**University of Maryland**

**GVPT 355: Capstone in International Conflict Management**

**Section 0101, Wednesdays 3:30 PM-6:15 PM, Tydings Room 1132**

**Center for International Development and Conflict Management (**[**CIDCM**](http://www.cidcm.umd.edu/)**)**

**Spring Semester 2018 (January 24 – May 9)**

GVPT 355 serves as one of the two capstone courses for the Minor in International Development and Conflict Management. The goal of this course is to build practical skills that are applicable in a wide variety of settings, but especially in the field of stabilization & reconstruction, dealing with the transformation from war to peace where the political, security, rule of law and economic elements are complex and interdependent.

Each week students will tackle these cross-cutting themes through the lens of the UN-NATO mission in Kosovo from 1999 – 2008.  Using examples drawn from their work in KFOR, UNMIK, UN CivPol, local civil society, and area businesses, the instructors and speakers will focus on conceptual frameworks, realistic strategies, and practical skills that can be applied to other conflicts and other missions.

The course will be taught by three senior practitioners, and their instruction will be augmented by a few outside speakers from the peacekeeping and Kosovo community. The three primary instructors have a wide range of experience working in post conflict situations ranging from the Camp David Peace Accords, Middle East Peace Process, Operation Provide Comfort, and peace operations in settings as diverse as Bosnia, Iraq, Guatemala, East Timor, Afghanistan, Sri Lanka and Colombia. They have experience in disaster response and humanitarian assistance operations in sub-Saharan Africa, Haiti, Nepal and Syria. They will discuss how the frameworks developed in Kosovo were applied in many of these operations, as well as how they apply today.

**Grading:** Students are expected to come prepared to fully participate in each class by completing all required readings before each class, actively engaging in class discussions and exercises, and completing a written homework assignment on time each week. The final grade for the course will be based on:

30% Participation and Class Exercises

30% Written Homework Assignments

30% Module Papers

10% Instructor Recommendations

**Prior Course Assignment:** Prior to the start of the first class all students will complete the following assignment:

1. *The Quest for Viable Peace: International Intervention and Strategies for Conflict Transformation*, Chapter 1 - Introduction and Chapter 2 – Historical Context
2. UN Security Council Resolution 1244 (1999), 10 June 1999 - <http://www.nato.int/kosovo/docu/u990610a.htm>

3. Watch three YouTube videos on the Kosovo crisis as follows:

1. **Kosovo – War in Europe – The Road to War (Parts 1-4)** (36 min all four parts): This FRONTLINE piece tells the story of the run-up to NATO’s air war against Serbia in 1999.

<https://www.youtube.com/watch?v=Kt7XIv32SRE>

1. **UNMIK Pocket Features** (8 min): This UNMIK piece outlines the role of UNMIK in Kosovo upon the adoption of UN Security Council mandate 1244.

<https://www.youtube.com/watch?v=U1lPR1mgPvU>

1. **NATO and Kosovo** (3 min): The video gives a short overview of the role of KFOR in Kosovo upon the adoption of UN Security Council mandate 1244.

<https://www.youtube.com/watch?v=OxQOb7vZ_4w>

**Weekly Reading and Written Homework Assignments**: This syllabus outlines the objective and reading assignment for each class session. Prior to the start of each class students will have completed the reading listed for that class session. In addition, by 11:59 PM of the Sunday before each class session, students will have turned in to the Teaching Assistant the written homework assigned at the end of the previous class session (student homework papers will be graded and returned at the beginning of the class session).

**Required Readings & Additional References**: Since this is a capstone course on international conflict resolution, the instructors have designated several readings that are useful to practitioners in this profession as listed below:

Required Readings: Students will be required to read the following references during the course:

* *The Quest for Viable Peace: International Intervention and Strategies for Conflict Transformation*, edited by Covey, Dziedzic, and Hawley, U.S. Institute for Peace, 2005. Book is available for purchase thru Amazon.com for less than $3.00.
* *Measuring Progress in Conflict Environments (MPICE),* edited by Agoglia, Dziedzic, and Sotririn, U.S. Institute for Peace, 2010. Download: http://pksoi.army.mil/default/assets/File/MPICE.pdf
* UN Security Council Resolution 1244 (1999), 10 June 1999. Resolution 1244 can be downloaded at: <http://www.nato.int/kosovo/docu/u990610a.htm>
* Report of the Secretary-General to the UN Security Council (S/1999/672), 12 June 1999. Download: http://www.un.org/en/ga/search/view\_doc.asp?symbol=S/1999/672
* Report of the Secretary-General to the UN Security Council (S/1999/779), 12 July 1999. Download: <http://www.un.org/en/ga/search/view_doc.asp?symbol=S/1999/779>
* *The Beginner’s Guide to Nation-Building*, by Dobbins, et al, RAND, 2004. Book can be downloaded free at: http://www.rand.org/pubs/monographs/MG557.html
* *The Sphere Project: Humanitarian Charter Minimum Standards in Humanitarian**Response*, by The Sphere Project, Hobbs the Printers, Hampshire, United Kingdom, 2011 Download: <http://www.ifrc.org/PageFiles/95530/The-Sphere-Project-Handbook-20111.pdf>

Additional References: The instructors recommend students who intend to pursue professional opportunities in this field should add the following references to their personal library:

* *Thinking in Time: The Uses of History for Decision-Makers*, by Neustadt and May, The Free Press, 1986. Book is available for purchase thru Amazon.com for less than $2.00.
* *Peacemaker’s Toolkit: Managing a Mediation Process*, by Smith and Smock, USIP, 2008. Download free pdf: http://www.usip.org/sites/default/files/file/managing\_mediation\_process.pdf
* *Getting to Yes: Negotiating Agreement Without Giving In*, by Fisher and Ury, 1981. Book available on Amazon.com for less than $1.00.
* *Getting Past No: Negotiating Your Way From Confrontation to Cooperation*, by William Ury, 1991. Book available on Amazon.com for less than $1.00.
* U.S. Army *Field Manual FM 3-07, Stability Operations,*2008, Download free pdf:

http://usacac.army.mil/cac2/repository/FM307/FM3-07.pdf

* USAID *Conflict Assessment Framework*, 2012. Download free pdf:

<http://pdf.usaid.gov/pdf_docs/pnady739.pdf>

* UN *Integrated Assessment and Planning Handbook*, 2013. Download free pdf:

http://www.un.org/en/peacekeeping/publications/2014-IAP-HandBook.pdf

* *Impunity: Countering Illicit Power in War and Transition*, by Hughes and Miklaucic, National Defense University, 2016, Download free pdf:

<http://cco.ndu.edu/Portals/96/Documents/Impunity/Impunity%20FINAL%20for%20Web.pdf>

* *Criminalized Power Structures: The Overlooked Enemies of Peace,* edited by Michael Dziedzic, Rowman and Littlefield, 2016.

**This syllabus is intentionally fluid** and open to change in response to class needs and interests as well as availability of speakers whose expertise and experiences would provide valuable insights on our themes.

**Office Hours:** Instructors will be available in the coffee shop, Footnotes, in McKeldin Library for two hours after each class. Instructors will announce/confirm their availability weekly on ELMS/Canvas. The teaching assistant, Daniel Tuke, will be available for office hours by appointment.

**Restrictions on Laptops, Tablets and Phones:** The same standard that was applied in GVPT 354 last Fall will be utilized in this course. Therefore, Laptops and other smart devices are prohibited in class except for group work and when explicitly encouraged. It goes without saying that cell phone use is prohibited at all times unless used as a smart device during specific activities, or in the case of urgent need.

**FIRST MODULE: POLITICS, January 24 – February 21, 2018**

**Instructor: Jock Covey**

**Module Objective:**

During this module, the students will learn how interactive strategies for political moderation, security and public safety, rule of law, and political-economics contribute to the transformation of conflict from intervention to viable peace, with emphasis on:

1. building practical, achievable strategies
2. the central role of the custodian and the primacy of the peace process
3. getting results by effectively motivating both international partners and the local parties in conflict

By the end of this module, students will be able to draw on sound behavioral principles to build concrete strategies comprising multiple aims, lines of effort, and phases, all leading to measureable outcomes.

**Module Paper #1:**

The students will write a three page "Planning Document” over the course of this module, as new tools, perspectives, and considerations are introduced each week.

Module Paper #1 is due at the beginning of class on February 28, 2018.

**January 24: Introduction to Conflict Transformation**

Objective: To introduce students to the conceptual framework of the course and that of the book, *The Quest for Viable Peace*, with emphasis on the central role of the custodian in the overall political process, and in shaping the indispensable roles of the other international players.

Readings:

UN Security Council Resolution 1244 (1999), 10 June 1999 - <http://www.nato.int/kosovo/docu/u990610a.htm>

*The Quest for Viable Peace*,

Chapter 1 - Introduction

Chapter 2 - The Historical Context

Chapter 4 - The Custodian of the Peace Process

**January 31: Introduction to Strategy and Planning**

Objective:  Drawing on post-conflict challenges in Kosovo and elsewhere, students will be introduced to the basics of building practical political strategies that, in close partnership with other international players, can transform conflict in a complex environment.

Reading: *The Quest for Viable Peace*, Chapter 3 – Advanced Political-Military Planning

**February 7: Causality and Metrics**

Objective: Students will be introduced to specific tools and techniques for planning strategies with multiple aims, each with multiple lines of effort and measurable outcomes.

Reading: *The Quest for Viable Peace*, Chapter 4 – The Custodian of the Peace Process

**February 14:** **Motivation and Behavior**

Objective:  To introduce students to the importance of individual and group interests, the role of consequences (incentives and disincentives) in driving behavior, the universality of grief in post-conflict settings, and the utility of ambiguity.

Reading: *The Quest for Viable Please,* Chapter 5 – Making a Viable Peace

**February 21: “Little Country”**

Objective: Drawing on UNMIK’s first 18 months, students will be introduced to multi-phase planning as well as to the concept of a UN Mission acting like a “Little Country” in order to honor the essence of its obligations in the face of changing circumstances and complex relationships.

Note: Module Paper #1 is due at the beginning of class on February 28th.

**SECOND MODULE: RELIEF & SECURITY, February 28 – April 4, 2018**

**Instructor: Michael E. Hess**

**Module Objective:**

During this module, the students will be exposed to the complexities of civil-military operations, ranging from the diverse organizations that are involved in these operations to the different planning and operational cultures that these organizations use in their operations.  Keeping in mind that the success of stability operations is predicated on identifying and mitigating (and hopefully eliminating) the drivers of fragility, extremism and instability and then reestablishing the institutions within the state to prevent these drivers from re-emerging.  The module is designed to introduce the students to the drivers/causes of conflict and uses post-conflict Kosovo as an example to identify specific drivers of conflict.  By the end of the module, students should have the capacity to think strategically about how to apply these skills to other conflict and post-conflict situations.

**Module Paper #2:**

Students will write a two to three page “Decision Paper” to the Head of UN Mission in Kosovo on whether the conditions for a “viable peace” have been achieved in the security sector.  This paper will include:

analyzing the drivers of conflict in Kosovo

whether or not those drivers have been mitigated

if the international community is still needed to help mitigate any of those drivers

identification of the local institutions that can address these causes of conflict going forward

Module Paper #2 is due at the beginning of class on April 11, 2017

**February 28: Introduction to Civil-Military Operations: "To War with a Tree-Hugger" and the Security and Military Elements of the Mission in Kosovo**

Objective:  To familiarize students with the challenges of Civil-Military operations, ranging from the different terminology used by all participants in the operation to the lack of understanding among the various organizations.

Reading: *The Quest for Viable Peace*, Chapter 6 - Defeating Militant Extremists

**March 7: Introduction to the Security and Military Elements of the Mission in Kosovo**

Objective:  To introduce students to the basic principles of military planning, and how these principles apply to civil-military planning.  Then, they will examine the development of the Supreme Headquarters Allied Planning, Europe (SHAPE) Civil-Military Plan for Kosovo as an example of civil-military planning.

**March 14: Understanding the Conditions for Viable Peace from a Security Perspective**

Objective: To introduce the students to a framework that will allow them to analyze fragile and failing states so that they can determine the drivers of instability, extremism and fragility in those countries as a first step to a successful stability operation.

Reading: *FM 3-07 Appendix D: Interagency Conflict Assessment Overview*

Http://usacac.army.mil/cac2/Repository/FM307/FM3-07.pdf

**March 28: Understanding the Drivers of Conflict in the Security Sector**

Objective:  The students will demonstrate that they understand the tools/skills they have been taught to determine the drivers of conflict and to apply them to the current situation in Kosovo.

**April 4: Integrating Civil Military Partnerships**

Objective: The students will be able to demonstrate how the civil and military aspects of a peacekeeping operation are integrated to achieve common goals and objectives.

Note: Module Paper #2 is due at the beginning of class on April 11th.

**THIRD MODULE - RULE OF LAW & POLITICAL-ECONOMY, April 11 – May 9, 2018**

**Instructor: Len Hawley**

**Module Objective:**

In this module students will be introduced to the remaining two strategies to transform conflict: 1) institutionalizing the rule of law and 2) developing a legitimate political-economy, both in terms of diminishing the drivers of conflict and strengthening the power of legitimate institutions and the indigenous coalitions that support them.

Then the students will address the staff requirement of having to integrate all four transformation strategies—political, security, rule of law, and political-economic—into an Integrated Civilian-Military Approach for implementation by an international mission.

In the final session, the students will step back to examine the bigger picture, namely how the international community mobilizes adequate civilian and military capabilities to support an international mission in a multi-year effort to transform conflict, and how an international mission should be designed to achieve a viable peace. Overall, the third module will pull together all four strategies and conclude by examining how a successful international mission is constituted to transform conflict.

**Module Paper #3:** An Integrated Civilian-Military Approach

Students will choose one of the five lines of effort of the Political Strategy (see QVP page 246 for a short listing, or read QVP pages 105-115 for a detailed discussion of each of the five lines of effort). Each student will write a 2-3 page paper for the UNMIK-KFOR Executive Committee outlining an “Integrated Civilian-Military Approach” for advancing his / her chosen line of effort of the Political Strategy.

Module Paper #3 is due at the beginning of class on May 9, 2018.

**April 11: Civilian Policing and the Rule of Law**

Objective: To familiarize the students with some of the key civilian policing decisions made by UNMIK designed to advance the Security Strategy in Kosovo. Also, to familiarize the students with the critical elements of the strategy for strengthening the rule of law in a post-conflict situation based on the Kosovo experience. Finally, the session introduces the metrics that are useful in assessing progress in institutionalizing the rule of law over time.

Readings:

Historical Perspective: *S/1999/779, Report of the Secretary-General to the UN Security Council, 12 July 1999:* “Security and Political Situation (page 2), “Police” (pages 12-13) and “Judicial Affairs” (pages 13-16). Students should appreciate the difficult challenges UNMIK and KFOR faced when entering Kosovo in 1999.

*The Quest for Viable Peace*, Chapter 6: “The Security Context” (pages 123-125) and “The Evolving Security Strategy” (pages 132-136). Students should review the elements of the UNMIK-KFOR security strategy which integrated civilian policing into military counterinsurgency operations designed to defeat militant extremists.

*The Quest for Viable Peace*, Chapter 7: All sections of Chapter 7 (pages 157-197). Students should understand the efforts by UNMIK to establish the full spectrum of the rule of law capabilities from intelligence to incarceration in Kosovo.

*MPICE –* Rule of Law Section: “Strengthen Institution Performance” (pages 33-34 and 39-49). Students should review the various indicators and measures for assessing progress achieved in institutionalizing the rule of law.

**April 18: Drivers of Conflict in the Political-Economy**

Objective: To familiarize the students with the drivers of conflict in the political-economy of a divided society based on the Kosovo experience. Also, students will be introduced to the metrics that are useful in assessing progress in diminishing the political-economic drivers of conflict.

Readings:

Historical Perspective: *S/1999/779, Report of the Secretary-General to the UN Security Council, 12 July 1999,* “Part D Economic Situation” (page 4). Students can appreciate Kosovo’s precarious economic outlook.

*The Quest for Viable Peace*, Chapter 8 - Forging a Viable Peace: Developing Legitimate Political Economy (pages 205-234). Students should pay close attention to the main aspects of a political-economy of conflict (figure 8.1) compared to a political-economy of a self-sustaining peace (figure 8.2).

*MPICE*, Sustainable Economy Section (pages 51-66). Students should be able to identify the critical factors, indicators and measures to assess progress achieved in diminishing the political-economic drivers of conflict.

Read at least two of the following three articles on corruption:

1. *Corruption in Post-Conflict Bosnia-Herzegovina and Kosovo* by Belloni and Strazzari
2. *Corruption in Post-Conflict Peace-Building* by Rose-Ackerman
3. *Tackling Corruption in Post-Conflict Situations* by U4 Expert Answer

**April 25: Developing a Legitimate Political-Economy**

Objective: To familiarize the students with the critical elements of the strategy for strengthening a legitimate political-economy in a post-conflict situation based on the Kosovo experience. Also, students will be introduced to the metrics that are useful in assessing progress in developing a legitimate political-economy over time.

Readings:

Historical Perspective: *Report of the Secretary-General (S/1999/799) 12 July 1999*, Section VI, Part D. Reconstruction Component (pages 20-21). Students should pay close attention UNMIK’s priorities in July 1999 for the reconstruction of Kosovo’s economy.

*The Quest for Viable Peace*, Chapter 8 - Forging a Viable Peace, “The Evolution the Political-Economic Strategy” and “Processes and Resources” (pages 219-239). Students should appreciate the main aspects of a political-economy of a self-sustaining peace (figure 8.2) compared to a political-economy of a viable peace (figure 8.3). Students should also focus on the problems of the “missing middle” outlined in Chapter 8.

*MPICE –* Sustainable Economy: Strengthen Institutional Performance (pages 58-64). Students should be able to use the MPICE Handbook to identify the critical factors, indicators and measures to assess progress achieved in strengthening the political-economy.

**May 2: Linking the Strategies & Designing an Integrated Civilian-Military Approach**

Objective: To introduce the planning processes and implementation mechanisms to integrate the four strategies—political, security, rule of law, and political-economic—into an Integrated Civilian-Military Approach for implementation by an international mission.

Readings:

Historical Perspective: *Report of the Secretary-General (S/1999/799) 12 July 1999*, Section VII. GENERAL STRATEGY (pages 21-22). Students should understand the nature of the UN’s original General Strategy outlined in five phases, and appreciate what was inherently flawed about the strategy and what priorities were missing to transform conflict in Kosovo 1999-2002.

*The Quest for Viable Peace*: Chapter 9, Linkages among the Transformation Strategies (pages 245-266). Students should recognize the various linkages that each element of all four strategies has with the other strategies, thereby making conflict transformation an integrated civ-mil effort. Also, students should appreciate the various integrating mechanisms (pages 258-264) to achieve the necessary integration across the international mission.

*The Quest for Viable Peace*: Chapter 4, The Custodian of the Peace Process, Constructing a Joint Civilian-Military Planning Framework, (QVP pages 82-84). Students should appreciate how UNMIK and KFOR worked together to create joint civ-mil operations.

**May 9: Big Picture—Mobilizing, Leading and Sustaining an International Mission**

Objective: The students will examine how the international community mobilizes adequate civilian and military capabilities to support an international mission in a multi-year effort to transform conflict, and how an international mission should be designed to achieve a viable peace.

Note: Module Paper #3 is due at the beginning of class on May 9th.

Readings:

Historical Perspective: *Report of the Secretary-General (S/1999/799) 12 June 1999*, Section II. OVERALL STRUCTURE OF THE MISSION (pages 1-6). Students should understand the “pillar structure” of UNMIK and the leadership structure to support UNMIK’s role as Provisional Authority of Kosovo established by UNSC Resolution 1244 (9 June 1999).

*The Quest for Viable Peace*, Chapter 3, Advance Political-Military Planning (pages 37-76). Students should focus on the “Ten Building Blocks for a Successful Intervention” (pages 49-59) as well Appendix B: “Design Considerations for an International Mission” (pages 65-70).

**Instructor Bios:**

**Jock Covey**

Jock served as *Principal Deputy Special Representative* of the Secretary General at the United Nations Interim Administration in Kosovo (UNMIK) 1999 to 2001 and as *Deputy High Representative* in Sarajevo from the creation of the Office of the High Representative in 1995.

He was *Senior Vice President for Corporate Affairs* at Bechtel Corporation until 2010, where he was responsible for external affairs and issue management, security, and sustainability services, and closely supported Bechtel’s work in Iraq.

Jock also served twice as *Special Assistant to the President* at the National Security Council -- first in the Reagan administration for Near Eastern and South Asian affairs and again in the Clinton administration for implementation of the Dayton Peace accords.  As a commissioned Foreign Service Officer, he served as Chief of the U.S. Mission in Berlin, as Deputy Chief of Mission in Cairo, and as Principal Deputy Assistant Secretary of State for Near Eastern and South Asian Affairs.  He negotiated the military portions of the Israel-Egypt-US Treaty implementing the Camp David Accords, was a member of the Habib cease-fire team in Beirut following the 1982 Israeli invasion, and served in Jerusalem and Pretoria.

He is a graduate of St. Lawrence University and a former Distinguished Visiting Fellow of the Institute for National Strategic Studies at the US National Defense University, and a member of the Council on Foreign Relations. He has also served in the US Army, taught high school in Uganda, and co-authored *Quest for Viable Peace: International Intervention and Strategies for Conflict Transformation*.

# Leonard R. Hawley

Len served on the policy team of the National 9/11 Commission. He was responsible for investigating U.S. counterterrorism policy in State, Defense, Justice, OMB, and the FBI from 1998 through the attacks of September 11, 2001.

He was appointed Deputy Assistant Secretary of State in the Clinton Administration where he directed U.S. engagement and political-military preparations for multilateral interventions to regional crises including Kosovo, East Timor, Lebanon, Congo, Sierra Leone, Eritrea-Ethiopia, and Afghanistan.

He worked at the White House on the National Security Council staff as Director for Multilateral Affairs where he coordinated U.S. political-military planning for multilateral complex contingencies. He was also responsible for U.S. government efforts to strengthen the capacity of the United Nations to respond to crises.

Prior to serving at the White House, he acted as Deputy Assistant Secretary of Defense for Peacekeeping and Humanitarian Assistance within the Office of the Secretary of Defense.

Len worked as a congressional staffer in the U.S. Senate and the House of Representatives. He served in the US Army for twenty-five years where he deployed with ground combat units overseas in Vietnam and Germany, and he was a research fellow at the Naval War College and also at the National Defense University.

Currently, Len advises US officials at the National Security Council, State Department, and the Office of the Secretary of Defense on contemporary policy issues and interagency pol-mil planning. And he serves as a senior mentor for executive leadership courses sponsored by the State Department and the Department of Defense.

**Michael E. Hess**

Michael Hess is a principal at M&TCH Consulting, LTD focusing on strategic planning. Prior to joining M&TCH he was at MPRI as Vice President for Development and Stability Operations. Before working at MPRI, he was the Assistant Administrator for the Bureau for Democracy Conflict and Humanitarian Assistance, U.S. Agency for International Development (USAID). Mike was in that position from June 2005 until January 2009. Prior to his appointment to USAID, he worked as a Senior Risk Reviewer and Vice President at Citibank, responsible for monitoring and evaluating 15 areas of risk for corporate finance units at Citigroup Inc. in New York.

Mike has over 30 years of active and reserve service in the United States Military. He received his commission from the United States Military Academy in 1971, and has served in humanitarian operations in Turkey, Iraq, Bosnia and Kosovo. Hess served in both command and staff assignments in the U.S. and Germany and taught European History at the United States Military Academy.

In April 2003, Colonel (Ret.) Hess was recalled to active duty to serve as the humanitarian coordinator in the Office of Reconstruction and Humanitarian Assistance during Operation Iraqi Freedom. He later served as the Deputy Chief of Staff for the Coalition Provisional Authority, assisting in the establishment of the 2,000-person multinational organization responsible for establishing a representative government for Iraq as well as for rebuilding Iraqi infrastructure.

Mike has a bachelor's degree in engineering from the United States Military Academy at West Point, a master's degree in European History from Columbia University in New York, a master's in business administration and international finance from New York University in New York, and is a graduate of the National Strategic Studies Program at the United States Army War College in Carlisle, Pennsylvania.

**Teaching Assistant: Daniel Tuke**

Daniel is a Graduate Student at the University of Maryland where his research focuses on conflict and Russian and American foreign policy.

Daniel has Bachelor’s Degrees in Political Science and International Studies from Wittenberg University in Ohio. He conducted field research in the Republic of Georgia examining the dynamics of US-Georgia relations, Russia-Georgia relations, and the impacts of both on Georgia's international position, Georgian NATO and EU accession, and general regional dynamics in the Caucasus.

Daniel was an intern at Center for American Progress (CAP) with their National Security and International Policy team; working primarily on Afghanistan, Pakistan and India. Daniel was there in early 2013, so the primary focus of his work was on strategies for ensuring that security as well as human rights gains were maintained after the drawdown of US - led forces.