamed after its namesake in Catalonia, Spain, by Christopher Columbus on his second voyage to the New World in 1493. During its colonisation, most indigenous peoples were annihilated or exported as slaves.

The demise of sugar and other cash crops led to increased poverty and social displacement. Montserrat tried exporting products such as lime cordial, sea-island cotton and pepper sauce, but these also petered out.

In the 1960s to 1980s, when most other English-speaking Caribbean countries were gaining their independence from Great Britain, Montserrat with its population of 12,000 decided to remain a British Colony. It seemed it would be the last colony, balancing its national budget in the mid 1980s and benefiting from a relatively high standard of living based on revenues gained from off-shore banking, agriculture, light electronic manufacturing, tourism and a medical school.

In 1989, when independence talks and a referendum were looming, the island was devastated by a hurricane. Then again, in the mid 90s, just as it was about to recover economically, its dormant volcano awoke, turning most of the island into a danger zone, wiping out villages, destroying the capital and killing 19 people. As a result, two-thirds of the population emigrated.

Today, some 5,000 people live on Montserrat and depend largely on British economic aid as the island in general is challenged to expand its economic

base without a significant population. Although Montserrat's *raison d'être* is often questioned, the population is committed to surviving in a global economy and the island remains a member of many multilateral groupings, such as the Caribbean Community (CARICOM) and the Organisation of Eastern Caribbean States.

How did you become familiar with the Commonwealth-Diplo course?

During my time as Head of Staff in the Office of Montserrat's Chief Minister in 2001, I decided to follow Diplo's Post Graduate Diploma (PGD) in Diplomacy. At first, I was a little anxious about the programme, mainly because of my limited Information Technology (IT) skills, and about finding the time to travel to Malta.

The PGD was advertised through the Government training department and had the support of the Commonwealth Secretariat. I decided to apply for the scholarship and have no regrets! Diplo's PGD provided access to international knowledge and expertise which helped place certain regional and international economic and diplomatic machinations within context. Furthermore, the e-learning formula worked perfectly with my hectic work and travel schedules.

Notwithstanding my initial trepidations, the IT study unit was also very valuable, particularly since the management of the island's top domain name and coordinating a national technology policy became the responsibility of the Office of the Chief Minister.

Whilst I was studying with Diplo, Montserrat suffered the major volcanic eruption which led to two thirds of

the population fleeing. My training in diplomacy thus drew bilateral and multilateral agreements into sharp focus, as suddenly, we needed offices in London and other capitals to facilitate the transition of emigrating Montserratians.

What was the highlight of the course?

The commingling of different cultures brought to the virtual and actual classroom experience stands out as the PGD's greatest attribute. While the modules and lectures captured vital aspects of diplomacy and its new tools, nothing could replace the melting pot of views and experiences shared among colleagues from Lesotho, the Caribbean, Albania, Gaza, India, Swaziland and the other countries represented.

Because of this multiethnic and geographical mixture, the world of diplomacy practically unfurled and the teaching modules brought some formal structure and explanation to the realities from which participants came.

For example, the colleague who participated from the Gaza Strip, while bombs literally dropped around him, presented

an environment unfolding and in need of a diplomatic solution. Thanks to our connection, all course participants now share a vision that no clinical pedagogical analogy could ever impart.

What did your course lead to?

With my PGD in hand, I moved on to work for the Caribbean Community (CARICOM) Secretariat within its CARICOM Single Market and Economy (CSME) Unit based in Barbados. This Unit is responsible for assisting CARICOM Member States in implementing the CSME.

In 2007, whilst with the Unit, I successfully completed Diplo's Masters (MA) in Contemporary Diplomacy, researching a topic on the contribution of IT to development.

The MA's structuring of academic research was both challenging and useful. If the PGD formed a basis for understanding diplomacy and using new tools, then the MA course presented a coordination of critical thinking. ■





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Sandra Poitier

Sandra Poitier is from the Bahamas and her story illustrates that even in times when changes happen, such as moving to a new city and with little connectivity and time available, one can benefit from the course flexibility together with personal commitment and finish the programme with success.

Sandra, you took part in a Commonwealth-Diplo e-learning course whilst working in New York. Can you tell us about this experience?

I actually started the e-learning programme for the Post Graduate Diploma in Contemporary Diplomacy before moving to the United States. When I signed up to the course, it was relatively easy for me to fit the coursework and the lectures into my schedule. Four months after the beginning of the course, I was transferred to New York and that is when I started to encounter difficulties.

At first I did not have access to a computer at home, so I had to come into work very early in the morning or stop working during the day to fit in with the class schedule. Conciliating the different time zones became a problem, particularly as most of my fellow students worked on Pacific Time.

In the end though, I was able to overcome these problems and complete the course successfully thanks to the flexibility of the programme and to its unique methodology.

Indeed, with the assistance of the co-ordinator of the programme, I was able to write to the University of Malta for consideration to drop the course and arrange to take it again at the end of the programme. Approval was granted for me to drop the course based on the agreement that I had to finish the programme along with my colleagues from the same cluster.

During the last semester this meant that when my colleagues were studying for one course, I was studying for two. But overall it was manageable and with persistence and investing extra energy added to this project,

I was able to complete all the requirements for the Post Graduate Diploma, and was ultimately awarded my Diploma from the University of Malta.

What was the result of this investment?

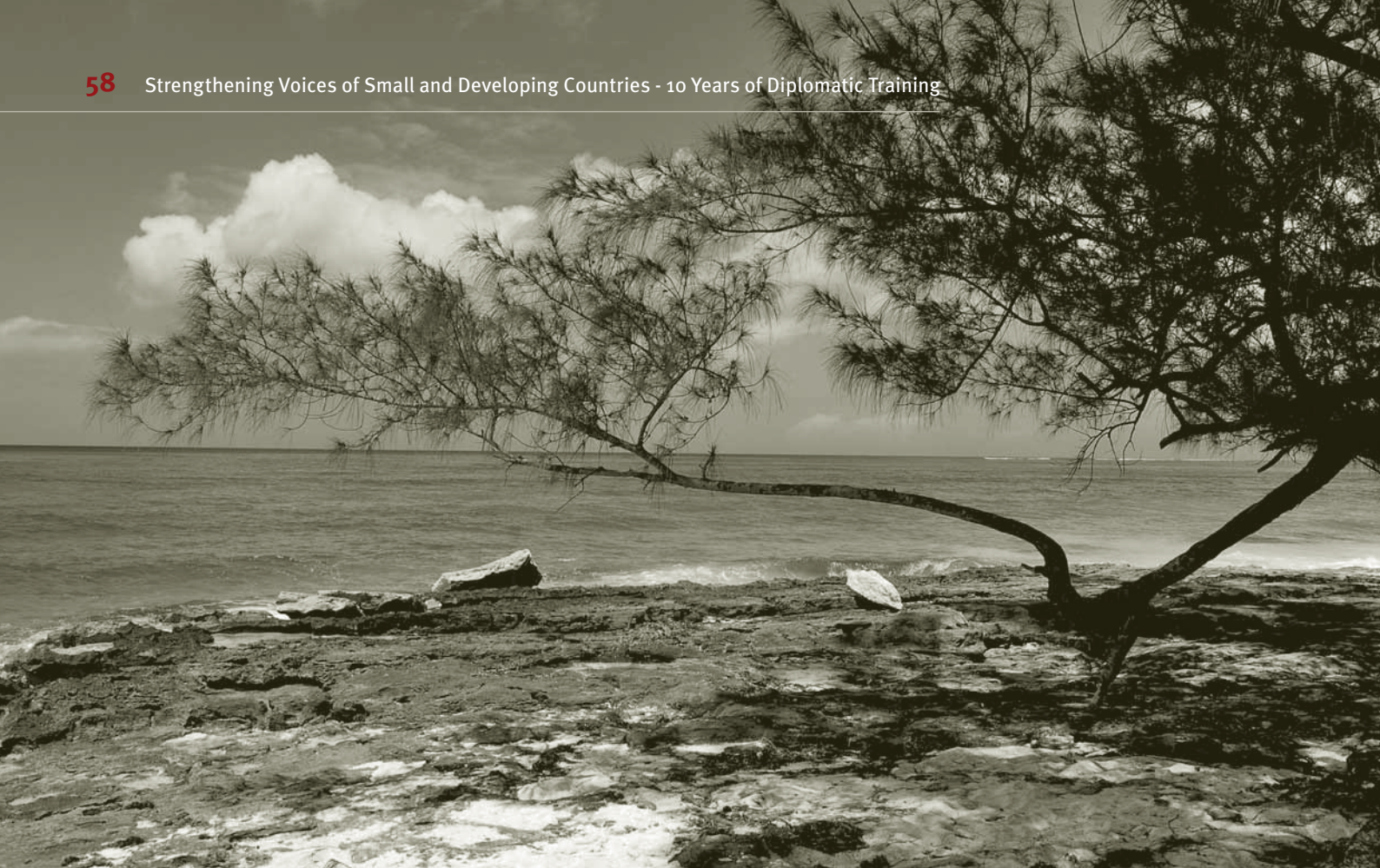
After completing the programme, I became extremely motivated to share my knowledge and experience with others. I shared information, such as reading materials; but most of all, I was able to discuss my experiences with the diverse group with whom I studied.

By the end of the programme, I was so enthralled by Diplo that I constantly promoted the course and badgered my colleagues and others who express an interest in Diplomacy and online training!

A present, the new Consul General for whom I have been working for in the past six months is very interested in the programme and has submitted an application to participate.

If you could choose one element to highlight about this experience, what would it be?

The workshop that was held in Malta at the beginning of the programme was extremely successful and well-organized. It allowed a great amount of interaction with both students and teachers, and opened the door for information sharing. The workshop also prepared us for online training, highlighting the usefulness of IT in research. Most of all, it benefited both students and instructors as we all became more knowledgeable about each other's diverse backgrounds and were able to identify with each other personally whilst studying online.



What can you tell us about the Masters Degree and your future steps?

The Masters Degree in Contemporary Diplomacy is a continuation of the Post Graduate Diploma in Contemporary Diplomacy. Should I consider pursuing the Masters Degree, I would probably select a topic such as “The difference between diplomats from small states versus those from large countries” because I think Diplomacy is perceived a little differently depending on the size of the state.

My plans for the future include becoming a Consul General or an Ambassador for the Bahamas to the United Nations. The Consul General is an individual appointed

by the Head of State or Foreign Minister to represent their country abroad. The final approval of the appointment must be sanctioned by the host Government. The Consul General is responsible for all the staff of the Consulate and is assigned several states that will fall under his jurisdiction to which he is responsible for all Consular matters for Nationals of his country that live within his jurisdiction. Duties include passport matters, visas, deportation, protocol duties and trade and investment.

The Ambassador to the UN is also appointed by the Government of the day as a Permanent Representative to the UN for the country. The Ambassador is responsible for all the staff in the Mission.

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He/she is also responsible for carrying out the Instructions of the Ministry; reporting any information that needs providing; and recommending any policy that the Government should adopt as it relates to the UN.

As a Vice Consul, I presently assist the Consul General with the day-to-day functions of the Consulate. Should I be appointed Consul General, with my present experience and hands on skills, I think I could make a great contribution representing my country and that it would be a very smooth transition.

However, for the post of Ambassador I would need to become more familiar

with the work performed at the UN and the Mission. That said, I do not see the appointment as an Ambassador at the UN as being unachievable.

I would like to take this opportunity to thank my employer The Ministry of Foreign Affairs Nassau Bahamas, for nominating me for the course, Mrs. Hannah Slavik, co-ordinator of the programme, who went beyond the call of duty to encourage and assist me when at times I wanted to give up and quit the programme, the staff at Bahamas Consulate General New York and all of my colleagues and family for their support during the period of my studies. ■







Tracy Winters Evans

Tracy Winters Evans was born and raised in Port of Spain, Trinidad, the most southerly island of the Caribbean. Her parents always wanted her to be a doctor or a lawyer, but she followed her love of languages and, in 1993, pursued a Double Major in French and Spanish with a Minor in Portuguese, at the St. Augustine Campus of the University of the West Indies (UWI). For the past five years, she has been teaching with DiploFoundation.

This story tells how empowerment was felt by small states course participants - both from the perspective of a student and as a tutor.

Tell us a bit about your educational background.

During my time at the UWI, I met so many people from South America, Europe and Asia that I was bitten by the travel bug. In 1995, I spent six weeks studying at the University of Yucatan, in Merida, Mexico, and from then on, knew that I wanted to work in an international environment. I therefore went on to study for a Postgraduate Diploma in International Relations, followed by a Masters in International Relations.

In total, I spent eight years doing tertiary level study. This may seem a lot to some people but I believe that if you really want to achieve your career goals, you have to dedicate time and effort to your studies.

I chose to pursue a degree in languages, because I liked the area, but I soon realised, that languages alone would not suffice to work in the international arena and that knowledge of international relations was necessary. Doing a Postgraduate Diploma in that very topic, a Masters Degree, and following up with the Postgraduate Diploma in IT and Diplomacy gave me the basis for many of the positions I have held over the last decade.

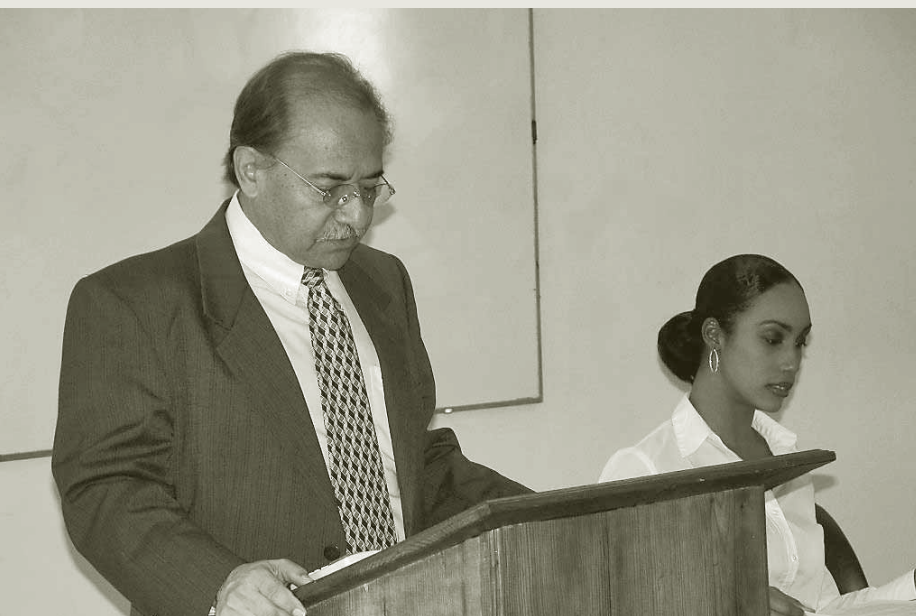
A more recent example of investing in education has come in the form of Dutch language. Knowing that I was about to move to Curacao, I did a Dutch Language course at the Vrij Universiteit Brussel and am now proficient. I think that when you decide on your career path you must choose areas of study which will facilitate and/or complement your profession.

How did you go from languages to diplomacy?

As a Masters student, fluent in four languages, I took on various jobs such as Liaison Officer for official meetings in the Trinidad and Tobago Ministry of Foreign Affairs, getting my first feel for diplomacy. I worked mainly with Government officials from the French and Spanish Caribbean but also with international guests like Madeleine Albright, the then Secretary of State of the United States of America. It was a great learning experience for me, bridging the gap between academia and the practical world of diplomacy, and a few months later I accepted a position as Protocol and Conference Officer of the Association of Caribbean States (ACS). I worked for that organization for six months and then decided to go back to university because I really wanted to finish my Masters dissertation. The skills that I learned with ACS, such as planning high level meetings and dealing with different -and difficult- personalities, were invaluable.

Tracy, how did you get acquainted with DiploFoundation?

When I returned to university to complete my dissertation, I began work as a Research Assistant in the area of International Trade. By chance, in 2001, I heard about the Postgraduate Diploma offered by DiploFoundation. The story behind my



participation in the Diplo course is quite a funny one. My professor at the Institute of International Relations knew that I was very interested in languages. He had received an invitation to a conference in “Language and Diplomacy” from DiploFoundation in Malta. It was only for three days and he asked me if I wanted to go. Of course my initial response was “Hello?! Do birds fly?”.

I went to Malta on the assumption that it was a three day seminar dealing with the role of languages (French, Spanish, Portuguese, etc.) in diplomacy. Big surprise! In fact, the course dealt more with the linguistic aspects of treaties and diplomatic tools. On my second day there, I was talking with the course coordinator at the time, Hannah Slavik, and she told me that the seminar would expand into a longer course of a couple of weeks and finally into an online study of nine more months. She suggested that I stay, and I had no idea if that would even be possible, but I distinctly remember spending the last day

I have made full-use of what I learned, from navigating the Internet, to making online collaborative discussions and managing websites, but also in terms of using negotiation skills and being knowledgeable of international trade. In my work at the American Chamber of Commerce, I was called upon frequently to analyse and discuss bilateral agreements, and, later, at the University, I became the official representative on an advisory committee for the establishment of the Caricom Single Market and Economy.

of the seminar on the phone to Trinidad, to my boss and the university, asking for permission to continue and funds to supplement my stay. In essence, I have my ex-boss and the Diplo coordinator to thank for my role today in DiploFoundation.

Can you illustrate your experience in Malta?

Being in Malta and pursuing the course was a very valuable experience. I had never participated in such a programme before, and I had never been surrounded by so many people from Eastern Europe, Africa and the Middle East at the same time. Hitherto, my acquaintances were mainly from South America, Asia and Western Europe. It was wonderful to make friends and socialise, go on trips and naturally, to follow the course.

I found the web management module the most exciting, because before coming to Malta, I had considered myself as a member of the techno-proletariat...as the main subscriber to “Technology for Dummies”... dealing with my hotmail account used to be a lot for me! After a few sessions, however, I realised that I really liked Information Technology Tools and web design. The lecturers were very thorough, well-informed and patient, and made learning a real pleasure.

At the beginning, I was very much in awe of the technocrats and diplomats who lectured to us during the seminar, but after a while, having talked with them over lunch, dinner, or during class trips, I found them to be simply normal people who had a lot of life experiences and were willing to share them.

The segment that I found easiest to follow was International Trade. I was working in

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One of the first opportunities to use my Diplo training came in the form of an invitation to a conference on trade in Latin America and the Caribbean, by the Coordinadora Regional de Investigacion Economica y Social (CRIES). The conference took place in Havana, Cuba and I delivered a paper on the Caribbean Community's approach to trade. I felt very good to be among people who were discussing such important issues.

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Speaking from my experience as a student and a teacher, I think Diplo acts as a forum for small states, making their voices heard.

As a student, I was initially a bit shy and cautious when I started the course. I was one of the youngest participants, and I came from an academic, not diplomatic, background. Gradually, however, I gained confidence, interacting with my colleagues and lecturers.

As a teacher, I see how students from small states develop over the ten-week online course. They start off quite nervous, but gradually become more self-assured. They voice their issues and have the opportunity to network and make contacts. Most importantly, the course gives them the tools to return to their homelands to make a difference. One of my fellow students from South Africa took concrete steps to have Internet access upgraded in her region.



Moreover, I was interviewed by a local television station, and I remember using the techniques that we had learned in one of Diplo's courses on media and diplomacy.



that area at the Institute of International Relations in Trinidad and I knew about the issues that were being discussed. My lecturer, Aldo Matteucci, made things interesting. He was a very unconventional sort and the classes were always lively. I went away from the course really feeling like I had another paradigm regarding trade.

How did your career evolve after your studies? Did you have the opportunity to apply your knowledge to practical situations?

At the end of my online study with DiploFoundation, I took a break from academia and joined the private sector. I really needed a change in atmosphere and I remember watching a talk show on television where a guest was commenting on academics who sat in their “ivory towers” and didn’t know what was going on in the real world.

At that time in my life, my late-20s, I didn’t want to sit in an ivory tower. I wanted to be part of the “real” world, and my chance arrived when a position became available at the American Chamber of Commerce of Trinidad and Tobago. I accepted a job as the organization’s Trade Specialist.

It was a very “grown up” job, in comparison to my work as Research Assistant at the university. I was constantly in meetings with the government, the private sector and

American companies that were interested in investing in Trinidad and Tobago. The Diplo International Trade and Diplomacy course was the cornerstone of that job, since one of my main functions was monitoring the global trade environment. I worked actively with the Private and Public Sectors to prepare the business community for the then imminent Free Trade Area of the Americas (FTAA) and to secure their interests in the bilateral negotiations in which Trinidad and Tobago was involved.

At the end of a couple of years, however, I was ready for a change of scene. I really missed the inter-cultural intellectual exchange that I had grown accustomed to in the university and the Diplo course. When DiploFoundation asked me to teach the International Trade course in 2003, I was ecstatic, mainly because I felt that I now had enough confidence as a professional, as well as experience in the private and public sectors and I wanted to share some of that with other people.

Later that year, I took up a post as Lecturer in International Relations of Latin America at the UWI. During this time in my career, I had the opportunity to travel extensively through South America, mainly attending conferences and making use of the knowledge from the Diplo International Trade course. But I also travelled on my own, just to see for myself how people

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lived, so that when I taught students about Latin America, I would not be simply regurgitating something I had read on the Internet or in a book.

One of the first opportunities to use my Diplo training came in the form of an invitation to a conference on trade in Latin America and the Caribbean, by the Coordinadora Regional de Investigacion Economica y Social (CRIES). The conference took place in Havana, Cuba and I delivered a paper on the Caribbean Community’s approach to trade. I felt very good to be among people who were discussing such important issues.

Moreover, I was interviewed by a local television station, and I remember using the techniques that we had learned in one of Diplo’s courses on media and diplomacy. That visit also gave me the opportunity to see Havana. Up until then, I had had a sort of romantic notion about Cuba and communism. It was a heart-warming experience for me to meet such welcoming people who were always cheerful and optimistic in spite of the dire poverty that they suffered. They shared what little they had with us, even their rationed foodstuff. That inspired me to travel some more, especially through South America, and

up to this day, I have met with the same attitude throughout that region.

After two years, I left the University of the West Indies. My husband-to-be was a Dutch Trade Advisor to the Island Government of Curacao at the time, and, since long distance relationships are not the easiest to maintain, I joined the staff of the University of the Netherlands Antilles (UNA). That was a completely different experience for me. The culture of the society, of the university, was like nothing I had ever known. Moreover, the Faculty was more business oriented, so I found myself merging my academic background with my practical experience, and this was exactly what I wanted. The students were also diverse. They came from the Dutch Antilles and all over South America. At first it was a bit overwhelming, but my e-lecturing had given me the tools to communicate with and teach people from all different backgrounds.

At the end of my husband’s contract, we moved to Brussels. Comparing Curacao to Brussels is like comparing the sun and the moon. The former has an extremely relaxed way of life, sunny weather all year round, fabulous beaches, people from all over the world, and endless bureaucracy. The latter is busy, competitive, rainy and grey, with wonderful architecture and a *mélange* of cultures. Both have their own charm. In Brussels, I continued in the same vein, lecturing at the International Management Institute, a business-oriented private university dedicated to MBA studies. I also taught Business English and Communications with two organizations: the CLL Centre des Langues of the Louvain la Neuve University, and Agataal Taalopleiding. Both activities provided

me with the opportunity to meet people directly involved in the private sector and diplomatic corps.

How is your life today and what impact have Commonwealth-Diplo courses had on your career?

These days my schedule is a *little* bit different. In February I gave birth to a son and he is a full time project! Moreover, we have recently moved back to the Caribbean, so we are settling into a new phase of life. However, I have plans to work for a Consultancy and Training bureau here in Curacao, which trains high-level business personnel in areas such as public relations, crisis management, integrated communications, etc. This is a project that interests me, because I have come to realise that a country's most precious resource is its skilled labour force. I was shocked to realise that in an island like Curacao, for example, only a few people speak English, even though it is a major tourist destination. I was even more taken aback that less than half of the Antillean population speaks Dutch, in spite of being a Dutch colony, and attracting the majority of its tourists from The Netherlands! I would really like to contribute to the development of this island. It is now seeking autonomy from The Netherlands, and I hope to play a small role in terms of training the labour force.

I intend to facilitate training seminars mainly in Business and Media Relations, but also in International Trade and International Relations. I hope that this will be beneficial to the professionals that I will teach, and in turn to Curacao, because one of the main challenges that the island faces is "brain drain". Young people usually migrate to The Netherlands for their tertiary level education and young



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professionals often seek opportunities abroad. I would therefore like to provide training locally, with a taste of the international. I have had the privilege of being a part of the multi-cultural DiploFoundation as well as working in Brussels, and I hope to share my experiences and knowledge with Antillean professionals.

DiploFoundation has had a significant impact on my life and career. Apart from the obvious - becoming a lecturer with the organization - the course provided me with a wealth of knowledge. I have made full use of what I learned, from navigating the



Internet, to making online collaborative discussions and managing websites, but also in terms of using negotiation skills and being knowledgeable of international trade. In my work at the American Chamber of Commerce, I was called upon frequently to analyse and discuss bilateral agreements, and, later, at the University, I became the official representative on an advisory committee for the establishment of the Caricom Single Market and Economy.

Tracy, how do you see Diplo training helping students from small states in particular?

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As a student, I was initially a bit shy and cautious when I started the course. I was one of the youngest participants, and I came from an academic, not diplomatic, background. Gradually, however, I gained confidence, interacting with my colleagues and lecturers.

As a teacher, I see how students from small states develop over the ten-week online course. They start off quite nervous, but gradually become more self-assured. They voice their issues and have the opportunity to network and make contacts. Most importantly, the course gives them the tools to return to their homelands to make a difference. One of my fellow students from South Africa took concrete steps to have Internet access upgraded in her region. At the Institute of International Relations in Trinidad, we also launched a series of “*Diplo inspired*” workshops on the World Trade Organisation and on Diplomatic Skills for Modern Diplomacy to train the Trade Negotiators from the

ministries of Trade and Foreign Affairs. These workshops were very successful and still continue across the islands.

What do you think about e-learning?

E-Learning has proven to be the most efficient and convenient mode of study for me both as a student and a teacher. Although nothing beats face-to-face communication, when I took the course, I lived in Trinidad, thousands of miles away. E-learning saved me a lot of time and money. I could sit comfortably in my office to work on assignments and also chat with new friends. I found the tools interesting and user-friendly, the website was continuously updated, and I could follow every blog post, every comment added by other students, as if it were a real classroom. The same goes for teaching the course. Last year I e-lectured when I was six to eight months pregnant. This year I taught whilst my baby played beside me. The convenience of such a course is without equal. Another advantage is the socio-cultural aspect which I mentioned before. As teacher, knowing the mindset of different cultures is fascinating. What does a student from Burkina Faso think about the US farm bill or the EU's agricultural subsidies? What does a student from Mauritius think about the World Trade Organization?

I am not a diplomat by profession, but I believe that a major challenge for diplomacy today is a lack of cross-cultural communication. People don't know much about cultures other than their own. I have been involved in the private sector for some time and the value of cultural knowledge becomes evident when doing business with a foreign counterpart. Nowadays, many "*Doing Business in...*" guides are published

as aides to interested parties. These are very helpful for understanding the culture that you deal with. Doing business in the US is very different from doing business in China or France. But the problem goes even further when we get into current migration issues. I have lived in the Netherlands and Belgium, where there are problems with immigrants mainly of Turkish and Moroccan descent. Perhaps greater knowledge and understanding of host and migrant cultures, on both sides, could solve some of the problems. I would therefore suggest that cross cultural communication, sociology and foreign language be staples of the New Diplomat's skill set. Over the last decade, DiploFoundation has managed to bring together so many different people, from different countries and different backgrounds- and that, for me, is its greatest achievement. You leave the course feeling culturally enriched.

What other advice would you give to new diplomats, particularly from small states?

If I had any advice to give, it would be this: Your attitude matters! You can make a difference because small state does not equal small mind. Gather as much international experience as you can and use it to enrich your community. As the saying goes, "Think globally, act locally." ■

The capacity building programmes were initially conducted by DiploProjects, which was hosted by the Mediterranean Academy of Diplomatic Studies. In 2002, DiploProjects evolved into DiploFoundation. Diplo courses are academically accredited through the Faculty of Arts at the University of Malta.



Course Catalogue

This booklet has presented several inspiring stories. In parallel to the individual stories of participants in our courses and programmes, the story of how we have developed and delivered our training programmes has been unfolding. It is a story of constant change over a ten year period, with the underlying narrative of efforts to deliver useful and relevant skills and knowledge. Some of the changes have been in the field of technology: back in the 1990s, few participants in our training courses used e-mail or had any background in information and communications technologies. Today, many of them are on Facebook and some of them are bloggers. Along with the technology, the policy landscape has changed. New issues have emerged on diplomatic agendas. For example, today climate change and migration have become top priorities in diplomacy. New actors, such as non-governmental organisations, are contributing to global policy processes more than ever before.

The way we organise our training reflects the evolution of our environment. In this continuum of change, the constant has been a focus on sound pedagogy. We have always kept in mind the needs of busy diplomats from small and developing states. The fact that we add an hour to their already busy daily schedules gives us a high responsibility to ensure this extra hour is worthwhile. The training must be relevant and effective. In many cases, training has required creating a pedagogical context in which participants could activate their broad professional experience, identify, and fill gaps in their knowledge.

While it has been a challenging task, it has also been pleasant and enjoyable. Working with motivated and creative participants has been inspiring. As the Latin saying - and Diplo's motto - goes, we have been "learning by teaching."

Dr Jovan Kurbalija, Founding Director of DiploFoundation
Hannah Slavik, Educational Programmes Director of DiploFoundation

21st Century Diplomacy

This course gives insight into the contemporary practice of diplomacy, blending theoretical concepts with practice. Assuming that course participants are familiar with the basics, it should deepen their understanding of significant issues in diplomacy management. It focuses on the way relations between countries are managed, and how the foreign policy process operates in the real world. The studies are practitioner-oriented, and should interest working diplomats, international affairs specialists, and those engaged in international organisations and global business.

Course Outline

1. Globalised Diplomacy: A survey of the diplomatic process, with special focus on factors driving change. We consider the environment in which foreign ministries operate; the enlarged, complex foreign-domestic interface; the consequences of the ICT revolution; human rights and the role of civil society; multilateral diplomacy; and human resource management.

2. Foreign Ministry Reform: After the Cold War, and the onset of rapid globalisation, most foreign ministries are engaged in adaptation and reform. We consider the motivation, the models followed, and the priorities in the content of reforms. We also examine new trends in the training of diplomats. We finally consider the pitfalls in implementation of reform.

3. Decision Management: We examine the generic aspects of decision-making in foreign ministries; the decision categories; the leading theories; their practical application; plus crisis behaviour. In addition, we look at the actors providing input into decisions and the working of the policy process, i.e. the official and the non-state actors; knowledge management; and building institutional memory.

4. Performance Management: In the public services, performance management (PerM) is the new mantra; MFAs have no choice but to comply with new public reporting formats, “output budgets” and the like. We examine the impact along three tracks: measuring the efficiency and effectiveness of the MFA and its subsidiary entities; application in human resource management; and performance reporting to publics. We consider the measurement criteria, the downside of performance management.

5. The Re-Invented Embassy: Thanks to the revitalisation of bilateral diplomacy, the embassy (and the entire diplomatic process) is in renaissance. We consider the new and the changed tasks of embassies, together with relevant examples, plus the caution that needs to be applied in the “reworked” embassy-MFA relationship, under evolution in some leading countries.

6. Regional Diplomacy: This is a high growth area in external affairs, consisting of neighbourhood diplomacy, as well as “plurilateral diplomacy,” where groups build on principles other than geography. We examine the role, potential and the opportunities that these new cluster formats offer, as well as the typology and the innovation incorporated. We also study free trade agreements and the limitations of regional diplomacy.

7. Diplomacy of Small States: A survey of a little-studied, yet current topic. We consider the empirical evidence; the options that small states have developed; their exemplars. We also look at small state diplomatic behaviour, and the group diplomacy that small states practice.

8. The Public and the Image: We analyse image-building activities and the role of the public in foreign affairs. We consider the different models of public diplomacy, including the US experience. We look at methods of news management and the way the country brand is promoted. We consider the thesis that public diplomacy is now practiced both abroad and at home, and centres on building and projecting a country’s soft power. ■

Reviews

I found this course to be very enlightening and relevant to my work area. The very thought of trying to look into the future to see what role diplomacy and the Foreign Ministry will play in the next ten to twenty years is intriguing and this course brought you to this reality and for the preparation of small states especially like mine, to remain in the game. I would advise anyone who is interested in or in the Foreign Ministry to pursue this course.

Maria Medard
Information Officer
Ministry of External Affairs
International Trade and Civil Aviation
Santa Lucia

The course helped me to redefine my role as a diplomat, appreciate the emerging challenges and responsibilities of diplomacy today including the role of new actors like NGOs, thinktanks and academicians. I have learned to appreciate other stakeholders as partners and not competitors to the Ministry of Foreign Affairs in the conduct of foreign relations. The weekly seminar papers done by the selected seminar teams in the class got us actively researching and exchanging information, it is amazing how much we learned from each other. This kind of networking if maintained will surely enable us achieve much more in our quest to increase knowledge and share best practices in contemporary diplomacy.

Michael Bulwaka
Foreign Service Officer
Ministry of Foreign Affairs
Uganda

Bilateral Diplomacy

Bilateral diplomacy is one of the building blocks of international relations. This course offers a practitioner's perspective, looking at concepts, and how these operate in real life as countries work to promote their interests in the contemporary global environment. The course provides participants with the tools to analyze world affairs, and attempts to impart to them the craft skills of diplomacy. Participants will sharpen their analytical skills, and become aware of the complex and concurrent objectives that countries pursue in their external relationships, and how this makes the foreign ministry the hub of a dynamic network that has many actors, state and non-state, each with a legitimate role in foreign affairs.

Course Outline

- 1. Bilateral Diplomacy Today:** an overview of current trends in world affairs, including the key tasks of diplomacy as pursued by foreign ministries in our times, their prioritisation, and the methods used in relationship building.
- 2. The Political and Security Dimension:** prioritisation in diplomacy; the targets and methods of relationship-building; and the challenges of problem solving; the different dimensions of security; and the interplay between diplomacy and security.
- 3. Economic Diplomacy:** how it has become a leading priority in current times; the techniques of trade and investment promotion and other economic activities; the country image and ways to build the national brand.
- 4. Culture, Media, Education and Public Diplomacy:** techniques applied in these sectors, inter-linkages between them; and the emergence of public diplomacy as a major concentration area, as well as ethnic diplomacy and the other instruments of soft power.
- 5. Foreign Ministries, Embassies and Consulates:** the organisation and the key tasks; qualities of a diplomat; the reforms undertaken by foreign ministries and their domestic tasks of coordination and networking.
- 6. Bilateral Negotiation:** theory and practice; the stages of negotiation; the styles of negotiation; the role of mediation.
- 7. Inter-Cultural Management and Diplomatic Signals:** by its nature, diplomacy works across cultures; the basics of culture analysis and the practical conclusions this offers; direct and non-verbal signals, and the role played by signals in diplomatic communication.
- 8. Bilateral Summit Diplomacy:** direct diplomacy between heads of state and governments has been a growth area in our times; its value and importance as well as its limitations. Summing up: the second part of this lecture summarises likely future developments in diplomacy. ■

Reviews

I found the Bilateral Diplomacy course an excellent tool in broadening my knowledge and understanding of diplomatic practices around the world. With participants from a variety of countries and backgrounds, I found the sharing of experiences and best practice invaluable. Ambassador Rana provided an enriching mix of academic rigour and experience from an illustrious diplomatic career.

Peter Boxer
Deputy Head of Mission
British Embassy
Rabat, Morocco

E-learning with DiploFoundation was a great experience. The innovative online sessions and contact with other students really helped to gain a wide view on the topics discussed. Despite having practised bilateral and multilateral diplomacy, I found the course informative and focussed, such as the benefits and drawbacks of both soft and hard power. This in particular proved useful in completing my understanding of how diplomacy can work at different levels.

Guy Pollard
Second Secretary
Conventional Weapons
UK Disarmament Delegation
Geneva



Climate Change Diplomacy

Climate change is becoming an important issue in a diverse range of global and regional negotiation processes. In the past, climate change issues could be effectively covered by a few negotiators trained specifically for the Kyoto process, but today officials involved in discussion of an increasing range of fields (such as energy, human rights, telecommunications and health) need knowledge about climate change issues as well. Small island states in particular suffer from a lack of trained people who can address climate change issues within their specific fields. This course addresses this gap by providing an introduction to climate change diplomacy for diplomats and government officials involved in the increasingly diversified climate change policy processes.

Objectives

This course will equip participants to more effectively represent and promote the interests of their own countries in the global climate change policy process. By the end of the course, participants should:

- ▶ demonstrate understanding and the ability to participate in current diplomatic and policy processes in the field of climate change;
- ▶ be familiar with, and be able to employ current scientific and policy-related climate change terminology;
- ▶ be able to identify those international institutional climate change frameworks

where their national interests may be most effectively promoted;

- ▶ be able to identify appropriate partners for climate change policy initiatives;
- ▶ recognise opportunities where global initiatives and processes can contribute to local development needs;
- ▶ be able to propose or contribute to an effective national approach for participation in global climate change processes.

In addition, the course will broaden participants' general understanding of climate change and the global policy response to climate change. In this regard, by the end of the course, participants should be able to:

- ▶ demonstrate understanding of the climate change phenomenon and the impact of climate change on human society, including different views and schools of thought regarding climate change;
- ▶ identify and describe the interests of the main players in the climate change policy process;
- ▶ identify the various international legal documents and institutional frameworks dealing with climate change;
- ▶ explain the local relevance of global/regional climate change initiatives. ■

Cyber Diplomacy

Diplomats make extensive use of computers and the Internet in their daily work. The sheer amount of information and software available has made Information and Communication Technology (ICT) a vital tool in most diplomatic activities. But are diplomats - and other people interested in international affairs - using ICT tools to their best and fullest advantage? This course explores some of the possibilities offered by new technologies to improve diplomatic activities. The different components of the course also highlight some risks (and opportunities) of the tools and the information available.

The main objective of this course is to provide practical examples of new skills and tasks that modern diplomats should know and apply in their daily work.

Reviews

The cyber diplomacy course was very useful for me especially in terms of web search. I learned that information can be found only if you have the proper tools and you know how to use them. Another important topic for me was related to databases for international affairs, as knowledge and information is vital for my job. A special mention for the teachers of this course.

Florin Botonogu
Social Coordinator
"Beautiful Romania" project
UNDP Romania

The cyber diplomacy course covered a broad spectrum of very interesting topics related to Information Technology. Some of them, such as IT tools for knowledge management, IT security, as well as advanced web search skills, have been very relevant to my studies and work where managing information in a digitalized environment is crucial. Anyone interested in mastering this subject may learn a lot from the lecturers' considerable expertise.

Eleonora Merlicco
Master in Contemporary Diplomacy 2007/08 student

As a project manager, the course was a source of inspiration, providing the opportunity to get in depth knowledge on databases for international affairs, use of numbers in diplomatic activities, knowledge management and mind mapping. Overall, Cyber Diplomacy is a valuable course for all professionals who make extensive use of ITC.

Suzana Ricea
Head of European Integration Office
City Hall of Hunedoara
Romania

Development Diplomacy: An Introduction to Development Cooperation for Diplomats

Development cooperation is an important sector of international relations, particularly in North-South relations. Diplomats play an increasing role in negotiations concerning the over 100 billion US dollars spent yearly by donor countries and multilateral agencies. Moreover, development influences most other diplomatic agendas, starting from traditional issues such as security, and ranging to newer topics like the environment, trade, health and migration. Unfortunately, diplomatic training rarely includes an introduction to and training in development cooperation, thus hampering the capability of diplomats for successful negotiations in that field.

This course presents basic knowledge, strategies, processes, techniques and tools aimed at facilitating development cooperation between two or more countries and/or institutions. It addresses various mechanisms of development cooperation on the national, regional and global levels. The course looks at development issues from the perspectives of both donor and recipient countries. Theory and analysis are supported with examples and illustrations from the professional experience of the course authors.

Course Outline

1. Introduction: rationale for the course; goals and structure; definitions and basic concepts (poverty alleviation, participation etc.); presentation and interpretation of important figures of bilateral, multilateral and private cooperation.

2. Forms and Instruments of Development Cooperation: definitions and characteristics of humanitarian aid, development aid and economic measures, including the interplay among them; analysis of the main methods for each of these forms.

3. Multilateral Development Cooperation and Diplomacy: main characteristics of multilateral development cooperation; multilateral actors and stakeholders; the roles of multilateral development institutions at country,

regional, and global levels; governance of multilateral development institutions; donor and recipient country perspectives; recent trends and challenges.

4. A View from Developing Countries: reasons that recipient countries strive for and accept development cooperation support; importance of support for the development of the country; positive and negative consequences of development cooperation; expectations for improvements.

5. The Donor Perspective: reasons of official and private donors to realise development programmes; the role of “self-interest” and corresponding figures; expectations of donors

concerning the commitment of recipients and effective transfer of funds.

6. Millennium Development Goals: evolution of developing thinking since its inception; MDGs as the basis of current development policy; analysis of the main goals and their relevance for development; mechanisms of implementation and analysis of mid-term results.

7. The European Union: presentation of EU development policy, procedures and problems, as the most important donor.

8. Overview and Outlook: new trends and analysis of different approaches; differences in perspectives between donor and recipient countries; reasons for failures and successes; main current problems and outlook. ■



Diplomacy of Small States

This course examines the manner in which small states conduct their diplomacy to pursue their foreign policy objectives, and to manage their participation in the global community of nations. The subject takes two aspects as starting premises - that diplomacy as practiced by small states is a subset of the basic themes and methods of diplomacy in general; and that small states, however defined, are necessary and active partners in the global community of nations.

Diplomacy is only one of a set of tools available to a country in the pursuit of its foreign policy. Diplomacy operates within a matrix of actions and of interests which collectively determine a country's foreign policy objectives and affect the achievement of these objectives within the community of nations. Small state diplomacy is characterised by the relative importance that some of the standard factors and conditions which affect diplomacy everywhere, and especially physical, geographical and economic constraints and vulnerabilities, assume in both the definition, as well as the pursuit of policy goals.

Course Outline

1. Introduction to Diplomacy of Small States:

We consider the role of small states as members of a set of principal, though not exclusive, actors in the international order. We look at qualitative and quantitative definitions of small states. We analyse the bases of foreign policy choices and diplomatic method, and consider the choices and methods available to small states in the areas of security, development and status building.

2. The Ministry of Foreign Affairs in Small States: We look at how foreign ministries of small states conduct tasks arising from their primary responsibility to help implement the state's foreign policy; tasks relating to information, representation, protection, and negotiation. We also consider two aspects of the structure of a small state foreign ministry: organisational set-up and human resource management.

3. Security: We focus on the central concern of any state's security, namely the safeguarding of territorial integrity, which is as vital to small states as to larger states. We analyse the various threats to a small state's territorial integrity (actual, latent, or potential) and examine how the diplomatic process in addressing each is unique.

4. Economic Diplomacy: We look at the economic openness to which small states are subject, the linkages between smallness and peripherality, and smallness and low level of development. We examine the resilience of small states to their economic vulnerabilities and the way these vulnerabilities affect their bilateral and multilateral economic diplomacy.

5. Environmental Diplomacy: States must take both preventative and remedial action in the face of environmental risks and natural disasters.

In environmental concerns, size is the major element of vulnerability. We look at actions being taken by small island states to meet the challenge of long-term effects of such phenomena as ozone depletion and climate change; then the impact of natural disasters such as hurricanes, earthquakes, or tsunamis.

6. Multilateral Diplomacy: We look at two separate roots of multilateral diplomacy: the regional process, with geographical proximity as the primary motivating factor, and the broader process resulting from a commonality of interests and concerns. We discuss the small state's perception of the multilateral process and the assumptions behind this process. We then look at the institutional dimension, including the system of groupings under which different states position themselves for purposes of negotiation and voting.

7. Regional Diplomacy: We first consider the factors at work in promoting regional diplomacy. We consider regional arrangements for peace and security, and the role of the UN regional commissions which deal with a broader spectrum of social, economic, and political issues. We then examine the role of small states in regional arrangements in America, Europe, Africa and Asia.

8. Small States and Globalisation: From the perspective of a small state, we examine two aspects of globalisation that fall directly within the domain of diplomacy: the way globalisation affects the role and status of various actors in the international arena, and the way globalisation affects the manner in which states interact with each other. ■

Reviews

This course gave me the assurance that smallness is not at all a disadvantage to a State. During the well formed and very educating lectures of Ambassador Camilleri based on practical situations and rich experience, we learnt how Small States can use their diplomatic means as cleverly and efficiently as possible in order to gain leverage in international politics by focusing on their strengths and clear strategies. During the online classes I had this amazing possibility to discuss with students around the world the issues Small States face in the international arena due to lack of resources, influence and other constraints. It is particularly important for the diplomats of Small States to be aware of these opportunities in order to succeed at their service; therefore I'd encourage everyone interested to participate in this exciting course.

Liene Norberg
Director, International Affairs,
Latvia Post

This course presents a unique and unconventional source of knowledge, practical experience and exchanges that I would cordially recommend to all practitioners and theorists of international relations, especially those coming from or involved in diplomatic affairs of small states. Being involved both theoretically and as practitioner in the diplomatic efforts of my country, I found the course very meaningful and profound. Through a dynamic and interactive method this course manages to enlighten participants about the particular threats and vulnerabilities of smallness, as well as to provide answers, methods and directions for transforming the smallness of a state and a diplomatic system into a strong asset in maintaining national interests and practicing foreign affairs.

Ljuben Tevdovski
Member of the Editorial Board
of Macedonian Foreign Policy Magazine CROSSROADS,
Public Diplomacy Department,
Ministry of Foreign Affairs of Macedonia

Diplomatic Law: Privileges and Immunities

The main objective of this course is to introduce participants to diplomatic law in general, and diplomatic privileges and immunities in particular. The course combines a theoretical introduction with practical exercises and the learning process is supported by various case studies. Participants are provided with up-to-date developments both in theory and practice of diplomatic privileges and immunities.

Course Outline

1. Principles and Concepts, Evolution and Instruments: We begin by examining the difference between the concepts of immunities, privileges, and facilities before continuing with a historical overview of the evolution of privileges and immunities. Next, we describe main legal instruments that regulate privileges and immunities: mainly international conventions and treaties. Finally, we focus on the different theoretical justifications for privileges and immunities.

2. Privileges and Immunities of States: We consider the privileges and immunities of states and their representatives. First, we define state immunity; then we examine the general source of legitimacy of privilege and immunity in customary law and conventions. We look at the ways in which law and conventions form and condition absolute and qualified state immunity. We close with an examination of specific cases of immunity: that of heads of state and governments; the immunities of other ministers, state officials, and parliamentarians; and that of ministers of foreign affairs.

3. Immunities of Diplomatic Missions: One of the main functions of a diplomatic mission is to represent the state. In order to perform this function, diplomatic missions need appropriate status so that they are not subject to the jurisdiction and power of receiving states. We discuss the types and functions of diplomatic missions and take a close look at the immunities accorded to diplomatic missions.

4. Privileges and Facilities Accorded to Diplomats and Missions: We further examine the facilities and privileges accorded to diplomatic missions and individual diplomatic agents, in particular inviolability of communication and freedom of movement. These privileges rest on the authority of the Vienna Convention on Diplomatic Relations, which we analyse carefully.

5. Immunities of Diplomatic Agents: The purpose of granting immunities and privileges to diplomats is to enable them to carry out their functions effectively. Although personal immunities and privileges of a diplomatic agent apply directly, in fact, they are awarded to the sending state and the individual diplomat enjoys them only in his or her capacity as an agent of the state. This is evident when confronted with the issue of waiver of immunity. Diplomats cannot waive their own immunity; only an official representative of the sending state, either the ministry of foreign affairs or the ambassador, can do so.

6. Consular Privileges and Immunities: We turn our attention to the privileges and immunities accorded to consular missions and consular officers. After a brief historical introduction, we consider the codification of consular law; subsequently, we examine the regulations that govern the establishment of consular relations. We also outline the regulations governing consular posts and consular functions, as well as the privileges, immunities, and facilities relating to consular posts. Finally, we look at the privileges and immunities of consular officers.

7. Special Missions and International Organizations: Here we look at some remaining beneficiaries of privileges and immunities: international organisations and special missions. We first define privileges and immunities of international organisations and their legal and conceptual foundations, using the UN as our primary example. Following from the rights of organisations, international civil servants have certain privileges and immunities. The privileges and immunities of missions to international organisations are distinct from those of diplomatic missions. Observer missions to international organisations are regulated in an ad hoc manner while a special set of privileges and immunities exists for delegates at international meetings and conferences.

8. Abuse of Privileges and Immunities: Should the Vienna Convention on Diplomatic Relations be revisited? Diplomatic privileges and immunities usually receive attention only when exceptions or abuses are reported in the news. In this final lecture we take a closer look at some of these issues, most notably traffic violations, the protection of public order, London's congestion charge, and abuse of the diplomatic bag. We close with a brief look at abuse of immunity for terrorist or political goals and examine whether a revision of the Vienna Convention is needed and wanted. ■

Reviews

... I have found it very useful, constructive and also practical towards my line of work. As a diplomat, it has given me an understanding of the essential component and awareness of the entire armoury a diplomat possesses through privileges and immunities under the VCDR. As a 'person' it is quite difficult to comprehend why this is so, meticulously when these immunities and privileges are abused (even up to this day it is constantly being abused). Anyhow, participating in the above course has guided my understanding of the aforementioned.

Luciano Fonoti
Ministry of Foreign Affairs and Trade
Samoa

This course provided me with the compulsory knowledge on diplomatic law in general, and diplomatic privileges and immunities in particular. Upon its completion, as an editor of Roma Virtual Network, I had much more logistic capacities to communicate professionally with diplomatic community and the representatives of international organizations. The learning about up-to-date developments in a given sphere has embedded me with the basic intellectual foundation and inspiration for the further studies of Contemporary Diplomacy.

Valery Novoselsky
Editor
Roma Virtual Network
Israel

Diplomatic Theory and Practice

This course provides a clear account of the shape and functions of the world diplomatic system as it stands at the beginning of the 21st century: what it is, what it does, and why it is important. The course aims to provide knowledge of the nature of diplomacy; when diplomacy is appropriate; the advantages and disadvantages of different diplomatic methods; and the lexicon of diplomacy. In general, a participant who has successfully completed this course should have a strong grasp of the nature of diplomacy conceived as a specialised professional activity developed over many centuries, and be able to defend its value with authority and enthusiasm.

Course Outline

1. The Diplomatic Moment: Diplomacy: a specialised activity. The diplomatic moment: the conditions that encourage diplomacy. Diplomatic systems and diplomatic styles. The world diplomatic system in outline.

2. Negotiations: Prenegotiations, formula, and details stages. The objectives sought in each and the difficulties peculiar to them. Techniques for securing agreement, for example “linkage.”

3. Diplomatic Momentum: How the momentum of negotiation can be maintained and, if lost, regained. Deadlines, metaphors of movement, publicity, and raising the level of the talks. Packaging agreements and following up.

4. Telecommunications: The forms, uses, and limitations of telecommunication in diplomacy, including particular reference to telephone

diplomacy in crises (including “hot lines”) and video-conferencing.

5. Bilateral Diplomacy: Embassies, consular posts, and unconventional resident missions such as interests sections and representative offices. Why they are the major part of the modern counter-revolution in diplomatic practice.

6. Multilateral Diplomacy: Ad hoc and standing conferences. Questions of procedure: venue, membership, agenda, transparency, and above all decision-making. The triumph of “consensus decision making” and its various techniques, e.g. NATO’s silence procedure.

7. Mediation: Good offices, conciliation, and mediation. The motives of mediators (track one and track two). Multiparty mediation. Is there an

“ideal mediator?” The ripe moment and whether there is such a thing as a premature mediation.

8. Summitry: The diplomatist’s bane. The case for the defence: serial summits, ad hoc summits (including funeral diplomacy), the high-level exchange of views. Secrets of summit success. ■

▶ Reviews

I came to the DiploFoundation eager to receive both a scholarly and a practical introduction to modern diplomacy. Diplomacy Theory and Practice was an ideal course in this regard. The readings introduced key concepts by situating them in both historical and contemporary contexts. Furthermore, the weekly discussions via annotations and the virtual classroom produced a fruitful dialog between scholars and career diplomats coming from diverse backgrounds and time zones. I learned a great deal both from the course instructors and from my fellow students and received far more than the “critical introduction” that I was initially seeking. This course would benefit both interested non specialists and seasoned specialists wanting to deepen their understanding of modern diplomacy at the crossroad of theory and practice.

Carolyn Bilstoft
PhD student at Princeton University, USA

I found DTP an excellent introductory credit to the PDG course. It gave me a bird’s eye view of the different diplomatic methodologies, including negotiating techniques, multi-lateral and bilateral, and an in-depth analysis of the work of missions and consulates... every chapter backed with factual anecdotes from the world of international relations. Thus, DTP gives the student a comprehensive overview which is a perfect introduction, but at the same time is in-depth enough for professionals who are already working in the diplomatic field.

Dr Stephanie Psaila
Lawyer, Malta



Food Diplomacy: Global Food Policy and Governance

Food policy is currently headline news following riots in several developing countries. The term food diplomacy refers to global food policy and governance. Food diplomacy aims to contribute to food security and/or food sovereignty for people all over the world in a cost-effective, equitable and sustainable way.

This course analyses food policy in the context of developing and developed countries, the Millennium Development Goals and governance issues. The course will help participants understand alternative economic policies and how they affect food production (agriculture), distribution (trade), consumption and nutrition. It concentrates on the profound changes in agriculture and food policies of the last two decades related to globalisation (liberalisation of trade), reduction of financial support, the growing emphasis given to environmental issues including climate change, the withdrawal of state services in favour of local services and land reallocation (urbanisation and land reform). The course also takes account of new driving forces such as income growth and high energy prices and analyses how they affect various social groups and countries. Attention is given to the global role of agriculture and food in development policy, as exemplified by the last World Bank World Development Report and the UN Food Summit organised by FAO, reinforced by public action in African agriculture under the New Partnership for Africa's Development (NEPAD) and recent initiatives of Multilateral Development Banks for more investment support in agriculture.

The course aims to enable participants to:

- ▶ assess the importance of food diplomacy in international relations;
- ▶ understand economic, political and environmental constraints facing food production, distribution and consumption and argue how various policy options may overcome these constraints;
- ▶ comprehend the complexities of market intervention policies and explain why some developing countries use price and export controls for staple food and why developed countries use support policies for their agricultural products;
- ▶ develop their own opinions about controversies and technical aspects of food diplomacy;
- ▶ better understand the context of their partners in developing and developed countries;
- ▶ represent their own countries in multilateral and regional organisations and prepare country positions on specific food policy proposals.

Course Outline

1. Introduction: An introduction to food policy for diplomats; changes in food policy from the longer term perspective of agricultural policy; course objectives and structure; definitions and basic concepts.

2. Main Issues: The impact of economic constraints, policy constraints from national governments and the international aid community and ecological constraints on the food situation; analysis of main options available to overcome these constraints, taking into consideration the interests of various social groups and the perspectives of developing and developed countries.

3. Other Policy Fields: The importance of peace for production and access to food; food security versus food sovereignty; genetically modified food; bio-energy versus food.

4. Main Players in Food Diplomacy: main players on the global, regional, national and local levels; activities and impact of international organisations such as the Food and Agriculture Organization (FAO), the World Bank, the International Fund for Agricultural Development (IFAD) and the World Food Programme (WFP) on food production and availability.

5. Other Players: The impact of other state and non-state actors, such as the World Trade Organisation (WTO) and non-governmental organisations on food production and availability; an outline of the policy positions of the main players, (e.g., United States, European Union, BRIC = Brazil, Russia, India and China) on food.

6. Major Policy Processes in Food Diplomacy: Main initiatives, conferences and other policy processes by the Food and Agriculture Organization (FAO), the World Bank, the International Fund for Agricultural Development (IFAD) and the World Food Programme (WFP).

7. Legal and Policy Documents in Food Diplomacy: The right to food, summits and other declarations, plans of action.

8. Diplomatic Tools for Food Diplomacy: Diplomatic tools countries can use (e.g., policy procedures) to defend their positions in multilateral and other organisations; linkages between food security discussions and topics such as climate change, biodiversity, human (HIV/AIDS) and animal (avian influenza) health. ■

International Trade Relations and Diplomacy

This course is an introductory guide for practitioners of international trade diplomacy. Extensive knowledge of economic theory is not assumed, but a certain familiarity with basic terms is of help. The course aims to provide an overview of the field, a map – if you prefer a red thread – which will help in finding one's way more easily about the maze of trade diplomacy issues. As one becomes increasingly familiar with the subject, one will come to understand that each element marks a world of its own.

Course Outline

1. International Trade Relations and Diplomacy - An Introduction: A brief historical perspective of the role of trade in the national and international economy. Terms are defined, and the goals of international trade policies and the main instruments are set out.

2. The Multilateral Trading System (GATT/WTO and GATS): Multilateral trade is carried out mainly in the GATT/WTO framework. A brief introduction to its principles and component agreements is provided.

3. The Current Status of the DOHA Round: The current multilateral negotiating round in trade, services and related matters is analysed.

4. Elements of a Free Trade Agreement: The free trade agreement is the basic instrument for bi- or pluri-lateral integration (usually in a regional setting) beyond the multilateral WTO framework.

5. Negotiating Free Trade Agreements – Processes, Actors, Structures: The management of international trade negotiations

implies a complex national supporting process that involves all national stakeholders (manufacturers as well as services providers, importers, exporters, consumers, labour, civil society, and the government - Cabinet and Parliament - as well as public opinion - press, academia). Outcomes of international trade policies will find national approval only if they are based on an overall balance of interests among all participants. Proper procedures in creating such a balance are of the essence.

6. Economic Functions in a Bilateral Embassy: The special role of a bilateral diplomatic mission in international trade relations is discussed.

7. Economic Globalisation: The broad topic of globalisation is addressed in an open-ended manner.

8. International Migrations: The broad issue of the relevance of migration in economic development has been laid out. It is a natural complement to the topic of globalisation. ■

▶ Reviews

Studying the International Trade Relations course online proved very useful for my work at the Embassy following developments in world trade and especially in WTO negotiations. The quality of the material supplied and the well-moderated discussions ensured that study was always well-focussed and enjoyable. It is very difficult to find such specific courses locally, especially offered in English, and there was the added benefit of being able to discuss the issues with people from a wide range of backgrounds and viewpoints. The flexibility of the online system also ensures that study time can be more easily found during the working day.

Paul Garwood
Research Officer
Australian Embassy, Italy

The International Trade course was very useful and fruitful for me. It allowed me to better understand the international trade system as well as the current international negotiations, especially the Doha Round, and the importance and relevance of the FTAs, mechanisms that are used more and more by the countries to reach the objective of the liberalization of trade. I strongly recommend the course because it provides the student better tools to face our daily work as diplomats. The decision to write my dissertation on the issue of Association Agreements and Integration was, somehow, influenced by this course.

Patricia Duran
Second Secretary,
Embassy of Peru in the Czech Republic

This course gave me a wide understanding of the current status of the DOHA Round in which my country, Burkina Faso, is strongly involved through the "Cotton Initiative" in partnership with Benin, Chad and Mali, about the cotton issue at the WTO. This course also helped me to increase my knowledge on waste, corruption and economic development and also on economic globalisation regarding Less Developed Countries (LDCs). As a lecturer, I am now able to provide useful information on international trade relations and diplomacy to my own students. This course is very helpful for the diplomats from LDCs in building skills for properly "marketing" their country in international system.

Dr Poussi Sawadogo
Université Libre du Burkina (ULB), Burkina Faso



Language and Diplomacy

This course explores how language works and how it can best be put to work in the service of diplomacy and international relations. It promotes language awareness as a means of improving diplomatic and political skills. Close attention is paid to case studies of treaties, presidential speeches, public announcements, government advertising and media material in order to link theoretical discussion to practical examples.

Course Outline

1. Semantics: What influences word meaning? Why does meaning change? Who decides and what are the limits? An introduction to the sense vs. reference distinction, semantic categories, speech communities, conventions and consensus, with an exploration of the extent to which meaning is negotiable. All examples are drawn from topical political and media sources.

2. Ambiguity: Why does ambiguity exist? What types of ambiguity can we identify, and what uses or abuses can we put them to? An introduction to narrow vs. broad ambiguity, underspecification, euphemisms, double-speak, fudging, constructive ambiguity, and the all-important role of context in disambiguation, with examples from UNSC Resolutions (242, 1441 among others).

3. Metaphor & Analogy: “Military strategists stress the importance of controlling the high ground; political strategists stress the importance of controlling metaphor.” Is metaphor, which is generally perceived as a poetic device, really so important to politics? This lecture provides an introduction to both the prevalence and the perils of metaphor and analogy in everyday language, and their use in structuring thoughts and influencing actions.

4. Verbal Spin: The aim of this lecture is two-fold: First, to explore the relationship between language and thought, and second, to alert you to the uses and potential abuses of spin in contemporary politics. You will be supplied with a checklist of methods used in political spin, PR, propaganda and other forms of persuasion. At what point does it become dishonest to put one’s argument across in as favourable a light as possible?

5. Visual Spin: How do images influence, and indeed change, our perception of the world? You are introduced to the cognitive processes involved in reading images and are given examples of how variables such as perspective, cropping, context, captions, manipulations as well as

frequency of publication all influence our reaction to an image. You are also asked to evaluate the relative power of language and image, and to consider the role of compassion fatigue and political satire.

6. Speech Acts & Signalling: Is “all words, no action” a false dichotomy? This lecture examines the two-fold relationship between language and action: on the one hand certain utterances can be understood as a form of action; on the other, actions can be interpreted as means of “signalling” (i.e. of communicating non-verbal messages).

7. Hard Talk: This lecture considers the way in which language is used in argumentation, defined as “the study of effective reasoning.” The BBC programme Hard Talk and other similar interviews provide examples of logical fallacies, disputed evidence, emotional appeals, ad hominem attacks and other topics, many of which can be used as “interview tricks.”

8. Open Topic: The topic of this last lecture is left open for participants to choose. Available topics include:

- * Media Power and the Culture of Distrust: what is the role of the media in shaping socio-political reality and what is its responsibility towards truth and trust?
- * Soft Power and Public Diplomacy: an introduction to the power of attraction and persuasion as practised in Public Diplomacy.
- * Narrative Power and the Paradox of Plenty: The Information Age is characterised by a surplus of information and a shortage of attention. Power resides not only in military might or economic influence, but in securing attention to one’s own narrative. How is this done and what are the pros and cons of a dominant narrative?
- * Rhetorical Power and the Redress of Poetry: From the poet-orators of old to the most rousing political speeches of today, we find a common use of rhetorical, lyrical and imaginative resources and a common objective: to offer an alternative, redressive reality. ■

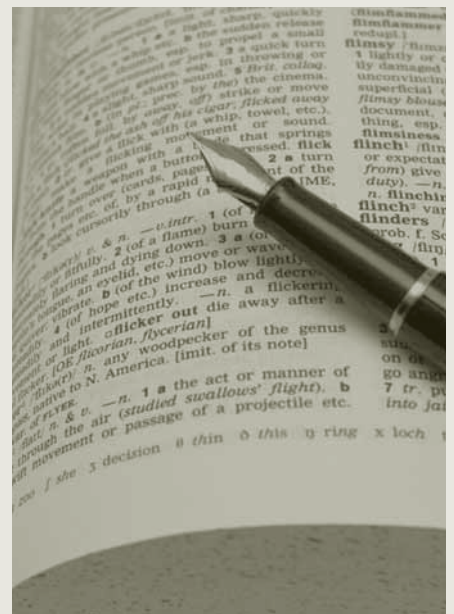
▶ Reviews

Diplo’s Language and Diplomacy course explores the fascinating world of intricate word plays underlying current day diplomacy. The content is stimulating and thought-provoking, not in the least due to the outstanding contributions of Dr Biljana Scott. I gained a deeper understanding of language’s complexity and creativity, and a greater appreciation of its limitations and susceptibility to misuse. I believe this course will benefit those wishing to engage in diplomacy or keen to unravel the twists and turns of spin doctors.

Kristen Daghish
International Project Coordinator Peace and
Reconciliation Program
Medellin Local Administration
Colombia

My first online experience with DiploFoundation was excellent. I learned in fact a lot, and mainly due to the great and wonderful online-professor, Dr. Biljana Scott, who was just amazing, very knowledgeable, professional and with a great personal e-touch. It was a pleasure to get to know her and the other and interesting online classmates, and we even got close, as much as it is possible in the virtual place. One would only hope to continue and strengthening the lessons learned and connections made also on personal and face-to-face seminars. It was certainly most enriching.

Ramin Kaweh
UN-NGLS, Programme Officer



Multilateral Diplomacy

This course introduces participants to the diplomatic interaction among more than two actors, with particular emphasis on the multilateral diplomacy represented by the United Nations system. The course provides an overview of all protagonists and their roles, as well as of the complex framework, intricate rules and methods of multilateral diplomacy. These challenging topics are complemented by insights into the processes leading to the adoption of documents by States within international organisations, as well the current transformations affecting the multilateral system. The course blends an academic perspective with the experience of current practitioners of multilateral diplomacy through illustrative case studies.

Course Outline

1. Origin, Evolution and Objectives of Multilateral Diplomacy:

A brief historic preface covering key events that have marked the evolution of multilateral diplomacy. We examine existing intergovernmental organisations created by treaties concluded among member countries, dealing with the increasing number of issues that need international debate, action and regulation.

2. Actors: Sovereign states are still the main protagonists in multilateral diplomacy, but we are currently witnessing the increased involvement of non-state actors, including non-governmental organisations, representatives of civil society and the business community; both traditional and new actors are discussed.

3. Framework: We examine the increasingly diverse bodies within which governments and other actors cooperate, while their responsibilities and mandates cover ever more demanding areas and new challenges.

4. Rules: Despite the importance of the full observance of the constitutive acts of various international organisations, including their rules of procedure, multilateral diplomacy embraces constantly new forms of interaction, thus reflecting the need for flexibility and rapid adaptability to a dynamic environment.

5. Methods: Nowadays only a part of the multilateral diplomatic effort takes place in formal and solemn settings. The interaction among various actors extends to a number of modalities, including informal contacts and spontaneous coalitions of the willing. We look at both formal and informal methods of multilateral diplomacy.

6. Process: The preparation of diplomatic events is manifold, and depends on the level at which it is undertaken: national or international, formal or informal, on substance or on procedures.

7. New Developments: We consider the crucial changes which globalisation has introduced into the multilateral context, including the emergence of new stakeholders with interests and resources to influence the behaviour and power of states.

8. ICT and Multilateral Diplomacy: The development of new information and communication technologies offers an unprecedented potential for important changes in the traditional ways and means of conducting multilateral diplomacy. The tools, their impact, and implications, are analysed. ■

Reviews

I found the Multilateral Diplomacy course very engaging. What I enjoyed the most was the focus on the UN. It was a particularly great insight and useful to re-understand the usefulness of the organisation and its wider system. Multilateral diplomacy is a whole new world for me and this course has been a great foundation as I hope to forage in this domain. The experiences of the coursemates from diverse backgrounds, the diversity of their opinions and the online discussions with the course instructors was tremendously enriching! I would not hesitate to recommend this course to persons moving from bilateral to multilateral diplomatic missions, especially those who are taking jobs in the UN system.

George Fominyen
Political and Public Diplomacy Officer
British High Commission in Yaounde
Cameroon

As someone who is not directly involved in foreign relations this course was an eye-opener to what MLD is and what it is not. Throughout the whole course the interactions with both my colleagues and moderators was always a challenge. I would definitely recommend the course to any one interested in multilateral relations in whatever capacity be it in the public or private sector.

Sibongiseni Mzenze
Legislative Researcher/Deputy Information Officer
South African Revenue Service

This course has taught a newcomer like myself to this field a lot. All the information I've obtained, all the interaction with the colleagues and specially the comments and wise advice from Petru has been a real eye opener. You have all given me a whole lot of confidence and advice on how to move forward and up this ladder of success... The different countries and cultures we all belong to, and the different viewpoints from learning diplomats all around the world – it's definitely something I, for one, will never get an opportunity again to witness. That is, unless I take another course from DIPLO... which I hope and plan to do.

Rishfa Rasheed
Maldives Ministry of Foreign Affairs



Multistakeholder Diplomacy

The interstate system of governance and cooperation cannot provide alone sufficient answers to the political, economic, environmental and cultural challenges of the 21st century. The highly complex and interdependent nature of modern international relations requires the involvement of a wide range of non-state actors. This course addresses this challenge from both the conceptual and practical levels. Conceptual issues are illustrated through examples and case studies. Course activities are related to current developments in international affairs.

Course Outline

1. Basics of Multistakeholder Diplomacy: The contemporary international system; cultural identities; effects of economic globalisation; definition of non-state actors; non-state actors and issues of sovereignty; polyilateral diplomacy; the multistakeholder model; traditional vs. multistakeholder diplomacy; features of multistakeholder diplomacy (contexts and forms, communication interface, actors, roles and rules of engagement).

2. Non-state Actors in Global Policy-Making: Definitions of global policy processes; the global policy cycle; global policy actors; the role of networks in global policy processes. Global policy space characterised by loose networks, international self-regulatory and private regimes, and multistakeholder actors, rather than by intergovernmental settings.

3. Multistakeholder Practices in the UN System: Participation modalities in UN decision making structures; legal instruments; matrix of interaction; non-state actors in UN-led global conferences (input, multistakeholder interface, dialogues, partnership schemes, outcomes); negotiation roles of non-state actors.

4. Multistakeholder Practices in Regional Intergovernmental Organisations: Non-state actor consultative frameworks in regional contexts (the European Union, The African Union, Association of South Asian Nations); emphasis on EU procedural policy regarding non-governmental organisations (NGOs); internal and external perspectives on multistakeholder interaction.

5. Non-State Actors and International Law: Theoretical aspects (legal orthodoxy vs. legal pluralism); the international legal personality of non-state actors; special anomalies; the issue of non-state actor accountability and legitimacy under international law; complexities of non-state stakeholders in international regime-making.

6. Multistakeholder Practices in National Diplomatic Systems: Decentralisation of foreign policy making; multistakeholder consultations (framework, actors); institutionalisation of relationships between diplomatic systems and non-state actors; examples of how nations handle increased involvement of non-state stakeholders in diplomatic processes.

7. Intra-Professional and Inter-Professional Perspective of Diplomacy: The inter-disciplinary nature of the diplomatic profession (diplomacy in the context of other scholarly fields); cross-fertilisation; culture in cross-organisational modes (interaction of diplomatic systems with other governmental agencies, the media, civil society, epistemic communities, and business organisations); culture in cross-professional contexts (professional diplomatic culture, professional cultures in international negotiations).

8. Multistakeholder Practices in Conflict Resolution: The nature of modern conflict; the functions of civilian and military stakeholders; operational linkages; interaction levels; cross-organisational and cross-professional

considerations; conflict resolution practices; multistakeholder networks in conflict prevention. ■

▶ Reviews

The course enriched my views about new forms of diplomatic practice in the context of new trends in interaction and the entire system of relationships between state and non-state actors of diplomacy. The focus of today's diplomacy has expanded from its traditional form, and therefore the multistakeholder approach to diplomacy should be considered as an imperative of the 21st century. The course describes in the best possible manner the redefinition of diplomatic practice, one that responds to the imperatives of the age. Working in an international environment and interacting with various stakeholders, I was able to utilise the knowledge and skills I gained from this course in my work. I would recommend it to employees of international and non-governmental organisations as well as to practicing diplomats as it will undoubtedly provide them with a deeper understanding about the methods and practices through which multistakeholder diplomacy operates.

Shkendije Geci
Human Rights Advisor
OSCE Mission in Kosovo



Public Diplomacy

Public diplomacy is a “hot button” topic today - a decade back, even the term was known only to some specialists. Globalisation, the resurgence in the methods of diplomacy, bilateral, regional and multilateral, and the telescoping of external and internal issues, and more than anything else the “democratisation” of diplomacy has opened up the way in which governments and countries deal with one another in the international system. Ordinary people are more interested in foreign affairs than ever before, and want “open” diplomacy. Governments feel obliged to communicate with their publics, on objectives and the results achieved with the funds they receive. The foreign has come home in many concrete ways, ranging from WTO issues, or terrorism, or climate security - all these impact on the lives of ordinary people everywhere. This is the backdrop to public diplomacy as an emerging theme in diplomatic studies.

Course Outline

1. Public Diplomacy: Concepts and Methods: The role of PD, the different definitions of PD, and why we study this subject. What are the methods of PD, and what structures are best suited for its practice?

2. Public Diplomacy in Building Bilateral Relations: We examine the role of PD in bilateral relationship building, and its potential in relation to the other aspects of diplomacy. What are the best practices in this area? What kind of a PD strategy is needed?

3. Building the National Brand with Public Diplomacy: Image-building is a core issue in PD; the country has become a brand. What are the issues in this area, and the possibilities in using brand building as a means of improving the overall impact of states in their international dealings? What examples are available to us from the world around us?

4. The Limitations of Public Diplomacy: PD cannot be seen as a panacea for all ills. Throwing money at propaganda, however sophisticated it may be, does not guarantee results, as the US has seen after 9/11. PD also involves listening to the publics, whether abroad or at home. What other realistic limits does PD impose? How should PD be optimised?

5. The Problem of Definition Revisited: The relationship between PD and related terms such as PR, spin and propaganda is analysed in light of the following questions: does the definition of PD depend on the vested interests of the

practitioners, target audiences and observers? Is one man's PD another man's propaganda and how might such conflicts impact on the practice and evolution of PD?

6. Brand Promise: Image Dissonance: Countries must live up to the images they project, or they will lose soft power. No consumer will be deceived by false advertising for long, and few would forgive such a deception. This lecture addresses the potential conflict between selling versus living one's brand; between a one-way sales-pitch and a mutually beneficial dialogue.

7. Diktat versus Dialogue: There appears to be a paradox between diktat and dialogue at the heart of PD. On the one hand, effective PD depends on message discipline, and on the other hand, convincing PD depends on a diversity of players, especially more trusted non-state actors. Is there a conflict? How can this conflict between diktat and dialogue be resolved? Which wins out, under what conditions and at what price?

8. Soft Power; Hard Sell: This lecture addresses the relationship between public diplomacy, soft power and other forms of power, such as hard, sticky and smart power. It considers various interactions between these types of power, as well as some of the more problematic attributes of each type of power, such as the categorisation of 'smart' and the connotations of 'soft'. The expressed aims and possible 'ulterior motives' of soft power are also considered. ■

Reviews

This course, which is a well balanced combination of real life experience and academic approach, gives insights into fundamental techniques for planning and conducting public diplomacy strategies. Thus, you won't believe that you are not in a real classroom.

Bora ER
Information Department, Office of the Prime Minister,
Directorate General of Press and Information
Republic of Turkey

As a graduate student who is doing research on this topic, I greatly benefitted from all formats of the course. Not only did I obtain new conceptual knowledge about current public diplomacy but I also clarified and legitimized what I have known before. I am impressed by the instructors' both theoretical and empirical knowledge as well as their e-teaching methodologies, all of which made the virtual course run effectively and in a smooth manner. Most importantly, the course content was rich and covered existing competing theories as well as controversial practical issues that are being discussed and debated in and around this extremely important topic of our time.

Battsetseg Serj
Doctoral Student
The University of Kansas
USA

The course gave me in-depth understanding about Public Diplomacy. It was all because of such a wonderful blend of online reading, adding and reading hypertext annotations, followed by assignments and especially discussions during online sessions with classmates from across the world and excellent tutors - Ambassador Rana and Dr. Scott - without whom I do not think I could have made it through various concepts of such a complex topic. Now I feel that my comprehension about the international diplomatic arena is far better than ever before.

Aadnan Hakeem
Social Mobilization Specialist
Dhirkot, UN-Habitat-Pakistan

Diplomatic Training Programme: Participants

The following list of participants starts with the main beneficiaries from the Commonwealth small states. It is then followed by participants from other Commonwealth states. In the third part there is a list of participants from other (non-Commonwealth) developing states.

Commonwealth Small Island States

Antigua and Barbuda

- Crispin Thomas

Barbados

- Estuko Anderson
- Juliette Babb-Riley
- Nathalia Burke
- Lisa Cummins
- Donna Gibson
- Patti Ann Gibson
- Euclid Patrick Goodman
- Gweneth Griffith
- Marsha Guthrie
- Selwin Hart
- Joseph Hunte
- Margaret Johnson
- Resa Layne
- Karen Lord
- Andre Padmore
- Alana Quintyne
- Rodney Taylor
- Cheryl Gaile Thompson
- Gayle Francis Vaughn
- Matthew Wilson
- Quincy Yarde

Cyprus

- Nikos Christodoulides
- Mustafa Mehmet
- Antonis Sammoutis
- Demetris Samuel

Dominica

- Alcid Joseph

Fiji

- Kelera R Baleinatotoka
- Anju Mangal
- Meriama Tuiloma Mudaliar
- Ashwin Nand
- Ashel Reuben

G. Britain (Cayman Islands)

- Virginia Dixon

Grenada

- Darius Pope
- Cyrilla Steele

Jamaica

- Evona Channer
- Dmitri Dawkins
- Marcia Gilbert-Roberts
- Valerie Gordon
- Deirdre Gosse
- Laura McNeil

Kiribati

- Mike Foon

Maldives

- Hassan Adam
- Aishath Nahusha Ali
- Naeem Ibrahim
- Abdullah M Mohamed
- Athaulla Ahmed Rasheed
- Rishfa Rasheed
- Ahmed Salih
- Aminath Shabeena
- Hussain Thilmeeza
- Ibrahim Uvais

Malta

- Pierre Attard
- Elizabeth Claire Bartolo
- Daniel Bonello
- Patrick Borg
- Stephen Borg
- Therese Brincat
- Alan Bugeja
- John Andrew Busuttil
- Mireille Caruana
- Karyn Crockford
- Elaine Cutajar
- Joanna Darmanin
- Claude Depasquale
- Mariella Grech
- Deborah Mangion
- Natasha Meli
- Helga Mizzi
- Stefan Muscat
- Christine Pace
- Stephanie Psaila
- Emanuel Pulis
- Paul Radmilli
- Olesya M. Rozhnova Grech
- Stefan Sant
- Rachel Sapiano
- Mikela Tabone
- Julian Vassallo
- Aldo Zammit Borda
- Sharon Zarb

Mauritius

- Hans Bhugun
- Mahmad Aleem Bocus
- Velamah Cathapermal
- Thailsh Kumar Chamane
- Rudaralingum Coopamootoo
- Furzun Faranaz
- Shiu Ching Young Kim Fat
- Bineshwaree Napaul
- Bibi Nazma Fakim
- Shafeenaaz Nurmahomed
- Sarojini Seeneevassen-Frers
- Somduth Soboron
- Aneerav Sukhoo
- Hirikeshsing Unnuth
- Martine Young Kim Fat

St Lucia

- Natalie Compton
- Bernadette George-Martial
- Maria Medard
- Lilia Ramjeawan
- Deirdre Williams

St Kitts and Nevis

- Kaye Bass
- Maureen Cayetano

St Vincent and the Grenadines

- Mozart Carr
- Jean Celene Jack
- Rudi Daniel
- Lennox Daniel
- Marcia Kirby
- Anne Olinda Morris
- Earl Paynter
- Sandy Peters-Phillips
- Oslyn Porter

Samoa

- Sovala Agaiava
- Palepa Ng Chok
- Foilagi Faamau
- Matinia Faasino
- Luciano Nikko Fonoti
- Miriama Malielegaoi
- Amorette F Posini
- Fuatai Purcell
- Francella Maureen Strickland

Seychelles

- Jean Claude Adrienne
- Derick Ally
- Andrew Peter Sinon

Solomon Islands

- Christina Kuper Wini
- Lynnold Misifea Wini

The Bahamas

- Kerry Bonamy
- Lynnith Braynen
- Chanelle Brown
- Julie Campbell
- Roselyn Dorsett-Horton
- Betty Greenslade
- Kimberley Lam
- Phillip Miller
- Monique Morley
- Sandra N Poitier
- Michelle Ramrattan
- Charice Rolle
- Carl Francis Smith
- Ina Thompson
- Eugene Torchon-Newry
- Janet Turnquest

- Monique Vanderpool
- Marilyn T Zonicle

Tonga

- Kaimana H Aleamotu'a
- Sela Moengangongo
- Kathleen Nina Tupou
- Viela Tupou

Trinidad and Tobago

- Aphzal Selwyn Acbarali
- Randall Balkaransingh

- Nigel Cassimire
- Kiva Clarke
- Solange Cross
- Mohammed Debbie
- Richard Escalante
- Tracy Evans
- Simone Francois-Whittier
- Tracy Hackshaw
- Sunita Harrikissoon
- Clyde Hoyte
- Cherry-Ann Millard
- Carlos Miranda Levy

- Debbie Mohammed
- Bevan Narinesingh
- Carl Parris
- Lawrence Placide
- Learie Rousseau
- Karen Williams

Tuvalu

- Misalaima Nelesone

Vanuatu

- Andrew Molivurrae

Other Commonwealth States

Australia

- Paul Garwood
- Herman Kunseil
- Rosarine Lagi

Bangladesh

- Minhaz Ahmed
- Shahid Akbar
- Kazi Ziaul Hasan
- Syed Sirrul Mowla Sadrul Huda
- Ramjul Huq
- Rokeya Khatun
- Nurul Momen
- Rashid Naim
- Kutfor Rahman
- Lutfor Rahman
- Syed Rahman
- Ahmed Salman

Belize

- Michael Bejos
- Percy Lewis

Botswana

- Malebogo Lekoape
- Baboni Makwati
- Gaongalelwe Mosweu
- Maungo Mubita
- Ethel L Ntshabe

Brunei Darussalam

- Florence Siew Hui Chong
- Jefrawi Dato Kifli

Cameroon

- Taffotien William Assanvo
- Jean Bertrand Azapmo
- Pascal Bekono
- Isaac Blaise Boati
- Nlend Christian
- Jessie A Ekukole
- Jeanne Charlotte Eloundou Mani
- Ewane Fidelis Etah
- Nkobena Boniface Fontem
- Zang Laurent

- Peter Musa Mangong
- Marthe Aurellie Monessa
- Keye Ndogo
- Peter Ndonwie
- Aurélie Joséphine Ndoumba Ngonon
- Victor Enoch Oben
- Jean Paul Mbessa Ayissi
- Okwen Tenjoh-Okwen
- Tchetmi Thomas

Canada

- Harper Boucher
- Enrico W Del Castello
- Andrew Schrumm
- Ilia Tikhomirov

The Gambia

- Momodou Jang Jallow
- Abdou Jarju
- William Joof
- Serigne Mamadou Ka
- Sabel Ndure

Ghana

- Godfred Ahuma
- Viktoria Aikins
- Ernest Yaw Amporful
- Leopold LL Armah
- Ernest Yao Ayidey
- Jhonnell Kabigting
- Amtush Shakoor Karim
- Chris Kpodo
- Daniel Lamptey
- Nii Apleh Lartey
- Samuel Manteaw
- Samuel Martinson
- Emmanuel Joseph Mensah
- Ellen Serwaa Nee-Whang
- Frank Djan Owusu
- Mercy Thompson Abigail

Guyana

- Bibi Sheliza Ally
- Megayla Austin
- Neishanta Benn

- Nalisa Bhagwandin
- Jennifer Britton
- Marsha Caddett
- Marissa Carmichael
- David Chan
- Arielle Delprado
- Jason Fields
- Nnke Garnette
- Esther Gittens
- Claude Hogan
- Beverley McDonald
- Peggy McLennan
- Samantha Roberts
- Geneva Ross-Tyndall
- Mishelle Smith Kendall Butters
- Kayreen T H Stephenson
- Donnette Streete
- Keishanna Sullivan
- Vonetta Victor
- Audrey Waddell

India

- Abhishek Agarwal
- Nikhil Agarwal
- Rajesh Aggarwal
- Shreya Agrawal
- Naresh Ajwani
- Amit Bansal
- Shantanu Bhagwat
- Harshita Bhatnagar
- Nityesh Bhatt
- Sulakshana Bhattacharya
- Amrita Choudhury
- Ramakrishnan Diraviyam
- Ramprasad Venkata Durga Chillara
- Godfred Fru Ngang
- Gopi Garge
- Shaily Gaur
- Govind Govind
- Chinkhanmuan Gualnam
- Saila Dimple Gummadi
- Harshavardhan Halve
- Prashant Iyengar
- Sanjeev Kashalkar
- Amit Kumar

- Anoop Kumar Gupta
- Dhruvad Mathur
- Kalpana Mathur
- Sivasubramanian Muthusamy
- Ravi Shanker Nagarajan
- Danny Nagdev
- Shyam Nair
- Atul Kumar Pandey
- Ravi Parasrampuria
- Devendra Punia
- Vinayak Ragho
- Kumar Rajiv
- Sadananda Sahoo
- Artax Shimray
- Ojas Shukla
- Rahul Singh
- Rajnish Kumar Singh
- Avadhesh Srivastava
- Apoorva Srivastava
- Raj Kumar Srivastava
- Vandana Srivastava
- Razik Syed Nazir
- Ashish Thakur
- Vijay Trivedi
- Pandey Tulika
- Acquino Vimal

Kenya

- Julius Bargoret
- Andrew Gakiria
- Mercy Milton Kiiru Wanjau
- Martin Kinyua
- Brian Longwe
- Lucy M Mulili
- Makumi Mwangiri
- Richard Ndambuki
- Margaret Nyambura Ndung'u
- Mwendu Njiraini
- Wycliff Ochieng
- Elvis Ogutu
- Judith Okite
- George Otieno Ochola
- Lily Sambu
- John N Walubengo
- Nancy Wanjala

Lesotho

- Thato Lehloenyana
- Ratsiu Majara
- Teboho Mapetla
- Matlamelo E Molapo
- Puseletso Molise
- Bonang LeLohang Thoahlane

Malawi

- Hilaria Banda
- Alex Billy Chanza
- Chipo Kanjo
- Victor Kaonga
- Chaulere Malenga
- Harvey Maneno Chigamula
- Chimwemwe Matemba
- Florence Matewera
- Monica Molly Kunje

- Francis Mponda
- Kenneth Msiska
- Suzgo Mzemba Ngwira
- Ulemu Nyasulu
- Hosea Phiri
- Frank M B Sajiwa

Malaysia

- Mohd Haniff Abd Rahman
- Sofian Abdul Karim
- Tunku Datuk Nazihah Tunku
- Rozanah Ibrahim
- Shaarani Ibrahim
- Zainab Ibrahim
- Anna Amalina Imam Baweh
- Yoke May Seow
- Ahmed Shahizan Bin Abd Samad
- Maimon Sulaiman
- Shazalina Zainul Abidin

Mozambique

- Paulinus L N Sikosana
- John Ngahu

Namibia

- Vehepa Akwenye
- Jan Brandt
- Angela Dau
- Esther M Davids
- Valencia Ferris
- Ndamonhenda Haileka
- KM Hiyalwa
- Charles Josob
- Maria Kaakungua
- J Kavaa
- Veronica King
- Michael Mutonga
- Morina Muundjo
- Loini N Katoma
- Anne Namakau Mutelo
- Colin Namalambo
- Ruth Namushela
- Marianne Nujoma
- Sonja Poller
- Gabriel Shaanika
- Theophilia Shaanika
- John Shifidi
- Paul Shihengo
- Loide Shikwambi
- Latungika Shilongo-Shikwambi
- Fanuel K Shingenge
- Pahukeni Titus
- Simeon Uulenga
- A. Van Kent

New Zealand

- Maureen Hilyard (Cook Islands)
- Myra Moeka'a (Cook Islands)
- Donye Numa (Cook Islands)

Nigeria

- Hussein Abdullahi
- Olugbenga Adeyemo
- Ajisomo Babatunde

- Emmanuel Edet
- Francis Eyo
- Jonah Iboma
- Tokunbo Lijadu-Oyemade
- Irimiya Magaji Samson
- Chinyere Mbachu
- Remmy Nweke
- Ljeoma Ogbuagu
- Utchay Okoli
- Ayobami Oladejo
- Oluwafemi Olutase
- Omobolanle Oyenyin
- Gbenga Sesan
- Olusola Sobanjo
- Babatope Soremi
- Aleksander Umole
- Muhammad Basheer Yahya

Pakistan

- Gulzar Ahmad
- Irfan Ahmed
- Fouad Bajwa
- Iffat Gill
- Jamil Goheer
- Adnan Hakeem
- Yousaf Haroon
- Asif Kabani
- Maliha Kabani
- Rizwan Al Har Mahmoud
- Mahwash Maria
- Hassan Nasir Mirbahar
- Hafeez Samo
- Inam ur Rahman Syed
- Khalid Teepu Rana
- Maria Zubarie

Sierra Leone

- Gerald H P Ganda
- Unisa Sahid Kamara
- Philip D Kargbo
- Sulay Manah Kpukumu
- Brima M Sowa

South Africa

- Anna-Marie Alberts
- Sheraan Amod
- Anna Badimo
- Hannellie Banks
- Lizette Du Plessis
- Mbali Hlongwane
- Mpho Karina Malapane
- Nector Mbilma
- Sibongiseni Mzenze
- Pawranavilla Rawheath

Sri Lanka

- Priyanthi Daluwatte
- Mahesh Dissanayake
- Gamini Pemasiri
- Chamari Rodrigo

Swaziland

- Bhekumusa Cusana Shongwe
- Andreas Dlamini

- Isabel N Dlamini
- Sense Dlamini
- Tebogo Fruhwirth
- Norman Gwindingwi
- Thando M Dlamini
- Kenneth F Mashaba
- Austin Mgabhi
- Mandla Motsa
- Sibusiso Msibi
- Nonhlanhla Shabangu
- Moses M Shongwe

Tanzania

- Ndetaulwa Ayo
- Norbert Chalamila
- Exavier Daudi
- Emmanuel Kaale
- Valentine Karugaba
- Michael Marcellus Luena
- Ellen Maduhu
- Ingiahedi Mduma
- Joseph Mhagama
- Omary Mjenga
- Liberata N Mulamula
- Gwantwa Mwaisaka
- Prosper Albert Mwangamila
- Ansbert Ngurumo

Uganda

- Milton Aineruhanga
- Vincent Waiswa Bagiire

- David Bakibinga
- Michael Bulwaka
- Oscar Edule
- Simon Kaheru
- Martin Kasirye
- Paul Kedi
- Margaret Kedisi
- Betty Khisa
- Frederick Kintu
- Godfrey Kyama
- Peace Mutuwa
- Lilian Nalwoga
- Deogratius Odokel Opolot
- Elijah Omagor
- Juliet Semambo Kalema
- Robert Shaka
- Arthur Shatto Gakwandi

United Kingdom

- Alfonso Avila-Merino
- Peter Boxer
- Hannah Cockburn
- Hannah Davies
- George Fominyen
- Judith Gough
- Elizabeth Green
- Walton Salas Hamilton (Montserrat)
- Rachel Healy
- Kelleen McIntyre
- Guy Pollard
- Tina Redshaw

- Biljana Scott
- Claudia Skerritt (Montserrat)
- Matthew Toms
- Anthony Ziba

Zambia

- Mary Chipala
- Christine Wamunyima Kanyengo
- Masuzgo Kaonga
- Timothy Kasonde Kasolo
- Muleza Lubemba Mooya
- Kimbala Lothy Meleka
- Michael Mukuka
- Abraham Mwanza
- Winston K Mwewa
- Teddy Lubasi Nyambe
- Kutoma Wakunuma
- Biljana Scott
- Christiaan Sys
- Christo Mirchev
- Hannah Cockburn
- Itayi Garande
- Janette Gronfors
- Katharina Hone
- Kelleen McIntyre
- Kutoma Wakunuma
- Pavel Ovseiko
- Rachel Healy
- Elizabeth Green
- Anthony Ziba

Other Developing States (not members of the Commonwealth)

Afghanistan

- Mohammad Aslam
- Muhammad Aimal Marjan

Argentina

- Monica Abalo Laforgia
- Carolina Aguerre
- Romina Bocache
- Adrián Carballo
- Olga Cavalli
- Gala Díaz Langou
- Susana Finquelievich
- Rafael Galetto
- Roxana Goldstein
- Oscar Gabriel Ledesma Piñeiro
- Andres Piazza

Benin

- Comlan Bessan
- G M Joachim Boko
- Coovi Brice Angelo Dan
- Toussaint Oladélé Gansa
- Berénice Gnansounou
- Christian Marcel Lodjou

Bhutan

- Ugyen Dorji
- Tashi Wangyal

Bolivia

- Maria Cecilia Chacón Rendón
- Angelica Navarro
- Juan Marcelo Zambrana Torrelío

Brazil

- Ana Abreu
- Alvaro Almeida
- Guilherme Alberto Almeida de Almeida
- Luis Henrique Almeida de Oliveira
- Sérgio Alves Júnior
- Pedro Antunes de Campos
- Hamilton Apolinário
- Seiiti Arata Jr.
- Diogo Andre Assumpcao
- Giselda Barroso-Sauveur
- Leandro Berce
- Evandro Carvalho
- Oona Castro
- Juliana Galluccio

- Raquel Gatto
- Gustavo Gindre Monteiro Soares
- Flavio Goncalves
- Luiz Eduardo Hargreaves
- Marcel Leonardi
- Marília Maciel
- Jose Marcos Nogueira Viana
- Fabio Marinho
- Luana Matos
- André Moreira
- Fabio Moreira
- Fabio Munhoz
- Juliana Nolasco Ferreira
- Herlon Oliveira
- Andre Peixoto
- Magaly Peres Pazello
- Hindenburgo Francisco Pires
- Everton Rodrigues
- Carolina Rossini
- Gilson Schwartz
- Andrea Silva
- Sílvia Simões Soares
- Thiago Tavares

Burkina Faso

- Alexandre Bayala
- Tingande Florent Bougouma
- Maimounata Compaore Ouattara
- Issaka Kanazoe
- Roger Konombo
- Nacro Mouhoussine
- Lamine Ouedraogo
- Fati Porgo
- Poussi Sawadogo
- Issoufou Seynou
- Myriam Aman Soulama

Burundi

- Randolph Aaron
- Jean-Yves Gatete
- Innocenti Iradukunda
- Nestor Kayobera
- Jean Paul Nkurunziza
- Deo Nuyu

Cambodia

- Thireak Chea
- Sovannary Kimsour

Cape Verde

- Ana Pires

Chile

- Patricia Peña
- Javier Pinzon

China

- Lai Bo
- Yin-Hwou Chou
- Chulin Jiang
- Yuxiao Li
- Natalie Ng
- Yang Shixiang
- Jiangtian Xu

Colombia

- Leslie Andrea Guzman Daza
- Richard Arias-Hernández
- Kristen Daghlish Rose
- Laura De La Cruz
- Lennin Hernandez
- Isaura Duarte Rodriguez
- Juan Diego Valenzuela

Democratic Republic of Congo

- Asha Dosso
- Jean Philémon Kissangou
- Adamu Laka
- Jacques Lundja
- Emmanuel Bashige Muderhwa
- Francoise Mukuku Mwamba Malale
- Sylvie Gisele Niombo Ngueme
- Didier Rukeratabaro Kasole

Dominican Republic

- Mayelinne De Lara
- Eugenio Matos

Costa Rica

- William Jose Calvo Calvo
- Edwin H Arias
- Francisca Elizabeth Méndez Escobar

Cote d'Ivoire

- Diomande Gondo Serge Siaba

Cuba

- Michel N Hernández Valdés-Portela

Ecuador

- María Belén Alborno
- Stefanie Burri
- Fernando Bucheli

Egypt

- Amr Aljowaily
- Alaa Abdel Aziz
- Abdallah Diwan
- Mohamed El Komi
- Mahmoud Hassanien
- May Kosba
- Mohamed Omran
- Alaa Roushdy
- Mohammed S Alkindi
- Ashraf Ibrahim Sayed Moussa

El Salvador

- Guillermo Arturo Martinez Funes
- Fausto Arturo Vergara Leiva

Ethiopia

- Mekonnen Ayalew
- Biruktait Fekeremariam
- Solomon Gizaw Tulu
- Elizabet Kidane
- Yayeh Kitaw
- Dessalegn Mequanint Yehuala
- Amini Sheworkork
- Aklilu Shiketa
- Woubalem Taye
- Atnafseged Zeleke

Guatemala

- Renata Avila

Guinea

- Abdoulaye BK Bah

Haiti

- Guerda Benjamin
- Jimmy Bruce
- Henry-Claude Fleury
- Marc Manuel Flimerlus
- Gladys Florestal
- Yrina Janvier
- Pierre Peterson
- Guyverson Vernous

Honduras

- Yvonne Bonilla
- Jenny Lazzo Amaya

- Rosalyn Martinez Delattibodier
- Erlin Palma

Indonesia

- Dede Achmad Rifai

Iran

- Arash Abadpour
- Alireza Kashian
- Siamak Kiaee
- Rashid Bayat Mokhtari
- Fatemeh Shahraki Moghaddam
- Azadeh Sobout

Iraq

- Kassim AL-Hassani
- Ammar Allawi
- Hawar Ali Mehdi Haider
- Rasha Hameed

Jordan

- Ashraf Al khasawneh
- Rasha Haloub
- Ala'a Al-Din Kadhem

Kuwait

- Jawaher Al-sabah
- Qusai AlShatty
- Saud Yousef ALSanea

Laos

- Sisavath Khamsaly
- Vatsana Phonethip
- Siriphonh Phyathep

Lebanon

- Dana El-kaissi
- Chaker Noon
- Bernard Sadaka
- Wassef Serhan

Liberia

- Varney Carmon
- Charles K Gaye
- Philip F Johnson
- Abdullai Kamara
- Oscar Nkulu Kabuya

Libya

- Ali Ghashat

Marshall Islands

- Joseph Tibon

Madagascar

- Adrien Andrianasolo
- Amena Abdirassoul
- Sahondra Harilala Rakotoniaina
- Ndrianjasoa Ramanantsalama

Mali

- Boubacar Ballo
- Cheick Oumar Coulibaly

- Kassoum Coulibaly
- Alassane Diallo
- Mohamed Youssouf Haidara

Mongolia

- Undarmaa Batsukh
- Batjargal Gunaajav
- Choikhand Janchivlamdan
- Och Odyn

Morocco

- Mohamed Achgalou
- Aziz Baayer
- Mohammed Benjilany
- Hanane Boujemi
- Mohamed Boussaid
- Mohamed Chatouani
- Asma El Ouiridi
- Mariam El Ouiridi
- Amina Selmane
- Nacer Zerriouh

Nepal

- Hem Lal Sharma Bhattarai
- Hempal Shrestha
- Nitesh Shrestha
- Santosh Babu Sigdel
- Rajib Subba

Nicaragua

- Eduardo Alfonso Castillo
- Tania Castro
- Cynthia Tercero

Papua New Guinea

- Iamo Vere

Peru

- Jose Francisco Callo Romero
- Manuel Carrasco
- Patricia Duran Cotrina
- Lady Murrugarra
- Katitza Rodriguez
- Giovanna Zanelli

Philippines

- Maureene Bello
- Catherine Candano
- Elias Laurente Espinoza
- Charity Gamboa
- Ryan Gener
- Evangeline Jayme
- Antonio Morales
- Robert Sagun

Rwanda

- Emmanuel HabuMuremyi
- Muriel Karemangingo Kayitesi
- Jean-Marie Muhisemo
- Jean Philbert Nsengimana
- Cyprien Semushi

Senegal

- Ibrahima Bob
- Moustapha Diack
- Ken Lohento
- Diagne Ndeye Maimouna Diop
- Mohamadou Arabani Saibou

Somalia

- Abdirashed Ibrahim Abdirahman

Syria

- Anas Tawileh
- Alli Usama
- Assad Zaher

Suriname

- Angelic Caroline Alihusain-del Castilho
- Nadischia Semmoh
- Lygia Smith

Sudan

- Zahir Abdelfadil Agab Ashi
- Mohamed Elhaj
- Mohammed Elhassan Noreldien
- Ashraf Swar Eldahab

Thailand

- Wilas Chamlerwat
- Porpot Changyawa
- Sathana Kashemsanta Na Ayudhya
- Atsadawat Netcharadsang

Timor-Leste

- Lisualdo Gaspar
- Emanuel Tilman

Togo

- Gbedeh Komi Attiogbé
- Kanlanfei Damnam Bagolibe
- Kangni Kueviakoe
- Nahmsath Yabouri

Tunisia

- Dhouha Bayarassou
- Makram Benhamed
- Rafik Dammak
- Salwa El Gantri

- Wissem Klai
- Brahim Mraïhi
- Marouen Mraïhi
- Riadh Nouri
- Sourour Telmoudi
- Firas Toumi

Turkey

- Bora Er

Uruguay

- Nikolas Antonello
- Ruth Puente
- Sergio Ramirez
- Fabrizio Scrollini
- German Valdez Aviles

Venezuela

- Francisco Obispo
- Virginia Paque

Vietnam

- Viet Khang Hoang
- Thi Kim Hong Phan
- Tien Long Ngo
- Dinh Dung Nguyen
- Van Doat Nguyen
- Thi Nha Nguyen
- Anh Dzung Nguyen
- Tien Trung Nguyen
- Ngoc Son Nguyen
- Quang Trung Nguyen
- Duc Nhat Nguyen
- Phuong Tra Nguyen
- Tuyet Nguyen
- Hung Vinh Pham
- Ngoc Mai Phuong Phan
- Le Phuong Nga
- Ngoc Long Tran
- Tu Lan Trinh

Zimbabwe

- Onismo Chigejo
- Michael T Chisina
- Itayi Garande
- Wisdom Machacha
- Tapiwa Masunungure
- Doreen Matemba
- Cheryl Mlambo
- Francis Munhundiripo
- Jean Pedro



Research

Participants in Diplo's long-term training programmes conduct in-depth research as an integral part of their training. Participants are encouraged to identify practical needs in their own countries or regions, and select research topics related to these.

During earlier programmes (1999-2003) many participants chose to develop the web-presence of their diplomatic services through planning and creating websites for their ministries or missions, or conceptualizing a strategy for web development. As websites of ministries and missions became more commonplace, participants expanded to other practical topics, including assessing and proposing improvements for specific services such as consular services.

Since 2006, participants in the Postgraduate Diploma programme (offered in cooperation with the University of Malta) have had the option to write a dissertation and obtain a Master's degree. Their research topics range widely, but often still aim to provide policy advice and recommendations to their own ministries or institutions. The following list includes many of our participants from the last 10 years, and their research project titles.



Research Projects - Postgraduate Diploma in Diplomacy 1999 and 2000

Name	Country	Title
Estuko Anderson	Barbados	Web Management for the Barbados Ministry of Foreign Affairs
Nasser El-Mashrawi	Palestine	Electronic Commerce and Diplomacy
Alcid Joseph	Dominica	Proposal for the Development of a Website for the Ministries of Foreign Affairs and Trade, Industry and Marketing of the Commonwealth of Dominica
Elayne Cutajar	Malta	Candidatures Database for the Maltese Ministry of Foreign Affairs
Rachel Sapiano	Malta	Database for EU Statements, Declarations and Resolutions
Euclid Goodman	Barbados	Website – Consulate of Barbados
Aphzal Selwyn Ackbarali	Trinidad and Tobago	Computerization of the Ministry of Foreign Affairs Republic of Trinidad and Tobago
Debbie Mohammed	Trinidad and Tobago	Design of a Virtual Consulate of the Republic of Trinidad and Tobago in Toronto
Solange Cross	Trinidad and Tobago	Chronology Database
Nabil Shehada	Palestine	Human Rights Diplomacy and Humanitarian Intervention
Rana Warrad	Palestine	Information Management System for the Ministry of Planning & International Cooperation of the Palestinian Authority

Research Projects - Postgraduate Diploma in Diplomacy 2001

Name	Country	Title
Jean Celene Jack	St. Vincent and the Grenadines	The Impact of the Banana War on Caribbean Countries: The Role and Place of Diplomacy
Vesna Filipovic	Serbia And Montenegro	The Web Site of Missions of the Federal Republic of Yugoslavia Abroad
Sibusiso Msibi	Swaziland	Using the Internet to Enhance Swaziland's Diplomatic Representation: The Swaziland High Commission - London
Abdal Karim Ewaida	Palestine	The Establishment of a Palestinian Diplomatic Network: (Dipnet)
Walton Salas Hamilton	Montserrat	A Case for the Caribbean Court of Justice
Tracy Evans	Trinidad and Tobago	A Postgraduate Course in Language and Commercial Diplomacy for the Institute of International Relations, University of the West Indies
Teboho Mapetla	Lesotho	The Website of the Lesotho High Commission in London: Putting Lesotho on the Web

Research Projects - Postgraduate Diploma in Diplomacy 2003

Name	Country	Title
Sense Dlamini	Swaziland	Swaziland Diplomatic Representation: Website Development for the Ministry of Foreign Affairs and Trade to Enhance its Representation
Roselyn Dorsett-Horton	The Bahamas	A Web Page for the Technical Assistance and Cooperation Unit of the Ministry of Foreign Affairs of the Commonwealth of the Bahamas
Sela Moengangongo	Tonga	A Website Blueprint for the Ministry of Foreign Affairs of the Kingdom of Tonga
Thato Lehloenya	Lesotho	The Website of the Ministry of Foreign Affairs of the Kingdom of Lesotho
Hirikeshing Unnuth	Mauritius	Creation of a Treaty Database for Mauritius
Juliet Kalema	Uganda	Establishment of a Database for Conventions and Agreements in the Ministry of Foreign Affairs
Ndetaulwa Ayo	Tanzania	The Communication for the Ministry of Foreign Affairs
Eugenio Matos	Dominican Republic	Canada's New Diplomacy
Mayelinne De Lara	Dominican Republic	The Republics of Hispaniola: A Realistic Update

Research Projects – Postgraduate Diploma in Diplomacy 2004

Name	Country	Title
Mohammed Benjilany	Morocco	Public Diplomacy and the War on Terrorism
Romina Bocache	Argentina	Diplomacy in a Globalized World: Diplomats as Post Modern Theseus in the International Labyrinth?
Exavier Daudi	Tanzania	The Role of Information Technology in Performance Management in Tanzania
Philip Kargbo	Sierra Leone	Consuls and their Contemporary Roles
Ingiahedi Mduma	Tanzania	The Need to Introduce E-Government and its Prospects in Improving Budgeting System in Tanzania
Cherry-Ann Millard	Trinidad and Tobago	Ministry of Foreign Affairs, Trinidad and Tobago: Proposal for the Development of an Intranet Website with Information Management
Myra Moeka'a	Cook Islands	Creation of a Website for the Immigration Division of the Ministry of Foreign Affairs and Immigration
Francis Mponda	Malawi	Development Diplomacy in the Information Age: In Search for a Winning Formula for the Malawi Foreign Policy
Olesya Grech	Malta	The Strategies Adopted by Russia and the European Union for Development of their Relations
John Shifidi	Namibia	Language in Namibia: Its Relevancy to Diplomacy
Latungika Loide Shikwambi	Namibia	To what Extent Will the Use of Information Technology Enhance Productivity and Efficiency in the Ministry of Foreign Affairs of Namibia
Raj Kumar Srivastava	India	Training in Economic Diplomacy

Dissertations - Master In Contemporary Diplomacy (2006-2009)

Year	Name	Country	Dissertation Title
2006	Olesya Grech	Malta	Virtual Diplomacy – Diplomacy of the Digital Age
2006	Walton Salas Hamilton	Montserrat	The Feasibility of Information Communication Technology (ICT) as a Tool for Development – Caribbean Community (Caricom) Perspectives
2006	Faten Sharaf	Palestine	Palestinian Economic Relations
2006	Wassef Serhan	Lebanon	Diplomacy and the Arab-Israeli Peace Process: A Case Study of the Israeli Withdrawal from Lebanon – Failure of Diplomacy
2006	Philip Donald Kargbo	Sierra Leone	The Role of Public Diplomacy in the Resolution of African Disputes (Case Study Sierra Leone)
2006	Antonis Sammoutis	Cyprus	Bilateral Relations between Germany and Cyprus (1960 – 1967)
2006	Miriama Malielegaoi	Samoa	The Development of Samoa /New Zealand Relations and the Route to Samoa's Economic and Political Development
2007	Patricia Duran	Peru	The European Union and the Latin American and the Caribbean Dialogue: Building a Strong Partnership
2007	Poussi Sawadogo	Burkina Faso	Less Developed Countries (LDCs) in International System: An Essay on Burkina Faso's Experience through the Diplomacy of Development
2007	Ingiahedi Mduma	Tanzania	The Effects of Domestic Politics on International Trade - The Case of Tanzania
2008	Amr Aljowaily	Egypt	The Developmental Dimensions of Follow Up and Implementation of UN Economic and Social Conferences: A Case Study on Setting the Framework for the Post-World Summit on Information Society
2008	Unisa Sahid Kamara	Sierra Leone	Conflict Resolution and Peace Building: A Case of Sierra Leone
2008	Hussein Abdullahi	Nigeria	The Concept of Negotiation in Disputes and Conflict Resolution; The Need to Create and Claim Value for Long Term
2008	William Jose Calvo Calvo	Costa Rica	Iberoamerican System and its Impact in Regional Summit Diplomacy
2008	Ammar Hijazi	Palestine	Palestinian Diplomacy "From Revolutionary Initiative to State Building"
2008	Maria Medard	Santa Lucia	Strategic Plan for Public Diplomacy in Saint Lucia: The Development of PD at the National and the International Level to Promote Saint Lucia
2008	Ibrahim Naeem	Maldives	Economic and Commercial Diplomacy in Micro-states: A Case Study of the Maldives and Mauritius
2008	Remmy Nweke	Nigeria	The Role of Nigeria in Restoring Peace in West Africa
2008	Uchenna Okoli	Nigeria	Development Diplomacy, the New Democracy and Nigeria's Poverty Challenge
2008	Lucy Mulili	Kenya	The Role of Diplomacy in Reducing Small Arms Proliferation in the Great Lakes Region
2009	Carla Maldonado	Peru	The Postive and Negative Role of the World Bank in Poverty Reduction: A Case Study of Peru
2009	Rudaralingum Coopamootoo	Mauritius	Managing EU-Russia Relations - The Possible Use of Engagement and Containment in the EU's Relations with Russia
2009	Michael Bulwaka	Uganda	Diaspora Diplomacy: A Case Study of Uganda
2009	Stephanie Psaila	Malta	Small States at the UN
2009	Uvais Ibrahim	Maldives	Consular Services: Best Practices for Micro-States
2009	Angelic Alihusain-del Castillo	Suriname	Positive Branding of Islam: A case study of Arab/Islamic countries, their public diplomacy efforts and effectiveness of positive image building
2009	Sibongiseni Mzenze	South Africa	Is South Africa Moving to the Right Mix of Economic and Political Diplomacy Post 1884: If Ever it is Possible to achieve that?

The Commonwealth Secretariat

The Governance and Institutional Development Division (GIDD) of the Commonwealth Secretariat

www.thecommonwealth.org

GIDD operates as a part of the Commonwealth Fund for Technical Co-operation (CFTC). Its purpose is to strengthen good governance in member countries through providing advice, training and expertise to build capacity in institutions throughout the Commonwealth. It has in-house specialist expertise in governance, including public sector reform and restructuring, public-private partnerships, and public sector informatics, but is also able to provide assistance across a wide range of development issues to meet the particular needs of individual member countries.

GIDD aims to provide an integrated package of advisory and training services to develop human resources and to enhance policy, managerial and technical capacity in government, public and private sector enterprises and NGOs. Its operations include:

- Advice and consultancy – using both in-house and external expertise.
- Consultative policy meetings, round tables, workshops and seminars to assist senior officials to examine policy options and share experience at different levels.
- Long and short-term experts providing technical skills which are not available locally.
- Specialised education and training programmes.
- Fellowships for key individuals for long or short educational or training programmes, study visits or internships.
- Professional networking – establishing and promoting international, pan-Commonwealth and regional associations.
- Publication of reports, policy guidance and case studies resulting from projects and workshops.
- Managing projects under the Commonwealth Service Abroad Program (CSAP), and co-funding/managing projects for other agencies – including AusAid, CIDA, DFID, UNDP and the World Bank.

GIDD targets its training at the specific skills needed by advancing senior and mid-level officials, managers and technologists, through specialist group training programmes, work attachments and study visits. ■

For quite a number of years, DiploFoundation has been a reliable partner for the Commonwealth Secretariat in delivering a really high-quality diploma programme under the auspices of the Malta-Commonwealth Third Country Training Programme. Diplo has set the pace and is a genuine world leader in the field of online learning, and the Commonwealth Secretariat has been fortunate to be associated with this organization. Their innovative teaching methods, their coverage and their sheer energy and enthusiasm for developing the capacity of diplomats – especially from smaller states – leave no doubt that this is a high-performing team intent on delivering the best training possible. From that standpoint, Diplo has been an asset to both the Commonwealth Secretariat and to the Government of Malta.

Deryck Brown

Head, Technical Cooperation and Strategic Response Group
Governance & Institutional Development Division
Commonwealth Secretariat

‘The Commonwealth Secretariat works as a trusted partner with all Commonwealth peoples to provide excellent technical assistance for capacity-building and sustainable development in public institutions.’

Government of Malta

Ministry of Foreign Affairs

www.gov.mt

The Malta Cooperation Programme of the Ministry of Foreign Affairs of the Maltese Government provides the means for Maltese professionals to share their experience and skills with participants from developing countries and small states with limited human resources. Having attained a high degree of competence in human resources over the years, and fully supportive of the Commonwealth's efforts in the field of development training, Malta has successfully engaged in the Commonwealth's Third Country training Programme. Under this strategy, specialised training has been delivered in the field of information

technology, banking and finance in small states, port management and insurance management.

The Malta-Commonwealth Third Country Training Programme marks the transition from technical assistance to mutual cooperation between Malta and its Commonwealth partners. This programme is jointly funded and administered by the Ministry of Foreign Affairs and the Commonwealth Secretariat, and was formally established in 1995 with the objective of training senior to middle level personnel from developing countries of the Commonwealth. ■

When in April 1994, as Director Multilateral Affairs within the Ministry of Foreign Affairs, I started discussions with the Commonwealth Secretariat on the setting up of a Third Country Training Programme, I was convinced that such a programme would not only enhance and strengthen the collaboration among Commonwealth countries but also enable Malta to share its development process as a small State with other small States of the Commonwealth, especially in the economic and social fields.

Fourteen years have passed since the signing of the Memorandum of Understanding which launched this Training Programme. The participation of a considerable number of Commonwealth nationals in these training programmes has confirmed the foresight and validity of Malta's initiative.

Indeed, the Training Programme has not only offered Malta the opportunity to share its experiences with other small States of the Commonwealth but it has also enabled us to partake and learn from their experiences. In this regard, it is appropriate to recall the holding of the Commonwealth Workshop on the Use of Information Technology in International Relations launched on 20 November 1995, which heralded the first of a series of highly successful programmes for diplomats. It was also unique in its methodology by providing a new online delivery methodology.

The Malta-Commonwealth Third Country Training Programme has been a challenging but rewarding experience which augurs well for its future.

Ambassador Saviour F. Borg

Permanent Representative of Malta to the United Nations



DiploFoundation

www.diplomacy.edu

Diplo works to strengthen the meaningful participation of all stakeholders in diplomatic practice and international relations.

DiploFoundation is a non-profit organisation based in Malta, with offices in Geneva and Belgrade. In June 2006, Diplo was granted Special Consultative Status with the UN Economic and Social Council (ECOSOC). Diplo also plays an important role in a number of global networks, including the Global Knowledge Partnership, the International Forum on Diplomatic Training and the European Diplomatic Training Initiative.

Approach

Several key concepts underlie our activities:

Innovation: we are a leading training organisation in the field of diplomacy and international relations today because of our commitment to innovation in online learning.

Quality: we strive to offer high quality educational experiences and materials, equally attractive and useful for individuals and institutions in developed and developing countries.

Personal touch: the personal dedication of the Diplo team and the recognition of each learner as an individual are always highly rated in surveys, informal reviews and feedback from our course participants and collaborators.

Development cooperation: we have an ongoing commitment to strengthening diplomatic practice and international relations for a range of stakeholders in developing countries in particular.

Contemporary focus: our education, training and capacity building initiatives focus on topics of relevance to today's diplomatic scene, whether these are new areas of study, or traditional topics examined through a contemporary lens.

Theory to practice: our activities aim to bridge the gap between theoretical concepts and practical solutions; this is done through close links with real communities of practice and through studying real-life problems.

Multistakeholder approach: diplomacy is no longer the exclusive domain of states and diplomats; we promote the involvement of new players, including NGOs, academia, the private sector, and the media.

Activities

Our activities all revolve around, and feed into, our focus on education, training and capacity building:

Courses: We offer postgraduate level academic courses and training workshops on a variety of diplomacy-related topics for diplomats, civil servants, staff of international organisations and NGOs and students of international relations. Our courses are delivered through online and blended learning. Through our funding agencies and the revenue generated by our activities, we assist participants from developing countries to attend our courses.

Capacity Building: With the support of donor and partner agencies, we offer capacity building programmes for participants from developing countries in a number of topics including Internet Governance, Human Rights, Public Diplomacy and Advocacy, and Health Diplomacy. Through learning and skill development, these programmes equip participants to take a more active role in issues of direct relevance to themselves and the communities, organisations and countries they represent.

Research: Through our research and conferences, we investigate topics related to diplomacy, international relations and online learning. Our activities significantly contribute to the knowledge base on diplomacy and international relations and foster the development of vibrant research communities. Research focuses on contemporary topics in diplomacy; some recent examples include diplomacy of small states, virtual diplomacy, health diplomacy and environmental diplomacy.

Publications: Our publications range from examination of contemporary developments in diplomacy to new analyses of traditional aspects of diplomacy. Many of our publications are available in an online format as well as traditional print format and some have been translated into several languages. We also publish DiploNews, a biweekly e-mail newsletter distributed to a mailing list of over 5000 recipients.

Software Development: We have created a set of software applications custom designed for diplomats and others who work in international relations. We also excel in the development on online learning platforms.

Impact

The impact of Diplo's activities is unusually broad and deep for such a small organisation.

Diplo's inclusive capacity development initiatives give a voice to otherwise excluded or under-represented groups and actors: for example, in 2005 we equipped 25 young Roma rights activists to interact effectively with diplomatic and other national and international entities. Our capacity building programmes also empower people to represent the interests of their communities or countries on the international scene through education and training, for example, the 402 participants who attended our Internet Governance Capacity Building programme over the last four years.

Our innovative, pioneering use of new technologies in diplomacy has often had a global impact, ranging from designing and hosting some of the early ministry of foreign affairs website for developing countries in 1997 to launching the first Virtual Embassy, for the Maldives, in 2007. The results of our activities are well illustrated through the successes of our alumni and other associates.

Origins

Diplo emerged from a project to introduce information and communication technology (ICT) tools to the practice of diplomacy, initiated in 1993 at the Mediterranean Academy of Diplomatic Studies in Malta.

In November 2002, Diplo was established as an independent non-profit foundation by the governments of Malta and Switzerland. Our focus has expanded from the application of information technology to diplomacy, to include other new and traditional aspects of the teaching and practice of diplomacy and international relations. ■

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