



**GCSP**  
Geneva Centre for  
Security Policy

# IMPACT REPORT

Leadership in  
International  
Security Course



September 2022

**Geneva Centre for Security Policy**

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## Foreword

Capturing the value of our offerings is a key priority for the GCSP, specifically at a time when the world is changing so fundamentally. It is critical to gain clear perspective on and a deeper understanding of how we can make meaningful contributions through executive education.

With this impact report we moved beyond the standard course assessment methods that measure how much participants liked the content and delivery. We went one step further and focused on the real-world effectiveness of the learning. Have participants been able to apply what they had learned to make a difference in their teams, organisations, and communities? Equally important to us was to obtain a more comprehensive view of the results from our community- and team-building activities. Is there indication that thanks to the relationships that they had built up during the course, participants have been more effective in responding to challenges? We also wanted to gain insights about the value of fostering diversity and inclusion. Finally, we aimed at drawing a more precise picture of the impact on participants' career progress after graduation.

The Leadership in International Security Course (formerly International Training Course in Security Policy (ITC-LISC)) is an incredibly valuable case for such advanced impact analysis. First, the course has been conducted for more than 35 years, which allowed us to document a significantly long period of time. Second, being designed as an eight-month programme with the possibility to complete a [MAS degree](#) since 2006, the ITC-LISC represents for many alumni a transformational milestone in their personal and professional lives. Finally, there is a very high level of cohesion between our ITC-LISC alumni and a strong continuing connection with the GCSP, which provided interesting data for analysis.

This report is the result of a collaborative effort and we are grateful for the contributions of the past and present ITC-LISC teams, our Community Engagement department, several colleagues who provided special contributions, including Ms Aurélie Hutzli, Ms Helene Lang and Ms Bérangère Barthelmé, and Dr Stephan Davidshofer for his determination in launching and leading the analysis of 35 years of data.

Executive education the “GCSP Way” provides knowledge, a professional network, and opportunities to practise skills with expert support to enable individuals to ignite positive change when they return to their places of work. The following report will show the extent to which the ITC-LISC has done so from 1986 to 2021. We are deeply grateful to the Swiss government and all other sponsors for their continuous trust in and contributions to our work.



**Ms Christina Orisich**  
Deputy Director  
Head of Executive Education, GCSP



**Ms Alexandra Thiry**  
Head of Learning Innovation and  
Impact, GCSP



## IMPACT NARRATIVE

“Education is, quite simply speaking, peace-building by another name. It is the most effective form of defense spending there is.”

Kofi Annan

The GCSP provides a wide range of recurring and non-recurring executive programmes every year, with the Leadership in International Security Course as our flagship offering. It is the longest existing course (in 2021 it celebrated its [35th anniversary](#)) and our most comprehensive (in its content over an eight-month period, which positions it at the Executive MA level).

The goal of the course aligns with that of the GCSP, in that it seeks to promote global peace and security, specifically by creating an influential and strongly connected network of high-ranking professionals who are able to directly impact policymaking.

Our understanding is that while executive education may be a way of enhancing an individual’s career, above all it reflects in those who seek to benefit from it a desire to have an impact and contribute wherever the skills they gain are needed.

With this report we aim to shed light on the longer-term results of delivering the ITC-LISC to our clients. Before getting there, we need our readers to understand the GCSP’s narrative on how we can create change through executive education.



There are obvious limitations to such a conceptualisation of “impact”, and we need to base it on some core assumptions, which are as follows:

- Individual actions have an impact.
- An individual’s actions are shaped by their knowledge and perspectives.
- Both knowledge and perspectives evolve through education.
- Education can therefore have an impact on the way an individual acts.
- An individual’s actions affect their surrounding environment.
- The way in which a society acts is affected by the way in which individuals act.

**WE CAN UNRAVEL THE LINK BETWEEN EDUCATION AND IMPACT IN A SCHEMATIC WAY THROUGH THE LENSES OF A SIMPLIFIED RESULTS CHAIN:**



**What we invest:** Thanks to the contributions from donors and self-generated income from customised and open-enrolment programmes, the GCSP is able to offer a range of executive education activities, including the ITC-LISC.



**What we do:** We create a highly pertinent executive course that helps participants to gain key insights, undertake incisive analysis, and build relationships based on trust. Participants hone their skills and enlarge their toolsets in a diverse and inclusive environment. The course prepares them to apply what they learn to their professional contexts.



**What we achieve (immediate):** Through their ITC-LISC participation, a group of carefully selected, highly motivated mid-career leaders acquire new knowledge to inform their decision-making, enlarge their networks to be more influential, shift their mindsets to be able to mobilise forces for change, and build their toolsets to be more effective in their work.



**What our alumni community does (medium term):** After completing the ITC-LISC, graduates return to their respective communities to put into practice what they have learnt. They share their new knowledge with their teams, and are able to take the lead in developing new projects, policies, initiatives or strategies, inspired by their GCSP experience and supported by the GCSP community.



**What our alumni community achieves (long term):** The projects, policies, initiatives and strategies implemented by GCSP ITC-LISC alumni bear fruit and lead to positive outcomes, contributing to a safer and more sustainable world at the local, regional and international levels.

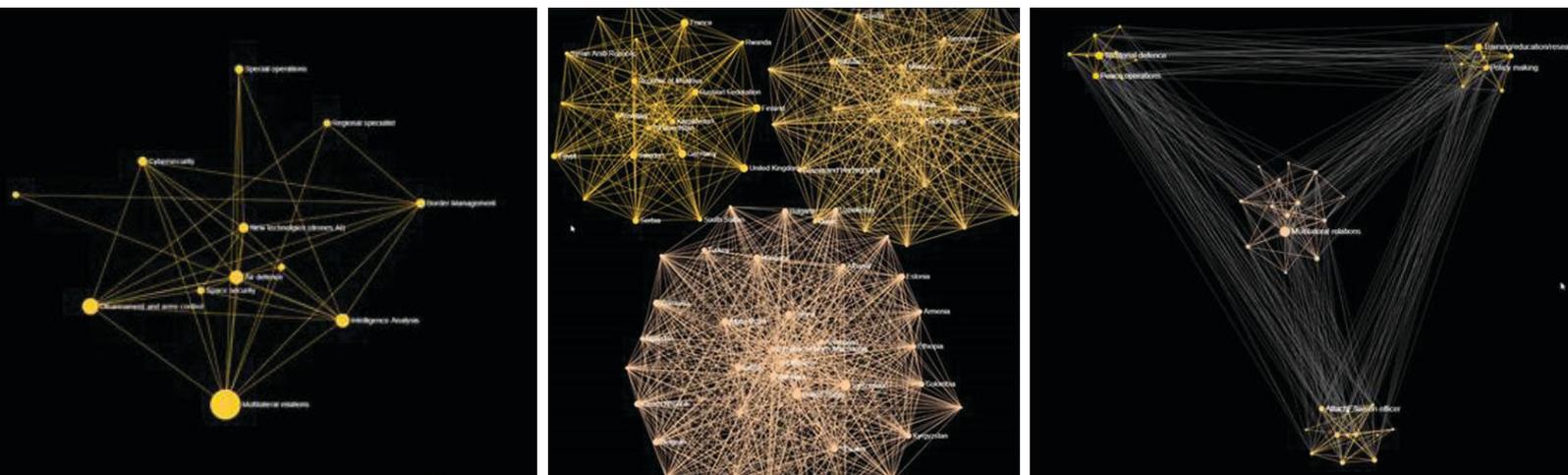
## METHODOLOGY

“You must be the change you wish to see in the world.”

Mahatma Gandhi

This report is based on a range of quantitative and qualitative data, and supported by innovative data analysis tools:

1. The results are deduced from a review of a comprehensive impact database that contains information about 772 ITC-LISC alumni who graduated between 1987 and 2020. To collect the data, several sources were consulted, including the GCSP archives and open-source professional platforms such as LinkedIn. Overall, the database comprises 11,580 data points.
2. The data was sent to the Collaboration Spotting platform for analysis and visualisation. Collaboration Spotting is an innovative and interactive platform that can process large and complex datasets. It uses graphs and semantic and structural data abstraction techniques to create knowledge from big data. The data was completely anonymised.
3. Further insights are drawn from the responses of over 100 ITC-LISC alumni who participated in an impact survey in 2020-2021. 17 per cent of the respondents were women, and 83 per cent men; 62 per cent are based in Europe, 12 per cent in the Middle East and North Africa, 6 per cent in North America, and 6 per cent in sub-Saharan Africa; while 37 per cent graduated in the period 2015-2020.
4. To complete the analysis and broaden the perspective, the former ITC-LISC directors shared their views on the impact of the course.
5. Select testimonials from ITC-LISC alumni were compiled to provide individual stories to illustrate the impact analysis.



These are visualisations that the Collaboration Spotting platform algorithm has produced based on the ITC-LISC impact data.

## COURSE BACKGROUND

“The course had a major influence on Swiss thinking.”

Ambassador Theodor Winkler,  
Course Founder ([Podcast on the course origins](#))

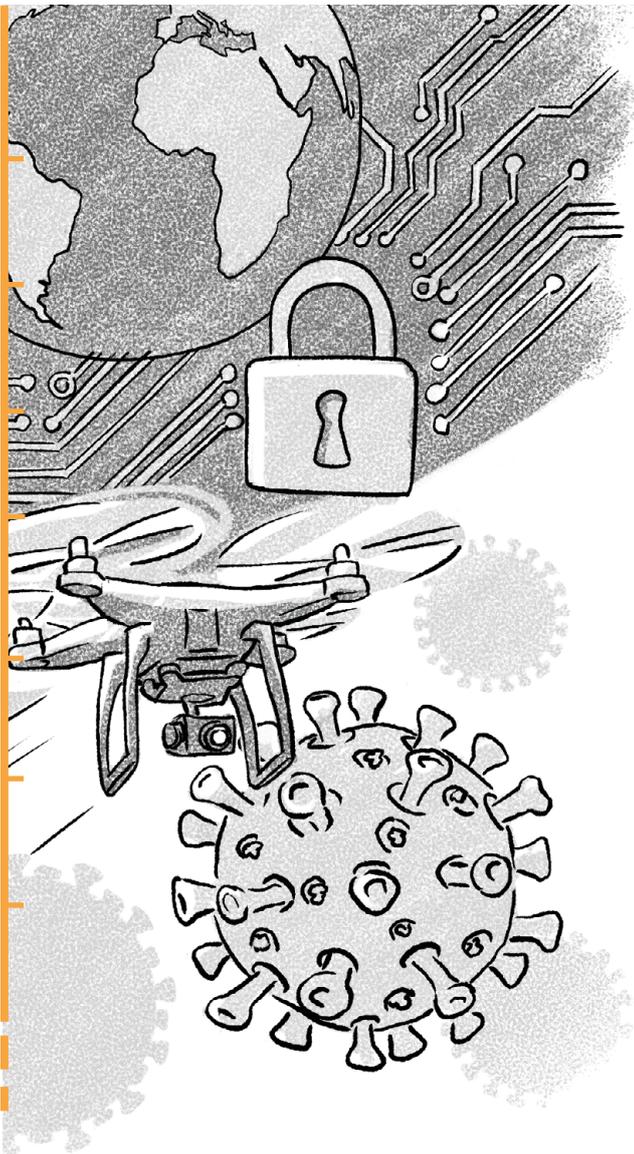
The ITC-LISC began in 1986, in an international security environment very different to that of today. This section provides an opportunity to reflect on three decades of change – and continuity – in international affairs. We are grateful to former Course Directors Ambassador Fred Tanner, Dr Pal Dunay, Dr Julian Lindley-French and Dr Graeme Herd for their insights.



In the late 1980s the course curriculum focused on the East-West balance of power and the lessons on building dialogue and cooperation through agreements such as the Helsinki Accords, the CFE treaties and the Stockholm Agreement. Of particular interest, given the GCSP's location in Geneva, was the role of neutral non-aligned countries in the midst of the East-West divide.

The end of the Cold War led to a paradigm shift and an era of uncertainty as the Soviet Union disintegrated, together with the Warsaw Pact and the East-West divide in Europe. The ITC curriculum's focus moved to building a new Europe, adapting to changing borders, and a resulting emphasis on identity and ethnicity. This was also a period in which the United Nations (UN) rose to new prominence, with UN Security Council Resolution 678 providing the legal basis for the 1990 Iraq war. This was the era of academic thinking beyond the bipolar system, focusing on the much-debated so-called “clash of civilisations”, the “end of history”, and democratic peace theory.

The events in the United States of 11 September 2001 marked the next major paradigm shift that changed our thinking about international security, with the focus moving to the need to acknowledge the gaps and priorities that had been previously ignored. Terrorism was not new, but the US-led “global war on terror” that emerged in late 2001 marked the shift to a new focal point for thinking about global security – that of the need to acknowledge and confront transnational threats.



As we moved further into the 21st century, one of the biggest shifts has been in how we conceive of security and the domains in which it operates. The concept of human security emerged, with an increased emphasis on the normative dimension of security – which lies at the heart of the UN Sustainable Development Goals, for example, and the 2030 Agenda. We have seen the impact of technological advances and cyber security emerge as key security-related factors. There has also been debate on who the stakeholders involved in peace and security are – with general agreement that the state cannot do it alone in this world of complex, overlapping challenges. This period has also seen a crisis of the “liberal order”, leading to a much-needed reassessment of thinking on approaches such as the so-called “end of history”.

Most recently, the COVID-19 pandemic has resulted in a new form of paradigm shift, the implications of which are still emerging. State and transnational challenges continue, but the context in which states and other actors compete and collaborate is changing. Recent trends such as the marginalisation of international institutions and the increase in power politics, protectionism and populism are adding to a complex, ever-evolving security mix.

The ITC-LISC curriculum has continually evolved throughout the last 35 years. Some content is relatively new, such as the increasing focus on technology, the environment and health. Other content has been consistent since the course began in 1986, for example, geopolitics and extremism, but has also evolved by incorporating new thinking and new angles, for example, the impact of the rise of populism. What has been most important for the course is that whatever the evolution of the practices and processes of international peace and security, we have remained consistent in our core approach. As one former course director framed it:

*“The key learning mechanism is how to understand change itself – the process of it, how to assess it, to scope it, to build a common understanding amongst the very diverse participants in the room about it, and then consider policy to promote positive, and mitigate negative, change.”*

**Julian Lindley-French**  
Former Course Director, ITC-LISC



## RESULTS ACHIEVED

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**“Change is the end result  
of all true learning.”**

Leo Buscaglia

## An active community building trust and cooperation

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The ITC-LISC contributes to the advancement of global peace and security in two ways: by changing the way key stakeholders behave towards current and future conflicts and crises, and by changing the attitudes they have towards one another.

Building long-lasting peace and security begins with the core component of the process: the individual. Regardless of their position, background or beliefs, every individual will impact the world around them in some way, shape or form. Equally, every individual will absorb information from around them and adapt their thoughts, actions, and reactions accordingly, which, in turn, will have an impact on the world.

It is essential for capable leaders and stakeholders who are able to have an impact on the local and global community to be in place at all times and at all levels of society. This is even more important during times of crisis and conflict, where peace and security are lacking. For this reason, the ITC-LISC admits individuals who have the authority or potential authority to design and implement policies and programmes that increase peace and security, whether at the local, national, regional or global levels.

The ITC-LISC provides in-depth information on and analysis of current issues, events, crises and conflicts that, in our interconnected world, impact each one of us in some way. Most importantly, the course provides the necessary tools to critically approach and engage with these issues, whatever they happen to be. The course thus provides the information that participants need and the necessary tools to analyse this information and to design and implement appropriate responses.

While there is no all-embracing and totally accurate method of measuring the achievement of peace and security globally, each year the Global Peace Index (GPI) produced by the Institute of Economics and Peace seeks to assess the degree of peace both globally and regionally. The GPI is assessed on 21 criteria, one of which includes “attitudes towards neighbours”. This leads to the second way in which the LISC contributes to global peace and security, which is the ability the course offers to its participants to establish and develop networks of like-minded people.

The course and the networking platform the GCSP offers its alumni after they have left the GCSP provides a space for decision-makers from different national backgrounds with at times strongly diverging national interests to work, learn, and grow together. It allows them not only to connect at a human level, but also serves as a reminder of the common goal of creating a more peaceful and secure world that all people share. The bonds created between participants, most of whom are decision-makers in global and local peace processes, carry with them the potential for ever-greater rapprochement among the global community of nations. The ITC-LISC’s yearly presentation creates and re-creates such bonds, thus continuously contributing to the GPI.



## Impact story



**Major General Mats Engman** received his basic training in the Swedish Air Force in 1973 and fairly quickly entered an unusual path for a typical air force officer during the Cold War, which was in the international domain. He undertook his first UN assignment as a military observer in the Middle East in 1983 and continued along that route. He led numerous assignments focused on international relations, intelligence and international operations. His last assignment before retiring was at the Neutral Nations Supervisory Commission in the Korean Peninsula, where he led the Swedish delegation. Today he has replaced his full-time active service duties with three jobs. He continues to serve as a reserve officer in the Swedish Air Force, taking part-time roles for the Chief of Defence. He has his own business, called Independent Views. He is also a distinguished military fellow at a think tank in Stockholm dealing with Asian developments.

## Major General Mats Engman (retd) and Major General Urs Gerber (retd)

This is an extract from a longer interview which is available in full at [LINK](#)

Major General Mats Engman (retd) of the Swedish Armed Forces and Major General Urs Gerber (retd) of the Swiss Armed Forces are both alumni of the 1993-1994 edition of the course. They co-headed the Neutral Nations Supervisory Commission (NNSC) on the Korean Peninsula from 2015 to 2017 as the heads of the Swedish and Swiss delegations, respectively.



**Who would have thought that when you left the GCSP classroom your career paths would cross again on different occasions? How did you feel standing opposite your former classmate again and how did the time at the ITC help you to collaborate during your engagements abroad?**

**Major General Urs Gerber (retd):** *During my time in the intelligence environment, I was sent on a business trip to Stockholm. In this particularly sensitive environment, names are not exchanged much in advance. Shortly before the start of the meeting, I recognised a very familiar name on the participant list – my course colleague Mats Engman figured on the list. I can tell you, this was ... a major relief for me. We had spent nine months together at the GCSP, we learned together, we skied together, we discussed together. This Geneva background of ours helped us to interact again. We met again in London and during other professional activities. When Mats' predecessor at the NNSC in South Korea told me that his successor would be Mats Engman, I simply had to sit down. My decision to extend my tenure in Korea had been taken for me!*

**What lessons on leadership did you learn in Panmun-jeom?**

**Major General Mats Engman (retd):** *One of the best lessons I learned is the value of personal relationships. In international politics we often speak about nations, national interests, etc., but at the end of the day the people who pursue those national interests are individuals, and personal relations matter. We can think it's not fair that relations between two nations are at halt because the two presidents or two prime ministers do not get along. It's a fact of life. Having a colleague to work with that you have*



**Major General Urs Gerber** has followed a double-hatted career – as is typical for many Swiss people. After graduating with a degree in history from the University of Bern, he joined the Swiss General Staff as a civil servant and then worked for an extended period in strategic intelligence, which included heading the Warsaw Pact Office during the Cold War. He moved into the area of military strategy when the new Swiss Armed Forces were designed, and was nominated to be head of the Swiss Verification Unit. This in turn led him into the field of international relations, where he was in charge of security cooperation with Euro-Atlantic states as head of the Swiss Armed Forces' Euro-Atlantic Security Cooperation Division. Towards the end of his career he spent five-and-a-half years as head of the Swiss delegation to the Neutral Nations Supervisory Commission in the Korean Peninsula, from where he retired in 2017. Today he is the President of the Foundation Council of the Swiss Armed Forces' Historic Material Foundation, an institution responsible for collecting, maintaining and developing the "hardware legacy" of the Swiss Armed Forces. He is also co-chair of the Annual Senior Officers Seminar on leadership and crisis management at the Geneva Centre for Security Policy, and continues to give talks and lectures on the situation in and around the Korean Peninsula.

*known from many years and that you know has a similar understanding and sense of what is important and what is not important – that should not be underestimated. The value of a good personal relationship in international affairs can make a difference, and it can also be a tremendous obstacle when that feature is not there.*

**The international security environment is marked by rapid changes. Is there anything you learned during your time at the GCSP that has proven relevant no matter how international security has evolved?**

**Maj. Gen. Engman:** *I have one thing that I remember very clearly: we had a professor who talked about security issues related to the Middle East. He came to one lesson during our course and said "I am now going to explain to you why it makes perfect sense for Saddam Hussein to invade Kuwait"; and he did. And we all were listening and taking notes, as good students. The next week he came to us and said, "I'm now going to explain to you why it doesn't make sense for Saddam Hussein to invade Kuwait"; and he did. I was sitting there, and at the time I couldn't really hit the logical part of his reasoning. I've been reflecting on that quite a lot since those two lessons. Depending on your perspective and your argument you can easily persuade someone that you are correct. It taught me a lesson to always be a bit cautious when someone expresses a strong opinion about international affairs. There are always other perspectives which need to be calculated and balanced to form your own opinion.*

**Maj. Gen. Gerber:** *If I am not mistaken, we were the first ITC intake with classmates from the former Soviet Union. I very well recall the national presentations giving their countries' most challenging topics. Three friends from further East were speaking on minority rights and the evolution of their countries' language laws in relation to the Russian language. For them the curve of educating and of awareness raising was tremendous – but not only for them; for us from the Western countries as well. I was, for example, for the first time confronted with people from that area who were representing their country. That was when I thought there is much to do and that we should unite these and other countries within the "European House". The second point which I noted was the comprehensive approach in the classroom. We did not only talk on military issues – we talked on science, politics, and other issues related to international security. I learned in that course that if you have to approach a leadership challenge, you have to take all relevant aspects into account. This helped me a lot in the future. Last but not least, the Geneva spirit is unbeatable. You have all relevant organisations – international entities, NGOs, foundations – at the doorstep of the Centre, which broadened our understanding and relations.*

## The global impact of security professionals from around the world

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### Top ten participant-contributing countries, 1986-2020:

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1. Switzerland (88 participants)
2. United States of America (47)
3. Germany (42)
4. Sweden (31)
5. France (31)
6. United Kingdom (27)
7. Russian Federation (27)
8. Belgium (24)
9. Finland (23)
10. Poland (22)

In the wake of the 1985 Geneva Summit between Reagan and Gorbachev, Switzerland recognised the need to build an understanding of, and capacity in, security policy. This led to the creation of the course, the first edition of which took place in 1986, with a class of six participants from the Swiss Ministries of Foreign Affairs and Defence. The approach of the course was discursive – participants heard from high-level officials who played a direct role in creating the agreements and treaties that defined the era. Being the only course of its kind in Europe, there was immediate demand from other countries, and participation evolved, opening first to officials from European countries and then to global participants. This diversity also led to changes in methodology. Skills development was a core part of the curriculum, with an emphasis on civilian-military relations and conflict-related simulations together with negotiation, communication, and disaster response training.

In 2006 the GCSP and the University of Geneva decided to create the jointly run Master of Advanced Studies in International and European Security, building on the comprehensive nature of the ITC and benefitting from the academic expertise of the university. This opened participation further, with non-governmental, academic, and private sector participants joining the course.

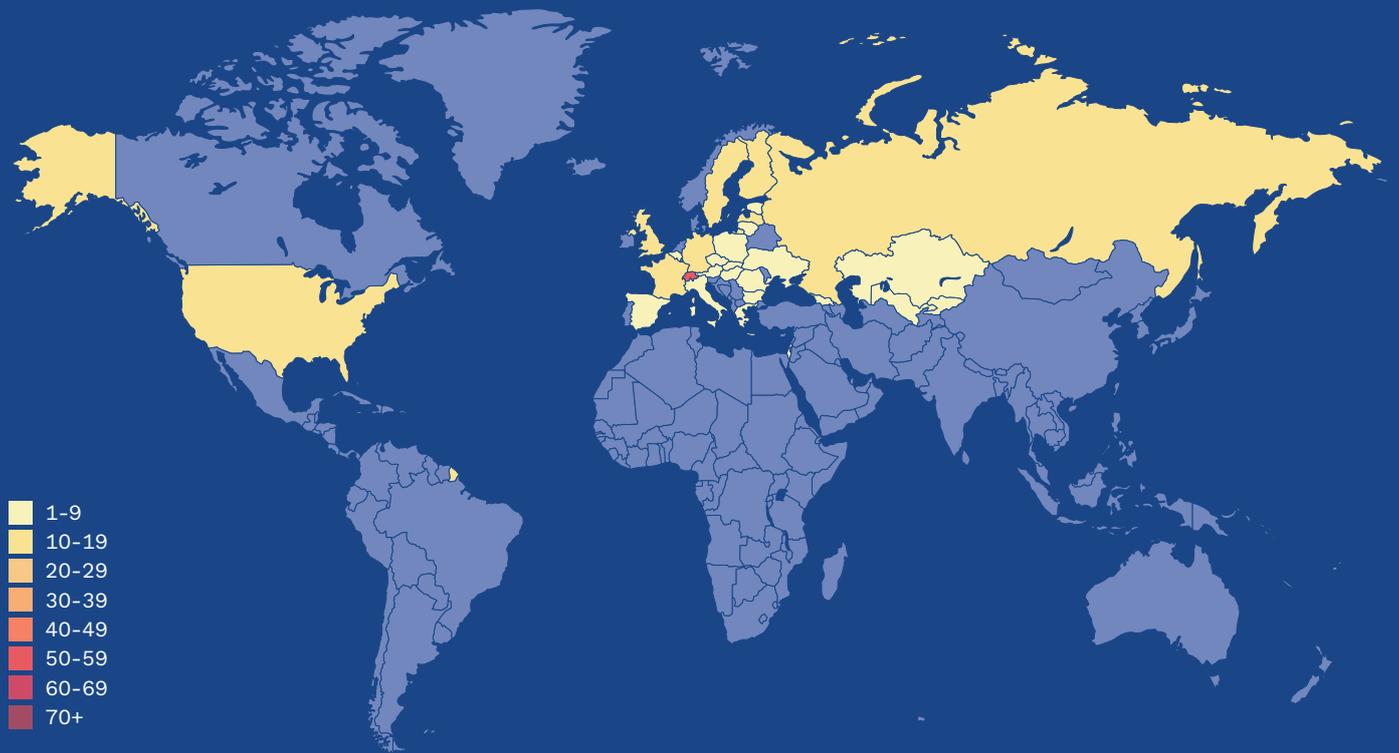
It was also during this period that new thinking on both adult learning and the expectations of practitioners evolved greatly – as peace and security challenges and the actors involved broadened. So in 2015, building on the prior 29 years of high-level learning and expertise, the course evolved into the Leadership in International Security Course (LISC). This evolution reflected the changing needs of security policy professionals and their institutions, and the course continued to offer high-level learning and networking through an increasingly interactive methodology, and with a particular focus on leadership skills at its core.

Most recently, in 2020, the course underwent its most recent evolution in response to the COVID-19 context. While as our commitment to innovative learning was tested in real time, our determination to ensure the continuity of learning succeeded as the course became temporarily virtual. As we return to in-person learning, future editions will ensure a continual focus on [new digital tools](#) and approaches to ensure our participants have the most effective learning experience possible.



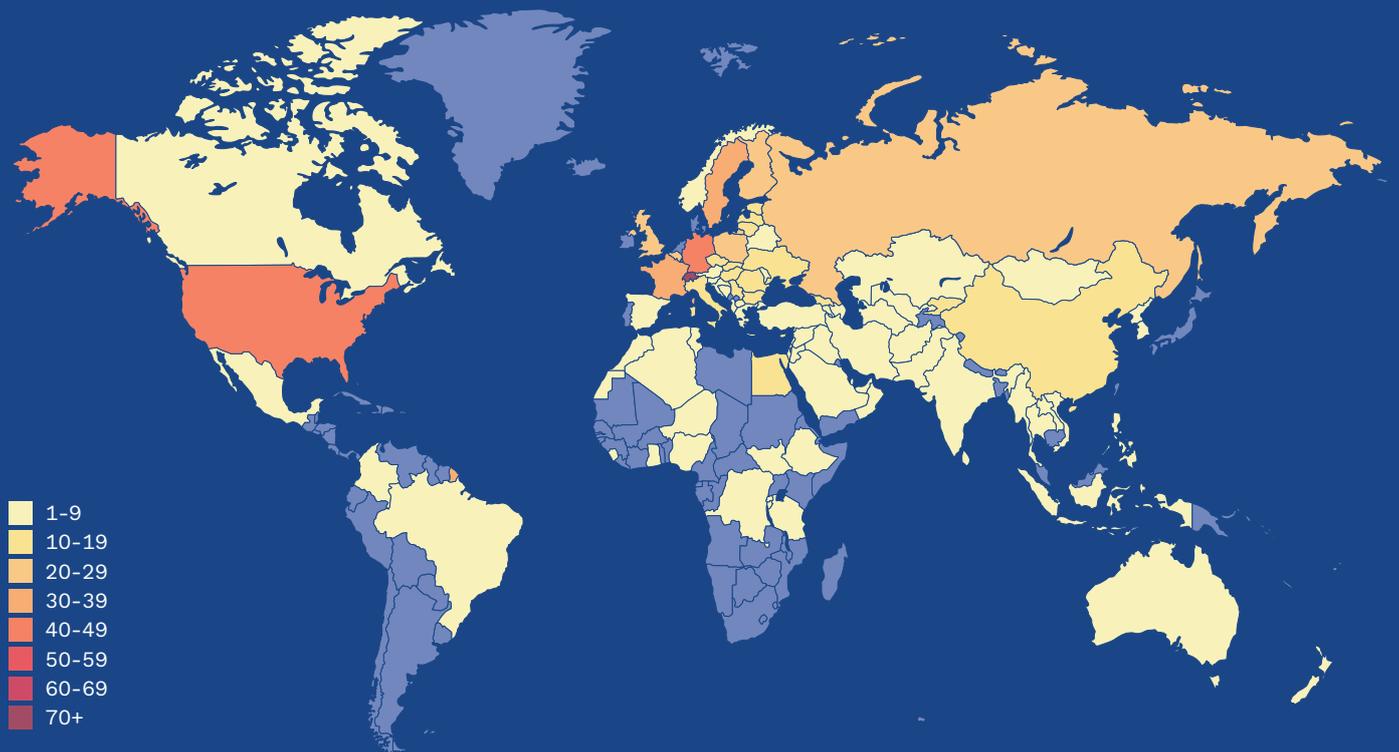
**1987-2000:**

245 ITC participants from 28 countries



**1987-2020:**

772 ITC-LISC participants from 92 countries



## Bringing together professionals with increasingly diverse profiles

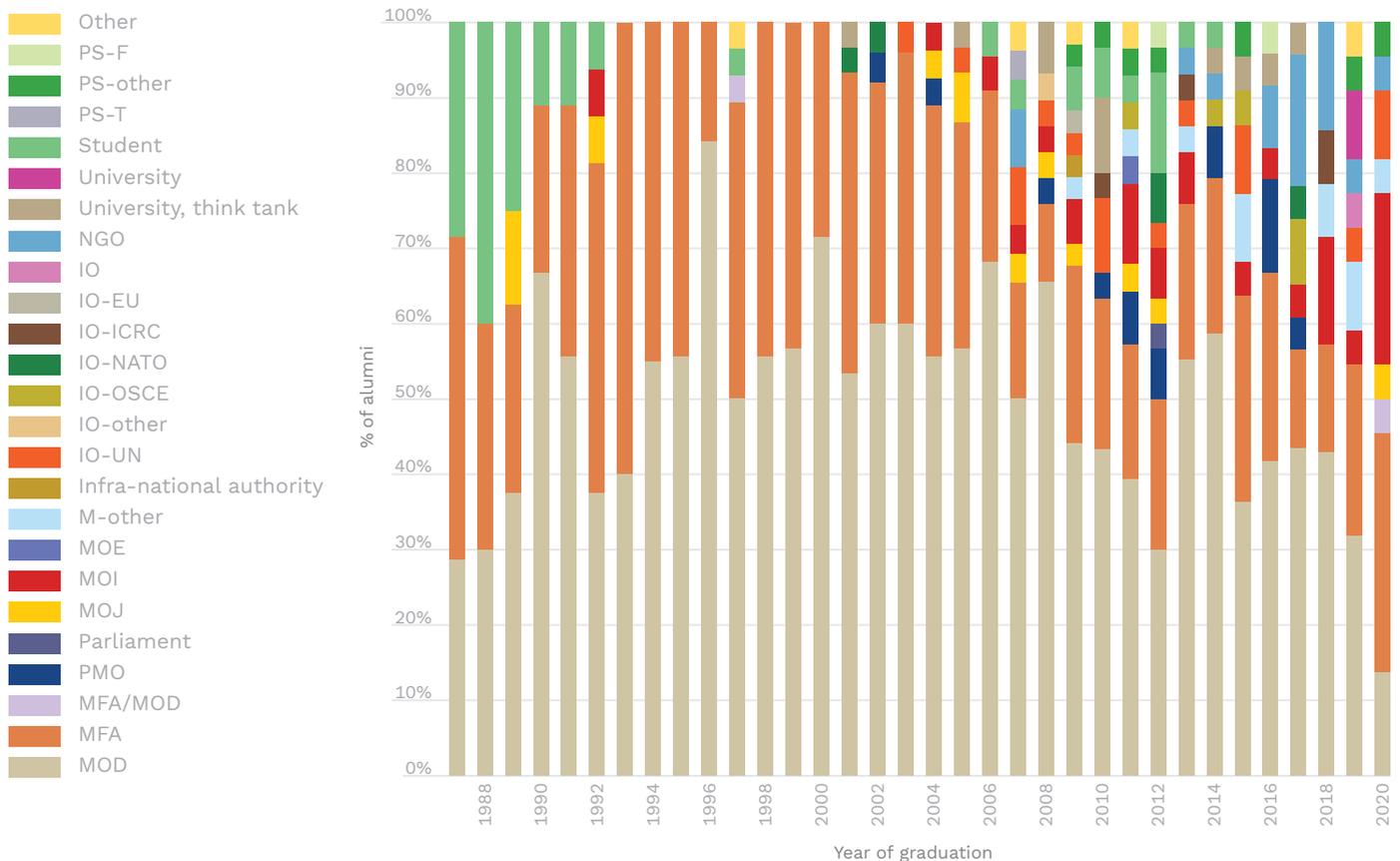
Please note: The abbreviations given in the text preceding the graph are the same as those used in the graph's key/legend.

The ITC-LISC remains firmly committed to developing the careers of security professionals working for ministries of defence (MOD) and foreign affairs (MFA) all over the world, who constitute more than 75 per cent of the total number of participants.

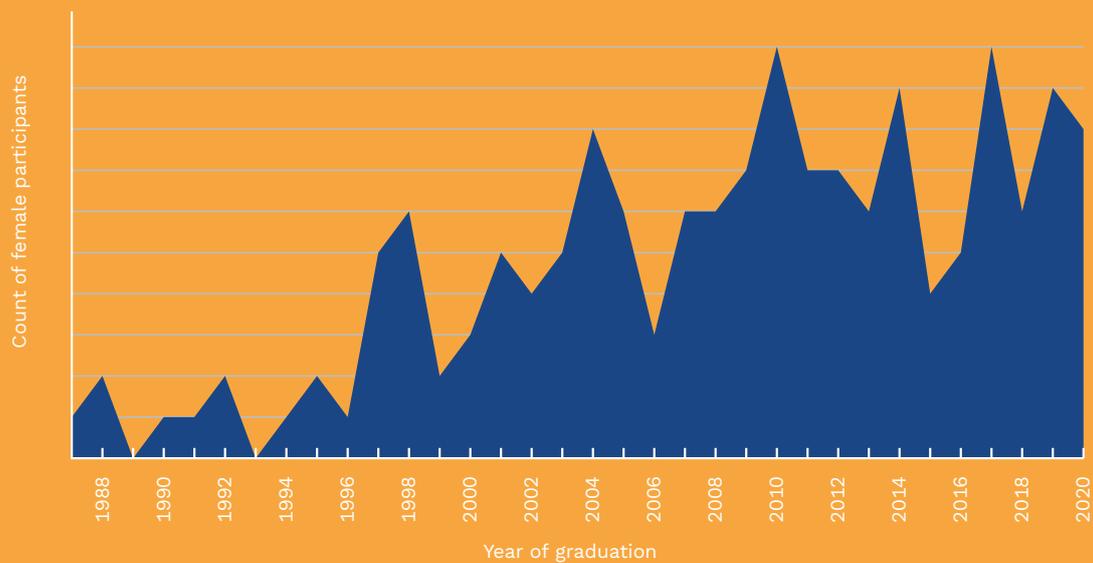
However, the course has progressively adapted to the multidimensional and transnational security landscape by increasingly gathering professionals from:

- other ministries (M) such as those of the interior (MOI), justice (MOJ), the environment (MOE) and finance (MOF);
- international organisations (IOs) and non-governmental organisations (NGOs);
- the private sector (PS) in areas such as finance (PS-F) and trade (PS-T);
- national parliaments and prime ministers' offices (PMO); and
- universities and think tanks.

Affiliation before course attendance







### THE ITC-LISC PROMOTES WOMEN LEADERS IN THE INTERNATIONAL PEACE AND SECURITY AREA

Over the years, the GCSP has [increasingly welcomed women to the course](#), in order to continually improve the balance between female and male participants, even if security remains a male-dominated field.

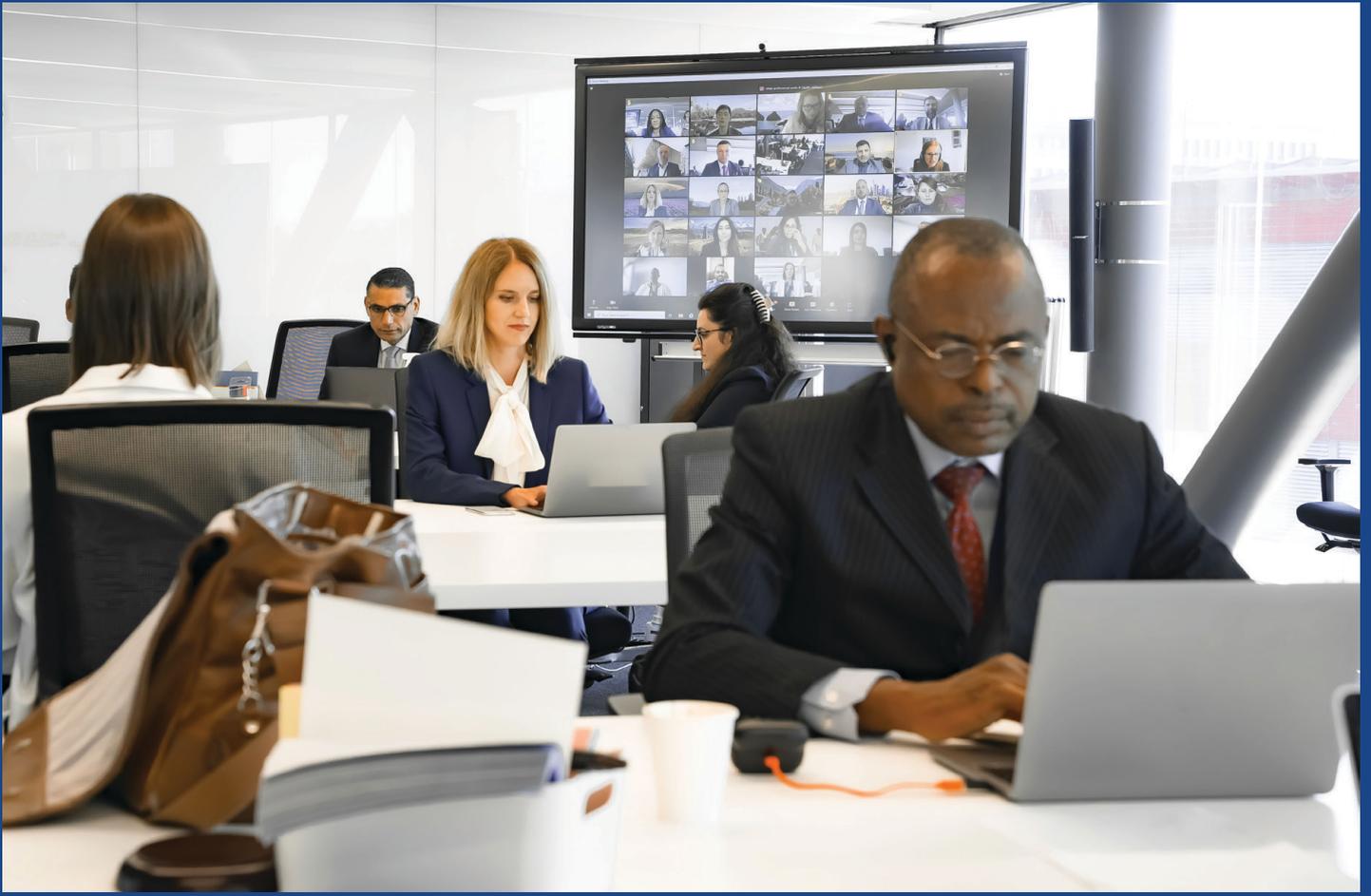
The evolution of the course into the [Master of Advanced Studies in International Security](#) in 2006, jointly run with, and accredited by, the University of Geneva ([UNIGE](#)), was an important step in this process. It opened the course to a wider audience beyond government officials and facilitated the increase in female participants. It allows LISC participants the opportunity to not just obtain the LISC, but to complete additional modules and obtain an MAS degree from UNIGE.

We are delighted to have progressed to the level of [gender parity](#) consistently within the MAS cohort since 2019, and will continue our efforts to maintain this going forward.



*“The global challenges we face demand international cooperation and creativity stemming from our diversity to build resilient societies and sustainable peace and security for all. When women are missing from decision-making and their rights are neglected or abused, we as leaders need to question the systems and structures which have contributed to exclusion, discrimination and harm, and work to develop a more inclusive and responsive global governance system. We recognise that this starts with our mindsets and extends to a critical evaluation of all our policies and programmes, behaviours and practices.”*

**Ambassador Thomas Greminger**  
Director, GCSP



## Impact story



**Ambassador Jacques Pitteloud** participated in the 1989-1990 edition of the course. He has been Swiss Ambassador to the United States since September 2019. Prior to this accreditation he was Swiss Ambassador to Kenya, Uganda, Rwanda, Burundi, Somalia and the Seychelles. He served as the Swiss government's first Intelligence Coordinator from 2000 to 2005, after which he was appointed Director for Arms Control, Disarmament, Security Policy and Intelligence at the Federal Department of Foreign Affairs in Bern. Ambassador Pitteloud joined the Swiss Foreign Service in 1987, first serving as adviser to the Foreign Minister. From 1988 to 1989 he was a commercial attaché at the Swiss Embassy in Riyadh, Saudi Arabia, and from 1990 to 1995 he worked in the Swiss Strategic Intelligence Service. Following this, he served as personal adviser to two successive defence ministers until 1999. From 1999 to 2000 he led a study group tasked with redesigning the structure of the Swiss Armed Forces.

## Ambassador Jacques Pitteloud

This is an extract from a longer interview which is available in full at [LINK](#)



**Do you feel your time at the GCSP influenced your career trajectory after you had completed the course?**

*I had two passions in my life: international relations and security. My security focus was on hard security. I suddenly realised that security policy combines both military preparedness for the worst case and diplomacy to make sure that the situation stays in the realm of preparedness and does not move to the use of force. The course added layers of complexity. I realised that the world is much more complex than the black-and-white Cold War experience that I was used to, and that there was a need to start thinking about how to show empathy for the other side – how to try and understand their concerns, their fears, their mistrust – in order to avoid a situation where both sides became locked into a violent conflict. Did the course really change my way of approaching security? Definitely.*

**Is there anything you learned during your time on the course that has proved to be relevant no matter how international security has evolved?**

*It [the course] gave me a common or universal approach to security policy problems that I'm still using today. They are the same all over the world. It's all about confidence-building measures. It's all about how to initiate a dialogue. How do you deal with conflict in the first phase? All these skills I use right now in my job as Ambassador to the United States, and thus being responsible for the US mandate with Iran. These are the lessons of the Helsinki process; these are the lessons of START; these are the long lessons of the MTCR. This is how you approach the problems you are confronted with: draw from your experience; draw from your history. We had an advantage from having done the course, because we had people systematically teaching us about the lessons that we needed to learn. I definitely would not have had the same career without the ITC.*

## Individual impact

*“The GCSP experience has served as a reality check for me – as I am able to confidently engage across lines of difference, accept our diversity more easily and articulate a positive vision of the future.”*

**Mr Frank Amoyaw,**  
CEO, LandMark Security Ltd

*“It’s an amazing experience that gives you the opportunity to unleash your unknown skills and develop your known capabilities, grow knowledge and expand your network across the globe.”*

**Mr Ramy Reda,**  
Ministry of Foreign Affairs, Egypt

*“It’s a level of academic understanding and practical application that I don’t think you can find in too many other places.”*

**Col Andrew Purath**  
US Air Force

*“Armed with knowledge and an innovative way of thinking, we can change the world and make it a safer place.”*

**Ms Irina Tsertsvadze**  
Ministry of Defence, Georgia

*“The GCSP not only imparts and shares knowledge but also supports and empowers its participants with a global network.”*

**Ms Veronica Waeni Nzioki**  
Diplomat, Ministry of Foreign Affairs, Kenya

*“I have gained confidence in my ability to lead and precious skills in analysing and understanding new and complex security challenges.”*

**Ms Marina Fakhouri**  
Delegate, International Committee of the Red Cross

*“I would recommend the course to all those who want to contribute to world peace... through collaboration, through commonalities and not through differences.”*

**Lt Col Amjad Aziz Moghal**

## After graduation

This infographic is based on data from a 2020-2021 alumni survey.

74%

STATED THAT THEY HAVE

**HELD A POSTING IN A  
MULTILATERAL SETTING**

(i.e. working for an international organisation, or a specific department dealing with multilateral issues, etc.)

SINCE THEIR TIME IN THE COURSE.

78%

OF RESPONDENTS WERE

**PROMOTED  
WITHIN FIVE YEARS**

OF THEIR ITC-LISC ATTENDANCE.

18 RESPONDENTS REPLIED THAT THEY HELD  
**EXECUTIVE-LEVEL  
POSITIONS**

IN THEIR CAREERS,

58 HELD **SENIOR-LEVEL  
POSITIONS**

AND

19 HELD **MID-LEVEL POSITIONS.**

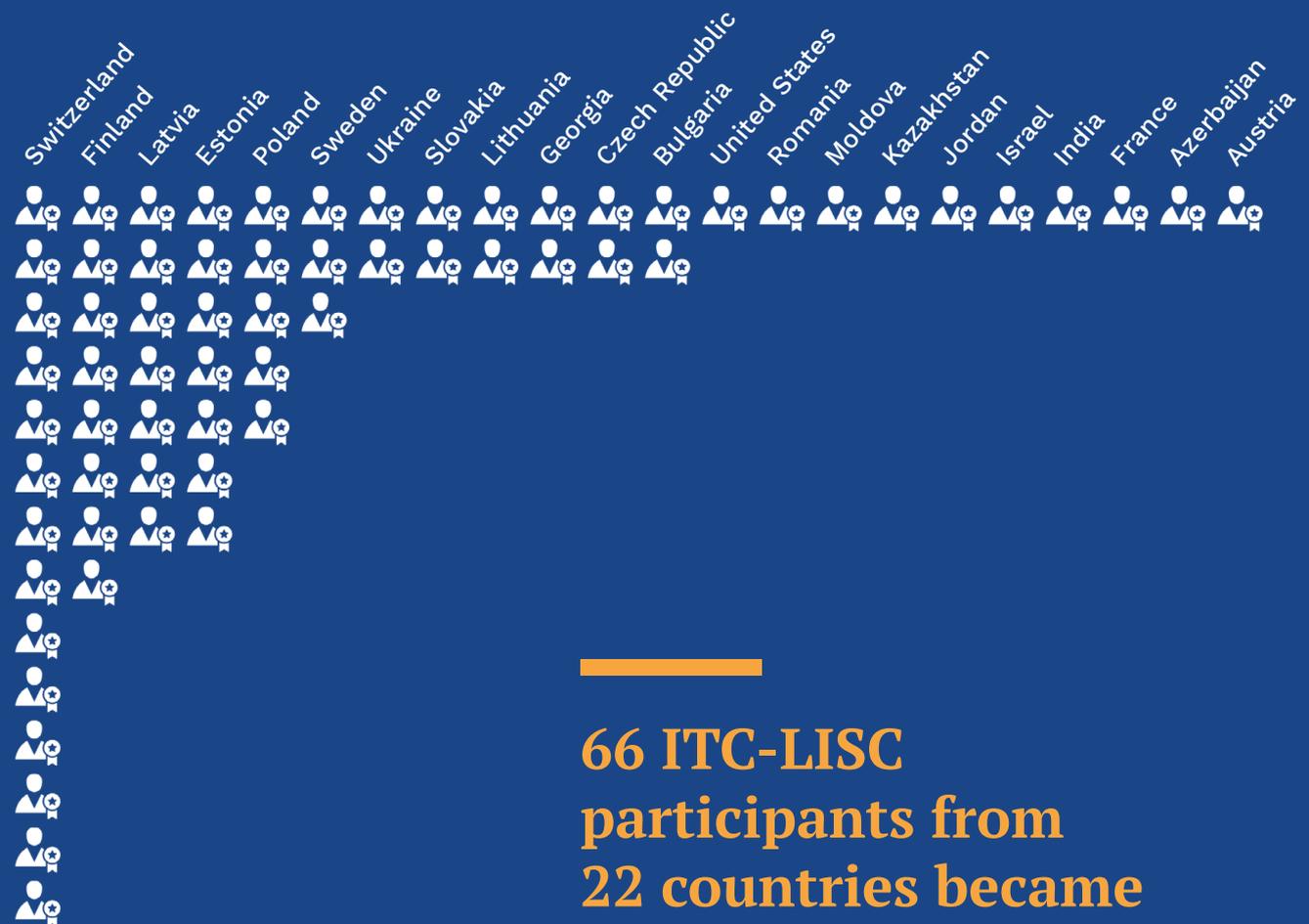


**A MAJORITY OF  
RESPONDENTS WORK FOR**

GOVERNMENT OR OTHER PUBLIC INSTITUTIONS (64);  
TEN ARE RETIRED;  
SEVEN WORK IN THE PRIVATE SECTOR;  
SIX IN ACADEMIA; THREE IN INTERNATIONAL ORGANISATIONS;  
THREE ARE SELF-EMPLOYED;  
TWO WORK FOR REGIONAL ORGANISATIONS;  
AND FOUR FOR NGOS AND CIVIL SOCIETY.

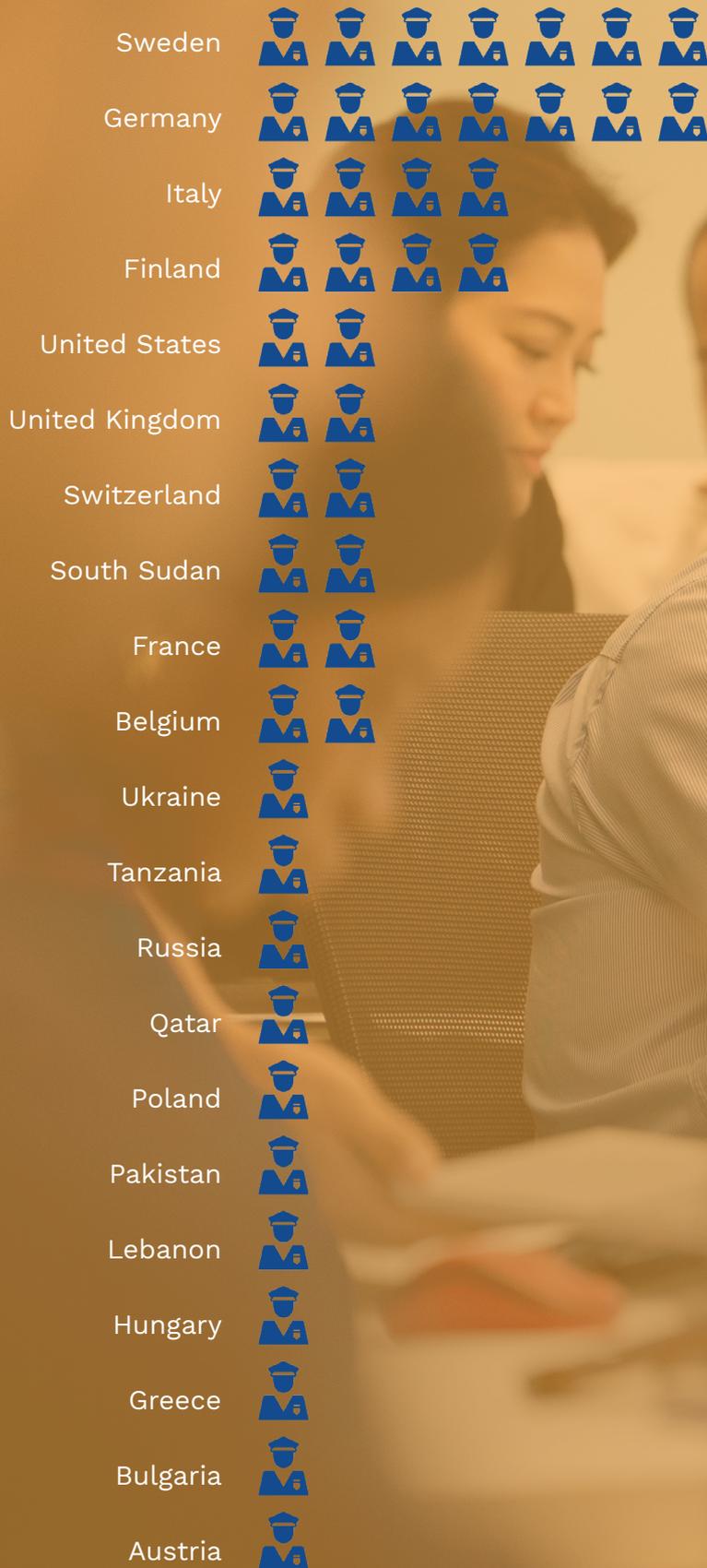
## Promoting leadership to advance peace and security

### Ambassadors who are ITC-LISC alumni



**66 ITC-LISC participants from 22 countries became ambassadors after their graduation.**

## Generals who are ITC-LISC alumni



**47 generals from 21 countries are ITC-LISC alumni.**

## Impact story



**Wing Commander Nadia Gul** is a Squadron Pilot in No. 41 VIP Communication Squadron of the Pakistan Air Force, entrusted with the responsibility of carrying high officials and dignitaries nationwide and around the world. From 2014 to 2015 she was posted to Air Headquarters, where she worked as Deputy Director Foreign Flights and ensured the successful completion of relief flights and operational missions such as flying exercises in various countries, which involved coordination at foreign embassies. Nadia completed the GCSP Leadership in International Security Course and Master of Advanced Studies with the University of Geneva in 2021 and shares her motivation for her career path.

## Wing Commander Nadia Gul

This is an extract from a longer interview which is available in full at [LINK](#)



**You have quite a unique background. What oriented you towards a career in the Air Force?**

*I belong to Bahawalpur, the city in the southern Punjab of Pakistan where women have few opportunities to break the conventional barriers and prove themselves in a male-dominated society. Once, I saw an advertisement inviting people to join the Pakistan Air Force as a pilot that stated, 'EQUAL OPPORTUNITIES FOR MALES AND FEMALES'. This caught my attention.*

*I always aspired to serve my country to the best of my abilities and I have strived ever since to fulfil my dreams of paving the way for other women through hard work and dedication. Choosing a career in the Air Force helped me to contribute towards the betterment of society as a woman in particular.*

**Moving to the LISC, which you attended in 2020-2021, what do you remember most about your course experience?**

*Looking back at LISC 2020-2021, our course was unique, due to COVID-19. The virtual journey was not easy. But, with time, we got used to it and had the best learning experience. The course is packed with a host of knowledge from various experts. You have the opportunity to interact with experts and scholars, which otherwise you can't.*

**What challenges did you meet upon your return?**

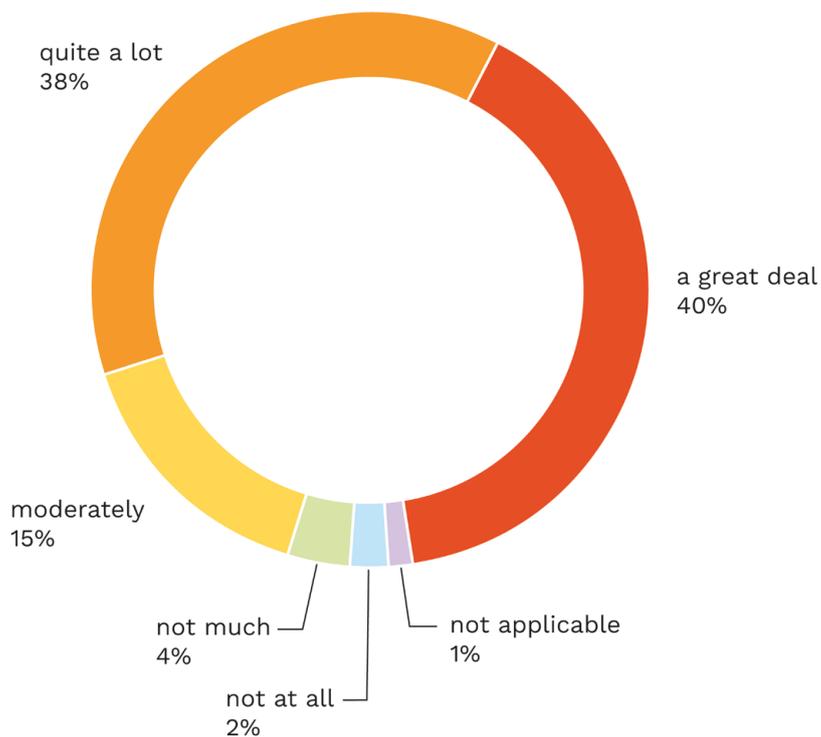
*Immediately, as I returned to work after the course, I was assigned a managerial role as second in command while looking after the flying operations at the same time. The LISC developed the leader in me.*

*With the experience of the regular collaborative work in the course, I was able to accomplish the tasks in a much smoother manner and overcame hurdles that others thought would be challenging. The leadership ethos that the LISC taught assisted me in better decision-making and human resource management.*

# Organisational impact

This data is drawn from a 2020-2021 alumni survey.

To what extent do you think your institution benefited from your participation in the course?

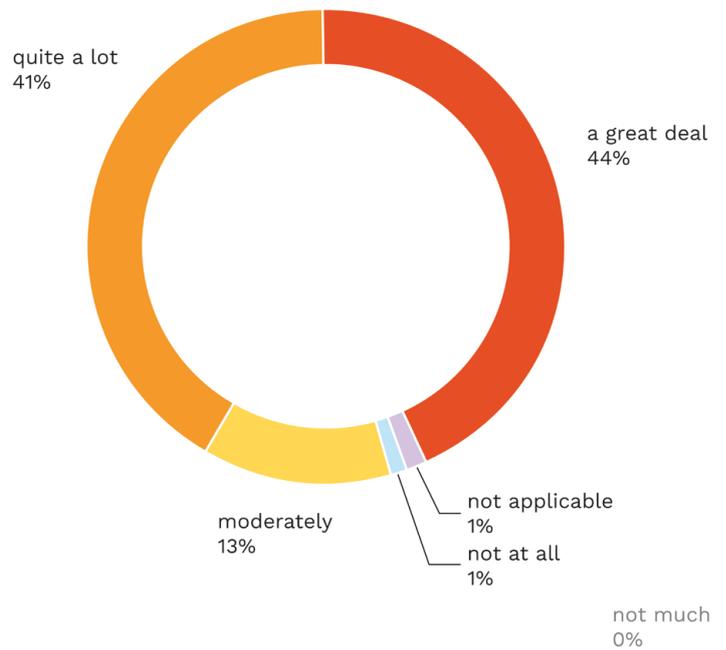


# Societal impact

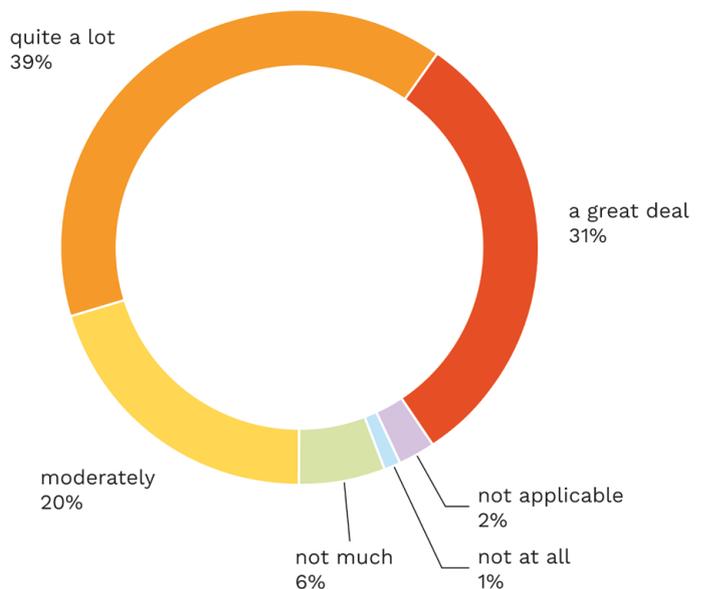
This data is drawn from a 2020-2021 alumni survey.

**At the GCSP, our ultimate goal is to positively impact international peace and security through learning, dialogue and research. With that in mind, to what extent do you feel:**

That your participation in the ITC-LISC improved your ability to work with impact in a peace and security environment?



That your work has made/is making a positive impact on peace and security (at the institutional/state/regional/international level)?





## Conclusion

### Contributing to sustainable peace and security

Our goal since 1986 has been to increase participant capacity and contribute to sustainable international peace and security as a result. This report has provided an overview of the impact that the ITC-LISC has had on 772 participants from 92 countries throughout its first 35 years. This has been achieved through the holistic ‘GCSP Way’ of increasing knowledge, enhancing skillsets, and building a global community for our alumni to draw upon throughout their careers. The report has shown how the course has evolved not only in line with the changing international security environment, but also in adapting to the changing needs of our participants and their institutions. In order to achieve this, the GCSP has continually incorporated new methods to ensure the most effective learning environment for our participants.

What came through very strongly in alumni feedback is the safe space – which the course has provided – where diverse practitioners with both very similar *and* very different views can exchange ideas and build a common approach to maintaining peace and security. This is even more crucial today as our world has seen increasing fragmentation and a move further away from diplomacy and dialogue. It is not enough to talk to people who only share our views, or are from the same professional and geographical space. This will never enable us to tackle the complex challenges we are confronting. We need to find ways back to common goals and collective action – it is the only way to build a better future.

As Ambassador Theodor Winkler, the course founder, stated: “the various networks the GCSP has been building and maintaining and supporting cannot be overestimated in their importance and relevance”. Our participants – particularly ITC-LISC alumni – directly see this value, and it is why we now have [28 alumni hubs](#) across the globe to ensure that the collective intelligence and spirit of collaboration from participants’ time on the course become a life-long experience.

We at the GCSP are privileged to have been caretakers of the course for over three decades, and look forward to many more editions.

To end, we would like to take this opportunity to express our immense gratitude for the contributions of donors, sending institutions, our course experts, former and current colleagues and everyone who has been involved in enabling the ITC-LISC to impact international peace and security since 1986. Most of all, we would like to thank our alumni for all their work to build a better future.



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