

APPENDIX 1: CURRICULA

1.1. Curriculum: Designing Peacebuilding and Prevention Programmes

Learning Objectives / Outcomes (Results-Based)

At the completion of the Designing Peacebuilding Programmes Course the participants will:

- complete their understanding of the “peacebuilding palette” (a full spectrum of possible peace projects and initiatives) and their respective effectiveness
- be informed and understand a possible model for a full cycle design, including peacebuilding-specific tools and methods
- be able to define and understand the quality criteria of a solid, conflict-sensitive design of a peace programme
- be able to identify and understand the role of different stakeholders not only in the implementation but also in the design of peacebuilding mission
- envision be able to apply with flexibility and to customize some of the tools to concrete cases of their interests and better integrate appropriate and effective design, planning, development, and monitoring and evaluation tools into the work of their organisation/agency
- have achieved an understanding on the main challenges related to design and implementation of peace programme design and ways on how to deal with these challenges.
- refine their skills to work in diverse teams for planning and designing a peacebuilding programme
- demonstrate an interest in engaging in improved programme design in the peacebuilding field;

Brief Description of the Sub-Curricula and why it is relevant to peacebuilding and prevention

Potentially encompassed in a comprehensive preparation curriculum for practitioners operating on programmes and projects in the peacebuilding field, the sub-curriculum on Designing Peacebuilding Programmes (DPP) is a core-competencies course that prepares practitioners to work jointly with the programming and project cycle logic and conflict awareness and sensitivity logic.

There is a gap between the scale of people’s efforts and investment, the huge number of programmes, activities and organisations in the field, and the impact this is all having on peacebuilding and sustainable post-war recovery and stabilisation. This programme has been designed to close that gap. It is practical and operational, designed for policy makers, donors and practitioners, and those dealing with the daily challenges of peacebuilding, development and recovery in areas affected by war and violence.

It draws from across the entire breadth of operational experience, lessons learned and practical methodologies – doing so in a way that has been designed to enable agencies and organisations to go in-depth into their work and how they are doing it, coming out with better designs, better approaches, and with real effects.

Mission Relevance (Justification / Need)

A number of reasons make this particular sub-curriculum relevant for peacebuilding and prevention missions, the main ones being: 1) need for improved coherence of programming framework among different stakeholders, 2) need for the use of appropriate of peace- and conflict specific planning tools, and 3) need to realize the continuous and systemic nature of programme (re) design process and the key moments in a mission life-time when such a design process should happen as well as the key actors that should be involved in the design process.

1) need for improved coherence of programming framework among different stakeholders.

Findings of a number of peacekeeping, humanitarian and peacebuilding evaluation reports and related research have indicated the need for the United Nations to focus efforts at improving ability to undertake meaningful, coherent, coordinated and sustainable peacekeeping operations. The Brahimi report for example indicated that, a “contemporary peace operations, that combine a wide range of interrelated civilian and military activities (interposition; disarmament, demobilisation, and reintegration (DDR); rule of law; institutional building; humanitarian aid; economic reconstruction. Introduction to IMPP UN Peacekeeping makes an integrated and coordinated approach a condition of coherence and success”. Also, a Joint Utstein Study of peacebuilding analysis of 336 peacebuilding projects implemented by Germany, the Netherlands, the United Kingdom and Norway over a decade identified lack of coherence at the strategic level in what it terms as ‘strategic deficit’, as the most significant obstacle to sustainable peacebuilding

2) need for the use of appropriate of peace- and conflict specific planning tools

While mission briefings and often project cycle management represents a component of many mission planning courses, what is rare and needed is the embedding of concrete peace- and conflict-specific tools in the programming cycle as well as the emphasis in missions not only on the knowledge (mission brief, mission details) but also the skills and at the attitudes to be consolidated from the moment of mission planning and design, through the re-design during the implementation. Examples of this could include the capacity of conducting comprehensive stakeholder analyses and the attitude/principle of valuing participation from a large number of stakeholders in the mission (re-) design process.

3) need to realize the continuous and systemic nature of programme (re) design process and the key moments in a mission life-time when such a design process should happen as well as the key actors that should be involved in the design process.

Particularly relevant for missions being implemented in conflict settings where the context is changing frequently and where the decision making on re-alignment needs to be taken several times, the DPP offers the opportunity to train on understanding the systemic, cyclical nature of design of the mission and also to train on the preparedness to undertake several re-design processes during a mission life-cycle.

Type of Mission / Mission Phase

The programme is relevant mostly in the mission start-up as well as during the implementation of the mission, if the mission mandate includes the flexibility of re-design or renewal of mission planning/ part of the mission activities.

The curriculum could be delivered to multi-stakeholder groups and be relevant to a wide variety of missions, with the emphasis on civilian peacebuilding missions and mixed civil-military mission programming and coordination in a certain setting.

Target Audience(s)

- UN, OSCE, EU, Commonwealth, OAS, AU and ASEAN staff, Deployable civilian experts and field staff of international and national organisations and agencies working in areas affected by violent conflict and war, or in post-war violence-situations
- Senior to mid-level staff and executive officers in national and international aid and development organisations and organisations dealing with peacebuilding, post-war stabilisation and recovery, or working in areas affected by armed conflict
- Staff of international and national NGOs working in the fields of development, human rights, stabilization and recovery, conflict resolution, confidence and security building measures, democratisation, and social empowerment, gender and peacebuilding, and reconciliation and healing
- National and local level politicians in countries affected by war and conflict or with portfolios responsible for issues dealing with peacebuilding, conflict transformation, violence prevention, post-war stabilisation and recovery, reconciliation and healing
- Mediation parties including government leadership and conflict parties and their representatives involved in mediation and negotiation processes
- Mediators and those involved in facilitating and supporting formal and information mediation processes, including back channel negotiations and quiet diplomacy
- Donor agencies, governmental and non-governmental organisations involved in funding, assisting, and capacity building/support operations for peacebuilding, conflict transformation, violence prevention and post-war stabilisation and recovery programmes
- Members of working groups, expert groups and negotiation teams involved in mediation and peace processes, and confidence building working groups

Guide to Choosing this sub-curricula: Training Institution / Trainer

Training institutions /trainers who have received expressions of interests or indications of needs to improve the competencies around planning and conflict-sensitive interventions could benefit from using such a sub-curricula.

Training institutions / trainers engaged as consultants or contractors for strategic planning processes around CPPB missions and operations as well as training institutions /trainers/ policy institutions who want to follow a curricula to determine a country strategy for a specific type of mission are to find the in DPP curriculum a valuable capacity building framework.

Guide to Choosing this sub-curricula: Practitioner / Deployment Organisation or Agency

Practitioners who have a specific mandate and terms of reference around developing strategic planning processes, programming or project design in the field of conflict prevention and peacebuilding operations can directly benefit for this curricula as a design laboratory that leads them to having a concrete and solid plan for their direct tasks. Practitioners who have the task of monitoring and evaluating CPPB projects/programmes could also benefit from this curriculum.

Development Organisations or Agencies could use the DPP curriculum to train their programming staff as well as a reference framework for the evaluation of existing conflict prevention and

peacebuilding programmes.

Core Competencies (Attitudes, Skills, Knowledge) Covered

I. PROJECT CYCLE MANAGEMENT

Knowledge:

- Know the different phases of a project cycle
- Know the steps that take to design a project
- Understand the cyclical, strategic and systemic nature of designing a peacebuilding project

Skills:

- Be able to analyse the design process and derive a list of DO's and DON'T for the specific context (conflict issue and stakeholders) of the project designed
- Apply the peacebuilding strategic planning model of DPP to different conflict situations

Attitudes:

- Demonstrate a real commitment and interest in engaging on a solid design process
- Refine a proactive attitude towards initiating collaborative planning processes

II. CONFLICT SENSITIVITY and DO NO HARM

KNOWLEDGE: Know and understand the concepts of 'conflict sensitivity' and the concept, approach and programme planning steps of DO NO HARM

SKILLS: Be able to identify indicators for conflict sensitivity with respect to: project design, programme designing process ; Be able to identify and create risk maps and risk mitigation strategies;

ATTITUDES: Demonstrate interest and an integration of the different sensitivities throughout the planning process during the course

III. CONFLICT ANALYSIS

KNOWLEDGE: Understand the difference between mapping, analysis and assessment; Know the main elements and core questions of a conflict assessment process;

SKILLS: Be able to apply a series of conflict analysis tools (as a minimum: actor map, conflict tree, sources and pillars, ABC/DSC triangles, conflict timeline)

ATTITUDES: Appreciate the value of a participatory and multi-partial conflict analysis

IV. PEACEBUILDING STRATEGY/ CHOICES

KNOWLEDGE: Know the main elements and core questions of the deciding the strategic path of the CPPB project/programme

SKILLS: Be able to apply a series of tools (as a minimum: theory of change formulation "if...then...because", scenario planning matrix, risk matrix)

ATTITUDES: Demonstrate appreciation about having solid arguments and a strong (backed by data and experiences) rationale behind choices made in a project

V. MONITORING AND EVALUATION

KNOWLEDGE: Know the main elements and core questions of creating a MEAL/ME/MELI plan for a project/programme; Understand the concept and main elements of conflict sensitive monitoring and evaluation; Know the concepts of Peace Writ Large and Peace Writ Little

SKILLS: Be able to create a MEAL plan, Be able to formulate results and impact indicators as well as quality criteria for a) the design of a project b) the content of a project c) the process of design of a project

ATTITUDES: Commitment especially to the accountability and learning as core components of the ME process, and to conflict sensitivity and do no harm in the evaluation process;

VI. ENGAGEMENT WITH OTHERS IN COLLABORATIVE WORK

KNOWLEDGE: Know basic concepts of dialogue, feedback, active listening, consensus, confidentiality and collaborative leadership;

SKILLS: Group facilitation and dialogue, problem solving, encouraging participation and input from all members of the group; Empathy;

ATTITUDES: Value group work and diversity of perspectives; Appreciate the input coming from different conflict perspectives and engage with openness in dialogues on controversial themes;

Links to other themes / competencies / curricula

This curricula links to:

- Introduction to CPPB *
- CONFLICT ANALYSIS / ASSESSMENT *
- STRATEGIC PLANNING/ MISSION PLANNING
- CONFLICT SENSITIVITY *
- PCIA *
- Monitoring/Evaluation/Accountability and Learning in Peace Operations *

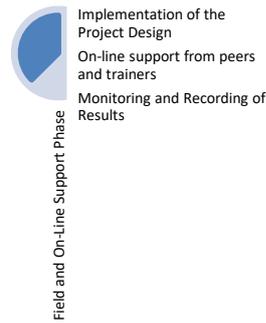
*(these courses can be considered pre-requisites when the DPP is offered at Intermediate/Advanced or Expert Level)

Modules & Content

As the same content and knowledge base can be delivered in different formats depending on the time/resource availability, urgency of programming process or motivation of running a solid design process, the DPP can be offered as DPP 1 (one-time, on-site training) or DPP2 (a blended learning process including on-line and on-site phases).

The DPP1 curricula is designed for a one-time on-site training.

At the same time, where mission/ participants time allocation allow it could be well delivered in a blended learning setting, named DPP2, including a) an on-line phase including modules on introductions and contextualization, theoretical base and case studies; b) an on-site phase of design and programming co-creation; c) a field-phase where the design is implemented and tested and d) an on-site or an on-life evaluation of design and practitioners sharing of learning and refining the planning model phase;



In either form, the Designing Peacebuilding Programmes curricula includes several different curricular modules described below:

Introductory Session: Introduction to the participant's context and the learning and practice process

Module 1 : Peacebuilding Programming and Design: State of the Field, Existing Models, Quality Criteria

Module 2: The DPP model and possible tools

Module 3: Peace and Conflict Assessment

Module 4: Visioning

Module 5: Strategic Programming Choices: Theory of Change, Scenario Planning

Module 6: Detailing own Peacebuilding Palette: Action/Activity Planning and Timing, Risk Identification and Mitigation Strategies and resource Allocation

Module 7: Monitoring, Evaluation and Realignment

Module 8: Improving Coherence & Strategic Frameworks of CPPB projects/programmes and Evaluating the Design Process.

[Wrap-up, Conclusion, and Follow-up planning Session]

The methods used to deliver these modules include:

- Interactive presentations; End-of-the-day briefing notes;
- Case studies a) presented by the trainer b) chosen by participants and used as examples in the group work, where based on those respective case studies participants are designing own peacebuilding projects/programmes
- Working Groups
- Expert Forum
- Reflection rounds and journaling
- Icebreakers and Energisers connected with the theme and topic of each module and implemented in selected sessions throughout the curriculum

Course Levels

While the training curricula can be adapted to different levels of experience and expertise, it is most appropriate at Intermediate, Advanced and Expert level of practice with project management and peace and conflict work. Elements of basic project design (e.g. PCM, PCIA), definitions of peace, conflict and conflict sensitivity are prerequisites for such a course. The timing of the modules can be adjusted to include such concepts thus depending on the level of previous expertise of

participants the duration of implementation of such curricula can be increased with the missing modules.

<p>Beginner / Entry</p>	<p>While the relevance at beginner/entry level is low, at this point DPP curricula can introduce the core elements of strategic and systemic design, can introduce the DPP model together basic elements of PCM (Project Cycle Management) and a few tools of peace and conflict work to be applied. At the beginner/entry level, rather than working with participants' cases more effective might be introducing case studies of applying the DPP model to concrete situations and having participants work on very detailed-defined case studies.</p>
<p>Intermediate / Advanced</p>	<p>The curriculum is mostly designed for a core / majority group of training participants who find themselves at intermediate/advanced level. This entails having prerequisites of previous knowledge in the areas of peace and conflict fundamentals (knowing and being able to functionally work with different definitions of peace and conflict, being able to define and formulate a conflict/issue, conflict actor maps, PCM, problem trees, GANTT charts, having a basic awareness of conflict sensitivity and PCIA etc). At this level the focus would be on the awareness of the different planning models and then, refining KSA related to concrete tools of analysis, vision setting, strategy and MEAL, adding new, more complex tools to participants' peacebuilding toolbox (e.g. Integrated conflict tree and DSC triangle) and working on the skills to balance limited resources and time to having a strategic and systemic design process.</p>
<p>Expert / Specialisation</p>	<p>At this level the training would focus mostly on the customized work of practitioners and experts to design own projects and programmes that would be immediately implemented in the field. At this level the curricula's dominant approach is a training laboratory and expert exchange forum, aiming to derive the best strategic and detailed choices that one could take in conceptualizing a peacebuilding intervention.</p>

Mainstreaming 'Sensitivities' (Peace & Conflict Sensitivity; Cultural Sensitivity; Gender Sensitivity; Trauma Sensitivity; Sensitivity to Diverse Learning Needs; Local Ownership Sensitivity)

Peace and Conflict Sensitivity is directly included in the curriculum, linking the concept of conflict sensitivity, the project planning methodology of DNH to the DPP model as well as through suggesting of conflict sensitivity tools and assessment criteria at each of the different steps of the DPP process. Peace and Conflict Sensitivity is also one of the CORE QUALITY CRITERIA listed for the design of a CPPB project/programme.

Local Ownership is also strongly emphasized in this curricula through: a) the inclusion of PARTICIPATION as one of the CORE QUALITY CRITERIA listed for the design of a CPPB project/programme. Local ownership is also reflected in this curricula through the choice of relevant case-studies and examples, which are, at the time of each course chosen to fit participants' needs and realities.

Methodologies & Approaches to Training / Capacity Building

For the implementation of the DPP curriculum a mixed-team, mixed-methods approach is the one that provides sufficient diversity and complexity throughout a 5-days to several months process.

Implemented within a mixed team, of practitioners the programme includes methods such as: interactive presentations, case studies and significant amounts of group work on participants' own cases. *The training programme is also complemented by reflection sessions as well as personal development sessions where participants are guided by a coach in their own professional choices often related to the design of the respective programmes. When implemented in the DPP2 model the training includes practical implementation in the field of the design and learning-by-doing approach, with supervision and coaching.*

Innovations / Frontiers – The front of the field & new / latest developments in this sub-curricula

The main innovative aspect consists in the participatory and hands-on approach to training, where participants are owners of the process and work on concrete projects, with the other colleagues being peer advisors. Also the DPP 2 model, with a sequenced approach to training also represents an innovative approach to implementing a training programme. Aside from that a series of methods such as elements of forum theatre, elements of self-care and reflection are introduced and reflect also front of the field tendencies in adult learning and specifically peacebuilding adult learning.

Approaches to Developing Competencies / Capacity Building *Complementary* or Additional to Training

The DPP approach to developing competencies includes a process-focus including the phases of assessment, theoretical reflection and modelling and learning from practice, application for concrete cases, real and realistic design and implementation and evaluation and reflective learning. The DPP curricula proposed would include a blended capacity building approach. As designed at upper-intermediate levels for practitioners it would involve an advanced online assessment and sharing of the mission profile and peace and conflict contexts as well as a guidance/coaching/support phase in the 6- 12 months following which would contain tailored support from trainers/ peers on the implementation of the designed elements into the concrete project/programme. If implemented in the DPP2 version, the approach would even more be rather of consultancy and mentoring nature rather than a classic / academic learning experience.

Examples of Current Courses / Trainings (Titles, Institutions, Outlines)

Name of the Provider: Institution / Training Centre / Academy	Course Title	Link to Course Outline (if available)	Link to Relevant Publications / Resources / Handbooks / Toolkits used in the course (if available)
PATRIR	Designing Peacebuilding Programmes: Improving the Quality, Impact and Effectiveness of Peacebuilding and Peace Support	http://patrir.ro/en/trainingcentre/upcoming-programs/english-designing-peacebuilding-programmes/	-

Examples of Relevant Training or Support Materials

Title	Organisation / Institution	Year	URL (if available) or Publishing House & City
Designing for Results	Search for Common Ground	2006	https://www.sfcg.org/Documents/manualpart1.pdf
Strategic Peacebuilding: State of the Field	Lisa Schirch	2008	https://www.scribd.com/document/104708186/Strategic-Peacebuilding-State-of-the-Field
Confronting War: Critical Lessons for Peace Practitioners	Mary B Anderson, Lara Olson	2003	http://cdacollaborative.org/publication/confronting-war-critical-lessons-for-peace-practitioners/
The Do No Harm Handbook (The Framework for Analysing the Impact of Assistance on Conflict)	CDA (Local Capacity For Peace Project)	2004	http://www.globalprotectioncluster.org/assets/files/aors/protection_mainstreaming/CLP_Do_No_Harm_Handbook_2004_EN.pdf

Conflict Assessment and Peacebuilding Planning: Toward a Participatory Approach to Human Security	Lisa Schirch	2013	Kumarian Press, Boulder, CO, USA
Towards a Strategic Framework for Peacebuilding: Getting Their Act Together Overview report of the Joint Utstein Study of Peacebuilding	Dan Smith	2004	https://www.regjeringen.no/globalassets/upload/kilde/ud/rap/2004/0044/ddd/pdfv/210673-rapp104.pdf
Civil Society and Peacebuilding	Thania Paffenholz	2009	https://www.sfcg.org/events/pdf/CCDP_Working_Paper_4-1%20a.pdf

Stakeholder Specific Course Concepts

The DPP programme is normally a multi-stakeholder programme, yet some considerations as to when it is implemented for specific stakeholders are presented below:

Civilian / NGO

When implemented in Civilian NGO contexts the DPP programme should pay particular attention to models such as: Civil Society Role in Peacebuilding and Effectiveness of Civil Society actions, as well as to the ways of engagement, from a civil society point of view across tracks.

Also at civilian, NGO level it is important to mark and discuss the coherence and strategic engagement of civilian actors, as the lack of coordination at the least without mentioning collaboration has been identified as one of the major gaps that are to be covered. The mapping of parallel initiatives as well as doing a PEACE and CONFLICT profile of the situation are activities that are to be implemented and emphasized.

EEAS / Diplomats / Civil Servants

When implemented at the diplomatic level, the DPP programme should involve an emphasis on policy coherence in the sense of transposing into the projects and programmes designed of principles that are embedded into local, national and international policies (such as Country Strategies, Paris Declaration, Peace Agreements etc).

At this level it is important also to illustrate and reflect concrete mechanisms of local ownership and as in the previous cases the realistic benefit of cross-track programming and implementation of programmes.

Military / Armed Forces and Police

When customised for Military, Armed Forces and Police the DPP Programme includes at the beginning a clarification in terms of terminology of peacebuilding- peacekeeping, as these are terms used interchangeably often in these spheres as well as an emphasis on the complexity of peacebuilding intervention and the emphasis on scenarios and preparedness to take own decisions which are not always specified in a previously-written scenario. The aspect of Do No Harm and self-awareness and self-care are also innovative aspects that can be included in a DPP-programme adapted for these specific stakeholders.

1.2. Curriculum: Operational-level Planning for Military. Centre of Gravity and Operational Design

Brief Description of the Sub-Curricula and why it is relevant to peacebuilding and prevention

This sub-curricula is facilitating one week long Operational-level Planning course, focusing on the two key planning concepts – Centre of Gravity and Operational Design.

Operational-level planning is a military planning with the purpose to design major operations and campaigns. Planning of military operations is very complex exercise, particularly, when plans have to address Peace Building and Conflict Prevention missions. These types of Crisis Response Operations are characterized by complexity of the operational environment, which is composed of many layers of interrelated political, military, economic, social, information and infrastructure factors. The relations between causes and effects very seldom are clear thus complicating the understanding of the roots of the problem. Furthermore, desired conditions in such operations mostly can be achieved only through synchronized civil-military actions.

Regardless the scope and intensity of military operation, the key concepts applied during the operational-level planning include: Centre of Gravity (COG) analysis and Operational Design. Both concepts complement each other and offer a way for the planners to give a structure to complex problem, so that it is possible to identify actions leading to the desired conditions. Capability to apply those concepts is one of the key competencies of every staff officer.

COG analysis and operational design are two concepts the rest of the operations planning and execution processes in Western military culture are based upon. COG analysis allows identifying the key attributes of the main actors involved in the crisis or conflict, whether operational design is used throughout the operation to communicate the envisioned role of the military, develop and adapt operational plans, synchronize actions and assess the progress of the operation.

The overall aim of this sub-curriculum is to educate military planners to create solutions to the complex operational level problems by applying Centre of Gravity Analysis and Concept of Operational Design.

Learning Objectives / Outcomes (Results-Based)

Upon completion of the course students should be able to:

1. Explain NATO Crisis Management Process
2. Explain phases and processes of NATO operational-level planning process
3. Contribute to Comprehensive Preparation of Operational Environment
4. Explain the DO NO HARM Analytical Framework, its similarities, differences with NATO planning process
5. Apply Factor-Deduction-Conclusion construct of analysis of operational environment
6. Explain the overall purpose of the COG analysis
7. Understand the importance of solid CoG analysis in ensuring the achievement of desired effects
8. Explain the linkage between COG analysis and the process of assessment of the operational environment

9. Explain the theoretical background of Center of Gravity concept
10. Examine attributes of COG, including critical capabilities, critical requirements, and critical vulnerabilities.
11. Describe the different methods of COG analysis
12. Apply Centre of Gravity concept for planning of full spectrum of military operations
13. Explain the purpose of the Operational Design
14. Understand how military operational design is connected with objectives of other stakeholders and actors of the operational environment, particularly, when designing operational design for peace building missions
15. Explain the relation between CoG, Operational Design, Mission Objectives and Impact on Peacebuilding, Humanitarian operations.
16. List and describe the main components of the operational design, including:
 - a. Operational Objectives
 - b. Decisive Conditions
 - c. Desired Effects
 - d. Actions
 - e. Lines of Operation
 - f. Phases of Operation
 - g. Decision points
17. Explain different methods for developing operational design
18. Develop operational design

Mission Relevance (Justification / Need)

Operational-level planning is conducted before deployment of the military contingent to the area of operations as well as during the execution of mission. Capability of military personnel to apply COG analysis and explore the concept of operational design is enabling application of military assets during full spectrum of military missions, including conventional military operations as well as crisis response operations, including Conflict Prevention, Peace-making, Peace Enforcement, Peacekeeping and Peace Building, counter regular activities and support to civil authorities.

The importance of the comprehensive mission planning is continuously highlighted by policy makers and practitioners¹.

Type of Mission / Mission Phase

The training is not specific to a type or phase of a mission, it could be used also in the context of mission assessment and evaluation

Target Audience(s)

This training is applicable for the military personnel as well as civil servants who might be involved into the planning and/or execution of multinational operations at operational or component level headquarters. This course is applicable for decision makers and staff officers and civil servants. If possible, training audience should be composed of representatives from military and civilian institutions and represent various backgrounds and experiences.

Guide to Choosing this sub-curricula: Training Institution / Trainer

The content of the SC can be applied for pre-deployment training as well as during the mission in order to increase collective and individual operational-level planning performance. When delivered during the mission this SC should build upon pre-deployment training and be delivered under the approach of “adjusting”, “monitoring” “evaluating” and “learning” .

Guide to Choosing this sub-curricula: Practitioner / Deployment Organisation or Agency

This type of course is necessary for everyone going to participate in the mission planning, particularly in the military, but also among the civilians.

Sub-Curricula Brief: Main Section

Core Competencies (Attitudes, Skills, Knowledge) Covered

Following key competencies are targeted by this course:	K	S	A
Explain NATO Crisis Management Process	x		
Explain NATO Operational Level Planning Process	x		
Apply Factor-Deduction-Conclusion construct of analysis of operational environment		x	
Explain the overall purpose of the COG analysis	x		
Explain the linkage between COG analysis and the process of assessment of the operational environment	x		
Explain the theoretical background of Center of Gravity concept	x		
Examine attributes of COG, including critical capabilities, critical requirements, and critical vulnerabilities.		x	

Describe the different methods of COG analysis	x		
Apply Centre of Gravity concept for planning of full spectrum of military operations		x	
Explain the purpose of the Operational Design	x		
Explain the relation between Operational Design and COG	x		
Describe and use the main components of the operational design, including: 1. Operational Objectives 2. Decisive Conditions 3. Desired Effects 4. Actions 5. Lines of Operation 6. Phases of Operation 7. Decision points	x	x	
Explain different methods for developing operational design	x		
Develop operational design		x	
Explain the basic principles and methods of the operational assessment	x		
Assume responsibilities during the planning process			x
Contribute to the team work			x
Maintain non-judgmental and respectful attitude			x
Recognize the benefits of diverse understanding of the problem/solution			x
Maintain cultural awareness	x	x	x
Describe here in detail the core competencies to be covered by this sub-curricula. Develop each as 1 paragraph or more. Put the 'title' /			

Links to other themes / competencies / curricula

This curricula is a supplementary to the courses introducing NATO operational level planning process. This course can be taken before or after attending operations planning courses for operational or strategic level planners conducted by NATO School Oberammergau, Finish Defense Forces International Center or by other national or international professional military institutions. Some links to such courses are provided later in this paper.

Modules & Content

Day 1 and 2 NATO CRISIS MANAGEMENT PROCESS The aim of the SC is to familiarize training

audience with the NATO Crisis Management Process, phases and key concepts of the Operational Level Planning, DO NO HARM analytical framework, Comprehensive Preparation of Operational Environment and process and factor – conclusion - deduction construct of analysis.

Teaching methods: lecture, small group activity (max 10 persons).

Small group assignment

Within given scenario as a member of planning team conduct Comprehensive Preparation of Operational Environment and present key findings. Apply factor-deduction-conclusion construct of analysis. Present your findings on Political, Military, Economic, Social, Infrastructure and Information domains.

Day 3 and 4: COG ANALYSIS

The aim of the teaching activity is to introduce the audience with the overall purpose of the Center of Gravity (COG) analysis by explaining linkage of the COG concept with other operational planning and management processes and concepts, particularly, analysis of the operational environment and operational design. Introduce the training audience with the attributes of COG, including critical capabilities, critical requirements, and critical vulnerabilities. Explain the theoretical background of Center of Gravity concept, starting with the origins of the concept in Clausewitz's writings, and covering the various interpretations and methods applied to identify and analyse the concept. Describe the different methods of COG analysis.

Teaching methods: lecture, small group activity (max 10 persons).

Small group assignment

Within given scenario as a member of planning team Apply Centre of Gravity concept for planning of military operation

Day 5 and 6: OPERATIONAL DESIGN

The aim the teaching activity is to introduce the training audience with the purpose of the Operational Design and familiarize with the main components of the operational design, including:

1. Operational Objectives
2. Decisive Conditions
3. Desired Effects
4. Actions
5. Lines of Operation and Options
6. Phases of Operation
7. Risk Assessment and Decision points

Explain the relation between Operational Design and COG and demonstrate different methods for developing operational design, effects/actions matrix and effects overlay. Explain the basic principles and methods of the operational assessment.

Teaching methods: lecture, scenario planning/simulation small group activity (max 10 persons).

Small group assignment

Within given scenario as a member of planning team develop operational design, including effects/actions matrix and overlay.

The duration of the syndicate tasks and lectures are tentative and depends on various external and internal factors, including complexity of the scenario, subject matter knowledge of the training audience and availability of the time.

This is one of the **most important** sections of the sub-curricula presentation. Here, you should **go into detail** on the modules / content to be covered in this sub-curricula. Identify and describe each one in at least a paragraph narrative text.

Course Levels

Beginner / Entry	This course might be applicable for beginner / entry level participants, primarily civil servants with no previous operational planning experience
Intermediate / Advanced	This course is primarily intended for intermediate level planners, who has some experience in operational level mission planning and execution
Expert / Specialisation	This course can be incorporated into Expert/ Specialisation courses designed also for Policy Advisers within NATO/CSDP and other bodies

Mainstreaming 'Sensitivities' (Peace & Conflict Sensitivity; Cultural Sensitivity; Gender Sensitivity; Trauma Sensitivity; Sensitivity to Diverse Learning Needs; Local Ownership Sensitivity)

The sensitivity to diverse learning needs is important here. Some audiences are very mixed in terms of knowledge, experience and the other characteristics. To make sure that all of them are on the same page, it is recommended to use the evening-out courses. Particularly useful may be those provided by the ADL means.

Local ownership sensitivity is very important for the peacebuilding operation planning, a part of the teaching should concern integrating this perspective into planning of operations.

Cultural sensitivity has been identified as one of the major thematic gaps especially in military operation planning (quote 3.2 report p. 40)

Links to relevant resources & publications

It is recommended to attend NATO e-learning course before the training activity:
ADL 133 Comprehensive Operations Planning Course (COPC) (registration required)

Methodologies & Approaches to Training / Capacity Building

When delivering this SC one or several of the following approaches can be undertaken:

- E.g. Multi-stakeholder, participatory learning
- E.g. Case-based learning

The methodology is that of a theory-application learning including the following methods:

- LECTURES

Due complexity of the teaching subjects, for the teaching of the theoretical parts of curricula it is recommended to apply lecture/discussion method of teaching.

- SCENARIO / SITUATION presentation + Scenario-Based Planning

The scenario (problem context of the practical part of the learning activity) is very important part of this course. The scenario has to represent relevant problem sets to the training audience to keep them engaged. It is very useful to develop the storyline and the scenario by using e-tools. This allows to inserting video and audio media to visualize the factors of operating environment and planning

problems as well as allows training audience to get familiar with the scenario before active class engagement.

- GROUP WORK ; Both in the analysis and development of case studies and scenarios and when in the training room participants with different future missions take part, small group teaching activities are very effective to gain concrete experience regarding all aspects of desired competencies, including skills, knowledge and attitudes.

PeaceTraining.EU has identified several 'cross cutting themes' which are important to integrate across peacebuilding and prevention curricula. Please show how these themes may be specifically integrated into this sub-curricula.

Innovations / Frontiers – The front of the field & new / latest developments in this sub-curricula

The mission planning SC builds upon a significant body of knowledge and practice developed in NATO, CSDP and country operations, innovation in this context and with respect to the training content could include:

- Mixed civil-military training teams where the shared capacities and joint aspects of the mandate can enforce each other and sector-specific gaps can be covered through complementarity. Multiple-perspective operation planning: looking at the planning process not only through the lenses of the mission (mandate, leadership, members) but also through the lenses of the local population, other parallel missions etc.
- Considerations in the mission planning module are also given together with the Do No Harm module to the aspect of "greening missions"
- Using technology: various visual media tools can be used to introduce the training audience with the scenario settings and/or some aspects/challenges of operating environment, for example, short media reports can be used to highlight humanitarian problems in the operations area.

Are there new issues / questions / challenges being addressed in this area of sub-curricula (peacebuilding and prevention interventions-work-programming) which would be important / interesting / useful to mention. What are they? Describe them.

Approaches to Developing Competencies / Capacity Building Complementary or Additional to Training

In police missions and other fields 'competency' and capacity building include more than in-the-room training. UN missions also provide pre-deployment 'exams' at times or tests, or, in the case of police, field-based accompaniment / mentoring. Are there **approaches** to developing competency / expertise in this curricula **additional to** 'training' which should be considered / listed.

In additional to training this SC could include:

- In-field coaching and mentoring
- Peer support teams and webinars
- Action oriented research: producing through the intentional recording of operational

planning models used an integrated model for CPPB operations planning for military and mixed teams

Name of the Provider: Institution / Training Centre / Academy	Course Title	Link to Course Outline (if available)
NATO School Oberammergau	ADL 131 Introduction to Comprehensive Operations Planning Directive	https://jadr.act.nato.int/NATO/repository.php?ref_id=1751&cmd=&rep_frame=1
NATO School Oberammergau	ADL 132 Strategic Comprehensive Operations Planning	https://jadr.act.nato.int/NATO/repository.php?ref_id=1751&cmd=&rep_frame=1
NATO School Oberammergau	ADL 133 Comprehensive Operations Planning Course (COPC)	https://jadr.act.nato.int/NATO/repository.php?ref_id=1751&cmd=&rep_frame=1
NATO School Oberammergau	ADL 134 Commander and Staff in Comprehensive Operations Planning and Decision-Making	https://jadr.act.nato.int/NATO/repository.php?ref_id=1751&cmd=&rep_frame=1
NATO School Oberammergau	S5-54 NATO Comprehensive Operations Planning Course	http://www.natoschool.nato.int/Academics/Resident-Courses/Course-Catalogue/Course-description?ID=55&TabId=155&keyword=COPD&code=&startdate=&enddate=&exactdateattach=False&durationfrom=1&durationto=3084&residentcourse=True&onlinecourse=True&adlmodules=False&department=&language=en-US#55aid-aid
Finish Defense Forces International Center	NATO Comprehensive Operations Planning Course	http://puolustusvoimat.fi/en/web/fincnt/comprehensive-operations-planning

1.3. Curriculum: Implementing Local Ownership in Security Sector Reform (SSR) Missions

Learning Objectives / Outcomes (Results-Based)

While local ownership is one of the core principles of SSR, practicing local ownership often remains a challenge for many practitioners involved in project management, monitoring, mentoring, advising, and training tasks to support SSR in third countries. This course responds to this challenge and is designed **to train practitioners on how to implement local ownership to ensure effective SSR**, based on the principles of local ownership, legitimacy, human security, and democratic accountability. Effective implementation of SSR requires technical expertise (e.g. police, judiciary, military), but using this expertise to support local change processes also requires behavioural changes of technical experts. This course focuses on these behavioural processes and is aimed at delivering the knowledge, attitudes, and skills needed to implement local ownership and provides critical insights in the factors that inhibit or support local ownership in SSR operations (missions/projects).

The curricula includes different modules which can be implemented as a corollary to existing pre-deployment and SSR courses in the CPPB training field. Basic, Advanced, and Expert-level modules are designed to be targeted at specific stakeholder audiences according to their function in the SSR operation (incl. mission support, management functions, monitoring, mentoring, advising, and training (MMAT) functions, project design, monitoring, and evaluation positions). Figure 1 below indicates the core competencies for implementing local ownership necessary within an SSR operation and which are developed in the course (Additional competencies for implementing local ownership can be acquired through other courses/recruitment practices e.g. local language skills).

Table 1: The ASK model for implementing local ownership in SSR missions and projects (with module details)

Attitudes: All modules, cross-cutting	Knowledge	Skills
Respect for diversity	Local history, politics, economy (M1)	Intercultural communication, active listening (M1,2,3,4)
Inclusivity	International policy documents (UNSC 2151) (M1)	Dialogue and networking (M3,4)
Empathy	Mission mandate (M1)	Monitoring, Mentoring, Advising, and Training (MMAT) (M3)
Equality	Code of conduct (M1)	Political communication, negotiation and mediation (M3, 4)
Non-violence	Concepts of human security, SSR, local ownership, MMAT (M1,2)	Working with translators (M3)
Social responsibility	Understanding context-sensitivity SSR (M1,2)	Inclusive mission planning, implementation, and evaluation (M4)
Patience	Understanding technical and political dimensions reform (M1,2)	Identifying and managing relations with local and international SSR actors (M2,3, 4)
Respect for democracy, rule of law, human rights	Understanding existence of formal and informal institutions (M1,2)	Stakeholder analysis (M2,3,4)
	understanding need to involve	Organizational Change

	non-state actors (M1,2)	management (M3,4)
	Self-awareness (M1,2,3,4)	

Brief Description of the Sub-Curricula and why it is relevant to peacebuilding and prevention

According to the OECD-DAC, Security Sector Reform (SSR) means transforming the security sector, which includes all the actors, their roles, responsibilities and actions, so that they work together to manage and operate the system in a manner that is more consistent with democratic norms and sound principles of good governance, and thus contributes to a well-functioning security framework (OECD DAC). The United Nations refers to security sector reform (SSR) as “a process of assessment, review and implementation as well as monitoring and evaluation led by national authorities that has as its goal the enhancement of effective and accountable security for the State and its peoples without discrimination and with full respect for human rights and the rule of law”. (https://peacekeeping.un.org/sites/default/files/ssr_perspective_2012.pdf)

SSR is increasingly recognized as one of the key methods for international donors to contribute to security and development in conflict-affected and fragile states (OECD, 2007)¹. SSR, through state-building, institutional reform, advising, monitoring, mentoring, and training, has hence become a key policy of international peace and security actors such as the UNSC (2014)² and the EU (Joint Communication, 2016)³ (see Box 1). The EU in particular takes on a range of SSR tasks through the use of Common Security and Defense Policy Missions, such as the police reform missions in DR Congo and Mali, and the training missions in Somalia and Libya.

Box 1: Importance of local ownership in international policy documents

UNSCR 2151 : “Reiterates the centrality of national ownership for security sector reform processes, and further reiterates the responsibility of the country concerned in the determination of security sector reform assistance, where appropriate, and recognizes the importance of considering the perspectives of the host countries in the formulation of relevant mandates of United Nations peacekeeping operations and special political missions;”

EC Joint Communication of 2016: “‘National ownership’ goes beyond a government’s acceptance of international actors’ interventions. Reform efforts will be effective and sustainable only if they are rooted in a country’s institutions (including through budgetary commitment), owned by national security and justice actors, and considered legitimate by society as a whole. This means that national actors should steer the process and take overall responsibility for the results of interventions, with external partners providing advice and support.”

International policy documents on SSR uniformly stress the importance of local or national ownership in reform processes to ensure sustainability of the reforms and local support (EU, 2016; OECD, 2007, 2008⁴; UNSC 2014). While in the rhetoric of the missions national ownership and local ownership are often overlapping terms referring to the inclusion of national (mainly state) institutions in the SSR process, this SC takes a more comprehensive approach to ownership including grassroots engagement as well as a strongly aware and critical view of different

¹ OECD (2007). Principles for Good International Engagement in Fragile States and Situations. <http://www.oecd.org/dac/conflict-fragility-resilience/docs/38368714.pdf>

² UNSC (2014). UNSCR 2151: The maintenance of international peace and security: Security sector reform: challenges and opportunities

³ European Commission (2016). Joint Communication to the European Parliament and the Council: Elements for an EU-wide strategic framework to support security sector reform.

⁴ OECD (2008). The OECD DAC Handbook on Security Sector Reform: supporting security and justice.

participation levels (see Arnstein, 1969).

Local ownership of SSR means that the reform of security policies, institutions, and activities in a given country must be designed, managed, and implemented by local actors rather than external actors” (Nathan, 2008)⁵. Nonetheless, in practice, local ownership has often been raised as a key gap in SSR policies. Merlingen & Ostrauskaite (2005)⁶ have, for instance, pointed out the hierarchical and non-egalitarian nature of EU police reform in Bosnia. More recently, Ejodus (2017)⁷ and Jayasundara-Smits & Schirch (2016, pp.23-24)⁸ point out that the meaning and implications of local ownership continue to be a challenge for EU-CSDP missions.

Given the importance of Security Sector Reform missions and projects by international donors, as well as the continued challenges with regard to the implementation of local ownership principles, the PeaceTraining.eu project has developed this sub-curriculum on ‘Implementing local ownership in Security Sector Reform missions’.

Mission Relevance (Justification / Need)

Local Ownership has been identified as a major gap in CPPB project, programme and mission implementation as well as in CPPB training (D.3.2., p.38). Indeed, while many practitioners have become aware of the concept, the actual implementation or ‘how to’ of local ownership remains insufficiently addressed in training, and hence, insufficiently practiced on the ground. While the implementation of local ownership can also be hampered by lack of political will, this SC is specifically aimed at improving the skills needed for implementing local ownership.

Furthermore, the following arguments support the importance and need for this SC:

- effective implementation of local ownership in SSR missions is fundamentally dependent on the daily behaviour of in-mission staff with their local counterparts, including state actors in different hierarchical positions as well as non-state actors, including community representatives and civil society organizations.
- These interactions are dependent on staff members’ knowledge of the local security sector as well as their mission objectives, but also of their attitudinal approaches towards interacting with local counterparts and their skills in rapport-building and involving local owners. Many SSR mission staff are experts in their field, but need to adapt to their supportive rather than implementing or executive role in the field. This requires training in itself.
- An increasingly high level of complexity in considering SSR missions including consideration and coherence with other national policies regarding human rights and gender, transitional justice, DDR, anti-corruption measures, child and women protection etc, requires an increasingly high level of complexity in training to mirror the programmatic ambitions of the EU, UN and OSCE as institutions leading SSR processes in different regions

Type of Mission / Mission Phase

The training modules are all aimed at staff leaving on SSR missions, yet these are intended to have different levels of experience as well as functions. SSR missions and projects can take on different

⁵ Nathan, L. (2008). The challenge of local ownership of SSR: from donor rhetoric to practice, in T. Donais (ed), Local Ownership and Security Sector Reform, Zurich: LIT Verlag, pp. 19-36

⁶ Merlingen, M. & Ostrauskaite, R. (2005). Power/Knowledge in International Peacebuilding. *Alternatives* 30, 297-323

⁷ Ejodus, F. (2017). “Here is your mission, now own it!” The rhetoric and practice of local ownership in EU interventions, *European Security*, DOI: 10.1080/09662839.2017.1333495

⁸ Jayasundara-Smits, S. & Schirch, L. (2016). EU and Security Sector Reform: Tilting at Windmills? WOSCAP scoping study D2.6.

forms and sizes, but often require the field presence of staff with different experiences and job requirements. For instance, a mission aimed at training military and police also requires the presence of administrative support staff within the mission (HR, finance, logistics etc.). Module 1 is aimed at all these international mission staff and includes basic generic competencies training. The module can also be used to train staff deployed to non-SSR missions, for instance. Other modules are more advanced and focus specifically on local ownership in SSR and are aimed at personnel who are involved in implementing the SSR tasks of the mission. They do, however, build further on Module 1 competencies. Training organizations can target the modules to specific stakeholders, some of which with little to no mission experience, and some who have substantial experience but wish to sharpen their skills or prepare for new, advanced functions, thus these modules can be delivered during pre-deployment or /and as in-mission support.

Target Audience(s)

The Training modules are aimed at different target groups depending on their levels of experience:

- Module 1: All personnel active in the field in a CPPB mission/project/operation: personnel who are engaged in the SSR tasks of a specific mission as well as mission support staff. Hence, all staff that represents the mission and the organization on the ground.
- Module 2: All personnel directly involved in the implementation of the SSR objectives of the mission (excluding HR, administration etc.)
- Module 3: personnel engaged in MMAT activities or staff who are engaged in day-to-day contact with local counterparts.
- Module 4: personnel involved in SSR mission design, management, monitoring, and evaluation, both in the field and in foreign HQs

Guide to Choosing this sub-curricula: Training Institution / Trainer

Many trainings exist in Europe which focus on Security Sector Reform and excellent training materials have been developed and are built on in the curriculum (see bibliography below). Nonetheless, learning 'how to do local ownership' and going beyond an understanding of the concept and its principles continues to be a challenge for practitioners. This course is aimed at understanding, but principally applying local ownership as a process with the cross-cutting objective of attitudinal development. This skill-based learning relies on adult learning principles and participatory methods by focusing on exercises and applications. Trainers and training institutes can build on the proposals in the curriculum to adapt or add to current trainings and are introduced to new competence-based approaches and exercise ideas

Thus this SC is relevant and can serve as guidance for those training institutions and trainers with previous engagement in training on SSR who wish to implement practical and practice-oriented training programmes in the areas of SSR.

Guide to Choosing this sub-curricula: Practitioner / Deployment Organisation or Agency

Through its highly practical nature and focus on developing skills and attitudes relevant and useful in concrete field operations, this SC is particularly relevant for practitioners and deployment organisations. Furthermore, practitioners and deployment organisations/agencies are invited to become involve in a peace training community of practice where this SC is 'live' developed and present as an action-oriented research and practice.

The curriculum and its stakeholder-specific modules will make SSR practitioners more effective in the field and support sustainability of donor actions by implementing local ownership in practice. It will train SSR experts to become mission planners, monitors, mentors, advisers, and trainers in local contexts and ensure their adjustment from their role of executive expert to supporter of local actions.

Figure 2: Stakeholder-specific modules for implementing local ownership in SSR missions

<p>MODULE 1</p> <p>Upon completion of the course participants will be able to:</p> <ul style="list-style-type: none"> - K: Understand the local context (political, social, cultural profile) of their mission - K: Know and understanding their own mission mandate and S: be able to articulate this mandate in meetings with local and international stakeholders of the SSR process - Know and Understanding the code of conduct applicable to their mission - Be familiar with concepts of MMAT, SSR, local ownership, human security, power and empowerment S: Know different practical methods 	<p>MODULE 2</p> <p>Upon completion of the course participants will be able to:</p> <ul style="list-style-type: none"> - Being able to critically reflect on the technical and political dimensions SSR - Understanding the context-sensitivity of SSR - Understanding the different actors involved in an SSR process, both local and international - Being able to critically analyse organisational/mission objectives and 	<p>MODULE 3</p> <p>Upon completion of the course participants will be able to:</p> <ul style="list-style-type: none"> - Understanding concepts of monitoring, mentoring, advising, training - Understanding the different roles one can take up in MMAT in terms of the level of involvement in local processes - Self-awareness of communication style - Develop intercultural communication, negotiation, 	<p>MODULE 4</p> <p>Upon completion of the course participants will be able to:</p> <ul style="list-style-type: none"> - Being able to conduct a comprehensive, locally informed security sector analysis with attention for activities of other international actors - Being able to identify and manage local actors pro and contra reform - Being able to include local actors in planning, management, monitoring,
BASIC		ADVANCED	
<p>consultations etc.</p> <ul style="list-style-type: none"> - A: Be dedicated to conducting self-awareness processes and to local empowerment Self-awareness - S: Being able to communicate effectively in a multi-cultural context with respect for diversity <p>Target audience: All mission personnel</p> <p>Time: 1- 2 days</p>	<p>Target audience: All mission personnel, excl. mission support</p> <p>Time: 1- 2 days</p> <p>Training level:</p> <ul style="list-style-type: none"> - Basic SSR course - Function-specific mission induction training 	<p>Target audience: All mission personnel involved in MMAT activities</p> <p>Time: 1 – 2 day</p> <p>Training level:</p> <ul style="list-style-type: none"> - Monitoring, mentoring, advising, and training (MMAT) courses 	<p>buy-in for reform and a viable exit strategy</p> <p>Target audience: Expert functions in HQ and mission</p> <p>Time: 2-3 days</p> <p>Training level:</p> <ul style="list-style-type: none"> - Advanced SSR course - High-level CSDP course - Strategic Planning course

Links to other themes / competencies / curricula

The 4 proposed modules can be implemented as sub-curricula or corollaries to existing SSR courses, which can include more detailed knowledge of the organization for which one is working for instance. In the EU context, existing courses can provide detailed training on EU (CSDP) structures and rules with regard to SSR missions, while the sub-curricula modules are used to delve deeper into the subject of the guiding principle of local ownership.

The following sub-curricula may be directly linked (as pre-requisites, further professionalisation or complementary) to the IMPLEMENTING LOCAL OWNERSHIP IN SECURITY SECTOR REFORM (SSR) MISSIONS sub-curricula when developing more comprehensive training programmes or seeking to integrate in development of core competencies and operational capabilities in this field:

- Mission Leadership
- Do No Harm
- Monitoring, Evaluation of Peace Missions
- Dialogue, Peace Processes and Policy Planning

Modules & Content

The curriculum exists of 4 modules which are categorized as basic, advanced, and expert-level.

Module 1 is the most basic and is aimed to provide mission personnel with the necessary generic knowledge, skills, and attitudes to function effectively and principled in a SSR mission. It targets all mission staff from the principle that all staff represent the organization and that their behaviour can impact the overall effectiveness of the mission. CPPB staff are expected to adhere to certain values and inter-relational behaviours that correspond with the principles of local ownership and peacebuilding in general. The learning objectives correspond closely to those of pre-deployment courses, yet aim to strengthen their attainment by developing further participatory approaches to learning and the emphasis is on awareness on the importance and possibilities to practice local ownership in missions.

Module 2 is more advanced and deals specifically with the subject of local ownership, its complexities and nuances. Participants will take up key political functions in the SSR mission or roles as MMATs. The module is to a large extent aimed at understanding and knowledge, but also at critically reflecting on local ownership practices, including their context specificities, and how political objectives can undermine local ownership principles. Participants should also have a good understanding of the wider societal scope of SSR and the need to focus beyond state actors as well as at national policies that do not fall strictly under SSR yet have strong interlinks with this theme. These complexities are specifically addressed by reference to concrete case examples, drawing on experiences from experts and training participants.

Module 3 focuses on those practitioners who will be in engaged in frequent interaction with local counterparts. The aim of this module is to focus deeper on the tasks and different expectations of monitors, mentors, advisers, and trainers, and to foster intercultural communication competences, including deep culture awareness, DNH's IEMs , active listening, probing, working with local translators, body language, and MSH dialogue negotiation and mediation. The module is mainly exercise-based (e.g. role-plays and simulations) and deepens the knowledge of the self and the participant's interrelational behaviour, and supports attitudinal developments (e.g. respect for diversity, patience, equality, empathy)

Module 4 is aimed at those practitioners responsible for designing, managing, reporting, and evaluating SSR missions. These experts are trained to support local actors in designing their SSR reform objectives at the strategic level, which requires in depth knowledge of the local security sector and its challenges as well as successes (e.g. needs assessment and stakeholder analysis). Furthermore, participants are equipped with the tools to ensure and recognise through specific indicators local ownership throughout the project duration while also safeguarding their organizations' principles of democracy and human rights protection. These tasks require advanced communicational and negotiation skills to be able to pick up on local signals that indicate the need to adapt the reform process or the way in which it is conducted.

Course Levels	
Beginner / Entry	See Module 1
Intermediate / Advanced	See Modules 2 & 3
Expert / Specialisation	See Module 4

Mainstreaming 'Sensitivities' (Peace & Conflict Sensitivity; Cultural Sensitivity; Gender Sensitivity; Trauma Sensitivity; Sensitivity to Diverse Learning Needs; Local Ownership Sensitivity)

The 5 sensitivities model developed by PeaceTraining.eu are highly relevant for this sub-curricula:

- Peace & Conflict Sensitivity: training participants will recognise that SSR processes can never be successful if they are not context and conflict-specific and if they are driven from the top-down (from the international level to the local context or from the state-level to the population-level) rather than designed following inclusive and participatory procedures. Participants will, however be introduced to major possible differences between conflict settings and how this affects SSR and local ownership missions. This enables them to compare their own mission and case with others on relevant indicators, without being given prescriptive instructions on how to handle specific cases. These aspects are included throughout the four modules in different levels of complexities.
- Cultural sensitivity: cultural sensitivity is one of the crucial aspects of this training. The training is expected to train participants in cultural (self-)awareness and communication, instil them with respect for diversity, and the input from locals. All these sensitivities should not only be part of the curriculum but also reflected in the classroom, for example by including local voices and experiences in the classroom (presence, virtual or real, of local SMEs), by ensuring that interlocutors are aware of possible biases and critically picking up on participant and SME interventions which touch on cultural sensitive issues.
- Gender Sensitivity: gender sensitivities should be mainstreamed throughout the course. For instance, in specific cases, the role of women in the security sector can be analysed and compared. The role of women can also be discussed when debating the principles of international practitioners and how they can differ from local cultures. Yet gender sensitivities should also be discussed in skills-training as intercultural communication can differ according to the gender and societal characteristics of the local actor. Gender lenses are crucial in MMAT activities as well as in mission design, monitoring and evaluation. While local actors should be involved in these processes, it is important that participants learn that 'local actor' is a generic category and that specific local actors (including women, children,

marginalized populations) require specifically adapted inclusion processes.

- Trauma sensitivity: participants to the training can have acquired prior experiences in their work and in specific conflict-affected settings which they consider traumatic. Trainers should be aware of possible re-traumatization when discussing specific cases, showing particular images and witness testimonies etc. they should ensure this safety check throughout the training, including SME lectures, and be wary of signs of trauma among participants to the training.
- Sensitivity to Diverse Learning Needs: trainers should be wary of people's diverse preferences in learning for group work, individual work, lectures, and other activities. Training should be carefully planned and ensure variation in types of learning activities and in the use of materials in the classroom and through e-learning by distributing key texts, podcasts, video's etc. Many courses in CPPB predominantly make use of lecturing activities, however, which creates gaps in skills-development and participatory or adult learning approaches. By focusing on exercises, engagement, and skills, this sub-curricula addresses these gaps in CPPB and SSR training in particular.

Links to relevant resources & publications

Megan Bastick, Kristin Valasek, Eds. (2008) Gender and Security Sector Reform Toolkit - User Guide
DCAF (2011). Gender and Security Sector Reform: Examples from the Ground

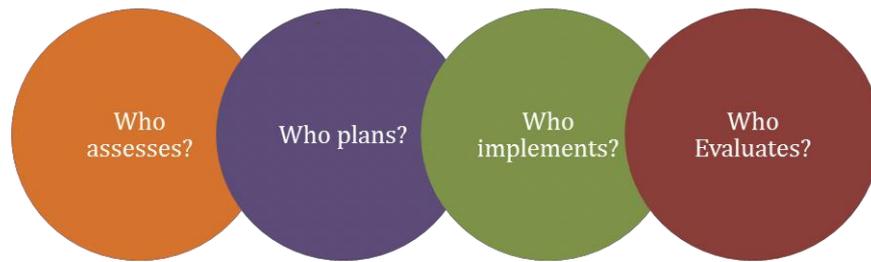
Methodologies & Approaches to Training / Capacity Building

The methodology and approach to training is a crucial aspect in the design of this curriculum. It takes the approach that adult learning and participatory learning approaches are most suitable to learn skills-based competencies and this is exactly what is aimed at in 'Implementing local ownership in SSR missions'. Below we discuss in detail for each module the core and sub-learning objectives and methods to achieve them by taking into account the field's need for more interactive learning approaches (see D3.5.).

MODULE 1: learning objectives and training approaches

1. Understanding the concepts of local ownership, SSR, Human Security and MMAT:

- a.) Acknowledging that there is no one definition and understanding around some of these concepts especially local ownership and SSR which continue to undergo conceptual evolution and contestations among various organisations, practitioners and academics (Donais 2008). Ultimately influencing how local ownership and SSR are implemented by different organisations.
- b.) Being familiar with key policy documents on local ownership in SSR processes (UNSC 2151, EU 2016, OECD Handbook) and key conceptual differences, including between 'local' and 'national' ownership, as well as the human security shift in SSR
- c.) Recognising that although a highly contested concept, local ownership is at the centre of SSR, and all major CPPB organizations adhere to this principle.
- d.) To understand the concept of local ownership, Schirch and Mancini-Griffoli (2015 p 18) highlights four key questions that ought to be answered:



Responding to and assessing these questions, will enable personnel to clearly understand the interlinkages and complexities surrounding the conceptualisation and practice of local ownership

- e.) Understanding that local ownership should not be limited to state or national level engagement but should transcend to the community level to include other non-state actors and practices (human security)
- f.) Understanding that human security is an integrated and multidimensional approach to security moving beyond traditional military mechanisms to emphasising the interlinkages between development, human rights and security. It aims to enhance human liberty and survival by creating the necessary social, economic, political, security and cultural conditions vital to improving people's quality of live (UN Human Security Unit 2009)
- g.) Understanding the interlinkages between local ownership, SSR and human security. Whiles SSR focuses on security reforms, human security expands further to include development and human rights dimensions. Ultimately, SSR and human security cannot be successfully operationalized in the absence of local ownership and participation.
- h.) Understanding that Monitoring Mentoring Advising and Training (MMAT) are essential to the implementation of SSR mission mandates.

Facilitation Approaches and Methods: SME lecture presentation on the concepts and their applicability in the field of practices. Opportunities for discussions and comments should be provided. Use of some case studies will be useful in expanding personnel understanding of some of the complexities in operationalising local ownership in SSR missions. Class quiz would also be useful in enabling participants to have in-depth knowledge on these concepts.

2.) **To understand the local context within which they operate:** SSR personnel are deployed to several locations often times in contexts that are different both physically and culturally. Thus, for personnel to effectively implement their mandate and enhance local ownership, it is important for them to:

- a.) Understand the historical, political, and economic contexts in which they operate and how these factors interlink with the SSR mission
- b.) Primarily become aware of their own differences, culture and values vis a vis that of the host country and how these influence behaviour and actions. Becoming aware of your own uniqueness and difference is important to acknowledging and respecting that of others
- c.) Recognise the importance of accepting and respecting the existing culture, attitudes, values and practices within the local context
- d.) Know that accepting and respecting values and practices in the local setting does not mean completely ignoring your own values but rather finding ways to maximize the commonalities and minimizing the differences (ENTRI).
- e.) Understand some of the best practices and challenges to operationalising local ownership particularly in post conflict societies. The United Nations

Department of Peacekeeping Operations (UNDPKO) highlights some best practices

Putting Local Ownership into Practice

While the approach will vary depending on the specific context and activity, there are some general good practices that can be applied.

- **Take a participatory approach and engage local actors at the earliest possible stage** through liaison, coordination and consultation, gathering information about needs and perceptions, and engaging local stakeholders in planning processes.
- **Channel information from the local level to mission headquarters** about local constituencies and marginalized populations' needs, concerns and priorities, and support the articulation of local grievances, interests and needs to inform national-level processes.
- **Tailor the approach to the specific context and the nature of the activity** by looking at local systems, structures, strengths, weaknesses and dynamics. Conduct regular analysis of the micro-level socio-political, economic and cultural context and calibrate the approach accordingly.
- **Value and make use of local or “insider” knowledge and expertise**, including that of National Professional Officers and local counterparts.
- **Avoid undermining local capacity by “doing” or “replacing” rather than enabling:** identify and build on existing processes and structures (informal and formal).
- **Guard against bringing preconceived ideas or assumptions about what the problems or solutions are**, for example by conducting joint assessments with local counterparts, by asking local stakeholders what they consider their needs or capacity gaps to be, or what they believe are the root causes of and solutions to conflict.

Source UN DPKO Civil Affairs Handbook, 2012, Department of Peacekeeping Operations, pg 67

Facilitation Approaches and Methods: SME's presentation should be integrated with role plays or simulation exercises. Here 'Meme Awareness' propounded by the PeaceTraining.eu could be a useful exercise (PeaceTraining.eu 2017). Case studies examples from the 13 EU SSR missions could be used in expatiating on how the organisation has been operationalising local ownership, the challenges and future prospects.

3.) To understand the general mandate of SSR missions:

- a.) Understanding of the core mandate and role of SSR missions. According to the EU Council, the core mandate of SSR missions are to among other things support: defence sector reform, police sector reform, judicial sector reform, financial reforms, border and customs sector reforms, demilitarize, demobilisation and reintegration (DDR), as well as other general support (EU Council 2005, pp 13-16). Generally, these are implemented through channels such as capacity building, technical support and cooperation and advisory support to the receiving state (EC 2006; Bloching 2011).
- b.) Understanding the principles guiding the implementation of such missions; which include local ownership; measuring progress; holistic approach; tailored approach and co-ordinated approach (EU Council 2005).
- c.) Personnel become familiar with the areas of engagement with regards to SSR missions and their thematic focus.
- d.) When possible, understanding the own mission mandate of to-be-deployed personnel with regard to the mission's SSR objectives

Facilitation Approaches and Methods: SME lecture presentation on the various SSR frameworks. Allocating adequate time for discussions after the presentation will be very useful. Additionally,

course assignments could be allocated to personnel to review and compare existing SSR frameworks. Adding reading materials on various SSR frameworks and legislations would be useful.

4.) To understand the code of conduct for operations in such missions:

- a.) Understanding and knowledge of the legal frameworks guiding SSR operations such as the Lisbon Treaty (2007), the Generic Standards of Behaviour for CSDP Operations (2005), Revised Guidelines for the Protection of Civilians in CSDP Missions (2010), International Human Rights Law, Code of Conduct and Discipline for EU Civilian CSDP Missions (2016)
- b.) Understanding the process for seeking redress as well as the disciplinary channels
- c.) Understanding the rules of engagement within the mission
- d.) Understanding the Chain of Command/ the Command and Control structures within SSR field missions

Facilitation Approaches and Methods: SME lecture presentation on code of conduct and legal frameworks guiding SSR operations. Role plays could be used to demonstrate the channels for reporting and chain of command of the mission. Supplementary reading materials on the frameworks would be useful.

5.) To have general knowledge of the competences essential for the implementation of local ownership: Implementing local ownership in any mission including that of SSR is admittedly a challenging task. This is because often times, it is difficult for personnel to be equipped with the adequate practical competences and skills as well as how to effectively utilize these competences in the field of practice. To effectively implement local ownership, personnel must be equipped with knowledge and capacity in various competences including but not limited to the following:

- a.) **Self-Awareness:** Generally defined as the recognition of “one’s own personality and individuality”⁹, self-awareness is an essential competency that SSR personnel need to acquire before, during and after deployment. Acquiring such competency not only enable personnel to be aware of their own backgrounds, views, perceptions, and interests and how they influence their work in the field but more importantly enlighten them on how they are going to manage their positionality in the face of contrasting views and values in the field. As Savin-Baden and Major (2013: 71) rightly underscore, being aware of their positionality, enable individuals or personnel to “interrogate their biases, beliefs, stances and perspectives”. In other words, recognising what makes you different and unique is a good starting point to acknowledging, respecting and accepting others’ differences. Self-awareness ultimately result in cultural/intercultural awareness where personnel becomes aware of and respects the diverse perspectives, values, and principles existing within the local context and how that shapes or influences their work.
- b.) **Effective Communication:** Communication is a fundamental element in peacebuilding and by extension SSR. Having the skills to interact, articulate and transfer information and knowledge with clarity is a quality that is necessary for SSR personnel. In fact, the UN and other peace intervention organisation have underscored that while communication is vital, it continues to be a major gap in peace operations (UN Peacebuilding Support Office 2010). With most personnel deployed into SSR missions often from different backgrounds, orientation and language to that of the host country, communication becomes a challenge. Which is why it is important for personnel to learn

⁹ See Merriam-Webster Dictionary, <http://www.wordcentral.com/cgi-bin/student?self-awareness>

how to actively listen, be aware of their body language and gestures, maximize communication tools within such setting to enable them to interact effectively with the various stakeholders. Some emerging tools for effective communication include Richard Salem's Empathic listening (or reflective listening) which enables individuals to put themselves in others situation to understand their emotions, feelings and challenges in order to build trust, openness, and create spaces for "collaborative problem solving" (Salem 2003¹⁰). There is also communication peacebuilding or communication for peace, a concept which enables individuals or practitioners to maximize existing and innovative communication resources to engender peace (SFCG and USIP 2011; Hoffmann 2013).

c.) Consensus Building: One of the essential roles of personnel is to enhance stakeholder dialogue and engagement in SSR missions. That is, contribute to improving collaboration and interactions within and among stakeholders as well as assist in mobilising different interest groups. To do these, it is important for personnel to be equipped with consensus building skills such as negotiation, mediation and facilitation.

d.) Cultural sensitivity: Acknowledging and respecting the culture, values and practices in field missions is essential to achieving sustainable peacebuilding. Similarly in SSR missions, it is important for personnel to be culturally sensitive to the different practices and values which sometimes, if not often, contrast their own views and opinions. For Snodderly (2011, p.17) cultural sensitivity is when individuals become "aware of cultural differences and how they affect behaviour, and moving beyond cultural biases and preconceptions to interact effectively".

Facilitation Approaches and methods: SME facilitation on basic useful skills or competences for the implementation of local ownership. Tools such as the Bennett Scale for intercultural awareness, Empathic listening, communication for peace among others could be used as approaches to enhancing these skills. Enough time should be allocated for discussions and comments to enable participants to have in-depth knowledge and understanding of these basic competences. The use of role plays or simulation exercises would be useful in providing participants with practical tips on when and how to utilize these competences in the field of practice. Additionally, group activities or exercises could also be useful. Group activities such as 'Elephant list', 'Just listen', 'blindfold game' etc could be exciting and engaging ways for enhancing personnel's communication skills (See Mindtools.com¹¹; also see Garber 2008). Videos and online games could also be useful tools on expanding personnel knowledge on communication

MODULE 2: learning objectives and training approaches

- 1) Understanding technical and political dimensions SSR: SSR is a technical process aimed at reforming (aspect of) a local security sector. This requires technical expertise often delivered by third countries (e.g. police, judiciary, military etc.). Yet SSR is also a political process, with several dimensions participants should know and be able to assess critically:
 - a. An SSR process touches issues of political power in the home state and often has a sensitive nature. Changing the status quo can be considered a threat for some actors, both for legitimate and illegitimate reasons.
 - b. Local ownership entails that the reform process is started by the local actors, while

¹⁰ See <http://www.beyondintractability.org/essay/empathic-listening>, accessed 2 November 2017

¹¹ <https://www.mindtools.com/pages/article/team-building-communication.htm>

international actors lend support. In practice, however, international actors have own political interests that can undermine local ownership.

- c. Local ownership does not mean that the values of the international organization including democracy, rule of law, and human rights are sidestepped. Not all local actors will be committed to these values.
- d. Often many international actors, with different political interests and/or missions also play a role in the process

Training approaches and methods: (SME) lecture(s) on the political dimensions of SSR missions and their implications for local ownership. The approach to lecturing should reflect local ownership as a model for application on site. Include the participants in the teaching process, build on their needs and goals. Leave sufficient time for class questions and answers/class discussion on these issue by drawing on participants' prior experiences. Case studies to highlight difficulties with the political nature of international mission to support SSR and local ownership (e.g. the CSDP mission in Niger, which is by local actors not seen as their priority, the CSDP mission in Kosovo which continues to be in place because the EU cannot make a political decision with regard to Kosovo's independence). If possible, draw on local expert opinions on these issues (invited to the classroom/video).

2) Understand that SSR is context-sensitive and no reform process will be the same:

- a. Understand that some SSR processes are managed by local actors, yet in some cases international actors can take up more of a lead role, for example in countries emerging out of conflict or failed states, whose security sector structures have collapsed. This has implications for local ownership.
- b. Understand that SSR activities on the ground can take on a different nature. Some are aimed at substantial reform in governance structures (in one or multiple sectors such as police and defence), others are more limited (e.g. training and capacity-building of local staff). These have different implications for local ownership.
- c. Understand that in some contexts, international practitioners are positively received by local populations (e.g. as liberators), in others they are viewed negatively (e.g. invaders). This has implications for overall mission success.
- d. Understand that security sectors are governed by formal as well as informal rules. While formal structures may seem similar between countries, this is not necessarily the case for informal ones. Each country hence requires in-depth analysis, a tailored approach, and fine tuning in handling

Training approaches and methods: The learning objectives are suitable for comparative case analysis. For example Central African Republic-Mali (status of local security sector; formal/informal governance), Kosovo-Afghanistan (reception local population), DR Congo-Ukraine (different types of SSR missions). Case analysis can be done on the basis of (SME) lectures with class discussion. This can be supported by the inclusion of (group) exercises with guiding questions, including, in which cases is local ownership strongest and why? Does this ensure success? Classify other cases (short descriptions prepared by facilitator based on real-life examples) along dimensions of involvement international actors/safeguarding local ownership. Let participants reflect on how this is related to our conceptualization of 'who is the local owner'.

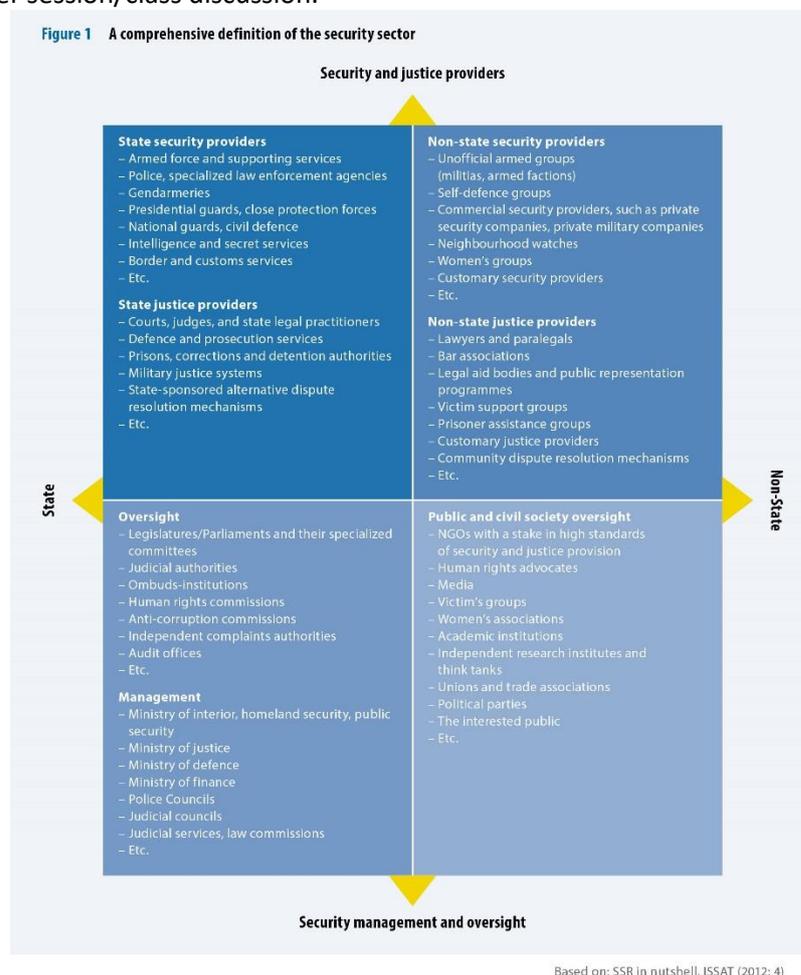
3) Understanding the different actors involved in an SSR process:

- a. Depending on the nature of an SSR process, different local actors are involved. What is important, however, is to look beyond state actors even when the locus of change is often situated in state structures. Security sectors also involve non-state actors, both as providers of security and justice and as oversight institutions. Local populations are ideally involved when going to a process of 'human security'. Take into account that this wider involvement does not necessarily correspond with host government expectations of the reform process, but that it has become part of international practices. The issue

of 'who is the local owner' is indeed contentious, and different organizations will point to different actors, which have own political interests

- b. Participants learn that 'local actor' is a generic category and that specific local actors (including women, children, marginalized populations) require specifically adapted inclusion processes.
- c. Other international organizations are involved in SSR processes. Depending on the nature of each international actor's involvement, effective SSR can require information exchange or close collaboration between these actors. The relationship between international actors on the ground is often difficult.

Training approaches and methods: Small group exercise on local actors involved in a security sector (see DCAF Figure 1 below, flipchart exercise) (SME) lecture on the actors included in a specific SSR process, preferably with attention to non-state actors and human security. Group exercise: which local actors should be involved in different types of missions (prepare short mission descriptions based on real-life examples)? Small group exercise on international actors that can be involved in SSR processes. (SME) lecture on challenges of cooperation on the ground, with ample room for question and answer session/class discussion.



- 4) Being able to critically analyse organisational/ mission objectives and strategy with regard to SSR
 - a. Be aware of the objectives of your mission and strategy. Assess whether these have sufficient local ownership to ensure sustainability.
 - b. A viable exit strategy with clear criteria is needed in SSR processes. Understand that political factors can have a negative impact on this.

Training approaches and methods: (SME) lecture(s) of different types of SSR missions and their implications for local ownership. Individual analysis, small group work, and class discussion of case studies based on real-life examples of SSR projects, centred around the question of local ownership in individual cases, sustainability, and exit strategies. If possible, also include analysis of participants' own mission or draw on their prior experiences.

MODULE 3: learning objectives and training approaches

1) Understanding and applying principles of effective communication

Communication in general:

- a. Being aware that communication is an act of transferring information from one person (sender) to another person (receiver) but includes verbal, non-verbal, formal – non-formal elements. Communication is delivered in a structured form following local, timely accepted and preferred scripts, rituals.
- b. Be aware that verbal and non-verbal communication can lead to unforeseen reactions (different expectations and interpretations).
- c. Being able to use communication models like the four sides model of communication from Schulz v Thun (factual information, a self-statement, a relationship indicator, an appeal)
- d. Being able to use communication techniques like active listening and feedback to enable the monitor, mentor, adviser and trainer to build trust and common understanding, to share experience/knowledge with the local counterpart.

Training approaches and methods: theoretical input (preparation: E-learning) and discussions/group work. Role plays (sender-receiver exercises), examples of different ways of expressing and interacting in different cultures- show little clips and let them interpret.

2) Understanding and applying principles of effective cross-cultural communication

- a. Being aware how people from different cultures speak and communicate verbally and non-verbally (i.e. gestures, eye-contact, body-distance)

Training approaches and methods: theoretical input (preparation: E-learning) and discussions/group work. Role plays (sender-receiver exercises) by ensuring a mix of participants' cultural backgrounds.

3) Understand the chances and risks using interpreters.

- a. Being aware that interpreters – apart from language skills – have institutional knowledge, know the local culture and habits and are able to provide situational awareness.
- b. Interpreters are not only “switching” the language, they are part of the interaction between two persons and might defuse potential conflicts, might provide important interpersonal information like i.e. interpretation of non-verbal gestures of your local counterpart.
- c. Taking care about “technical issues”: breaks between statements, talk to your local counterpart and not to the interpreter, respect your interpreter and take care of good working conditions

Training approaches and methods: (SME) lectures and sharing of best practices, role-play exercises, example video's and class discussion on what worked/did not work

4) Understanding “Monitoring”:

- a. Being aware that Monitoring has different meanings

Capacity building and development activities:

Monitoring as a technique used in substitution and strengthening missions “to observe performance, efficiency and work methods of the local counterparts with a view to drawing conclusions about how to improve their performance through mentoring and advising.

Observation of and reporting on an activity or area related to mandated or implied tasks within a United Nations peace operation.

This is the case when, for example, the compliance with international agreements or a ceasefire is to be monitored”.¹²

b. Monitoring is a broad term describing the active collection, verification and immediate use of information to address i.e. human rights problems, problems in disarmament and demobilisation of i.e. police forces and other observing events (i.e. elections, trials, visiting places of detentions, refugee camps) in different phases of a conflict (conflict prevention, peace-keeping, conflict resolution, peace-building).

c. Being aware that monitoring means to observe the performance, efficiency and work methods of the local counterparts.

d. Being aware of different types of reports (i.e. Incident Reports, non-compliance reports) and understand how to write an accurate report for fulfilling the task in question. Each task needs different information for the target audience

Training approaches and methods: Theoretical input, role plays (create a scenario between “locals” which has to be monitored The outcome of the scenario has to be reported) and simulation exercise (form groups, provide a mandate – i.e. monitor the situation during the return of IDP’s to their previous homes – write a report).

5) Understanding “Advising”

a) Being aware that “advising/training” focuses on the institutional side in order to provide information about different, additional ways, approaches, achievements, etc, and/or improve/change the performance and work methods of local counterparts

b) Understand that “advising” is a tool which can be used to resolve an accurate problem (short term) and/or an entire reform process (long term)

Understanding “Training”

a) Training requires the necessary skills in areas (i.e. crowd and riot control, money-laundering) which should be trained and lead into national education/qualification of a trainer.

b) Training can be the tool of an advising process – informing relevant personnel about and educating them in an institution “new” practise/approach

Training approaches and methods:

Theoretical input, role plays using videotaping, followed by detailed feedback and comments by the

¹² Council of the EU (2014), “CivOpsCdr Operational Guidelines for Monitoring, Mentoring and Advising in Civilian CSDP missions”, doc 15272/14, 7.11.2014, <http://www.statewatch.org/news/2014/nov/eu-eeas-operational-guidelines-civilian-missions-15272-14.pdf>

role players

6) Relation between “Monitoring, Mentoring, Advising”

- a) Understand the relation between “Monitoring, Mentoring and Advising”. A monitoring process can be used to assess the overall situation first of all. “The results of monitoring should feed into and shape all on-going and/or planned activities [...], including political engagement strategy, human rights work [...] training, mentoring and advising [...]. There must be a clear linkage between the monitoring process and the designing of policies and strategic direction.”¹³
- b) Understand the difference between “Monitoring, Mentoring and Advising”. “As opposed to mentors, advisers work on a strategic, mid – to senior management level and advise an organization, rather than an individual. An advisor works with his/her counterpart(s) to build or strengthen the institution, either by helping solve a particular problem or accompanying the entire reform process, while a mentor guides another person in developing his/her own ideas, learning and personal and professional competences.”¹⁴ Another difference lies in the duration of the process; “unlike mentoring, which clearly is a long term commitment, advising could be performed by visiting experts if it is a short-term effort requiring specific expertise not available within the mission.”¹⁵

A monitoring process can lead to an advising process when the need of improving the performance, efficiency and work methods of the local counterparts is identified.

- c) Being aware of fostering diagnostic skills for being able to make decisions, what to do on site.

Training approaches and methods:

Group work/discussion, followed by theoretical in-depth amendments.

MODULE 4: learning objectives and training approaches

- 1) Being able to conduct a comprehensive, locally informed security sector analysis with attention for activities of other international actors
 - a. Understanding the need to elicit input on the security sector from a wide variety of local state and non-state actors
 - b. Understanding the need to make specific efforts to include the voices of women, children, and marginalized populations
 - c. Understanding the need to elicit input on the security sector reform activities of other international actors.
 - d. Understand the need for good information prior to recommendation

¹³ United Nations Organization, (2017), DPKO, Manual: Police Monitoring, Mentoring and Advising in Peace Operations, p. 7, 06.12.2017 https://police.un.org/sites/default/files/sgf-manual-mma_2017.pdf

¹⁴ United Nations Organization, (2017), DPKO, Manual: Police Monitoring, Mentoring and Advising in Peace Operations, p.23, https://police.un.org/sites/default/files/sgf-manual-mma_2017.pdf

¹⁵ Council of the EU (2014), “CivOpsCdr Operational Guidelines for Monitoring, Mentoring and Advising in Civilian CSDP missions”, p. 10, <http://www.statewatch.org/news/2014/nov/eu-eeas-operational-guidelines-civilian-missions-15272-14.pdf>

- e. Being able to engage local and international interlocutors (with the aid of translators) by active listening and asking specific, probing questions
- f. Being able to conduct stakeholder mapping and analysis as a basis for mission design

Training approaches and methods: (SME) lecture(s) and case studies on the negative effects of recommendations and SSR implementation without suitable prior analysis. Role-play exercise: participants' interview each other on the nature of their own SSR background and should be able to reproduce acquired information. Case study group exercise: the host government has asked your organization to... who should you talk to in order to get a better understanding of the situation?

2) Being able to identify and manage local actors pro and contra reform

- a. Based on the stakeholder analysis and a mapping of their interests, identify appropriate strategies to ensure local ownership, but also that the values of democracy, rule of law, and respect for human rights are included
- b. Being able to implement communication, negotiation, and mediation techniques to this goal
- c. Being aware of how your personal communication style can affect your rapport with various local partners
- d. Being aware of own stereotypes and be able to distinguish between legitimate and illegitimate reasons to obstruct reform (e.g. reforms are too top-down and do not sufficiently take into account local practices vs lack of interest in reform itself, but more interest in financial aid).

Training approaches and methods: (SME) lecture(s) and experience sharing, class discussion. Lecture on communication styles (e.g. Rose of Leary) and negotiation and mediation techniques accompanied by role-play exercises: e.g. two participants have to work together on an issue, with their own interests, and by taking on different communication styles (unknown to the other player). Other participants observe and can provide feedback. This exercise can be done in smaller groups.

3) Being able to include local actors in planning, management, monitoring, and evaluation

- a. Understanding the need to include local owners in all stages of the SSR project to ensure a viable exit strategy
- b. Being able to combine stakeholder analysis and communication skills to create participatory feedback processes with local actors
- c. Support local actors in developing planning, managing, monitoring, and evaluation tools that suit the local situation.
- d. Understand that it can be better to be included in the local planning process rather than them be included in your organization's process.
- e. Devise strategies to align organizational goals and planning and evaluation tools with those of local and international actors.

Training approaches and methods: (SME) lecture(s) and experience sharing, class discussion (e.g. what is your organization's planning process, how are local actors involved?). Discussion of different planning tools and group work on how best to ensure that these safeguard local ownership. Allow participants to think of planning adaptations to involve local actors.

4) Being able to create political buy-in for reform and a viable exit strategy

- a. Know principles of organizational change management and how to implement them
- b. Understand the need for flexibility in SSR processes
- c. Being able to include mechanisms for adaptation and feedback in SSR projects.
- d. Being able to define a realistic exit strategy with clear criteria.

Training approaches and methods: (SME) lecture(s) and experience sharing, class discussion: best practices and lessons learned in sustainable SSR

processes.

Module training approaches and methods: Final exercise: simulation in which each participant is given a role in an SSR reform process: a range of local actors and international actors of different organizations. Participants should design the project and bring it to a successful conclusion. Throughout the stages of the exercise (design, implementation, monitoring, evaluation), the participants are met with scenario-based challenges including adverse circumstances and differences in characters' role and interests (unknown to the other players). Feedback on performance, including own body language and communication style (e.g. video).

Innovations / Frontiers – The front of the field & new / latest developments in this sub-curricula

- Local/National Ownership as skills- and attitudes- based training is not currently the priority of SSR training programmes, so this SC brings novelty as innovation through its topic and practice and skills-oriented training approached
- Local/National Ownership has been integrated into the themes and implementation methods of CPPB curricula;
- Methodological ICT and Live: Simulations of SSR dialogue and planning processes can be integrated
- Multi-stakeholder (MSH) Delivery of the Training and MSH profile of the participants in the training

- Many courses make use of SSR experts to provide deeper insights into the practice of SSR. However, these experts are most of the time international practitioners, rather than local actors from a country where SSR has taken place with international assistance. By only including the foreign experts in training courses, there is a potential bias in that only one side is given voice and their perceptions of their best practices are transferred. This calls for the inclusion of local experts: state actors involved in the process, independent observers, or community actors. Local actors will not speak in a uniform manner and hold different opinions, yet this also rings true for international experts. Demonstrating this variety of opinions would be strengthened by involving local actors in training courses (on the ground and in Europe). In e-learning courses as well, local voices could be further included. For example, while DCAF/ISSAT's e-learning course 'Fundamentals of Strategic Advising in Reform Environments' includes interesting testimonies of practitioners, it does not include input from local actors. Here we can think of local testimonies (e.g. video's and podcasts).

- This is not the only addition that can be made to e-learning courses. Many of these are currently aimed at understanding key principles and challenges, but not at skill-application. This can be made possible by also including more online skill-based exercises, potentially in group through a virtual classroom, and with the help of an online facilitator. These types of spaces can also be used to create interaction between local actors and international practitioners.

Approaches to Developing Competencies / Capacity Building Complementary or Additional to Training

The SC will mirror in the training space the principles contained and expected in LO SSR missions, namely participants' ownership of the process, participation, needs-based training etc. Through the proposed sub-curricula modules, the competencies of international experts to engage with and implement the principle of local ownership in the field are developed and/or enhanced. However, it is important to additional factors that can support the effective implementation of local ownership that go beyond training. These include:

WORKING PROCEDURES: The development of local ownership competencies outside of training courses is hence to a large extent also dependent on mission mandates and organizational working procedures. Addressing weaknesses in these could further support the implementation of the local ownership principle in SSR missions.

- Recruitment and hiring practices (e.g. Autesserre, 2014): international practitioners are often only in the field for relatively short periods of time and most international missions have high turnover rates. This practice is not conducive to the development and exercise of local ownership competencies: indeed, stakeholder analysis, needs assessment, understanding the local situation, and in particular the need to build trust and cooperative relations with local counterparts take time. While reporting can accommodate knowledge-based institutional memory, the relational aspect crucial to local ownership is threatened by high turnover rates. Another issue is that many expert are hired based on their knowledge of 'SSR' but not based on their local expertise and networks. Indeed, there exist specialists in SSR, but not 'SSR in DR Congo/Mali/...'. Nonetheless, in-depth knowledge of the local context is often what is most needed for international actors to support rather than supplant local reform processes.
- As other institutional reform processes, SSR takes time. This is true for the local reform initiators, but also has implications for international practitioners. The tendency to use quick, short-term SSR missions (see CSDP mission, for example) is not necessarily conducive to the development of local ownership competencies, nor their effective use on the ground. On the other hand, however, short-term interventions could potentially safeguard local ownership better
- The development and effective use of the competencies targeted in this curriculum can be obstructed as a result of mission designs and mandates which do not correspond to local ownership principles. This is often where the political nature of missions and mandates come in, and funding reluctance on the part of international actors. The SC will balance the principled approach of needs-based action with the realities of implementation of where participants are coming from.

IN FIELD-COACHING: who mentors the mentors? Once in the field, personnel can find themselves in difficult situations not addressed in training or adapt behavioural patterns unconducive to local ownership. Possible ways to address this include:

- Support desk: the trainer, facilitator or expert remains in contact with participants (e.g. virtual group) and can provide feedback and advise when difficult questions arise. Participants can also provide each other with advice. This coaching could be institutionalized within the framework of the course
- In-field follow-up: while this SC considers training prior to deployment, this can be complemented by in-field training organized within a specific missions and in which participants can go much deeper into detail about their own situation and challenges.

Examples of Current Courses / Trainings (Titles, Institutions, Outlines)

Name of the Provider: Institution / Training Centre / Academy	Course Title	Link to Course Outline (if available)
ESDC	Pre-Deployment Training (PDT)	https://eeas.europa.eu/headquarters/headquarters-homepage/4369/european-security-and-defence-college-esdc_en
ESDC	Advanced Course for Political Advisors	
ESDC	Strategic Planning process for CSDP missions and operations	
ESDC	In-mission training on SSR	
ESDC	Basic Course on SSR	
ESDC	Core Course on SSR	
ESDC	CSDP High Level Course	
ESDC	Cross-Cultural Competence (3C) for CSDP missions and operations	
ESDC	Mediation, Negotiation and Dialogue Skills for CSDP	
ENTRI	Core Course	http://www.entriforccm.eu/certification/developed-courses/core-course.html
ENTRI	Specialization course SSR	http://www.entriforccm.eu/certification/developed-courses/assets/pdf/SSR-programme.pdf
CEPOL	Monitoring, Mentoring, Advising	

Examples of Relevant Training or Support Materials

Title	Organisation / Institution	Year	URL (if available) or Publishing House & City
UNSC 2151	UN	2014	http://unscr.com/en/resolutions/2151
EU Joint Communication SSR	EU	2016	https://ec.europa.eu/europeaid/sites/devco/files/joint-communication-ssr-20160705-p1-854572_en.pdf
OECD DAC Handbook on Security System Reform: Supporting Security and Justice	OECD	2008	http://www.oecd.org/governance/governance-peace/conflictandfragility/oecdhandbookonsecuritysystemreformsupportingsecurityandjustice.htm
The SSR Adviser's Handbook	FBA	2016	
SSR in a Nutshell: Manual for introductory training on Security Sector Reform	DCAF/ISSAT	2012	
E-learning: Introduction to Security Sector Reform	DCAF/ISSAT		http://issat.dcaf.ch/Learn/E-Learning
E-learning: Fundamentals of Strategic Advising in	DCAF/ISSAT		http://issat.dcaf.ch/Learn/E-Learning

Reform Environm ents			
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Course Concepts

Civilian / NGO

Civilians are involved in SSR missions through missions and projects by international organizations and states as well as through independent civil society projects. They can take up different positions, from mission support staff through mission planners, to monitors, mentors, and advisers (e.g. judiciary sector). The SC on implementing local ownership in SSR is not restricted to a specific sector, be it civilian, military or police, state or non-state. Rather it is aimed at building the skills necessary for implementing local ownership through a wide range of activities performed by actors in specific functions in a mission. Hence, while the modules are targeted at audiences with different experience levels, they are not restrictive in terms of sector. Indeed, a mix of participation from different sectors can be beneficial to participatory training. A certain degree of homogeneity, can of course, make shared understanding and communication between participants easier. Depending on their role, civilians can benefit from participation in all modules.

EEAS / Diplomats / Civil Servants

Diplomats and EEAS staff are strongly involved in SSR missions given the importance attached to SSR in CSDP missions. Furthermore, several authors have argued that CSDP missions still lack local ownership (e.g. Ejodus, 2017). This module can benefit all mission personnel (Module 1), staff in HQ and in the field involved in SSR activities (Module 2), staff in the field involved in MMAT (Module 3), and mission design and planning staff, both in the field and in HQ (Module 4)

Military / Armed Forces

The military (together with the police) is a traditional area of involvement in security sector reform. Nations aiming to reform their armed forces often rely on a mentoring, advising, and training role of foreign military-trained personnel. Furthermore, military observers often take up monitoring tasks in conflict-affected settings (e.g. ceasefires). While international military personnel has specific technical, administrative, and strategic knowledge, their SSR tasks in third countries requires additional training aiding them to become supporters rather than 'do-ers' in an SSR process. This course provides these actors with the additional knowledge, attitudes, and skills needed to safeguard local ownership and implement SSR processes effectively. Military personnel are highly familiar with hierarchical working procedures, yet SSR processes require dialogue, facilitation, negotiation, and mediation. The necessity of these competences is explained in this training, but participants are also trained to apply such skills in the field.

Police

The police (together with the military) is a traditional area of involvement in security sector reform. Nations aiming to reform their police forces often rely on a mentoring, advising, and training role of foreign police personnel. While international police personnel has specific technical, administrative, and strategic knowledge, their SSR tasks in third countries requires additional training aiding them to become supporters rather than 'do-ers' in an SSR process. This course provides these actors with the additional knowledge, attitudes, and skills needed to safeguard local ownership and implement SSR processes effectively. Police personnel are highly familiar with hierarchical working procedures, yet SSR processes require dialogue, facilitation, negotiation, and mediation. The necessity of these competences is explained in this training, but participants are also trained to apply such skills in the field.

1.4. Curriculum: Mediation, Dialogue, Negotiation

Brief Description of the Sub-Curricula and why it is relevant to peacebuilding and prevention

Several studies and official EU-documents[1] [2] recognized the process of Mediation, Dialogue and Negotiation as crucial for a peace-building process within various stages.

Third-party intervention in situations of human conflicts has a long history and a wide variety of forms and functions. A common response to resolve conflicts between parties is to enter into negotiations in order to reach a mutually acceptable agreement. Mediation intends to facilitate the negotiation process.[3]

In addition the report on the Implementation of the European Security Strategy mentions that *“Preventing threats from becoming sources of conflict early on must be at the heart of our approach. Peace-building and long-term poverty reduction are essential to this. Each situation requires coherent use of our instruments, including political, diplomatic, development, humanitarian, crisis response, economic and trade co-operation,-- and civilian and military crisis management. We should also expand our dialogue and mediation capacities.”*[4]

The EU recognized the need of “Mediation and Dialogue” capabilities and introduced the document “Concept on Strengthening EU Mediation and Dialogue Capacities”. It’s clearly stated in this document that *“The EU, as a global actor, committed to the promotion of peace, democracy, human rights and sustainable development, is generally seen as a credible and ethically reliable actor in situations of instability and conflict and is thus well placed to mediate, facilitate or support mediation and dialogue processes.”*[5]

Mediation, Dialogue and Negotiation processes are important and appropriate tools for peacebuilding and prevention.

Learning Objectives / Outcomes (Results-Based)

Trainees will acquire the necessary skills which enable them to implement the necessary mediation, dialogue and negotiation process at the strategic, operational and tactical level and to contribute to a successful implementation of mandates in Peacebuilding processes while respecting the personal style of the involved parties.

Through this course trainees will learn about the communication process in general (sender- receiver) and analyse their competencies within this communication process. They will be able to distinguish between different communications techniques (i.e. active listening, feedback) including the ability how to apply these techniques in different communication processes. Furthermore trainees will learn about the specific elements of a cross-cultural communication, be able to identify overlaps between personality differences and multiple perspectives and how to put forward these overlaps successfully.

Since translators are in between the sender and receiver within a cross-cultural communication, trainees will recognize the role and the proper use of translators and learn how to transfer this knowledge to a successful cross-cultural communication process.

Trainees will identify the meaning/definition of Mediation, Dialogue and Negotiation and recognize their usefulness in various states of the Peacebuilding Process. They will be able to foster diagnostic skills what do when on site.

At the end trainees will be able to apply these skills into practice.

Mission Relevance (Justification / Need)

The EU recognized the need of these soft skills and has put adequate normative guidelines in place[6] as well as relevant training courses.

The personnel involved in Conflict Prevention and Peace Building generally have a great knowledge in the relevant field of operation – mission specific requirements are tested by a competency-based examination or during a job interview- , but there is only a little focus on soft skills, such as communication, negotiation, mediation, gender and cultural awareness.

As peacekeeping has grown into a multidimensional phenomenon, enhancing the training of peacekeepers in effective skills for working with conflict and assisting parties in dispute to manage and resolve conflicts constructively is crucial. Personnel deployed in a mission will be able to work more effectively with a developed set of soft skills and will more likely avoid future conflicts or risks. [7]

Type of Mission / Mission Phase

The training relevance of *Mediation, Dialogue and Negotiation* is not limited to a specific type of or phase of mission. These techniques are part of the daily business of effective mission performance. Based on the mandate of a mission/operation the OPLAN (Operations Plan) and the job description within the respective call for contributions, the technical capacities and skills needed for successful mandate implementation are defined. In the Handbook on CSDP Missions Mediation and Dialogue skills are seen as critical by CSDP mission staff in their day-to-day work and cover the whole range of the conflict cycle (preventive diplomacy, management, resolution or transformation). Additionally, many missions engage in informal dialogue and sometimes dispute resolution at the working level.[8] According to the Fact sheet on the European Union Mediation Support Team Mediation skills are already demanded in the phase of preventive diplomacy: “Mediation is part and parcel of EU preventive diplomacy and an integral component of the EU’s comprehensive toolbox for conflict prevention and peacebuilding”. [9]

Target Audience(s)

The target audience consists of persons who want or will be deployed to peacebuilding and prevention missions and or activities. This includes members of the EEAS or public servants coming from various fields (defence, justice, diplomatic, police), military establishments of EU Member States (and Third States), members of NGOs as well as free lancers.

Guide to Choosing this sub-curricula: Training Institution / Trainer

Trainers / Training Institutions should consider inclusion of sub-curricula on *Mediation, Dialogue and Negotiation* when:

- Providing core skills training for mission deployment / pre-deployment training
- Providing training for field personnel and political officers / civil society organizations working in areas affected by armed conflict, in post-war / stabilization phases, and communities and countries ‘at risk’ / experiencing instability or risk of armed conflict and violence

Sub-curricula on *Mediation, Dialogue and Negotiation* can be important for both entry-level, first deployment training as well as for experienced personnel and field officers and organizational, diplomatic or mission leadership.

Guide to Choosing this sub-curricula: Practitioner / Deployment Organization or Agency

Mediation, Dialogue and Negotiation skills are required competencies for certain positions since these qualifications are a precondition for a successful mandate implementation. Missions / organizations should consider or prioritize this sub-curricula:

- For all deployments / personnel deployed in areas affected by, at risk of, or recovering from armed conflict, violence or instability;
- For officers and organizational / mission leadership

Advanced / more thorough, comprehensive and deep-skills training in mediation, dialogue and negotiation should be provided for:

- Mediation teams / support teams working on high level (Track 1, Track 1.5, Track 2) peace negotiations, peace talks, and dialogue processes;
- International and national teams involved in supporting development / creation of local, national and regional architecture and 'infrastructure for peace'
- Field / Mission personnel, local authorities and civil society organizations directly involved in community-based or national mediation and dialogue processes

Sub-Curricula Brief: Main Section

Core Competencies (Attitudes, Skills, Knowledge) Covered

One would ask why mediation skills and their other adjacent dialoguing methods, like open dialogue and negotiation should be included in peace teaching after basics were already delivered in general preparatory curricula? After all these competencies are represented by diverse civil professions for dealing with conflict in a world, in which people try to overcome their differences while the life around them is more or less stable. In case of tensions in a region and turbulent times and even more so when wars tend to break out or have broken out, people do not want to negotiate - but for their own sake they have to get along somehow, as there are common interests and tasks to be fulfilled for every day survival, like electricity lines need to work, water supply is essential, etc.

Being on site one is confronted with tensions that can break out any time –tensions can spread like weeds. Knowledge about the complexity of conflict dimensions, attitudes towards bringing forth possible cross lines and skills to turn escalating ladders into two way climbing possibilities might be of help.

In everyday living between dividing lines, in managing the life together between people of different heritage and origin, language and cultural embeddedness, of different missions and nations, it is to be expected that diverse ideas of how to handle situations, how to understand a conflict, how to be used to handle crises, etc. builds on many contradictory traditions and identities (what is normal, i.e. how one and one's reference group, tradition, law, etc. is used to handle them). In collaborating on site that aspects might clash naturally - on very basic and very abstract identity forming levels.

Understanding by own experience how easily conflicts can start already very early on, understanding the escalation ladder of conflicts and how situations can build up after having got stuck can help to get out of hot spots and find areas where mutual understanding or at least listening can arise again more likely. One of the core competences is to grasp the dimensions of conflict and its destructive, but also constructive dimensions: intellectual, rational, emotional, psychological, and social and its identity forming dimension.

Understanding the "creation of an enemy" when own needs cannot be met, when own values are threatened and when time is scarce to sort or wait it out, can help to step out and try to find ways to reach out to other people again, to start collaborating again, even after one thinks one cannot accept the other person's values, behaviour, etc. any more. It is that protective function of conflict that

creates distance- but that can be reached in other ways also that are less destructive to the opponents.

In such a course it is important to learn more than just the principles and its philosophy of communication and communication skills. The factual dynamics, which might develop after addressing core disagreements, need to be handled and modulated. One should learn in this curriculum the competence of soft intervening as a natural habit. The best learning path is through exercises where people can switch sides, reflect their own emotions and change in attitudes towards the other role players and by observing others and afterwards to reflect upon it. In training one can easily stop and ask what was meant, intended and what one would have needed for prevention of escalation. There are many exercises that utilize experiences in the group, role plays, and case studies. One automatically realizes dealing with conflict is not only an academic task, it requires the presence of the person totally. One gets training in own readiness to reflect and build on that for learning to be ready to make a break, step out and try to intervene in a constructive way, avoiding labelling and taking power positions.

One can acquire skills in how to handle difficult situations and learn to de-escalate situations. By testing the role one might get more insight in the dynamics and how careful one needs to become to stay neutral, to value the persons and their attitudes and their intentions and not stigmatizing, labelling, taking possession of the solutions by overruling people.

At the advanced levels the complex handling of intellectual, emotional and social aspects of situations itself, of each involved person while watching also the broader context might be focussed. We understand that in a conflict much can be shaken too. Understanding *how* conflicts are addressed within local/cultural/traditional ways and approaches can help improve operational effectiveness.

The more advanced participants might already be able to manage the fine tuning of these very complex situations and create atmospheres and opportunities that can lead to some success to find sustainable solutions for all involved – a high undertaking! The more advanced the more aspects can be handled. Just to mention gender- as not only the very person in front of us is under scrutiny, but also the social dialogues, the identity forming stigmas that feed into conflicts as much as traditions do on society level and on individual and family level. Is one's masculinity under scrutiny? Is the family pride attacked? Is the cultural identity threatened? Those aspects need to be considered as well, while the content of fight is dealing with last night's exchange of bad words. One can even go to the political level and its heritage of the fighting groups, reference groups, clans, peoples, states etc. as many aspects could have been shaken up.

One can take care of the influence and use of media, the public opinion and its influence when handling situations and consider also the loss of reputation when crossing lines towards so called enemies. Here all sorts of skills on analysing conflicts on many levels and providing skills in how they can be dealt with in a constructive way without losing sight on the immediate focus the involved persons want to address, come into the picture. And - in times of conflict - time is precious.

Participants might learn about different habits to express conflict and disagreements and different ways to bring them on the table. While some cultures prefer face saving dialogues, others want to have the words as clear on the table as possible and would not move before people admit mistakes. Others might never agree to anything after having been "forced" to admit. Emphasizing differences in the approaches might prepare people well for field work.

Links to other themes / competencies / curricula

The following sub-curricula may be directly linked to the Mediation, Dialogue and Negotiation sub-curricula when developing more comprehensive training programmes or seeking to integrate in development of core competencies and operational capabilities in this field:

- Pre-Deployment / Mission Preparation Training
- Civil and Military Coordination (CIMIC)
- Crisis Management
- Armed Violence / Armed Conflict Prevention
- Women and Peacebuilding / Prevention / Peace-making curricula
- Trainings and sub-curricula relating to specific conflict issues / dimensions, e.g.:
- Managing / handling land disputes
- Managing / handling conflicts over natural resources
- Facilitating Mediation / Talks / Peace Processes between conflict parties
- Security Sector Reform / Development

Modules & Content

Module 1:

One could build on knowledge about communication and cross-cultural communication processes in general and some information about facilitating dialogue, mediation and negotiation, when delivering module 1.

Applying communication techniques, like active listening, feedback, diverse forms of questioning, dealing with deadlocks and providing skills for leading heated debates in their future missions could be the relevant content of this module. The main task in exercises might be to become aware of “barriers” in cross-cultural communication and how to overcome them by using techniques of facilitating dialogue, Mediation, Negotiation.

Communication becomes immediately more complex when people do not speak the same language or can refer to a common language and similar cultural embeddedness. While being aware that communication is an act of transferring information from one person (sender) to another person (receiver), one has to still consider- very often there is one more person in between in deployment: the interpreter/translator. And even when having a third common language – in case of tensions - one loses the confidence in expressing well or listening well in a foreign language.

One needs a middle wo/man, who himself/herself also belongs to a reference group, who also is “foreigner”, “enemy”, “one of us” projecting some unavoidable shade on the communication process on all sides. With that in mind the module should consider that triangle on many levels, when it comes to exercises, demonstrations, case studies.

It is often said that mediators take care of frictions in communication, smoothing them out and finding ways to overcome. This challenge is one that translators, among others, are faced with as well, but in a different way and with different intentions – both have to be careful to not compete but lead towards overcoming differences, what is the main job of dialogue leader, mediator, negotiator in which the translator becomes a significant helper. Both professionals have to work it out how to collaborate and who takes care of what so that communication processes can materialize Dialogue, Mediation, and Negotiation. Complex and contradictory attributions of the role of a translator and the instrumentalism of translators lead to questions, as

- What is the responsibility of whom? Local ownership respected? Is translator empowered to do his/her job - to make sure messages get across in both ways? Is translator accepted by all parties?

-Can or should translators take responsibility outside of the roles ascribed to them? And how is that made transparent? How can this responsibility be defined that no negative feedback loop starts? [10]

-Interpreters are not only “switching” the language, they are part of the interaction between persons what might increase potential conflicts, might provide important interpersonal information, or contribute to manipulation, chaos and confusion. Interpretation of non-verbal gestures of your local counterpart might not be a reliable source either, as nonverbal communication is full of local hues. The responsibility for communicating cannot be transferred to the translator. How to handle these new lines can be a major topic in the module.

Another aspect in this module is transfer of good practice, of “technical issues”: how to take care of good working/ dialoguing conditions. It might need more breaks, short sentences, more loops and repetitions to make sure everyone has similar understanding etc. One needs to take care that interpreter might not slip into other jobs and tasks, as that could create turmoil in the long run and one loses interpreters and the trust of the others. Transfer of lessons learnt helps that one needs not make the same mistakes again.

The learning objective could be stated as following

- Being aware about own culture and cultures in different regions and in which way different culture influences communication and interaction and how that feeds into delivering the job of negotiator, mediator, dialogue facilitator.
- ideas could be collected of how to find common ground for mutual understanding under these circumstances including how to handle language differences
- Realizing the role of interpreters within these processes and how to use them in an efficient way without doing injustice/harm to that person.
- Understanding the role of identities in/after conflict and the importance of taking neutral positions
- Communication loops and how to interrupt them and utilize them by administering dialogue/mediation/negotiation skills

Module 2:

After the core elements are taught, one could focus on the skills that the deployed persons could deliver in the field on an almost daily basis - the utilization of “Mediation, Dialogue, Negotiation” principles and its fine tuning: when to use what.

Mediation, Dialogue and Negotiation are all dealing with conflict, and provide different strategies and tools for different stages of a peacebuilding process. It is important to know which approach has to be used during which phase of the peacebuilding process. Participants can learn how to diagnose the readiness of the partners to move forward or rather to defend. Mediation, Dialogue and Negotiation are positioned due to the intent of the parties involved. When still positioning and fighting, negotiation might not reach results but perhaps useful compromises for a while, while starting to dialogue might smoothen out the intensity / escalation of the conflict. When parties are ready to at least give the position of the other parties a chance to be shown, mediation could be implemented.

The participants should be able to be sensitive for exclusion of any kind and care for/ intervene towards inclusion, empowerment, and local ownership. The women movements have made us sensitive towards misusing hierarchy and power games for short solutions. Participants should be able to identify destructive power games and provide intervention skills for leading back to dialoguing so that all important stakeholders can participate, voices can get heard and that local ownership is not threatened. It is also necessary that they search who the relevant ‘stakeholders’ for the very concern may be.

The learning objectives could be:

- Understanding the process “mediation” and its different phases and being able to administer at the right time
- Understanding the process and the role of a “Dialogue” and become able to administer when necessary
- Understanding the process “Negotiation” and its potential impact and be able to use it
- Understanding differences/relations of these techniques and be able to switch

Building on the core competences of module 1 the delivery of these methods for potential difficult situations in the fields could already be managed by participants. Exercises help to transfer the knowledge towards the practical level and the many shades of practice. Concrete feedback when exercising helps to intensify learning steps. The three methods can be a useful skill for the deployed person to handle dangerous situations while respecting the limits of each side and taking care of security and dignity of all. Being capable of handling all these techniques when necessary could also protect the deployed in their missions - in addition to slowly get the parties out of helplessness/anger.

Module 3:

The final goal of many missions will be to strengthen and support locally and nationally led dialogue/mediation/negotiation processes and building/developing capacities within the local staff for their capacities to handle disagreements, problems and the like. Deployment also functions as role model.

With that in mind, the advanced / master level might be directed towards building stages for managing Dialogue, Mediation, and Negotiation and caring for the preliminary steps and - afterwards for implementation of the reached results.

The learning objectives of this level could be to build a concept on how to go about locally that main issues can be dealt with, that new ideas can come about and be discussed, that options can be obtained with the involved people and lead towards the results that can be positioned in a way that they become sustainable on a larger scale or perhaps also very valuable – that they can come to at least understanding of each other’s differences and respecting distance, so that life can continue its path.

Careful analysis of what could be under scrutiny helps to handle situations. One can learn from the field: reviewing case studies on specific conflicts and Dialogue/Mediation/Negotiation processes which have been used to address them as well as ‘lessons identified’ – ‘good’ and ‘bad’ practices.

One is aware that the local ownership is especially important in times of conflict as people want to get their hands back on their lives; they want to be heard and respected as much as possible and be agents of their lives and life circumstances, one can assume. When in times of Dialogue, Mediation, Negotiation the emphasis is on definitions of the issue in question, ideas and possible solutions of and by the involved persons, we respect the principle of neutrality and value local ownership; furthermore we think of giving start up help for the locals to take over again, to regain empowerment.

Module 3 is directed towards help the locals to manage themselves by strengthening / supporting / developing local and national architecture and ‘infrastructure for peace’, creating a useful conflict culture, including (e.g.):

- Local Mediation / Peace Committees
- National Peace Council
- Offices of the President / Parliament /communities for supporting mediation and peace processes – or embedding such capacities in national ministries and perhaps building on traditional ways of conflict resolving initiatives.

- Take care of victims, install trauma centres, dialogue forums, and the like
- And in the long run possibilities to healing of memories

Finally the representatives, NGOs and civil society will again find forms to manage their concerns with each other and with those who influence their wellbeing. In this module ideas can be discussed how to get them started.

Course Levels	
Beginner / Entry	Entry / beginner level courses and trainings on <i>Mediation, Dialogue and Negotiation</i> should focus on ensuring participants have core knowledge, understanding and awareness of what mediation, dialogue and negotiation are; their relevance and importance to achieving mission mandate and implementing peacebuilding and prevention support; handling the need of translators; core (introductory/basic) skills for effective communication and understanding how to engage with mediation, dialogue and negotiation and effective communication in different cultural contexts / settings. Focus should include demonstrations, simulations, exercises and then reflecting by role players and observers
Intermediate / Advanced	Intermediate / advanced courses should go more in-depth into understanding different models, approaches, tools and processes in <i>Mediation, Dialogue and Negotiation</i> processes. Greater exploration of lessons identified and what can lead to success or breakdown and collapse of processes is important. Advanced courses may also include more in-depth case studies as well as more thorough / extensive <i>exercising</i> and <i>simulations</i> of mediation, dialogue and negotiation processes and key <i>skills</i> for effective MDN support and process facilitation. Key issues such as managing a mediation process, engaging with parties, handling effective communication in MDN processes and <i>implementing</i> results and agreements should be addressed more thoroughly. Advanced courses should also go more in-depth into how to implement effective coordination and complementarity with the breadth of stakeholders and institutions that may be involved in MDN processes. Participants should engage in simulations / role plays themselves and be ready to modulate their performances after feedback and coaching.
Expert / Specialization	Expert / Specialization courses may go into advanced practice of mediation, dialogue and negotiation; specialized application to specific fields, situations and conflict issues such as: <ul style="list-style-type: none"> ● Mediation in prevention of armed conflict; ● Mediating land disputes ● Mediation of natural resource disputes ● Mediation of cease-fires ● Mediation of Peace Agreements ● Mediation and Security Sector Reform / Development ● The use of Scenario Development and Futures Forecasting in MDN processes ● Help to build local structures and competencies for peacebuilding Key areas / thematic for addressing in expert / specialization level courses should also include gender and inclusion in MDN, how to effectively strengthen, develop and support local and national capacities and implementation and follow-through in peace consolidation. Expert levels may also include more coaching, mentoring, technical assistance and

	<p>backstopping for actual implementation of MDN processes. Fine tuning and deep reflection of the impact of interventions is also an important component of the process as well as lessons learnt from prior work.</p>
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Mainstreaming ‘Sensitivities’ (Peace & Conflict Sensitivity; Cultural Sensitivity; Gender Sensitivity; Trauma Sensitivity; Sensitivity to Diverse Learning Needs; Local Ownership Sensitivity)

Peace and Conflict Sensitivity

MDN processes should be grounded in rigorous peace and conflict analysis to ensure processes are appropriately designed and addressing critical conflict issues / factors. Implementation of MDN engagements without prior *thorough* peace and conflict analysis and stakeholder, issues, needs and outcomes mapping should be clearly recognized and understood as bad / unacceptable practice in the field today. *Peace and Conflict* analysis should also include identification of local capacities, various on-going peace efforts, and build on principles, practices and values *within* the society / affected groups that are involved in MDN.

Cultural Appropriateness

Training curricula should be developed to ensure participants are learning MDN attitudes, skills and knowledge *appropriate* for the specific cultural and social context in which they are engaging. Trainings / courses which teach skills or approaches to MDN which are entirely foreign or do not fit or apply to the specific context in question are inappropriate.

Gender:

Implementing gender perspectives throughout all phases of a mediation process is crucial to its sustainability and its efficiency. Excluding women from the process could lead to missing out their needs, interests, priorities, capacities and vulnerabilities – and their valuable contributions.

“As men and women tend to have different negotiation styles, the inclusion of women also ensures a broader path towards overcoming conflict, and a diverse set of mediation skills is to be used in the process.” Training institutions and deployment agencies should proactively engage to ensure:

- Curricula activities include the gender-dimensions of MDN and conflict
- Participant groups include strong female participation and representation
- Trainers teams and speakers / experts who may be included in programs should be gender-balanced / inclusive

Special content may be included to address specific gender-dimensions of MDN, and specialization and advanced programs may focus on issues such as ensuring female engagement and participation in MDN processes as well as how to handle gender-dimensions of conflicts in peace talks and mediation and not to forget to include female issues within peacebuilding .

Trauma Care:

It is important for participants to understand how trauma can impact upon MDN processes – including both *individual / personal* trauma of parties involved in the process as well as *own* past traumas of participants in the training which may affect how they perceive, experience, relate to parties and engage in the process. Techniques and methods exist which can assist in helping parties address the impacts / effects of trauma to *unblock* their hindering engagement in MDN processes. Participants should also be aware of how *trauma resulting from the dynamics and experience of conflicts and violence* are issues in the broader context that may need to be taken up and addressed / handled appropriately (and with care) in the MDN process. Failure to acknowledge or even identify and understand these issues has been a challenge in past processes affecting popular legitimacy and trust in the process, agreements and outcomes.

Local Ownership:

To achieve a sustainable peace agreement the mediation process has to be under local ownership – the decision-makers are the parties not the mediators. It has to be made clear that mediators / negotiators / dialogue facilitators are not solving conflicts - they are facilitators only. Local ownership is highly respected by these methods. External mediators “can only play an advisory role, facilitating discussions and protecting the process from undue influence from other external actors .” The mediators can keep the dialogue going while the participants already would give up dealing directly with each other. Curricula should also engage directly with:

- Identifying and understanding traditional approaches, practices and cultural / social values relating to mediation, peace processes and handling conflicts, disputes and violence;
- Mapping / identifying local capacities for peace, mediation, dialogue and negotiation and understanding how these are engaging or can be engaged to support MDN;
- Transferring the role of external actors to supporting / assisting and helping to develop/empower regional, national and/or locally owned peace process engagement and development of domestic MDN capacities in countries of engagement

Local ownership can also address issues such as ensuring **inclusion** and **voice / participation** for communities that may traditionally be left out of mediation, negotiation and peace processes. Here community-based participation in MDN may help, and development of parallel / complementing flora to enable key stakeholders and civil population to participate and engage in peacemaking, prevention and peace consolidation.

Do No Harm & Conflict Sensitivity:

“Do No Harm’ requires the mediator to avoid conducting the process in a way that causes harm to the conflict parties, including women and other stakeholders, or in a way that exacerbates the conflict. [...]

Unintended negative effects of mediation and dialogue facilitation efforts can be minimized by implementing a conflict sensitive approach according to the ‘Do No Harm’ principle. This includes maintaining a thorough and continuous analysis of the conflict and the impact of the mediator’s activities, as well as continuously adapting the mediation strategy in accordance with the impact assessment.”[11] Do No Harm and conflict sensitivity also require external actors to be sensitive to how their interventions can impact upon local capacities and dynamics (cf. local ownership above) and include strategies and strict adherence to working to support / strengthen / develop national capabilities. **Do No Harm** in MDN should also include applying futures forecasting and scenario development to the possible risks implied in any mediation, dialogue, negotiation or peace process – including both *internal* to the process and possible negative impacts on conflict dynamics and particular stakeholders / communities.

Participants should also be rigorously trained in how to identify challenges, obstacles, blocks and factors which can contribute to the failure of MDN processes; ‘bad practices’, and mapping of implementation needs and critical success factors required for agreements to be sustained and implemented. This should also include specific training / modules on how to implement effective *prevention* of violence and instability in post-agreement phases.

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GAP – Gaming for Peace (EU Project), 2017, Soft Skills Training Needs in Peacekeeping Missions

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Falko von Ameln, Peter Heintel: Macht in Organisationen. Denkwerkzeuge für Führung, Beratung und Change Management. Schäffer Poeschel 2016

Gerda Mehta, Klaus Rückert: Mediation und Demokratie. CarlAuer Systemeverlage 2003

Methodologies & Approaches to Training / Capacity Building

This multi-stakeholder training puts practical skills development, development of the right 'attitudes' for effective mediation, negotiation and dialogue facilitation, and learning by doing at the centre of the learning experience.

Besides important theoretical input, module 1 and module 2 would be built upon participants' reflection on their role, principles and dilemmas and on their capacity to identify the possible nexus among different stakeholders and develop strategies to overcome challenges. For that purpose analysis of 'real case' scenarios and group discussions as well as experience sharing are helpful tools.

Module 3 would conclude with a role play that would allow participants to put in practice the skills gained in module 1 and 2. Ideally the role play should be video-taped. The role play/exercise is observed by experienced trainers and the remaining participants. This exercise should be designed to provide participants a mentored opportunity to explore their personal capacities as a negotiator/mediator and to apply their learning to a relevant international peace building simulated scenario. A feedback process (using the video-taped role play) would ensure immediate response and the opportunity to self-reflect on the performance. The result of the role play should be discussed in groups (feedback role players, observers) and finalized with a lessons learned exercise. Simulations could help to consider contributing to initiatives of peacebuilding by locals and help them how to go about it.

In order to ensure the sub curriculum develops participants operational and performance capacities effectively, trainings should include:

- Content Briefings which can be developed 'lecture' / presentation style or through participants engaging to develop briefings on core topics;
- Review of Lessons Learned of successful and "failed" mediation processes and actual experiences from mediation processes - which can be provided through expert speakers, case studies, videos and film documentaries and reflective practices and mission analysis drawing upon participants own experiences;
- 'Real case' and 'probable' scenarios engaging participants to develop practical responses and strategies for how to deal with challenges in mediation and negotiation processes
- Exercises to apply core principles of mediation processes (i.e. implementing gender perspectives, dealing with war criminals/terrorists (impartiality of the process vs. international law))

- Comprehensive simulation exercise and role play addressing actual situations experienced or likely / possible to experience in the field, where participants perform the roles of members of a (low/mid/high level) mediation team supporting a notable individual who is leading the overall process.

This would help participants to test and deepen their skills and to better understand and recognise also the specific dynamics, emotions and challenges involved in mediation process;

- Testimonies provided by former fighters and conflict parties or parties of a mediation process (such as politicians) can be powerful elements in a training. They can help to gain a better understanding on topics like “Identity in/after a conflict”, “dealing with deadlocks”. These experiences / stories can also be recorded and shared/used as videos in courses. In cases of engaging with testimonials, do no harm and conflict sensitivity principles and practices are essential and should be respected and effectively implemented.

Trainers should ensure methodologies and materials are highly practical and are able to develop not only participants' *knowledge and understanding* but also their *actual capabilities* and the necessary skills and supporting attitudes which can enable effective implementation in the field. At the end participants should be able to contribute to a successful implementation of mandates in Peacebuilding processes due to the ability to apply their mediation, dialogue and negotiation skills at the (political) strategic, operational and tactical level while respecting the personal styles of the involved parties.

Innovations / Frontiers – The front of the field & new / latest developments in this sub-curricula

There are discussions at the frontier of diverse psychological ways to dissolve conflict by more reflective methods. The debate continues - if these methods are a distortion of the process or actually helpful for increasing awareness of the nature of conflict by the parties involved.

Usually it needs a lot of awareness rising before the traditional dialogue/negotiation/mediation skills can be performed. Setting the ground needs to administer the same principles, and often is a major portion of the whole process and is worth the effort, even though the involved parties might not favour the step towards dealing directly with each other. In this phase awareness raising of the conflict nature might be a good tool.

In-Depth Simulations

Full-scale in-depth simulations addressing actual conflict situations and peace processes have also been developed recently – helping both to improve trainees' skills for handling / dealing with specific conflict issues and dynamics in MDN processes and to be able to better identify and attune participants to potential opportunities, openings, risks and challenges that they may experience in MDN.

Use of Futures Forecasting and Scenario Development

In recent years, practitioners and trainers have also increasingly recognised the importance of futures forecasting and scenario development in MDN processes – both as an instrument that can be applied effectively in the process (cf the Mont Fleur process in the peace talks in South Africa) and as a tool for identifying both future opportunities and risks that can affect peace talks and post-agreement peace consolidation.

Trauma Handling and Resilience in MDN

Fruitful work has also been developed showing how trauma handling and resilience techniques can be integrated into MDN processes to better enable parties to engage effectively and constructively and work towards collaborative solutions. Few trainers or MDN practitioners are currently equipped with these skills / capacities, and this is an important area of innovation and further development in the field.

Infrastructure for Peace (I4P) and Insider Trusted Mediators

Perhaps the most important developments in recent years in the field is the increasing focus on building, supporting, developing standing 'infrastructure' and institutional capacities for mediation, dialogue, negotiation, peacebuilding and prevention in countries of engagement (I4P), to ensure the standing capabilities for nationally appropriate and effective MDN exist and are in place to help address conflicts, prevent violence, and support peace consolidation. This has paralleled increasing recognition of the importance of focusing on local / national / regional insider trusted mediators rather than 'external 3rd party actors' – an approach heavily biased by the external nature of most actors interventions. Insider trusted mediators may often have greater access, trust, confidence, and understanding to assist MDN processes. External actors should place greater emphasis and value on how to identify and support these domestic / internal actors and approaches. While external '3rd party' support and MDN may at times be helpful, the recognition that there needs to be a rebalancing away from intervention-driven approaches and more towards development of sustainable national and local capabilities is an important frontier for the field.

Approaches to Developing Competencies / Capacity Building Complementary or Additional to Training

The following approaches which can be integrated into trainings or complementary to trainings can assist development or improvement of capacity for Mediation, Dialogue and Negotiation:

- Peer intervision facilities or supervisions times of administering helps for better performances. It should be discussed how to organize that for the field work ahead of being in the field;
- E-learning/preparation and pre-study of relevant publications: might ensure that certain definitions are known already
- Sensitivity training: make trainees aware of group dynamics, their own behaviour and their role within a group;
- Case Studies: analyse/inquiry a mediation, dialogue, negotiation process within a real-life context (based i.e. on real but passed by meditation, dialogue and negotiation processes;
- Role plays: deepen both the practical knowledge and the self-assessment within a mediation, dialogue and negotiation process (adequate time for role play, feedback and reflection)
- Single or Multi-Sectorial / Multi-Stakeholder Field-based simulations and response exercises: field-based simulations and exercises to exercise preparation for specific mediation/dialogue and negotiation scenarios which may be faced in the field, is one of the most effective ways of improving capacities of personnel

Examples of Current Courses / Trainings (Titles, Institutions, Outlines)			
Name of the Provider: Institution / Training Centre / Academy	Course Title	Link to Course Outline (if available)	Link to Relevant Publications / Resources / Handbooks / Toolkits used in the course (if available)
International Peace and Development Training Centre (IPDTC)	"Making Mediation & Peace Processes Work"	www.patrir.ro/training	
ESDC	"Mediation, Negotiation and Dialogue Skills for CSDP"	https://eeas.europa.eu/headquarters/headquarters-homepage/30056/standard-curriculum-mediation-negotiation-and-dialogue-skills-csdp_en	http://eeas.europa.eu/archives/docs/cfsp/conflict_prevention/docs/concept_strengthening_eu_med_en.pdf Getting to Yes, Roger Fisher and William Ury, Bruce Patton (Editor)
ESDC	A Comprehensive Approach to Gender in Operations	https://eeas.europa.eu/sites/eeas/files/2017-076_standard_curriculum_comprehensive_approach_to_gender_in_operations.pdf	
ESDC	Gender Integration in CSDP	https://eeas.europa.eu/sites/eeas/files/2017-077_standard_curriculum_integration_of_a_gender_perspective_in_csdp.pdf	
CEPOL	Mentoring, Monitoring and Advising (MMA)	https://www.cepola.eu/education-training/what-we-teach/residential-activities/472017-mentoring-monitoring-advising	
ASPR	IPT Core Course for Peacebuilders	http://www.friedensburg.at/uploads/files/IPT_Fact_Sheet_2018_15.pdf	
ZIF	Supporting Peace Negotiation and Mediation on Track I: Implementing Comprehensive Peace Agreements	http://www.zif-berlin.org/en/training/zif-training-courses/specialization-courses/supportingpeace.html	

CEDR	Mediator Skills Training	https://www.cedr.com/skills/mediator/	https://www.cedr.com/skills/mediator/?p=reading
Folke Bernadotte Academy	Facilitation of Dialogue Processes and Mediation Efforts	https://fba.se/en/how-we-work/courses/all-courses/facilitation-of-dialogue-processes-and-mediation-efforts/	
Folke Bernadotte Academy	Gender Adviser Course	https://fba.se/en/how-we-work/courses/all-courses/gender-adviser-course/	

Examples of Relevant Training or Support Materials			
Title	Organization / Institution	Year	URL (if available) or Publishing House & City
Guidance for Effective Mediation	UN	2012	http://peacemaker.un.org/sites/peacemaker.un.org/files/GuidanceEffectiveMediation_UNDPA2012%28english%29_0.pdf
Managing a mediation process	USIP	2008	https://www.usip.org/sites/default/files/managing_mediation_process.pdf
Study on EU lessons learnt on mediation and dialogue	ECDPM	2012	HYPERLINK "http://ecdpm.org/wp-content/uploads/2013-Glass-Half-Full-Study-EU-Lessons-Learnt-Mediation-Dialogue.pdf" http://ecdpm.org/wp-content/uploads/2013-Glass-Half-Full-Study-EU-Lessons-Learnt-Mediation-Dialogue.pdf

Stakeholder Specific Course Concepts

Civilian / NGO

For civilians or personnel of a Non-Governmental Organisation training in Mediation, Dialogue and Negotiation can be crucial to be able to take part in a peace process as an equal component next to representatives of the government or political parties. As an important part of a peace building process the civil society – or its representatives – and NGOs need to be able to communicate their positions effectively. Training on Mediation, Dialogue and Negotiation enhances communication and conflict skills to enable civil society, to communicate their interests and goals while actively listening and understanding the interests and goals of other stakeholders (such as military and police).^[13]

EEAS / Diplomats / Civil Servants

The Peacebuilding as a long process is aimed to prevent armed outbreaks of conflicts, the end conflicts with the objective to end violence and reach a peace agreement and the post conflict phase which can be divided into two phases: the immediate aftermath of armed conflicted (1-5 years) and the period after (5-10 years).^[14]

Diplomates and members of EEAS and similar organizations are expected to provide diplomatic support to each phase of a peacebuilding processes by bringing its political weight to bear when required and requested.^[15]

The diplomatic strategies to effect changes that can be applied jointly or parallel are negotiation, mediation and dialogue.^[16]

Therefore it's important to know:

- Which interpersonal and technical skills are necessary to be a good mediator and negotiator and how to lead a successful dialogue
- Ability to analyse which of these tools might be used in which phase of the peacebuilding process

Military / Armed Forces

For military staff, especially, but not only, leadership, training on mediation, dialogue and negotiation can be beneficial as they should be included in the peace process – i.e. a mediation process. The primary responsibility for monitoring and verification of a ceasefire agreement can be placed on the conflict parties (including the military) themselves, as part of a Joint Military Commission which can be supported by a third-party.^[17] Possibly military personnel from both sides could be working together and emphasis local responsibility in monitoring and investigating violations.^[18]

Military staff can be an important factor in de-escalating a conflict and regaining the trust of the civil society, especially by their way of communicating and interacting with civil society. A well-developed set of soft skill is crucial in these situations.

Military officers, who want or will be deployed to peacebuilding and prevention missions and or activities can benefit from training on mediation, dialogue and negotiation as it will strengthen their ability communicate effectively and provide them with the necessary set of soft skills to fulfil their tasks – on all levels of a peace building process.

Police

“[...] police in general have a primary justice function of ensuring basic law and order;[...] and the establishment of basic law and order is necessary condition for sustainable reconstruction, in particular for rebuilding the population’s trust in state institutions“.[19]

Communication skills and processes such as dialogue, negotiation, and mediation enable police officers to

- communicate with each other taking into consideration different cultures
- to defuse tense situations,
- to understand each other’s interest and

Therefore, Police officers, who want or will be deployed to peacebuilding and prevention missions and or activities can benefit from training on mediation, dialogue and negotiation as it will strengthen their ability communicate effectively and provide them with the necessary set of soft skills to fulfil their tasks – on all levels of a peace building process. As international police officers should act as role-models in their behaviour, including their way of communicating with others, training on mediation, dialogue and negotiation is important and will enable them to reflect on their own way of communication and offer them important tools of communication.

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1.5. Curriculum: Multi-stakeholder Training in Protection of Civilians in Peacekeeping Missions

Sub-Curricula Name / Field
Multi-stakeholder Training in Protection of Civilians in Peacekeeping Missions

Learning Objectives / Outcomes (Results-Based)

Participants would acquire a thorough understanding of what protection of civilians entails in the context of peacekeeping missions. This includes introducing the varied conceptualisations of the term, the different levels of intervention (responsive, remedial and environment-building) and its implications as a responsibility, an activity, and an objective. Unveiling the diverse array of actors engaged in PoC, their respective roles, working principles, mandates, and the dilemmas they face to fulfil them; together with their different “understandings” of the objective of protection (ensuring the fulfilment of human rights for governmental authorities at national and local level and human rights activists; addressing the threats to civilians for humanitarians and physical safety of civilians for the military). Finally, it defines the subjects of protection, the different normative frameworks that protect them, and the tools to realize protection, how and when to use them (legal instruments, unarmed civilian protection, political advocacy and negotiation, humanitarian assistance, police and military security, etc.)

Through this course participants would build on their competency to effectively coordinate and plan a multi-stakeholder PoC strategy, including the ability to conduct joint assessments, context analysis and planning from a systemic perspective. This learning would focus on how protection activities and programmes of diverse protection stakeholders could feed into each other, reinforcing protection through preventive and reactive measures, and generating a protective environment. Moreover, it would allow trainees to identify clear and measurable protection objectives, following a results-based approach, and to prioritise protection interventions.

Trainees would learn how to foster and boost the participation of local population in PoC planning, documenting civilian protection strategies and protection needs assessments to include them in joint analyses and strategies, and considering the diversity of protection subjects (gender, age, sexual orientation, religion, ethnic affiliation etc.). They will also learn how to establish a systematic data collection, analysis and reporting schemes, and to create information channels to ensure missions accountability, and permanent reflection/evaluation exercises to adapt protection strategies to a dynamic context. Sensitive communication skills will be developed to efficiently inform the population about the protection capacities and scope of peacekeeping missions on the ground, the role and task of every component, and how to manage information to avoid the emergence of unattainable protection expectations.

Brief Description of the Sub-Curricula and why it is relevant to peacebuilding and prevention

Protection of civilians is defined as “*all activities aimed at ensuring full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law – IHRL, IHL and*

Refugee Law".¹⁶ However, the understanding of this mandate and its implementation is different for the multiple actors implied in civilian protection, leading to uncoordinated, incomplete and limited performance, in spite of existing guidance for the development of comprehensive PoC strategies.¹⁷ Civilians remain the main victims of armed conflict and the inability of peacekeeping missions and CPPB programmes to protect them undermines their credibility and legitimacy.

There is a need to go beyond the theoretical knowledge of human rights protection instruments (international humanitarian law, international human rights law and refugee law) to learn when to use them and how to operationalize them to improve the protection practice.¹⁸ Moreover, the protection of civilians requires from the timely, flexible and concerted action of all the diverse protection actors present in a given context –from civilians themselves and local government representatives to humanitarian NGOs and peacekeeping forces– that need to understand each other's responsibilities, mandate limits and capacities to realise protection.

Through its multi-stakeholder and comprehensive approach this training in protection of civilians in peacekeeping missions is a milestone in CPPB training aiming at improving cooperation, design measurable protection objectives, and increase local ownership and capacities for protection.

Mission Relevance (Justification / Need)

Currently 94% of existing international peacekeeping missions include protection of civilians in their mandate. For instance, the EU CSDP missions include provisions relevant to the protection of civilians in their mandates –from the provision of security to refugee and IDP camps to supporting the development of a juridical system or the reform of police forces–, although the concept has not been explicitly mentioned in mission documents.¹⁹

In 2009 the DPKO examined the implementation of the protection of civilians mandate by UN Peacekeeping missions. The main findings of this assessment pointed to a deficient pre-deployment training of troops and police in PoC, but also of the main political and humanitarian representatives of the mission (Special Representative of the Secretary-General, Deputy SRS, Humanitarian Coordinator), and to the absence of a clear operational guidance to perform an effective mandate.²⁰ Moreover, a survey on the inclusion of PoC in pre-deployment training of troop contributing countries (TCCs) revealed the need for consistent and good quality training in this field. This training should enable peacekeeping personnel to liaise and coordinate their intervention with other protection actors, within and outside the mission, and to interact with population at risk to provide effective protection.²¹

¹⁶ Giossi Caverzasio, S. (Ed.). (2001). *Strengthening Protection in War: a Search for Professional Standards*. Geneva: ICRC, p. 19.

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²⁰ Holt, V., Taylor, Glyn and Kelly, M. (2009) *Protecting Civilians in the Context of UN Peacekeeping Operations. Successes, Setbacks and Remaining Challenges*. DPKO & OCHA, New York: 220.

²¹ Allen, R., Rosén, F and Tarp, K. (2016) *Preparing for Protection of Civilians in United Nations Peacekeeping Operations*. Danish Institute for International Studies, Copenhagen: 9, 12, 19-20.

According to the Council of Europe, the EU is particularly well positioned to develop the required coordinated approach to PoC since its interventions combine military and civilian resources, and additionally the provision of humanitarian and development assistance.²² In this regard, the 2015 EEAS Concept on Protection of Civilians in EU-led Military Operations aims to achieve coherence and synergy of action with other actors deployed in the field in order to fulfil the missions mandate to protect civilians. Moreover, the EEAS concept includes among its principles the comprehensive engagement with all actors and the definition of a coordination framework to enable protection. This translates into the need to train EU missions' personnel to respond to a complex environment, understanding the context and prioritising task to optimise protection results. Accordingly, the EU establishes that PoC training should be scenario-based and tailor-made, and include education on international law and standards, conflict analysis and conflict sensitivity competencies, together with violence prevention and mitigation skills.²³

The multi-stakeholder training for protection of civilians in Peacekeeping missions incorporates all the recent developments in this field – Kigali Principles, Policy on PoC in UN Peacekeeping operations, Implementing Guidelines for Military Components of UN Peacekeeping Missions, ECHO Policy Guidelines for Humanitarian Protection, PoC in EU-led Military Operations Concept, etc. – and respond to the gaps and challenges detected in the operationalization of this mandate. By doing so, it provides the participants with the opportunity to meet their protection counterparts (humanitarians, peacekeeping troops and police, human rights and political affairs officers) in a safe environment and learn how to effectively coordinate their actions to maximize civilian protection.

Type of Mission / Mission Phase

This sub-curricula is developed for peacekeeping missions with a Protection of Civilians mandate. It should be included in **pre-deployment** training, but may also be relevant for **in mission / during mission training** in the case of personnel currently in the field which have not yet addressed this curricula content prior to their deployment. In mission consolidation, drawdown and withdrawal phases, this training may be adjusted to place still greater emphasis on *development of national capacities and ownership* to ensure effective PoC capacity of national stakeholders and state and security institutions. If needed, this training curriculum could be tailored to specific context, developing PoC scenarios based on a particular mission location.

Target Audience(s)

This training is directed to protection officers and members of the Military, Police, Civilian, Human Rights and Political sections of peacekeeping/crisis management missions with a specific PoC mandate, particularly to those involved in coordination and decision-making. It also appeals to humanitarian and human rights protection personnel, either in agencies or NGOs, in charge of coordination and institutional relations deployed in conflict settings where peacekeeping missions are present. This sub-curricula is specifically design for PoC coordination, although modules 1 to 4 could be tailored to suit the coordination needs of first respondents in the humanitarian/ human rights/ military/ civilian/ political affairs sectors.

²² Ibid, Council of the European Union (2010).

²³ European External Action Service – EEAS (2015), Concept on Protection of Civilians (PoC) in EU-led Military Operations. Brussels, 2 March 2015.

Guide to Choosing this sub-curricula: Training Institution / Trainer

This SC should be selected when designing mission preparedness training pre-deployment for peacekeeping missions, or when developing training for policy makers and organisations engaged in CPPB in armed conflict settings where PoC issues are of particular concern and included in peacekeeping missions mandate . If providing training to missions in the field, training institutions/trainers should also assess whether this SC has already been covered for the mission in pre-deployment training. If not, it should be included in field-based / in mission training.

Guide to Choosing this sub-curricula: Practitioner / Deployment Organisation or Agency

This training is relevant for peacekeeping missions, policy-makers and the breadth of organisations and agencies working in situations of armed conflict where PoC issues are of concern and included in missions' mandate. Protection of Civilians is a core component of creating a safe and secure environment critical to preventing outbreaks of violence as well as enabling the consolidation of peace after war.

Sub-Curricula Brief: Main Section

Core Competencies (Attitudes, Skills, Knowledge) Covered

Participatory Context Analysis

Participants learn how to document and analyse conflict and peace dynamics through collaborative work, enabling the participation of all stakeholders involved in PoC. From joint assessments of violence and peace dynamics, to a common identification of key actors and the co-design of contingency scenarios and red flags.

Protection Needs and Capacities Assessment

Participants learn to identify, collect and analyse information about protection needs and capacities, including in the analysis institutional strengths and weaknesses in terms of protection capacities and the possible complementarities offered by every actor in the protection field.

Multi-stakeholder Planning

Ability to design a joint protection strategy with clear and workable prioritisation and sequencing of protection activities among all protection stakeholders. Visualize the feedback loops between protection activities/actions/actors and understand how they support each other achieving greater protection. Development of complex systems thinking to comprehend the relations between actions and outputs, visualizing actors, connections, dynamics, environment and the multiple stressors and relieves in a given situation. This would allow the participants to increase their adaptation and flexibility to respond to uncertain and rapidly changing scenarios.

PoC Monitoring and Evaluation (indicators, tools and methods)

Identification of measurable indicators of protection and creation of a consistent permanent monitoring system enabling effective protection.

Intercultural and Intersectional Communication

Ability to remain open-minded, avoiding miscommunication, sensitivity, respect and adaptation to local contexts and different institutional cultures (hierarchies, roles, etc.), and cultural rules of communication including nonverbal forms.

Diversity Awareness and Sensitivity

Consciousness of diversity elements in protection and the need to reflect on and incorporate civilians' assorted needs and capacities. Participants are train to develop conflict and trauma sensitivity attitudes and skills to avoid re-victimization and harm.

PoC Conceptualisation and Tools

This section addresses one of the core pillars of this sub curricula, including: knowledge of the

multiple definitions of protection of civilians and its commonalities, knowledge of the existing instruments to protect civilians, and when and how to use them - operationalizing them in practice. Content should be highly practical and relevant, including also case studies, lessons learned, and simulations in which participants are able to develop and test their skills and capacities for PoC and addressing PoC challenges - creating experience-based learning opportunities.

Responsible data management

Learn how to treat respondents with respect and dignity, how to collect information without endangering informants safety and security, and follow an ethical procedure to obtain informed consent, taking into consideration diverse functionality and power dynamics.

Participatory Research Methods

Following a participatory research approach, participants learn how to engage community members and enable them to identify, collect and analyse information about their own protection vulnerabilities and capacities. Trainees would learn how to create a representative and diverse community research team, to generate a safe space for communication and information exchange, and to facilitate constructive discussion.

Accountability

Engaging affected populations in two-way information-sharing on decisions affecting their well-being, from the beginning to the end of an intervention. This competency is particularly crucial to tackle situations of sexual exploitation and abuse by mission members or other international stakeholders, but also to ensure that the mandate and the capacities of every protection actor are understood by the affected populations and that self-protection strategies are enhanced and not undermined by the intervention.

Information strategic management

In every institution there is sensitive information and disclosure limits that may hinder or undermine collaborative and coordinated action. Trainees learn how to work with the available information and advocate for transparency to improve protection outcomes. Moreover, they will learn how to effectively inform the population about the scope and the limits of their mandate considering diversity (functional, gender, age, etc.)

Links to other themes / competencies / curricula

The following sub-curricula may be directly linked to the *Multi-Stakeholders Training in Protection of Civilians* sub-curricula when developing more comprehensive training programmes or seeking to integrate in development of core competencies and operational capabilities in this field:

Civil and Military Coordination (CIMIC)
Crisis Management
Programme Design and Planning in CPPB

Modules & Content

The following **modules & content** provide a 'model' of core modules which should be included when developing PoC training. Trainers / missions may wish to adapt, develop or customise this content to meet the specific needs of missions or specific trainings. These modules may be delivered either in one training or through several trainings designed to develop overall PoC competency. Some modules may also be developed and delivered through online training.

Module 1. Protection of whom? – this module describes the range of threats and vulnerabilities faced by civilian populations in conflict and post conflict environments, and defines the objectives,

the limitations and the challenges of protection in the framework of UN peacekeeping operations.

Module 2. Whose protection? – the module explores the conceptual evolution of protection of civilians in conflict settings by sharing and examining the multiple definitions (divergences and complementarities), principles, experiences, dilemmas, limitations and achievements of those international stakeholders engaged in PoC present in the training and/or in the area of operation and relevant to PoC implementation.

Module 3. Protection tools and methods – the learning objective of this module is to go beyond the theoretical knowledge of protection legal instruments (IHL, IHRL and refugee law) to explore other conventional and unconventional tools and methods for protection, learning how and under which circumstances they could be applied. More importantly, trainees will develop the necessary skills to collect data on human rights violations while ensuring the protection, confidentiality and security of informants. In addition, participants would learn how to manage communication efficiently to avoid misunderstanding among protection actors and between the latter and civilians.

Module 4. Local ownership, participation and accountability – this module prepares peacebuilding practitioners to put the local civilians at the centre of their protection strategies. Participants would develop their capacity to analyse how the local civilian population understand protection, which are their protection strategies and capacities considering diversity, and how these can be enhanced and supported by international protection actors. Trainees would also learn how to detect “negative” protection strategies (prostitution, smuggling, etc.) and face the dilemmas emerging from civilians’ self-protection. Moreover, participants would learn how to establish the mechanism to enable mission’s accountability towards civilians in order to detect potential situations of abuse (sexual exploitation, corruption, etc.) and protection gaps.

Module 5. Multi-stakeholder PoC planning and evaluation – the goal of this module is to train participants in collaborative design of protection strategies. Trainees would jointly identify present and potential threats and perpetrators, define common protection objectives, create realistic scenarios for contingency planning and elaborate a comprehensive and adaptive protection strategy. This would allow for a sequencing and intercalation of protection activities in order to reinforce civilian protection countering those threats, reducing vulnerability and increasing capacities in order to generate a protective environment. Moreover, they will learn to define indicators able to measure the accomplishment of protection goals.

Module 1 Protection to whom? PoC in the context of Peacekeeping missions	Identifying civilians in need of protection
	Threats and protection needs
	Scenarios and types of violence
	PoC mandate in peacekeeping missions: scope and limitations
Module 2 Whose protection? Who is who and who does what in PoC	The state, the international community and the Responsibility to Protect
	Humanitarian protection – principles, capabilities and dilemmas

	Human rights protection – principles, capabilities and dilemmas
	Police protection – principles, capabilities and dilemmas
	Military protection – principles, capabilities and dilemmas
	Case study: A common ground for PoC
Module 3 Protection tools and methods: when and how to apply them	PoC dimensions: responsive, remedial and environment-building protection activities
	Political advocacy and negotiations
	Legal instruments, advocacy and rights violations reporting
	Policing and public safety
	Use of force and SSR
	Emergency aid
	Unarmed civilian protection
	Communication and information as a protection tool
Module 4 Local ownership, participation and accountability in PoC	Civilian protection capacities and strategies
	Enhancing protection through civilians participation
	Data collection and protection of informants
	Creating effective information systems
Module 5 Multi-stakeholder PoC planning and evaluation	Accountability to civilians
	Joint protection assessment: a common diagnosis
	Multi-stakeholder strategic and contingency planning
	Coordination, decision-making and effective command in PoC

	Permanent monitoring and flexible response
	Protection as an outcome: measurable goals and evaluation
	Role play

Course Levels	
Beginner / Entry	The SC may be included in mission preparedness training for peacekeeping, NGO, diplomatic and state personnel.
Intermediate / Advanced	The primary target audience of the SC as it has been developed is for senior and intermediate personnel involved in protection of civilians coordination and decision-making roles and able to set policies and practices for mission implementation.
Expert / Specialisation	The SC may also be developed and customised for protection officers specifically in missions where these exist or where PoC is a core mandate of civil and state institutions. It is still recommended, however, that the training should be provided to all relevant senior and intermediate personnel - not only those with a specific mandate on PoC - and, whenever and wherever possible to mission forces and agency / organisation staff and national counterparts.

Mainstreaming 'Sensitivities' (Peace & Conflict Sensitivity; Cultural Sensitivity; Gender Sensitivity; Trauma Sensitivity; Sensitivity to Diverse Learning Needs; Local Ownership Sensitivity)	
The course has a special focus in sensitivity towards diversity of protection subjects (gender, age, sexual orientation, ethnicity, etc.) and other institutional values and principles. Moreover, it concentrates on local ownership and conflict sensitivities, putting civilian populations at the centre of the protection strategy through a participatory process and adopting a "do no harm" approach avoiding putting the informant/s under unnecessary risk and re-victimization.	
Links to relevant resources & publications	<ul style="list-style-type: none"> ● Robyn Charli Carpenter. <i>'Innocent Women and Children' Gender, Norms and the Protection of Civilians</i>. Routledge 2013. ● Schirch, Lisa (editor). "Lesson 29. Trauma awareness", <i>Handbook on Human Security: A Civil-Military-Police Curriculum</i>. The Hague, The Netherlands: Alliance for Peacebuilding, GPPAC, Kroc Institute, March 2016.

Methodologies & Approaches to Training / Capacity Building
This multi-stakeholder training puts practical skills, development of the right 'attitudes' for effective PoC, and previous experience of participants at the centre of the learning experience. Particularly, module 2 ("Whose Protection?") would be built upon participants reflection on their sector role, principles and dilemmas and on their capacity to identify the possible nexus among different PoC stakeholders through a case study. Module 5 would conclude with a role play that would allow

participants to put in practice this collaborative approach to PoC, creating a comprehensive strategy which integrates the multiple roles, capabilities and mandates of all protection actors.

In order to ensure the SC develops participants operational and performance capacities effectively, trainings should include:

- Content Briefings which can be developed 'lecture' / presentation style or through participants engaging to develop briefings on core topics;
- Case Studies from missions or specific incidents and types of PoC incidents / situations can help contextualise PoC and make it more 'real' for participants, helping also to learn from past / other experiences and contexts;
- Review of Lessons Learned and actual experiences from missions and 'on the ground' / in the field contexts - which can be provided through expert speakers, case studies, videos and film documentaries and reflective practices and mission analysis drawing upon participants own experiences;
- 'Real case' and 'probable' scenarios engaging participants to develop practical responses and strategies for how to address key PoC challenges & practices
- Exercises to apply peace and context analysis, needs analysis, and planning for PoC implementation relevant to participants actual mission and contexts;
- Simulations and Role plays addressing actual PoC situations experienced or likely / possible to experience in missions;
- Theatre / Forum Theatre where participants are either engaged in *performing* situations or where local actors or theatre groups actually *enact* situations for/with participants can help in immersing participants in the experience and better understanding and recognising the specific dynamics, emotions and challenges involved in PoC;
- Testimonies provided by survivors or those who have experienced actual attacks upon and physical safety and rights violations of civilians - either by missions themselves or other actors in the field - can be powerful elements in a training. These experiences / stories can also be recorded and shared/used as videos in courses. In cases of engaging with survivor testimonials, survivor protection and do no harm principles and practices are essential and should be respected and effectively implemented
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Trainers should ensure methodologies and materials are highly practical and are able to develop not only participants' *knowledge and understanding* but also their *actual capabilities* and the necessary skills and supporting attitudes which can enable effective implementation in the field.

Innovations / Frontiers – The front of the field & new / latest developments in this sub-curricula

This training is a joint course gathering participants experience from the field as peacebuilding practitioners. This curricula is mainly dedicated to enable collaboration in PoC to improve international stakeholders practice

Approaches to Developing Competencies / Capacity Building *Complementary* or *Additional* to Training

The following approaches which can be integrated into trainings or complementary to trainings can assist development or improvement of capacity for Protection of Civilians:

- ❑ **Learning Documentaries (Film) and Publications:** Creation of documentaries and case study films and publications can assist for improvement of competency and understanding on PoC and may be used in trainings, in training preparation, and post-training materials or

independently;

- ❑ **Joint (Multi-Sector, Multi-Stakeholder) PoC Needs Analysis:** Joint PoC Needs Analysis both *pre-deployment* and in the 'mandate creation/definition' phase and *in-deployment* can improve mission and organisational capacity to identify specific PoC needs and challenges in the mission-context. This can include development of response options / scenarios and measures;
- ❑ **Case Learning / Situation Review:** In mission capacity can be enhanced by appropriate **case learning** and **situation reviews** implemented in response to specific PoC situations both as they are existing/developing and *after* handling of specific situations (whether effectively or poorly) to improve in-mission learning, evaluation and recording of lessons, and improved *proactive* future policies and practice;
- ❑ **Single or Multi-Sectoral / Multi-Stakeholder Field-based simulations and response exercises:** as in the field of humanitarian and emergency preparedness, field-based simulations and exercises to *exercise preparation* for specific incidents/situations which may be faced in the field, is one of the most effective ways of improving capacities of personnel and leadership;
- ❑ **Scenario Development:** In contexts where conflict dynamics may be worsening / escalating, or where specific events - such as elections or instability in a specific region or neighbouring country - could threaten or challenge PoC, relevant actors - international and national - should engaging scenario development and futures forecasting to identify possible specific PoC risks/needs and how to improve capacity to address them;
- ❑ **Joint Evaluations / Multi-Mission/Country Evaluations:** A critical approach to capacity development includes **joint evaluation** of what has been done / experienced so far in that mission/context. Even better can be 'multi-mission' evaluations to gather a broader scope and depth of experience and learnings across mission contexts. If this can be implemented as multi-sector, multi-stakeholder approaches and with local communities and national institutions / stakeholders, they can also help to improve national capabilities for PoC;
- ❑ **Online / ICT-based real situation simulations:** Missions and organisations in the field may also wish to consider development of online or ICT-based **simulations and exercises** which can integrate video tutorials and testimonials, lessons learned, and other elements. These can be used for training / developing participants response to different situations and improving attitudes, skills and knowledge of PoC either complementary to or independent of PoC trainings.

Examples of Current Courses / Trainings (Titles, Institutions, Outlines)

Name of the Provider:	Course Title	Link to Course Outline	Links
Austrian Study Centre for Peace and Conflict Resolution	Course on the Protection of Civilians in Armed Conflict (ESDC and UN certified)	http://www.aspr.peacecastle.eu/training-programmes/civil-military-training-cooperation/courses/	
Peace Operations Training Institute	Protection of Civilians	http://www.peaceopstraining.org/courses/protection-of-civilians/	http://cdn.peaceopstraining.org/course_promos/protection_of_civilians/protection_of_civilians_english.pdf
UNITAR	Protection of civilians in Peace Operations	https://www.unitar.org/event/full-catalog/protection-civilians-peace-operations-unv2017002	
UNITAR	Unarmed Civilian Protection	http://onlinelearning.unitar.org/unarmed-civilian-protection/	
UNITAR	Strengthening Civilian Capacities to Protect Civilians	http://onlinelearning.unitar.org/product/strengthening-civilian-capacities-to-protect-civilians-2/	
Scuola Superiore Sant Anna & Crisis Management Centre Finland	International Standards For The Protection Of Individuals & Groups: A Training Course For Field Officers Working On Human Rights	http://www.entriforccm.eu/certification/assets/pdf/Human_Rights-programme.pdf	

Examples of Relevant Training or Support Materials

Title	Organisation / Institution	Year	URL
Handbook on Human Security: A Civil-Military-Police Curriculum	GPPAC	2016	http://www.humansecuritycoordination.org/handbook
Implementing Guidelines for Military Components of United Nations Peacekeeping Missions	DPKO	2015	
Humanitarian Protection Improving protection outcomes to reduce risks for people in humanitarian crises	ECHO	2016	
New Protection Manual for Human Rights Defenders	Protection International	2009	http://protectioninternational.org/publication/new-protection-manual-for-human-rights-defenders-3rd-edition/
Key Elements of Results-Based Protection	InterAction	n.d.	https://protection.interaction.org/wp-content/uploads/2016/01/Key-Elements-of-Results-Based-Protection.pdf
Draft Revised Guidelines on the Protection of Civilians in CSDP Missions and operations	Council of the EU	2010	
Responsible Data Management training pack	OXFAM	2017	https://policy-practice.oxfam.org.uk/publications/responsible-data-management-training-pack-620235
Improving the Safety of Civilians. A Protection Training Pack	OXFAM	2009	
Enhancing Protection for Civilians in Armed Conflict and Other Situations of Violence	ICRC	2008	https://www.icrc.org/eng/assets/files/other/icrc-002-0956.pdf
Professional Standards for Protection Work	ICRC	2013	
Proactive Presence Field strategies for civilian protection	Centre for Humanitarian Dialogue	2006	
Protecting Civilians from Violence. A Threat-Based Approach to Protection of Civilians in UN Peace Operations	NODEFIC	2016	
Framework for Drafting Comprehensive Protection of Civilians (POC) Strategies in UN Peacekeeping Operations	OCHA	2011	

Participatory Research Methods: A Methodological Approach in Motion. <i>Forum:</i> <i>Qualitative Social Research</i> , 13 (1). Art. 30.	Bergold, Jarg & Thomas, Stefan	2012	http://nbn-resolving.de/urn:nbn:de:0114-fqs1201302
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Stakeholder Specific Course Concepts

Civilian / NGO

Protection of civilians in conflict settings is a multidimensional and complex matter involving the coordinated action of multiple stakeholders, from local to international institutions. However, the civilian and military components of a peacekeeping mission, and agencies and NGOs personnel deployed in the field, are often unable to perform their duty in a coordinated manner, complementing each other's efforts to protect civilians on the ground. This lack of effective collaboration is further limited by the absence of a joint assessment of protection needs, the lack of information sharing, the inability to assess the threats based on civilians accounts, and to establish an integrated protection strategy which includes the interrelation between the protection activities performed by every actor and their expected outcomes.

Through this multi-stakeholder training focused on protection of civilians, participants would have the chance to experience their complementarities with representatives from other sectors, to understand the limits and capacities of the different mandates and to create channels for a safe and effective communication and information sharing. They will learn how to draw a joint planning for protection putting local population at the centre of their strategy, and identifying the nexus and feedback loops between the multiple protection activities performed in the field. Trainees would learn about the multiple tools and instruments supporting civilians protection and, most importantly, learn how and when to use them.

Civilian personnel in peacekeeping missions, agencies and NGOs are a key actor in the creation of a protective environment and respond to protection needs. Protection and human rights officers and humanitarian workers can decisively contribute to reduce the vulnerability of population through assistance, advocacy and capacity-building activities. In order to maximise protection, it is necessary for every sector to learn from each other, to share a common understanding of the protection deficits, and to define an integrated and collaborative strategy, respecting each other's principles and areas of action. The deep shared knowledge and understanding provided by this training open venues for respectful collaborative engagement and performance between mission components (civilian and military), NGOs, aid agencies, and the civilian population.

EEAS / Diplomats / Civil Servants

Diplomats and political representatives of international institutions are often engaged in high level discussions with governments in countries affected by conflict. They can use their political leverage and position to advance peace processes, ensure greater accountability for human rights violations, and prevent further violence. However, it is often difficult to balance the need to maintain a good relationship with government representatives to progress in peace negotiations, and the duty to remember the state about its responsibility to protect the civilian population against violence and human rights violations.

To keep this equilibrium it is crucial to understand how political decisions affect civilians protection and the protection activities carried out by other actors deployed in the field. This multi-stakeholder training allows political figures to visualize the role they play in protecting civilians

and its interrelation and complementarities with other protective roles. They will learn how to jointly assess protection needs and draw a strategy able to enhance protection results, putting local population at the centre, and how this concerted action could contribute to peace efforts.

Military / Armed Forces

Protection of civilians is present within the mandate of 94% of peacekeeping missions operating today. The military in missions are not alone in the fulfilment of this task, there are many other actors engage in civilians protection, with different principles, mandates and understandings of what protection entails. In order to realize protection, a coordinated action is required, able to maximize the contribution of every actor and respectful of their respective principles.

This training provide the military engaged in peacekeeping missions with the possibility to experience a comprehensive approach to civilian protection, learning from limitations and complementarities of every actor and contributing to improve their relationship with their counterparts. They will learn how their duty to protect is understood within the mission and how this widens the scope and the depth of the activities they can perform. They would learn to see the interactions between different protection dimensions and activities, and to sequence intervention with other actors in order to obtain better protection results, putting local population at the centre of the analysis and being accountable to them.

Police

Protection of civilians in conflict settings is a multidimensional and complex matter involving the coordinated action of multiple stakeholders, from local to international institutions. However, the civilian and military components of a peacekeeping mission, and agencies and NGOs personnel deployed in the field, are often unable to perform their duty in a coordinated manner, complementing each other's efforts to protect civilians on the ground. This lack of effective collaboration is further limited by the absence of a joint assessment of protection needs, the lack of information sharing, the inability to assess the threats based on civilians accounts, and to establish an integrated protection strategy which includes the interrelation between the protection activities performed by every actor and their expected outcomes.

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Police personnel in peacekeeping missions and international deployments are a key actor in the creation of a protective environment and respond to protection needs. Police can decisively contribute to reduce the vulnerability of population through assistance, presence and capacity-building activities with local law enforcement institutions. In order to maximise protection, it is necessary for every sector to learn from each other, to share a common understanding of the protection deficits, and to define an integrated and collaborative strategy, respecting each other's principles and areas of action. The deep shared knowledge and understanding provided by this

training open venues for respectful collaborative engagement and performance between mission components (civilian and military), police, NGOs, aid agencies, and the civilian population.

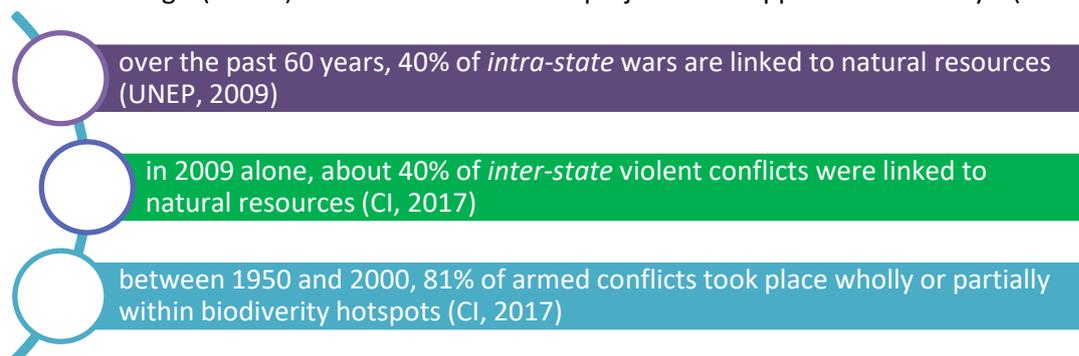
1.6. Curricula: Conflict Sensitive and Participatory Natural Resource Management in Post-War / Conflict Settings

Learning Objectives / Outcomes (Results-Based)

By the end of the course, participants should be able to *explain* how natural resources can link to violent / armed conflict, *understand* and *assess* natural resource management (NRM) in particular post-war / conflict contexts / areas, *conduct* a context analysis of existing actors and their capacity in NRM and peacebuilding, *develop* a strategy to strengthen / support / improve existing systems and processes of NRM or to create new, conflict sensitive and participatory NRM systems, *use / apply* tools to build and/or strengthen participatory and conflict sensitive natural resource management of local stakeholders in specific post-war / conflict contexts – by combining approaches of peacebuilding with NRM. For example **implement strategies to strengthen dialogue and participation through building trust and relationships stakeholder in natural resource management in** post-war / conflict situations. *support and conduct* monitoring and evaluation (M&E) for conflict sensitive and participatory NRM by combining M&E tools from the peacebuilding sector and NRM, *elaborate* a personalized work plan for their personal project or organisation in the context of NRM and peacebuilding.

Brief Description of the Sub-Curricula and why it is relevant to peacebuilding and prevention

Empirical research has shown that natural resources are correlated with (armed) conflict and violence in various ways: they may trigger, exacerbate or prolong conflicts. The figure below demonstrates how frequent natural resources are linked to conflict. For research findings and reports see UNEP, 2009 as well as reports and articles in the project library of Environmental Peacebuilding (2017a) and the research project at Uppsala University (DPCR, 2014).



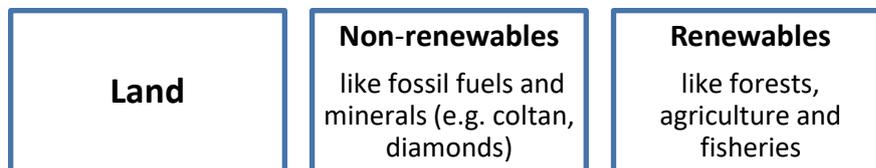
Graphic 1: Natural Resources & Armed Conflict

In the past two decades, the environment and natural resources have also entered the peacebuilding practice and academic debate. The term environmental peacebuilding has emerged and is increasingly used to describe processes around natural resource (management) and conflict prevention, peacebuilding and conflict transformation. Yet there is no coherence amongst international actors on understanding and implementation of environmental peacebuilding, which stretches from issues around natural resource governance, environmental protection, climate

change etc. To avoid confusion about the topic of this sub-curriculum, the text below defines the relevant concepts and introduces examples of existing practice.

Natural Resources and Armed Conflict

Natural resources are categorized into



The link between natural resources (NR) and conflict is at least twofold: Firstly, the environment and natural resources are increasingly under pressure due to demographic changes (population growth), urbanization, migration as well as increasing, faster and widespread natural resource depletion and pollution, for example desertification due to climate change. This in turn creates potential for conflict and armed violence over for example land tenure and access to water which may result in grievances such as food insecurity. One example are conflicts (that at times turn violent) between pastoralist communities in the Horn of Africa over depleting water resources and grazing land (examples in Mkutu, 2001 & Bevan, 2007). Moreover, protests over pollution due to natural resource extraction (e.g. oil spills) and following grievances may turn violent and additionally meet with violent reactions by state security forces. Secondly, natural resources can become **conflict resources**, contributing to exacerbation and/or continuation of armed conflict that has many root causes beyond the resources. In that regard the systematic exploitation and / or trade in the contexts of armed conflict often contribute or result in serious and widespread human rights violations. The growth, production and trade of narcotics in Afghanistan and the mining and trade of diamonds in Sierra Leone are examples for conflict resources.

Natural Resources in / for Peacebuilding

As much as natural resources correlate to armed conflict, natural resource can also contribute to and / or be used for peacebuilding. A central aspect for this is the management or governance of (potential) conflict resources in post-war/conflict contexts, for example when peacebuilding activities already take place. **Natural resource management (NRM)** refers to the institutions, policies and practices that govern land, water, forests, minerals, hydrocarbons etc. According to the UN (2012) conflict sensitive NRM occurs „if the power to make decisions about vital resources can be contested by different stakeholders without violence.”²⁴(UN, 2012). The term **environmental peacebuilding** had entered the discourse to describe a process which “incorporates natural resource management into peacebuilding activities and strategies to support security, humanitarian, and development objectives” (Environmental Peacebuilding, 2017b). The practice of environmental peacebuilding seeks to respond to the needs of “biodiverse communities around the world that struggle to prevent or mitigate conflicts over natural resources” (Ajroud & Edmond, 2015). the **example of Afghanistan** illustrates firstly the link between natural resources and armed conflict/ violence and secondly the potentials for (international) peacebuilding activities on natural resource management: A report by the UN country Team in Afghanistan points out that “Natural resources are the source of numerous fracture lines in Afghanistan and the wider region the division of water at local and trans-boundary levels, disputes over land ownership, the regional drugs trade, and the illegal smuggling of high value timber already generate tension and conflict. Recent investments in mineral and hydrocarbon extraction, if not managed carefully, could generate new problems” (Brown & Blankenship, 2013, foreword). Natural resources are a source and/or driver for conflict, thus play a major role in the transformation of (violent) conflicts. Therefore the NR and its

²⁴ For more on conflict sensitivity see [How to guide to conflict sensitivity](#) Conflict Sensitivity Consortium (2012).

management should be considered in peacebuilding activities. It is vital that the **international peacebuilding community** engaging in Afghanistan mainstreams environmental aspects into their strategies and actions. This is a good example of how the two disciplines of peacebuilding and natural resource management can be merged. In Afghanistan, third party peacebuilding combined / focused on NRM efforts may cover a variety of activities of the peacebuilding palette: setting an example, making **conflict sensitive approaches** a standard requirement for development projects that impact natural resources.

promoting **awareness and understanding** of the role of NRM in peacebuilding

building capacities through training and education in conflict sensitive and participatory NRM, including technical competencies

facilitation and encouraging public **participation and inclusiveness** in NRM

mediation and negotiation of natural resource conflicts at regional & community level

data collection and **early warning** around NR conflicts and violence.

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Mission Relevance (Justification / Need)

Neither there are training opportunities under ESDC, ENTRI or other EU-related training stakeholders on environmental peacebuilding or natural resource management for/in peacebuilding, nor do non-state actors offer sufficient training in this field. Yet many of today European (EU, Member State and non-state) peacebuilding activities take place in settings where

armed conflict is triggered, exacerbated or prolonged by natural resources and inadequate natural resource management. Examples include Afghanistan, DR Congo, Liberia, East-Timor, Somalia, Sudan, South Sudan and the Philippines. None of the EU CSDP missions and operations is mandated with tasks around environmental peacebuilding, yet the European Commission engages (often through its Instrument contributing to Stability and Peace (IcSP)) projects in this field. One example is the UNEP-EU partnership "to develop and implement a strategic multi-agency project focused on building the capacity of national stakeholders, the UN system, and the EU to prevent land and natural resources from contributing to violent conflict" (UNEP, 2017). Regarding non-state/NGO, there are many practical examples of initiatives in Europe for environmental diplomacy and environmental peacebuilding. International Alert for example works on environment and sustainable peace around conflict sensitive forest governance in Myanmar and natural resource management in Liberia (International Alert, 2017).

Competency development in conflict sensitive and participatory natural resource management in setting of (post-) armed conflict has not yet been picked up by training stakeholders in Europe.

The necessity and urgency to do more in the field of environmental peacebuilding and related training is apparent as many UN, in particular UNEP, initiatives have gained momentum. UNEP has developed strong and comprehensive strategies to mainstream environmental aspects into UN conflict prevention and peacebuilding activities and to raise awareness and setting up training programmes, mainly through UNITAR. Yet hitherto, training has mainly focussed on explaining the linkage between natural resources and conflict and/or peace and not the concrete practical competencies (attitudes, skills and knowledge) practitioners need to engage in environmental peacebuilding.

References

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Type of Mission / Mission Phase

This sub-curriculum is relevant to specific moments dedicated at mission set-up or strategic planning of missions / projects, if applied and implemented with key decision makers in the mission planning and design. Furthermore, this training is relevant during / in missions when implemented with staff directly responsible for the technical/ thematic aspects around environmental peacebuilding /conflict sensitive natural resource management of the mission.

Target Audience(s)

Ideally, it is a very mixed participant group. This course seeks also to bridge a gap between NGO, community-based peacebuilding practitioners and EU/state civil servants and diplomats, as conflict sensitive and participatory NRM in post-war / conflict settings needs mutual understanding but especially engagement and cooperation between these (external) actors to be efficient and sustainable. Capacities need to be developed of staff on the grass-root, mid-level and government level. A diverse participant group would also include personnel working in the private sector and those with a scientific background around NRM.

Primary target group:

Civilian CPPB mission staff, who (will) work in (post-) conflict settings with a natural resource dimension. They should have a prior knowledge and experience in natural resource management in fragile / (post-) conflict contexts.

Technical experts in natural resource management, who (will) work in CPPB projects (of EU, government or non-state / NGO background) on natural resource management / environmental conservation / protection or in development cooperation implemented in fragile / (post-) conflict contexts.

Those, who should be targeted as well

in mission responsible with the management of natural **policy-makers from the local and national authorities** resources or with peacebuilding/conflict transformation (e.g. Environmental Commissions/Departments, Local Peace Councils)

representatives of the **extractive industry** (private, international companies) operating in (post-) conflict settings.

personnel in (sustainable) development cooperation of NGOs, UN or governmental organisations, working on issues of natural resource management in post-war and conflict settings and /or conflict prevention and peacebuilding.

Guide to Choosing this sub-curricula: Training Institution / Trainer

Training Institutions / Trainers engaging with this sub-curriculum would pioneer the implementation of such courses. There is a need for merging competencies of peacebuilding with technical expertise in NRM. A training institution may choose to provide training on natural resource management in post-war / conflict settings to fill a gap in the current European training landscape: A study by the Initiative for Peacebuilding of 2009 (Gaus & Houdret, 2009) has identified a lack of training addressing natural resource management and the environment regarding conflict prevention and (post-) conflict peacebuilding. By 2017, there are still not sufficient and especially no residential training on environmental peacebuilding in Europe. There are neither ENTRi nor ESDC courses; nor do non-state training actors provide training in this area (SwissPeace lastly offered their course in 2013). UNITAR is the only training organization regularly providing training in the area of environmental peacebuilding – yet mostly online courses. Additionally, there is a lack of courses on an intermediate or advanced / specialized level for experienced peacebuilders. Most (online) courses only touch upon the knowledge dimension and do not to train practical skills on *how to* facilitate the creation of conflict sensitive NRM systems, which are accountable and transparent. Institutions, who have a vested interest in innovation and offering needs-based, state-of-the-art training, covering a wide range of the complexities of peacebuilding, could use this curriculum.

Furthermore, this sub-curriculum is relevant for training institutions who offer specialisation courses in different areas of CPPB intervention. They could expand their training catalogue with courses on NRM and resource-based conflict themes. A further specialization can be to focus on a particular region or country.

Lastly, this SC is also relevant for academic institutions and universities, offering courses on natural resources in conflicts and environmental peacebuilding.

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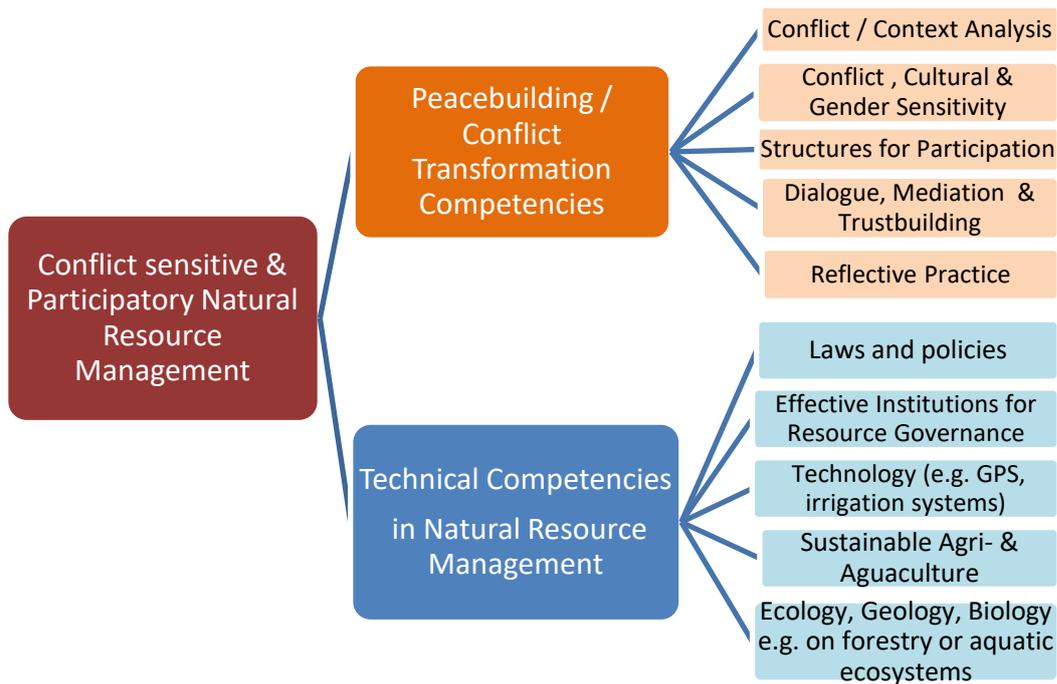
Gaus, A. and Houdret, A. (2009) Environmental Conflict Trainings - A Synopsis of Approaches and Further Needs. Adelphi for the Initiative for Peacebuilding (IfP).

Guide to Choosing this sub-curricula: Practitioner / Deployment Organisation or Agency

Organisations may choose to send their staff to this training for their competence development, if they work in NRM and/or environmental peacebuilding. A more concrete reason to send staff to such training is if a conflict analysis as well as needs assessment for a mission / project set up and design has revealed a need for staff to be better equipped with competencies on environmental peacebuilding. Furthermore, project monitoring, reflection and mid-term evaluation of an ongoing programme may find out a need to send staff to training. Lastly, also (independent) practitioners who have a direct mandate / Terms of References relating to resource conflicts or environmental aspects of peacebuilding can benefit from taking part in a training like proposed in this sub-curriculum. This can also be staff of a development or peacebuilding consultancy engaging in this field.

Core Competencies (Attitudes, Skills, Knowledge) Covered

This course is about merging aspects of two very broad disciplines (peacebuilding and natural resource management), whereby participants acquire, learn and improve competencies from the conflict prevention and peacebuilding sphere and technical competencies in natural resource management. The graphic below provides some examples which competencies fall under conflict prevention / peacebuilding and which under the technicalities of natural resource management.



Graphic 2: Merging two disciplines.

Attitudes: Respect, Value and Sensitivity for the Environment and the Role of Natural Resources in Conflict Settings

Cross-cutting and basic attitudes relevant to conflict prevention and peacebuilding are listed in the table below. For this training, an environmental angle is taken. During the course the participants' awareness about the role of natural resources in post-war / conflict settings should be raised and the following attitudes developed:

Respect, Value and Sensitivity: Participants should develop sensitivity, building on respect for and value of natural resources and the environment in a given context. A sensitive approach includes considering, respecting and valuing cultural, economic, political, religious usage and / or meaning attached to natural resources as well as awareness on pollution and destruction of the environment due to human activity (at individual, community / society and nation-state level). Furthermore, this includes respect towards traditional / indigenous means to manage natural resources in times of peace and conflict.

Perception of “conflict resources” as “peace resources”: It is important that participants try to find possibilities how natural resources that are associated with conflict and violence can become an entry point for peace initiative or may be itself transformed into a “peace resource”, by which adversaries can find a common, peaceful ground. It is about being open to and exploring other meanings and functions of the natural resource outside of war and violence. One example is how minerals are perceived as the cause of violence and thus exclusively framed as conflict resources in the Eastern DR Congo. This view in the conflict and resource is too simplistic and does neglect livelihood aspect around the natural resources as well as other, local causes for violence (Autesserre, 2010 & Usanov et al., 2013).

Human Rights Perspective: Participants learn about a rights-based approach to the topic, for example that people have a human right to a clean environment as well as equality in access to resources and the fair and equitable sharing of benefits arising from its utilization.

Openness to Natural Sciences, Methodologies and Technologies: Especially regarding renewable and non-renewable natural resources, practitioners should learn to stay open to technical solutions to NRM and how these can be incorporated into peacebuilding activities.

Attitudes in Conflict Prevention & Peacebuilding Work

Equality	belief that all people regardless of gender, sexual orientation, ethnicity etc. should be respected and valued; desire to promote human rights
Respect for Diversity	Belief in anti-discrimination, desire to challenge stereotypes, desire to understand and respect those different from self, promoting a non-Eurocentric ethos, tolerance, recognising dignity of each person
Empathy	Non-judgemental attitude, value of listening to others, not elevating oneself above others or demonizing others
Non-Violence	Belief that violence is not a solution to conflict, understanding that violence promotes domination rather than inclusion, desire to address root causes of conflict, build relationships, and make institutions more equitable
Social Responsibility	Understanding interdependence of the world and having a sense of duty in improving the world, seeking to guarantee dignity

Table 1: Attitudes in Conflict Prevent & Peacebuilding Work (Peacetraining.eu)

Context Analysis: Understand Natural Resource and Conflict Context

A first and crucial competency for personnel working on natural resources in peacebuilding is to be able to analyse and understand the context of the conflict and natural resource with all cultural, historic, political and economic aspects around it. In this training participants learn to identify and understand the meaning and function of natural resources in the (post-) conflict context. Participants learn how to use certain tools of conflict analysis, yet with eye on natural resource management. Participants will learn

how to learn from communities and stakeholders on NRM and if applicable peace processes, identify and map natural resources, meaning to visualize and analyse the conflict spatially, identify and map to visualize stakeholders related natural resource management and conflict. They learn to analyse the actors’ relationships as well as interests, positions and needs regarding the natural resource. This includes identifying sources of legitimacy of stakeholders. Particular attention should be paid to marginalized groups.

identify existing, formal and informal natural resource management systems as well as existing institutions and laws / regulations, and how they relate to (violent) conflict. This includes building on (existing) research and technical expertise of the natural resource as well as bridging technical with socio-political knowledge about the context and peacebuilding.

Needs Assessment: Learning from Local Stakeholders about NRM Needs

This competency is related to the context analysis. Participants learn to conduct a needs assessment or better framed, that practitioners will know how to learn from local partners and host population. Concretely, they will learn to assess the capacities and potentially lack of capacities of relevant stakeholders regarding NRM. This includes considering the stakeholders technical expertise in NRM and knowledge / awareness of environmental protection laws or land rights.

Strategy Development and Programme Design for Activities to Foster / Create Conflict Sensitive & Participatory NRM

Based on the context analysis and needs assessment, participants learn to set priorities for resolving immediate disputes around natural resources, building a functional NRM system, and improving relationships between the involved actors, like the government and civil society groups. Having learned to map and identify actors, their needs, strengths, needs and challenges regarding NRM, they now build a strategy on *how to* approach the given issue about NRM, e.g. disputes over water resources, land distribution or resource extraction, in a particular context. Learning from case studies and lessons identified of existing projects on NRM in (post) conflict settings, participants learn

about the importance of local author and ownership and how to achieve it.

to identify opportunities and entry points for conflict resolution and peacebuilding related to natural resource and its management.

develop a strategy for conflict sensitive and participatory NRM, and conduct a SWOT analysis to reviewing potentials and challenges of that strategy.

acquire knowledge and ideas, e.g. based on case studies, about possible forms of participation and conflict sensitive, functioning institutions and / or structures for NRM in (post-) conflict contexts. Lessons identified and best practice analyses and guides will be a reference point for this.

outline potential locally owned processes – together with local partners / stakeholders - for specific real-life cases on *who* to involve/support *how* to create conflict sensitive and participatory NRM systems, to design gender mainstreamed and gender, cultural and conflict sensitive and participatory NRM systems by using different dialogue and consensus-building tools. The *who* means assessing which individuals and groups (e.g. armed groups, communities, ministries, businesses, religious leaders, police, rangers of natural reserves) at which level (grassroots, mid- or top-level (according to Lederach's Pyramid of Actors)) are involved in the process. Additionally, participants learn on how to organize participation of crucial stakeholders in NRM, for example through dialogue platforms on a communal level.

Sensitivity towards Culture, Gender and Conflict and Intercultural Communication

Before engaging in facilitating the creation or improvement of conflict sensitive NRM systems, participants need to train their own skills in do no harm and conflict sensitivity: Participants learn what do no harm and conflict sensitivity means in theory and *how to* practically implement it in their own work of environmental peacebuilding. Hereby it is also important that participants reflect and determine their own and their deployment organisation's role and tasks, including its possibilities and challenges, within the process. Furthermore, the participants should train their intercultural communication skills, practicing / learning *how to* address and involve local stakeholders in their country of deployment. This includes i) becoming aware of (possible) local language and concepts to describe conflict, peacebuilding and NRM ii) adopting to cultural and language specificities and iii) avoiding technical jargon around NRM and peacebuilding. Moreover, participants learn what gender sensitivity in NRM and how to be gender sensitive in their own work, for example by

promoting women's participation and empowerment, challenging gender-based violence and ensuring a gender lens in all work activities.

Cooperation

Participants will train their awareness and skills on identifying and developing plans on how to engage and cooperate with other, relevant actors in the field, such as local and international NGOs working on peacebuilding, natural resource preservation and environmental protection, international organisations and related programmes, private sector (e.g. extractive industries) or governmental agencies. This also includes identifying how to use existing frameworks or global / regional approaches for NRM, like for example the [Extractive Industries Transparency Initiative](#).

Reflective Practice and Evaluation: Assess Conflict Sensitive & Participatory NRM Strategy & Activities

Lastly, participants learn about reflective environmental peacebuilding practice and how it applies to them and their work. Furthermore, they learn basic skills of monitoring and evaluation for their own working context.

Technical Knowledge on Natural Resources

Participants will learn about basic aspects of natural resources. The specific focus and detail depends on the participant's background and tasks in the field as well as the concerned natural resource (land, renewable, non-renewable) covering for example

Pollution, climate change and environmental degradation due to human activity

Environmental impact of war on ecosystems and the environment,

Knowledge on ecosystems and ecosystem services, such forest ecosystems, aquatic ecosystems and grassland ecosystems and how to sustainably use them (agri- and aquaculture),

Basic knowledge on nutrient cycles (ecological recycling) and technological recycling and how their impact human life

Technical Competencies on Natural Resource Management

Participants will learn about different political, legal and basic scientific aspects around natural resource governance / management. The specific focus and detail may depend on the participant's background and tasks in the field as well as the concerned natural resource (land, renewable, non-renewable) covering for example

Macroeconomic policies that promote structural change for sustainable, conflict sensitive and participatory NRM (e.g. ecosystem-based management),

Efficient revenue management regarding non-renewable resources and extractive industries,

Protection: Creation and maintenance of biodiversity conservation areas,

Policies and laws for sustainable mining, agri- and aquaculture, forestry, tourism as well as waste management

Technologies for monitoring natural resources, such as GPS data collection on land

Geographic Information Systems (GIS), for obtaining, storing, assessing, managing and presenting spatial or geographic data.

Environmental Impact Assessment (e.g. UNEP report Abaza et al., 2004)

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Links to other themes / competencies / curricula

Prerequisite competencies, depending on

Project Management in conflict prevention / peacebuilding
Conflict sensitivity and Do No Harm
Community-based peacebuilding / empowerment
Private sector and peacebuilding

Complementary or specialization competencies / sub-curricula

Monitoring and evaluation
Greening peace operations (e.g. UN Greening the Blue Helmets)
Democratization, good governance and anti-corruption
Mediation, negotiation and diplomacy
DDR (Socioeconomic Reintegration of ex-combatants related to land tenure and natural resources // Post-Conflict Employment Creation)
De-mining
Rights-based approaches to peacebuilding

Modules & Content

This sub-curriculum is designed for a course of about ten days.

Overview of Modules	
Assessing Needs, Experience and Prior Knowledge on Peacebuilding and Natural Resource Management	<i>Course Preparations Online before on-site training In-Test Participant Needs Assessment Survey</i>
Introduction to Natural Resources and Armed Conflict	<i>Group Introduction - Breaking the Ice Expectations Introducing NRM: Sharing Experiences and Activating Prior Knowledge Link between Natural Resources and Armed Conflict</i>
Peacebuilding and Conflict Transformation Essentials	<i>Concepts Insider & Outside Actors Conflict Sensitivity & Do No Harm Examples of Processes of Peacebuilding & Conflict Transformation</i>
Natural Resource Management: Systems and Processes	<i>NRM Structures NRM Processes Examples of technical approaches and scientific innovation Case Studies of NRM structures & processes</i>
Context Analysis regarding Natural Resource Management in post-war / conflict situations	<i>Context Analysis Tools (Mapping natural resources, key stakeholders, their interest, needs and capacities, conflict drivers)</i>
Strategy Development and Planning for Conflict Sensitive and Participatory Natural Resource Management Projects	<i>Strategy Development and Planning: What? Who? How? Case Studies Challenges to projects on conflict sensitive and participatory NRM Development of personalized work plan / strategy, incl. SWOT</i>
Reflective Practices: Monitoring and Evaluation of conflict sensitive and participatory natural resource management projects	<i>Reflective Peacebuilding Practice Monitoring and Evaluation with M&E tools from both disciplines peacebuilding and NRM</i>

Table 2: Overview of Modules

Course Preparations: Assessing Needs, Experience and Prior Knowledge on Peacebuilding and NRM (*Online before training In-Test and Survey*)

The trainer / training provider should conduct a needs and prior experience assessment to tailor the course upon background of participants. On the basis of the test results and survey, the trainer/training organization can fine-tune the learning objectives, topics and case studies, tailoring them to the participants' prior knowledge, experiences and needs. (More details below under the 'Assessment' Section.)

Guiding questions to develop the survey and test are:

Who is the target audience, what are their profiles, professional experiences and cultural and educational backgrounds?

What are their working conditions, requirements, functions and responsibilities in particular peacebuilding / NRM activities?

What are gaps in skills, knowledge and attitude, considering the participants' experiences? What gaps exist in current performance of the participants and the current/upcoming assignment?

Introduction to Natural Resources and Armed Conflict (on-site)

The introduction module consists of four parts: Firstly, about 2 hours (depending on the group size) should be dedicated to course and group introduction via interaction methods for getting-to know each other and breaking the ice. Secondly, the participants and trainers should reflect upon the expectations about the training and participants may be asked to set themselves learning outcomes. Thirdly, the topic natural resource management is introduced through for example methods of brainstorming / ideas collection about NRM in post-war and conflict situations. The trainer should draw on the experience and knowledge in the room, discussing experiences regarding natural resources and their management in the political, historical, cultural and economic context(s) in which participants have worked and / or lived. Content includes

different functions and meaning of land, renewable and non-renewable resources in different contexts / societies / cultures / communities (e.g. land and indigenous).

discussing human rights perspectives and approaches, for example that people have a human right to a clean environment as well as equal access to resources and the fair sharing of benefits from its utilization. For details, see the [UNEP factsheet 2015](#) on Human Rights and the Environment.

Four, this module closes by addressing different types of natural resources and their link to armed conflict. The particularities of land as well as renewable and non-renewable natural resources about the onset and exacerbation is explained. Participants should be asked to provide examples of how natural resources relate to conflict in their personal work or living contexts. Additionally, the module covers

defining key terms and concepts around natural resources and their significance in people's lives (land, renewable and non-renewable, conflict resources, and resource curse) (in small groups). For details see:

UNEP (2009). [From conflict to peacebuilding - The role of natural resources and the environment.](#)

Toolkit and Guidance for Preventing and Managing Land and Natural Resources Conflict (2012): [Land and Conflict](#), [Renewable Resources and Conflict](#) and [Extractive Industries and Conflict](#).

if necessary, cases²⁵ (additional to those of the participants) of how different types of natural resources relate to conflict for example;

Colombia: [Fuelling Conflict in Colombia: The Impact of Gold Mining in Chocó](#). 2016 by ABColombia, Catholic Agency For Overseas Development, Christian Aid, Oxfam GB, Scottish Catholic International Aid Fund, and Trócaire

Iraq, Nigeria, Syria: [Oil-Fuelled Insurgencies: Loot able Wealth and Political Order in Syria, Iraq, and Nigeria](#). 2017 by Feryaz Ocakli and Matthew Scotch Journal of Global Security Studies.

DR Congo: ['It's not all about the land': Land Disputes and Conflict in the Eastern Congo](#). 2016 Gillian Mathys and Koen Vlassenroot.

discussing the impact of war on the environment and natural resources

a critical discussion of selected theories around NR and (armed) conflict and correlations/links between the two, incl. how external factors (e.g. demographic pressure, migration or climate change) affect NR. Theories *inter alia* include resource scarcity and abundance, poor governance and unequal distribution, trans-boundary resource conflicts. Furthermore, theories on resources and ecosystems like the [tragedy of the commons](#) (Hardin, 1968) can be discussed.

Lastly, the transition to the following module includes discussing the natural resource potential for peacebuilding.

Peacebuilding and Conflict Transformation Essentials

This module addresses the basics of peacebuilding theory and practice, so that participants become familiar with key concepts, theories and international practice and critically review and reflect upon

²⁵ Note for the Facilitator: for clarity, detail and depth the course should stick to one or max. three case studies. This curriculum presents a variety of cases from different countries, organisations as well as different types of natural resources. This is so that the course organizer and trainer can choose a suitable case for their particular target group.

current, international practice of peacebuilding, also regarding natural resources. The content includes

working definitions and concepts of conflict, violence, post-conflict/ post-violence peacebuilding, conflict management and transformation. For example see Galtung's triangle of violence and concepts of positive and negative peace and Lederach on conflict transformation. It is vital to additionally introduce non-western / alternative concepts of peace and living in peace, like *Ubuntu* in Southern Africa and *Buen Vivir* in Andean countries, as well as means for peacebuilding and conflict transformation (see for example in *Preparing for Peace: Conflict Transformation Across Cultures* Lederach 1995 and Tom, 2013).²⁶ Furthermore, the hourglass model can be presented to distinguish phases of conflict containment, settlement and transformation (Ramstbotham et al. in [Renewable Resources and Conflict , 2012](#), p. 28).

identifying inside and outside actors and top-down versus bottom-up approaches in peacebuilding and conflict transformation and discussing issues around local ownership, accountability and legitimacy (e.g. [Lederach's Actor Pyramid](#) and [Peacebuilding Initiative 2009](#) on overview of actors).

introducing and discussing do no harm and conflict sensitivity ([How to Guide to Conflict Sensitivity](#)).

presenting and discussing selected processes for conflict transformation and peacebuilding for example: Mediation, negotiation and dialogue / consensus building

Natural Resource Management: Systems and Processes

This module is about learning the essentials of natural resource management and introducing different systems of NRM in (post-) conflict contexts. It should start by group or peer exchange on experiences or knowledge on NRM systems and processes, thus the rest of the module can build upon the experience in the room. It covers

clarifying the meaning of NR management, governance and good / poor governance,

discussing the difference between NRM structures (*what exist / what is done in NRM*) and NRM processes (*how is NRM done*) and how and when they become transparent and accountable,

Structures	Processes
Laws, policies, formal and informal institutions for NRM. For example: creation and maintenance of biodiversity conservation areas around contested territories, macroeconomic policies promoting structural change for sustainable, conflict sensitive and participatory NRM	Knowledge creation, practices of participatory and inclusive/exclusive NRM. For example: revenue management regarding non-renewable resources and extractive industries, usage of (sustainable) ecosystem services in conflict settings

Table 3: Structures and Process of NRM (PeaceTraining.eu)

examples of technical approaches and scientific innovation to NRM. In addition, to the one's participants present, the trainer may mention

participatory 3D mapping in North Darfur, Sudan to improve water management, farming and grazing systems in a conflict-ridden region ([UNEP, 2016](#))

project [Digital Democracy](#), empowering marginalized communities to use technology to defend their rights through for example forest change monitoring or map & monitor remote territories of indigenous.

Rapid Assessment Survey, helping to understand the status of a region's biodiversity, the health of its ecosystems and the benefits that nature provides its inhabitants. The independent, third-party research introduced conservation to the peacebuilding agenda in the trans-boundary region of Peru and Ecuador ([CI, 2017](#)).

²⁶ **Note for the Facilitator:** If the group is very culturally diverse you can include an activity in which participants share concept of peace and conflict resolution / management from their own experiences and cultures.

case studies of effective versus ineffective, inclusive versus exclusive natural resource management are examined. Participants analyse the different structures and processes in NRM. The trainer may want to focus on either land, renewable or non-renewable natural resources or divide the participants in three groups, each covering one. Examples²⁷ include

[Forest Management Units in Indonesia](#), which became pivotal structural elements for managing all state forests at the local level (Larry A. Fisher, Yeon-Su Kim, Sitti Latifah, and Madani Makarom, 2017).

[Co-management model of natural resources](#) in the Nino Konis Santana National Park conflict-affected communities in Timor-Leste (Conservation International).

[Conservation Agreement model implemented in Liberia's](#) East Nimba Nature Reserve (Conservation International).

Land Management in Afghanistan: [Community documentation of land tenure and its contribution to state building in Afghanistan](#). (Stanfield et al. 2013)

[DR Congo the dialogue process and agreement on sustainable resource use](#), involving NGOs, women and indigenous peoples' representatives, local and traditional leaders, hunters, miners, religious leaders, international conservation and officials from i.e. the Ministry of Environment, Education, Security, Interior and Defense in the Maiko-Tayna-Kahuzi-Biega landscape in DR Congo (Conservation International).

Context Analysis regarding Natural Resource Management in post-war / conflict situations

This module is about skills of conflict context analysis. Participants test different tools of context analysis to understand and assess natural resource conflicts and natural resource management in (post-) conflict settings. There is a variety of tools for conflict analysis and visualization. Depending on the availability of time, one visualization tools can be tested, such as the *Stakeholder and Resource Conflict Mapping*, *Problem Tree* or *Iceberg* (details in [A Handbook and Toolkit For Practitioners Working In Aquatic Resource Systems](#) or [UN Conflict Analysis Practice Note 2016](#)).²⁸

For a more detailed context analysis, participants train to use a comprehensive context analysis framework on natural resources and/in conflict using the analytical framework by UN's toolkit on [Renewable Resources and Conflict \(2012, p. 44\)](#) (see table below). Participants conduct an analysis of a case example from their own working / living context. To increase local author and ownership, as well as accuracy of the analysis, involvement of local stakeholders, e.g. communities, leaders, government officials, is advisable. Participants can be introduced to participatory analysis by the case study of GIZ (former Ded & GTZ) and zfd in Mindanao, Philippines of 2009/2010. [Participatory Community Peace and Conflict Assessment \(PCPCA\)](#). For guidelines on the above mentioned joint mapping (ex: UNEP in Sudan) see The International Fund for Agricultural Development (IFAD) (2009) [Good Practice in Participatory Mapping](#).

Conflict Drivers	Contested Resource (e.g. farmland, rivers, fishery, forest)	Root Causes of Conflict (political, social, and economic inequalities, poor governance,	Key Actors, their Interest & Needs (communities, authorities, companies, NGOs, CSOs, armed, criminal groups)	Level or Scale of the Conflict (Local, subnational, national, regional, international)	Relation with other stress factors (Political, socio-economic, security)
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²⁷ **Note for the Facilitator:** for clarity, detail and depth the course should stick to one or max. three case studies. This curriculum presents a variety of cases from different countries, organisations as well as different types of natural resources. This is so that the course organizer and trainer can choose a suitable case for their particular target group.

²⁸ should be asked only to test and practice one context analysis tool / framework. Whether to practice a simpler conflict analysis tool as the Iceberg or the comprehensive analysis via the table depends on the available time and on the detail of knowledge of participants on a particular case.

	human rights abuses)	International Actors / Projects on NRM	
<p>1. Increasing scarcity of (renewable) natural resource and / or land, causing, exacerbating competition between users</p>			
<p>Demand-induced scarcity Supply-induced scarcity Structural scarcity</p>			
<p>2. Poor natural resources management:</p>			
<p>Overlapping rights and laws Discriminatory policies Unequal burdens and benefits Lack of public participation</p>			
<p>3. (Transboundary) Dynamics and pressures:</p>			
<p>Unequal, inflexible, unsustainable use Environmental degradation Pollution Migration of people/wildlife Illegal exploitation of resources Population growth & overstretching /using NR</p>			

Table 4: Analytical Framework for context mapping

(adapted from UN's toolkit on [Renewable Resources and Conflict \(2012, p. 44\)](#))

The second part of this module is about understanding the importance of mapping current activities and competencies/capacities of key stakeholder concerning NRM. This forms a basis for strategy development, as actors should not duplicate initiatives and rather seek to cooperation and complement each other's work.

Actors	Capacities	Activities regarding NRM
Local and national governments International Organisations e.g. EU, AU and UN bodies National and international donors and financial institutions e.g. World Bank, IMF, EU International NGOs National / local NGOs, Civil society organisations, community-based organisations or religious organisations Local elites or community leaders Private sector e.g. local entrepreneurs and multinational companies Scientists / research institutes	Technical expertise in NRM on the concerned natural resource (e.g. forest or minerals) Knowledge / awareness of laws, e.g. on environmental protection or land rights Conflict transformation and peacebuilding capacities e.g. on dialogue, mediation, advocacy or monitoring	Negotiation and mediation Dialogue and trust building Capacity building & training Land restitution Peacebuilding & conflict transformation Livelihood projects Conservation initiatives Advocacy Monitoring Technical & financial support Sustainable Development Goals etc.

Table 5: Actors, Capacity and Activities regarding NRM in post-war / conflict situations

Strategy Development and Planning for Conflict Sensitive and Participatory Natural Resource Management Projects

This module is about strategy development and project planning to support / facilitate / build / strengthen conflict sensitive and participatory NRM. Based on examples of previous missions/projects and programmes in these areas, the module addresses i) *what* the practitioners do regarding NRM (), ii) with *whom* (which local stakeholders) and iii) *how* to do it (the process). Building upon the palette of peacebuilding activities, a "NRM peace palette" facilitated, supported, advised by external parties includes systems and processes for conflict sensitive and participatory NRM. Participants learn to be clear on what their organisation / mission focuses on.

What? Examples of 3 rd Party Activities	Who? Deciding for <i>or</i> with whom to engage	How? Guidelines on designing pro
<p>Consultancy on policy, laws, institutions</p> <p>Mediation or negotiation on conflicts around NRM</p> <p>Facilitation of dialogue, trust and consensus building for NRM. Examples for dialogue building in A handbook and toolkit for practitioners working in aquatic resource systems (Rüttinger et al. 2014, p.46-53)</p> <p>Capacity development / training on conflict sensitive and participatory NRM</p> <p>Advocacy for or empowerment of marginalized groups</p> <p>Monitoring performance of government, private sector and civil society organisations regarding their performance and sustainability of NRM and verifying implementation of agreements e.g. on conservation agreement</p> <p>Technical & financial support</p>	<p>Which groups and then which representatives of them should be invited / take part? Do the “representatives” or leaders really represent the larger group?</p> <p>What are the interest of the groups and representative?</p> <p>How feasible is it to have a gender balance? Donor agencies often require gender-balanced groups, yet it may not be feasible due to cultural restriction or simply that are mostly/only men involved in NRM and peacebuilding issues. What are ways to solve this?</p> <p>Should and if so how can armed actors be involved?</p> <p>How to address and include private businesses? For examples see the policy brief by Collaborating for Resilience (2014) Engaging the private sector to address conflict in natural resource management</p> <p>Are there potential spoilers and how could they be addressed?</p>	<p>Conflict sensitive: Not just the be conflict sensitive, but intervention process of s facilitating / strengthen development or improvement systems in a given country.</p> <p>Cultural sensitivity and local/traditional approaches</p> <p>Participation & local ownership author and ownership in decision-making and implement the appropriate tools is key</p> <p>Projects should not be an imposed new NRM system by a third party</p> <p>Gender mainstreaming: For see the policy brief by Collaborating for Resilience (2014) Supporting inclusive dialogue over natural resource management –</p> <p>Transforming relationships networks: considering power and shared history</p> <p>Cooperation and exchange actors in the field, local and international partners, private sector, social research institutes etc.</p>

Table 6: Conflict sensitive and participatory NRM
What, Who and How?

Case studies offering lessons learned on NRM and peacebuilding include Mercy Crops: [Inclusive Natural Resource Management Program \(INRM\)](#) in Myanmar

Strengthening Aquatic Resource Governance (STARGO) project: [Facilitating multi-stakeholder dialogue to manage natural resource competition – A synthesis of lessons from Uganda, Zambia, and Cambodia](#) and [Dialogue to address the roots of resource competition: Lessons for policy and practice](#)

UNEP: [Natural Resource Management and Peacebuilding in Afghanistan](#)

Furthermore, participants learn about potential **challenges** in the process and how to address and overcome them. These may include:

- Legitimacy of third, external party and those who initiate, lead the NRM activity
- Accountability and transparency
- Insecurity and violence – presence of criminal and / or other armed groups
- Corruption
- Conflicting interests regarding NR of involved actors have
- Conflicting ideals of environmental protection and conservation of natural resources and positive effects of exploiting resources for example the creation of jobs

Workshop

The last task in this module is the elaboration of a personalized work plan²⁹ of each participant, corresponding to their organisational background, mission or project, country and concerned natural resource. In this “workshop session” Participants train strategy development and project design and planning, developing their strategy for their own real case. Building upon the previous input around context analysis, participants are asked to develop a strategy for their work / organisation, defining with whom to engage how as well as identifying potential challenges and proposing ideas to meet them. Lastly, for an individual assessment of these strategies or concrete project plans, participants are asked to do a SWOT analysis.³⁰ For guidelines on strategy development tools as well as SWOT see [A handbook and toolkit for practitioners working in aquatic resource systems](#) (Rüttinger et al. 2014, p. 54-59).

Reflective Practice & Basics of Monitoring & Evaluation

This module focusses bridging monitoring and evaluation (M&E) tools as applied for peacebuilding project with those M&E tools used on NRM. Participants are asked to share their organisation’s practice on M&E regarding projects / missions on NRM in post-war and conflict settings. Depending on the level of prior experience and knowledge on how to design and complete M&E, the trainer either first provides input and guidelines on M&E or directly let participants prepare an M&E process for a real or fictional case. Content-wise the module should cover

learning and testing principles of **reflective peacebuilding practice**, which especially concerns attitudes of do no harm, sensitivity towards conflict and culture - generally personal skills of self-reflection and learning. For guidance consult [Reflective Peacebuilding: A Planning, Monitoring, And Learning Toolkit](#) (Lederach et al., 2007)

combining M&E tools from the peacebuilding field with M&E for natural resource management and learn how to use them. Common elements of both M&E schemes are specifying out the **theory of change**, setting a **baseline** to compare the changes over time (before and after the intervention), defining **indicators**, using different **methods** for M&E and lastly acting upon the **lessons identified**.

The challenges is to integrate theory of change, baseline and indicators of peacebuilding and conflict transformation with those of NRM. Imagine a project on dialogue promotion for equal and sustainable land use by two communities, which are in (violent) conflict with each other over the land: From a NRM perspective, land titles as well as sustainable use of the land lie at the centre of the project as well as M&E. Indicators would be centred around the creation and enforcement of laws and regulations on land title or institution to monitor the sustainable use of the land. From a peacebuilding and conflict transformation perspective, relevant indicators concern for example improved inter-group dialogue and cooperation as well as the existence of spaces and structures for non-violent communication and dispute resolution regarding the resource conflict. For M&E in NRM see [Participatory monitoring and evaluation for natural resource management and research](#) (Guijt 1999) and [Evaluation framework for CMA natural resource management](#) (Australian Department of Environment and Climate Change 2009) for a case study

introducing and testing different M&E **methods**, for instance interviews, focus Groups, Diaries/ Reports, Questionnaires/Surveys, storytelling, photos and videos documentation, for M&E in group exercises. For details on methods see [A handbook and toolkit for practitioners working in aquatic resource systems](#) (Rüttinger et al. 2014, p. 28-31).

References: (those that are not in embedded with a URL in the text)

Lederach, J. P. (1995). *Preparing for Peace: Conflict Transformation Across Cultures*. Syracuse, New York: Syracuse University Press.

²⁹ A work plan or strategy is a tangible output of the course, which the participant’s can take with them, use and test in their working contexts.

³⁰ **Note for the Facilitator:** The trainer(s) should plan sufficient time for this workshop session, for explaining, implementing and discussion around the results and challenges. Furthermore, they should be available for personal support if requested.

Tom, P. (2013). A 'post-liberal peace' via *Ubuntu*? Peacebuilding. <http://www.tandfonline.com/doi/full/10.1080/21647259.2015.1040605>

Hardin, G. (1968). The Tragedy of the Commons. Science. <http://science.sciencemag.org/content/162/3859/1243.full>

Stanfield, J. D., Brick Murtazashvili, J., Safar, M. Y. and Salam, A. (2013). Community documentation of land tenure and its contribution to state building in Afghanistan. In Land and post conflict peacebuilding, ed. J. Unruh and R. C. Williams. London: Earthscan.

Course Levels	
Beginner / Entry	Basic knowledge and awareness on the issue of conflict sensitive and participatory natural resource management
Intermediate / Advanced	The curriculum as designed is on the intermediate level as it requires experiences in NRM and peacebuilding. It is designed for competence development merging CPPB competencies with NRM, namely structures and processes for conflict sensitive and participatory natural resource management in (post-) conflict settings.
Expert / Specialisation	Specialized training on 1) competence development regarding a particular type of natural resources Conflict sensitive and participatory management of land Conflict sensitive and participatory management of renewable natural resources (e.g. forests, fishery, agriculture, illicit drug cultivation) Conflict sensitive and participatory management non-renewable natural resources (extractive industries, 2) a particular region / country e.g. West, East or sub-Saharan Africa, Southeast Asia, The Caribbean. Examples include: the CI Workshop in the Philippines , which linked taught skills with cultural and geographical issues specific to CI Philippines projects. Conflict Sensitive Conservation Training of CI in Colombia (only in Spanish)

Mainstreaming 'Sensitivities' (Peace & Conflict Sensitivity; Cultural Sensitivity; Gender Sensitivity; Trauma Sensitivity; Sensitivity to Diverse Learning Needs; Local Ownership Sensitivity)

Conflict and Cultural Sensitivity
 As the topic of this curriculum includes conflict sensitivity it is particularly important that participants also know how this applies to their own activities in the field. The issue of Do No Harm as it relates to Resource Transfers is directly addressed. This SC also takes into account how to introduce the issue of NRM and environmental consciousness into the different cultural contexts of the mission/project as this could be a potentially sensitive topic and an opportunity to link the content of the course to the local traditions and connections to the wider environment.

Sensitivity to Participants' Backgrounds
 For this course, the trainer has to make sure to be responsive to the different background of participants and experiences with NRM and peacebuilding. Depending on the group, they might be experts on NRM with little experiences working in conflict settings or on peacebuilding or *vice versa* peacebuilding practitioners with limited knowledge about natural resources or experiences on NRM.

Gender

Gender should be mainstreamed throughout the modules. That means for example discussing how natural resources and conflict around them influence men, women, boys and girls well as how these groups can be involved in NRM. Listed case studies in [Women and Natural Resources. Unlocking the Peacebuilding Potential](#) (UNEP, UN Women, PBSO and UNDP 2013, p.17-43) include:

- Legality versus reality: Implementing women’s land rights in Uganda
- Safeguarding gender equality gains for ex-combatants in post-conflict Nepal
- Women in agriculture in post-conflict Aceh, Indonesia
- Gender dynamics in water management in the West Bank
- Women’s roles in the peace process in Bougainville, Papua New Guinea
- Women’s participation in the artisanal mining sector in post-conflict Sierra Leone
- Women’s participation in decision-making on forest management in Liberia
- Supporting sustainable livelihoods for women through natural resource management in Burundi
- Engaging women in natural resource management and conflict resolution processes in South Kordofan, Sudan
- Protecting women from exposure to sexual violence while gathering natural resources in Darfur
- The perils of the charcoal trade in North Kivu, eastern Democratic Republic of the Congo
- Improving women’s health and reducing deforestation in Afghanistan
- Land reparations for rural and indigenous women in Colombia
- Investing in women to support food security in Côte d’Ivoire

Below are further materials and some case studies that particularly examine gender and / or women in NRM in post-war / conflict settings.

Examples of Gender-focused Literature

Title	Name of the Provider: Institution / Training Centre / Academy	Year	URL (if available) or Publishing House & City
Activity Handbook: interactive methods for collecting gender- related information for conservation projects	Conservation International	2017	https://docs.google.com/viewer?a=v&pid=sites&srcid=Y29uc2VydmF0aW9uLm9yZ3xyaWdodHMtYmFzZWQtYXBwcm9hY2h8Z3g6NzlmYzlxNWJjMWFhMDdjYQ
Checklist for integration gender into conservation programming	Conservation International	2016	https://docs.google.com/viewer?a=v&pid=sites&srcid=Y29uc2VydmF0aW9uLm9yZ3xyaWdodHMtYmFzZWQtYXBwcm9hY2h8Z3g6ODA5YWl2ZmY5OTAzNjVh

Coordinating land and water governance for food security and gender equality	Madiodio Niasse, Global Water Partnership	2017	http://www.gwp.org/globalassets/global/toolbox/publications/background-papers/gwp-tec-no-24_web.pdf
Gender e-Learning Course	Food and Agriculture Organization (FAO)		http://www.fao.org/elearning/#/elc/en/courses/GEND
Gender and Conservation	Conservation International		https://drive.google.com/file/d/0B23PUHp4FJPZQXNVRjIYeWdiS0U/view
Gender Equality and Inclusion in Water Resources Management - Action Piece	Melita Grant, Global Water Partnership	2017	http://www.gwp.org/globalassets/global/about-gwp/publications/gender/gender-action-piece.pdf
Gender in Conservation & Development. In the Solomon Islands	Whitney Anderson, Duta Bero Kauhiona; Conservation International	2016	https://docs.google.com/viewer?a=v&pid=sites&srcid=Y29uc2VydmF0aW9uLm9yZ3xyaWdodHMtYmFzZWQtYXBwcm9hY2h8Z3g6NDUwZGVkYjkMDc4MDU0ZA
Gender Integration in Conservation Agreements: Alto Mayo Protected Forest - Peru	Margarita Mora, Conservation International	2014	https://drive.google.com/file/d/0B8Hb9ntsUFzEVFQwT21TcXJmbzA/view
Gender Mainstreaming	UN Environment		https://www.unenvironment.org/explore-topics/gender/what-we-do/gender-mainstreaming
Gender mainstreaming within CI-Green Climate Fund projects	Conservation International	2017	https://docs.google.com/viewer?a=v&pid=sites&srcid=Y29uc2VydmF0aW9uLm9yZ3xyaWdodHMtYmFzZWQtYXBwcm9hY2h8Z3g6NWJmZmU3MjJiZmZmNTBh

Gender Survey Report. Kwaraiwa and Dawson Island Communities	Whitney Anderson, Conservation International	2015	https://docs.google.com/viewer?a=v&pid=sites&srcid=Y29uc2VydmF0aW9uLm9yZ3xyaWdodHMtYmFzZWQtYXBwcm9hY2h8Z3g6MTc2NzJmZGNIYzgyN2U5MQ
Gender-Based Violence Handout	Conservation International		https://drive.google.com/file/d/0BxrPtO9EZXnlaVZpOFROZVlydk81R1dEMIJGWkhoRHZ0WWI4/view
Gender-based violence: recognizing and responding to gender-based violence (GBV) in community conservation	Conservation International		https://drive.google.com/file/d/0B23PUHp4FJPZUTE2ZXBBQkxvQ2c/view
Gender-integrated conservation: CI's field demonstration projects	Conservation International	2017	https://docs.google.com/viewer?a=v&pid=sites&srcid=Y29uc2VydmF0aW9uLm9yZ3xyaWdodHMtYmFzZWQtYXBwcm9hY2h8Z3g6NDcxOWRjZGNIMzExNWQyOQ
Getting to equal participation: tips for supporting women's engagement in conservation	Conservation International		https://drive.google.com/file/d/0B23PUHp4FJPZR1hBOFQ2cHhSbFk/view
Guidance for Gender Based Violence (GBV) Monitoring and Mitigation within Non-GBV Focused Sectoral Programming	Care	2014	http://www.care.org/sites/default/files/documents/CARE%20GBV%20M%26E%20Guidance_0.pdf
Guidance for mainstreaming gender in CI's Global Environment Facility projects	Conservation International	2017	https://docs.google.com/viewer?a=v&pid=sites&srcid=Y29uc2VydmF0aW9uLm9yZ3xyaWdodHMtYmFzZWQtYXBwcm9hY2h8Z3g6NjlxYWM1NDM1MmE5NmMyOQ

Guidelines for integrating gender into conservation programming Also available in FR, SP, PT	Conservation International		https://drive.google.com/file/d/0B23PUHp4FJPZWGtpWmZQQUZKVDQ/view
Incorporating Gender into monitoring and evaluation Also available in FR, SP, PT	Conservation International		https://drive.google.com/file/d/0B23PUHp4FJPZMJNpWGVpOXV6WHc/view
Integrating Gender in Funding Proposals Also available in FR, SP, PT	Conservation International		https://sites.google.com/a/conservation.org/rights-based-approach/tools-and-guidelines/gender-integration ; https://drive.google.com/file/d/0B23PUHp4FJPZd290QndTY2ImYVU/view
Lessons Learned. Gender & Natural Resources	Conservation International		https://drive.google.com/file/d/0B23PUHp4FJPZOTFQQ0tfbXNOMk/view
Men and Women as Conservation Partners in Conflict Settings (Spanish only)	Brittany Ajroud, Kame Westerman & Janet Edmond; Conservation International	2015	https://drive.google.com/file/d/0B8Hb9ntsUFzEcFZXYkowR1VxQnc/view
Peace, Gender and Natural Resource Management – Video	Conservation International		https://sites.google.com/a/conservation.org/peace/internal-resources/media/videos
Supporting Indigenous Women in Conservation	Conservation International		https://drive.google.com/file/d/0B8Hb9ntsUFzEUEg4ak5PUWpwSDQ/view
The Gendered Construction of Reparations: An Exploration of Women's Exclusion from the Niger Delta Reintegration Processes	Olakunle Michael Folami	2016	https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2881915

Trainer Manual. Mainstreaming Gender into Peacebuilding Trainings	Dr. Cordula Reimann, CORE	2016	http://www.zif-berlin.org/fileadmin/uploads/analyse/dokumente/veroeffentlichungen/ZIF_Trainer_Manual_Mainstreaming_Gender_2016.pdf
Training manual on gender and climate change	Aguilar Revelo, Lorena/International Union for Conservation of Nature	2009	https://portals.iucn.org/library/sites/library/files/documents/2009-012.pdf
Women and Climate Change. Impact and Agency in Human Rights, Security, and Economic Development	Mayesha Alam, Rukmani Bhatia, and Briana Mawby; The Georgetown Institute for Women, Peace & Security	2015	https://giwps.georgetown.edu/wp-content/uploads/2017/09/Women-and-Climate-Change.pdf
Women and Natural Resources. Unlocking the Peacebuilding Potential	UNEP, UN Women, PBSO and UNDP	2013	http://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2013/11/unep_un-women_pbso_undp_gender_nrm_peacebuilding_report%20pdf.pdf?la=en&vs=1455
Women as agents of peace in natural resource conflict in Sudan	UN Environment	2017	https://www.unenvironment.org/news-and-stories/story/women-agents-peace-natural-resource-conflict-sudan

Examples of Conflict Sensitivity Literature

Title	Name of the Provider: Institution / Training Centre / Academy	Year	URL (if available) or Publishing House & City
Conflict-Sensitive Conservation: Practitioners' Manual	International Institute for Sustainable Development	2009	http://www.iisd.org/pdf/2009/csc_manual.pdf

*Note available in Eng, Esp & French			
Conflict-Sensitive Program Management CSPM, Integrating Conflict Sensitivity and Prevention of Violence into SDC Programs – A Handbook for Practitioners.	Swiss Agency for Development and Cooperation, SDC	2006	https://www.eda.admin.ch/content/dam/deza/en/documents/themen/fragile-kontexte/159292-cspm_EN.pdf
Fact Sheet Conflict Sensitivity	Center for Peacebuilding, KOFF	2012	http://koff.swisspeace.ch/fileadmin/user_upload/koff/Publications/KOFF_Factsheet_Conflictsensitivity_Sept2012.pdf
How to guide to conflict sensitivity	Conflict Sensitivity Consortium	2012	http://local.conflictsensitivity.org/wp-content/uploads/2015/04/6602_HowToGuide_CSF_WEB_3.pdf
Selection of case studies on Conflict-Sensitive Conservation	International Institute for Sustainable Development, IIDS	2002	http://www.iisd.org/project/conflict-sensitive-conservation
<i>Do no harm in land tenure and property rights: Designing and implementing conflict sensitive land programs.</i>	Goddard, N.& Lempke, M., CDA	2013	http://cdacollaborative.org/wordpress/wp-content/uploads/2016/01/Do-No-Harm-In-Land-Tenure-and-Property-Rights-Designing-and-Implementing-Conflict-Sensitive-Land-Programs.pdf
<i>Strengthening capacity for conflict-sensitive natural resource management. Toolkit and guidance for preventing and managing land and natural resources conflict.</i>	UN Interagency Framework Team for Preventive Action	2012	http://www.un.org/en/events/environmentconflictday/pdf/GN_Capacity_Consultation.pdf

Methodologies & Approaches to Training / Capacity Building

Elicitive Approach: It is important to building on participants' prior knowledge and experiences. Case studies / examples can be those suggested by participants, in the survey. This includes the decision on which countries or region to use as examples as well as the type of natural resource (land, renewable, non-renewable). **Subject matter experts**, e.g. experts in NRM or peacebuilders, to demonstrate a particular approach of conflict sensitive and participatory NRM, sharing insights on best practices and challenges or an "academic" expert, who can teach theory very well.

The trainer should take the role of facilitator, guiding the learning processes and be flexible and open to adapt to the participant's needs.

When discussing the tools and methods to achieve conflict sensitive and participatory NRM systems, awareness has to be raised that there is **no blue print / one-size-fits-all solutions**. Natural resources management systems have to respond to and build on local cultural, structures and traditions to gain legitimacy and to be effective.

Innovations / Frontiers – The front of the field & new / latest developments in this sub-curricula

This SC represents an innovative curriculum, as it is one of the first training programmes of its kind in the field, combining training on competencies in natural resource management and peacebuilding and conflict transformation. It hereby covers more than knowledge on natural resources and its links to knowledge, but trains attitudes, skills and knowledge in depth. Additionally, the SC is up-to-date and innovation as it uses blended learning, on-site and online components of learning and assessment. A third aspect of innovation consists of the implementation in this SC of systemic approach to analysis, which is one of the front of the field components. Furthermore, the sub-curriculum offers a variety of case studies from different countries, regions and types of natural resources. Hence it can be easily tailored for a training on conflict sensitive and participatory NRM in a specific region. Lastly, the case studies of participatory NRM systems and processes include some that explicitly aim at fostering local ownership, for example UNEP's participatory 3D mapping in North Darfur, Sudan.

Approaches to Developing Competencies / Capacity Building *Complementary* or Additional to Training

The SC aside from training includes:

The practical **implementation phase** of the work plan, developed under module 6.

Links to free e-learning courses and self-study guides are offered to the participants (listed below) After the training, a "**peer-review**" system and mentoring process can be established where peacebuilding trainees would be paired with a NR expert. This peer-to-peer support can already be started during the on-site training. Alternatively, participants could undergo a mentoring process from a local practitioner of their own or partnering organisations.

Stakeholder Specific Course Concepts

Civilian / NGO

International NGOs as external actors often engage in bottom-up peacebuilding approaches, seeking to empower local community actors as well as marginalized groups, through for example capacity building, advocacy or peace education. These internal actors, such as national civil society organisations, community-based organisations and local leaders are central to effective and sustainable natural resource usage and management, since the communities' livelihood is directly depended on the ecosystem services (e.g. fishery), as well as jobs around exploitation and trade of natural resources. Conflicts and violence around these resources manifest themselves and often start at the local, grassroots level. By equipping staff of international NGOs as well as local leaders in environmental peacebuilding with the combined competencies of peacebuilding and NRM, they will be more prepared to meet the challenges of conflicts with involve natural resources in countries like Sudan, Afghanistan or the Philippines. Taking part in this training, prepares participants for NRM in post-war / conflict settings by also raising awareness about the importance of national, macro-level structures and processes for conflict sensitive and participatory NRM.

EEAS / Diplomats / Civil Servants

Diplomats, civil servants and international staff working in CSDP missions or EU delegations often engage in peacebuilding activities, such as advisory, capacity-building, mediation and negotiation, at the top-level with national and regional governmental actors, representatives from ministries or high-level politicians. Top-down solutions to conflict sensitive and participatory NRM and peacebuilding, for example regarding national policies, laws on environmental protection, land titles and macroeconomic policies on non-renewable resources and their trade are as important as bottom-up approaches, supported by NGOs. The challenge is to achieve participation, consultation and inclusion of the grass roots in the decision-making processes and institution building on NRM at the state level. A training on conflict sensitive and participatory NRM for diplomats and civil servants, as well as state representatives from the conflict context, is a step towards mutual understanding and acknowledging the importance of top-down and bottom-up engagement and cooperation for effective peacebuilding and sustainable NRM.

Military / Armed Forces

At first sight, armed forces may not seem to play a major role in conflict sensitive and participatory NRM. Yet, as seen below the environment also plays an increasing role in military operations and the NATO is already offering courses around environmental management for military forces and environmental awareness. Additionally, participating in training on NRM may be beneficial for those troops and/or military advisors, which engage in armed conflicts around natural resources. It is relevant when it concerns the protection of local, civilian population from armed groups that finances themselves with contrabands or in situations in which civilians, like farmers, who are not armed actors, grow illicit crops, like poppy in Afghanistan or Colombia. Especially in the context of Afghanistan this plays a major role, as poppy fields were often destroyed by military forces, without providing alternatives for farmers. Armed forces, deployed in these regions, should be awareness about the complex links between natural resources, armed conflict and the involved actors.

Furthermore, military may be engaged in preventing and countering attacks against oil pipelines. For effective military engagement in-depth understanding of the drivers for violence as well as the NR contexts are crucial, in particular regarding the roles civilian and military play and which form civil-military cooperation can take in NRM in violent conflicts. Generally, for military an adapted version of this sub-curriculum or certain modules such as the introductory one can be beneficial for more effective and sensitive engagement in conflicts around natural resources.

Police

Similar to involvement of military, police may not have an obvious link to natural resource management in post-war / conflict settings. Yet, in these contexts policing, and especially community policing, is important for the enforcement as well as monitoring of laws and regulations regarding NR exploitation and protection. Foreign police, deployed via CSDP, OSCE or UN mission can engage in training of local police as well as in advice, consultancy on and monitoring of agreements, laws and their enforcement on NRM and peacebuilding. Certain modules of this sub-curriculum, e.g. on strategies for NRM, could be included in police training, for those deployed in conflict resource contexts.

Experts & Trainer

Name, Surname	Organisation / Institution	URL (if available)
Alexander CARIUS	Adelphi founder and Managing Director, consultant on environmental and development policy	https://www.adelphi.de/de/mitarbeiter/alexander-carius
Carl BRUCH	Director, International Programs, Environmental Law Institute	https://www.eli.org/bios/carl-bruch
Daniel Orellana AGUIRRE	Independent Psychologist and Psychotherapist, experienced in training staff in international cooperation	
David JENSEN	Head, Environmental Cooperation for Peacebuilding Program, United Nations Environment Program UNEP (DJ), Training Support	https://www.unenvironment.org/people/david-jensen

Erika WEINTHAL	Lee Hill Snowdon Professor of Environmental Policy, Associate Dean for International Programs; Duke University	https://nicholas.duke.edu/people/faculty/weinthal
Experts-Database	Swiss Agency for development and cooperation	https://www.eda.admin.ch/de/za/en/home/publications-services/vortragsservice.html
Franziska SIGRIST	Training Coordinator, KOFF Center for Peacebuilding, SwissPeace	http://www.swisspeace.ch/aboutus/staff-by-alphabetical-order/franziska-sigrist.html
Günter SCHOENEGG	Peace Resources Group	http://www.peaceresources.net/guenter_en.html
Harald LOSSACK	GIZ Expert on Managing Natural Resource & Climate	https://www.giz.de/expertise/html/1946.html
Helmut ALBERT	GIZ Expert on agricultural policy and rural areas	https://www.giz.de/expertise/html/3162.html
Janet EDMOND	Conversation International Senior Director of Peace and Development Partnerships Program	https://sites.google.com/a/conservation.org/peace/home-1/who-we-are
Jessica HARTOG	International Alert Head of Natural Resource Management and Climate Change	http://www.international-alert.org/staff/jessica-hartog
Jörg LINKE	GIZ Expert climate	https://www.giz.de/expertise/html/1945.html
Kame WESTERMAN	Gender and Conservation Advisor, Conservation International	https://www.conservation.org/newsroom/experts/Pages/ci-expert-details.aspx?ID=208&name=Kame-Westerman
Ken CONCA	Professor of International Affairs, American University focus i.e. on environmental peacebuilding, environmental politics and policy in the United Nations system and water governance	http://www.american.edu/sis/faculty/conca.cfm

Lukas RÜTTINGER	Adelphi Senior Project Manager leading the area of peace and security, and resources	https://www.adelphi.de/de/themen/frieden-und-sicherheit
Marc LEVY	Deputy Director, Center for International Earth Science Information Network, Columbia University	http://beta.global.columbia.edu/people/marc-levy
Michael ROSENAUER	GIZ Expert on Water	https://www.giz.de/expertise/html/3722.html
Nicolás CISNEROS	Project Advisor, Environmental Cooperation for Peacebuilding Program, United Nations Environment Program UNEP	http://web.unep.org/greenecology/about-us/meet-team
Oli BROWN	Consultant, United Nations Environment Program UNEP / Chatham House (OB)	https://www.unenvironment.org/people/oli-brown
Richard MATTHEW	Director, Blum Center for Poverty Alleviation and Sustainable Development, University of California Irvine	https://faculty.sites.uci.edu/rmatthew/
Silja HALLE	Coordinator of Women, Natural Resources and Peace, UN Environment	https://www.unenvironment.org/people/silja-halle
Simone LINDORFER	Independent trauma therapist and international trainer; consultant on psychosocial trauma work	http://befreiungspsychologie.net/de/home.html
Stefan KRALL	GIZ Expert in Sustainable Natural Resource Management	https://www.giz.de/fachexpertise/html/1946.html

Examples of Relevant Training or Support Materials

Title	Organisation / Institution	Year	URL (if available) or Publishing House & City
Assessing and Restoring Natural	David Jensen, Steve Lonergan (UNEP)	2012	https://environmentalpeacebuilding.org/publications/books/assessi

Resources in Post-Conflict Peacebuilding			ng-and-restoring-natural-resources-in-post-conflict-peacebuilding/
A Landscape Perspective on Monitoring and Evaluation for Sustainable Land Management – Trainer’s Manual	New Partnership for Africa's Development (NEPAD)	2014	http://www.nepad.org/resource/landscape-perspective-monitoring-and-evaluation-sustainable-land-management-%E2%80%93-trainer%E2%80%99s
An Uncommon Peace: Environment, Development, and the Global Security Agenda in Environment	Geoffrey D. Dabelko	2008	http://www.environmentmagazine.org/Archives/Back%20Issues/May-June%202008/Dabelko-full.html
Breaking the Conflict Trap	Paul Collier	2003	http://www.pucsp.br/ecopolitica/downloads/breaking_conflict_banco_mundial_2003.pdf
Building Markets for Conflict Free Goods. In: Trade, Aid and Security: an agenda for peace and development.	Duncan Brack, Gavin Hayman	2007	https://www.iisd.org/sites/default/files/publications/tas_book.pdf
Building Peace Through Environmental Peacemaking (Chapter 8) In: The Worldwatch Institute: State of the World	Ken Conca, Alexander Carius, and Geoffrey D. Dabelko	2005	http://www.worldwatch.org/node/3852
Civilian Protection, Environmental Pollution and Conflict – A Role for the Public Health Community	Doug Weir	2015	http://www.tandfonline.com/doi/full/10.1080/13623699.2015.1020103
Climate Change and Conflict: Findings and Lessons Learned from	USAID/Foundation for Environmental	2014	http://www.fess-global.org/Publications/Other/FESS%20Final

five Case Studies in seven Countries	Security & Sustainability		%20Synthesis%20Paper Findings%20from%20Five%20Case%20Studies_CLEARED.pdf
Conflict Prevention & Peacebuilding in the Maiko-Tayna-Kahuzi-Biega Landscape in the Democratic Republic of Congo	Conservation International		https://drive.google.com/file/d/0B4aTQ5u2M-ICOTIJYXRObHF3dWc/view
Conflict Prevention in Resource-Rich Economies. The Role of Economic Policy. Self-Study Learning Module	UNEP-EU		http://www.un.org/en/land-natural-resources-conflict/pdfs/Self-Study%20Learning%20module.pdf
Coordinating land and water governance for food security and gender equality	Madiodio Niasse, Global Water Partnership	2017	http://www.gwp.org/globalassets/global/toolbox/publications/background-papers/gwp-tec-no-24_web.pdf
Environmental Peacebuilding with Communities Around the East Nimba Nature Reserve in Liberia	Jessica Donovan, Eduard Niesten; Conservation International		https://drive.google.com/file/d/0B4aTQ5u2M-ICbU1IbjlRT1Rpd2M/view
Environmental Peacebuilding with Communities Around the East Nimba Nature Reserve in Liberia - Summary	Conservation International		https://drive.google.com/file/d/0B4aTQ5u2M-ICWkNSYTk5YWFUaIE/view
Environmental Peacebuilding: Country Case Studies	Conservation International		https://drive.google.com/file/d/0B4aTQ5u2M-ICamkwV3haM0wwenM/view
Environmental Peacemaking: Conditions for Success	Alexander Carius; Environmental Change and Security Program	2007	https://www.wilsoncenter.org/publication/environmental-peacemaking-conditions-for-success

Equity in Extractives. Stewarding Africa's natural resources for all. Executive Summary	Africa Progress Panel	2013	http://www.africaproggresspanel.org/wp-content/uploads/2013/08/2013_REPORT_SUMMARY_Equity_in_Extractives_ENG_HR.pdf
Establishing Peace Conditions for the Management & Governance of Carrasco National Park, Bolivia	Conservation International		https://drive.google.com/file/d/0B4aTQ5u2M-ICRWl1WmIVU2Fyc1U/view
Executive Summary: Equity in Extractives. Stewarding Africa's natural resources for all	Africa Progress Panel	2013	http://www.africaproggresspanel.org/2013-africa-progress-report-fact-of-the-day-series/
Extractive Industries and Conflict. Toolkit and Guidance for preventing and managing land and natural resources conflict.	UN-EU Guidance note	2012	https://postconflict.unep.ch/publications/GN_Extractive_Consultation.pdf
Extractive Industries and Sustainable Development	WWF	2011	http://d2ouvy59p0dg6k.cloudfront.net/downloads/extractive_industries.pdf
Field-Guide: 3 Steps for working in fragile and conflict-affected situations (WFCS)	Helvetas Swiss Intercooperation; KOFF, Center for Peacebuilding	2013	https://assets.helvetas.ch/downloads/field_guide_working_in_fragile_and_conflict_affected_situations.pdf
From Conflict to Peacebuilding: The Role of Natural Resources and Environment	UNEP	2009	http://www.un.org/en/peacebuilding/pdf/doc_wgll/environment_conflict/wgll_background_note_08_05_2008.pdf
Governance, Natural Resources, and Post-Conflict Peacebuilding	Carl Bruch, Carroll Muffett, Sandra S. Nichols (UNEP)	2016	https://environmentalpeacebuilding.org/publications/books/governance-natural-resources-and-post-conflict-peacebuilding/

Green Tool Box	SIDA	2016	http://www.sida.se/English/partners/resources-for-all-partners/methodological-materials/green-tool-box/
High-Value Natural Resources and Post-Conflict Peacebuilding	Päivi Lujala, Siri Aas Rustad (UNEP)	2012	https://environmentalpeacebuilding.org/publications/books/high-value-natural-resources-and-post-conflict-peacebuilding/
How to guide to conflict sensitivity	Conflict Sensitivity Consortium	2012	http://local.conflictsensitivity.org/wp-content/uploads/2015/04/6602_HowToGuide_CSF_WEB_3.pdf
Increasing the Link between Peacebuilding and the Environment	Conservation International	2015	https://drive.google.com/file/d/0B4aTQ5u2M-ICV3I2Y3VSUXAycnM/view
Integrated water resources management (IWRM) toolbox	Global Partnership Water	2017	http://www.gwp.org/en/learn/iwrm-toolbox/About_IWRM_ToolBox/
Land and Conflict. Toolkit and Guidance for preventing and managing land and natural resources conflict.	UN-EU Guidance note	2012	https://postconflict.unep.ch/publications/GN_Land_Consultation.pdf
Land and Post-Conflict Peacebuilding	Jon Unruh, Rhodri C. Williams (UNEP)	2013	https://environmentalpeacebuilding.org/publications/books/land-and-post-conflict-peacebuilding/
Land Tenure Security in Selected Countries – Global Report	Global Land Tool Network	2015	https://glttn.net/home/2016/09/29/land-tenure-security-in-selected-countries-global-report/
Lifting the resource curse: how poor people can and should	OXFAM	2009	https://www.oxfam.org/sites/www.oxfam.org/files/file_attachments

benefit from the revenues of extractive industries.			ts/bp134-lifting-the-resource-curse-011209_4.pdf
Livelihoods, Natural Resources, and Post-Conflict Peacebuilding	Helen Young, Lisa Goldman (UNEP)	2015	https://environmentalpeacebuilding.org/publications/books/livelihoods-natural-resources-and-post-conflict-peacebuilding/
Manual: 3 Steps for Working in Fragile and Conflict-Affected Situations (WFCS)	Helvetas Swiss Intercooperation; KOFF, Center for Peacebuilding	2013	https://assets.helvetas.ch/downloads/2013_hsi_manual_3_steps_wfcs.pdf
Marine and coastal wetlands : education network, capacity building, and training	International Union for Conservation of Nature	2006	https://portals.iucn.org/library/sites/library/files/documents/2006-080.pdf
Monitoring Tenure Security with Indicator 1.4.2	Global Land Tool Network	2017	https://gltln.net/home/2017/11/10/monitoring-tenure-security-with-indicator-1-4-2/
National Drought Management Policy Guidelines – A Template for Action	Donald A. Wilhite, WMO/GWP	2014	http://www.droughtmanagement.info/literature/IDMP_NDMPG_en.pdf
Natural resource governance training manual	International Union for Conservation of Nature	2011	https://portals.iucn.org/library/sites/library/files/documents/2011-116.pdf
Natural Resource Management and Peacebuilding in Afghanistan	UNEP-EU	2013	http://staging.unep.org/disastersandconflicts/Portals/155/countries/Afghanistan/pdf/UNEP_Afghanistan_NRM.pdf
Natural Resource Management in a post-conflict and fragile state: case study from Timor-Leste	Rui Pinto; Conservation International		https://drive.google.com/file/d/0B4aTQ5u2M-ICdkEwNEZPWVEtRHc/view
Natural resource management in transition settings	UNDG-ECHA	2013	http://www.un.org/en/land-natural-resources-conflict/pdfs/UNDG-

			ECHA NRM guidance Jan2013.pdf
Natural Resources and Conflict. A guide for mediation practitioners.	UNEP	2015	https://postconflict.unep.ch/publications/UN_DPA_UNEP_NRC_Mediation_full.pdf
Natural Resources and Peacebuilding	PBSO, UNEP	2013	https://postconflict.unep.ch/publications/PBSO_UNEP_NRM&Peacebuilding_newsletter.pdf
Natural Resources and Peacebuilding: Is the United Nations united? (TedTalk / Video)	David Jensen	2013	https://www.youtube.com/watch?v=-csxGMxyqxw
Natural Riches? Perspectives on Responsible Natural Resource Management in Conflict-affected Countries	World Economic Forum	2013	http://www3.weforum.org/docs/WEF_GAC_NaturalRiches_ResponsibleNaturalResourceManagementConflictCountries_Report_2013.pdf
Negotiating natural resources for peace: Ownership, control and wealth-sharing	Nicholas Haysom, Sean Kane; Centre for Humanitarian Dialogue	2009	http://comparativeconstitutionsproject.org/files/resources_peace.pdf
Peace & Conservation in the Cordillera del Condor Border Region between Ecuador & Peru	Conservation International		https://drive.google.com/file/d/0B4aTQ5u2M-ICaVZQVU9KdHhmUGM/view
Protected area management training in West and Central Africa : impacts and recommendations	International Union for Conservation of Nature	2015	https://portals.iucn.org/library/sites/library/files/documents/2015-004-En.pdf
Protected area staff training : guidelines for planning and management	Danilina, Natalia R., Kopylova, Svetlana L./International Union for Conservation of Nature	2011	https://portals.iucn.org/library/sites/library/files/documents/PAG-017.pdf
Protecting the Environment During Armed Conflict. An	UNEP	2009	https://postconflict.unep.ch/publications/int_law.pdf

Inventory and Analysis of International Law			
Renewable Resources and Conflict. Toolkit and Guidance for preventing and managing land and natural resources conflict.	UN-EU Guidance note	2012	https://postconflict.unep.ch/publications/GN_Renewable_Consultation.pdf
Scoping and Status Study on Land and Conflict	Global Land Tool Network	2016	https://gltn.net/home/2016/10/05/scoping-and-status-study-on-land-and-conflict-english-2016/
Small Countries and Big Resources: Harnessing Natural Resources for Development in the g7+ Countries	Paul Collier	2012	https://environmentalpeacebuilding.org/assets/Documents/LibraryItem_014_Doc_197.pdf
Social Identity, Natural Resources and Peacebuilding.	Arthur Green	2010	http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=024709044E2DB2CE7329305542DE9F05?doi=10.1.1.365.6955&rep=rep1&type=pdf
Strengthening Capacity for Conflict-Sensitive Natural Resource Management. Toolkit and Guidance for preventing and managing land and natural resources conflict.	UN-EU Guidance note	2012	https://postconflict.unep.ch/publications/GN_Capacity_Consultation.pdf
Sustainable Land and Water Management: The CAADP Pillar I Framework	New Partnership for Africa's Development (NEPAD)	2009	http://www.nepad.org/resource/sustainable-land-and-water-management-caadp-pillar-i-framework
Sustainable Land Management in Practice: Guidelines and Best Practices for Sub-Saharan Africa	New Partnership for Africa's Development (NEPAD)	2011	http://www.nepad.org/resource/sustainable-land-management-practice-guidelines-

			and-best-practices-sub-saharan-africa
Tech Tools for Environmental Peacebuilding (Summary of the Environmental Peacebuilding Session)	Conservation International	2015	https://drive.google.com/file/d/0B--fWe2R8DqEdFhEWms1NHJOdDg/view
Technical Report Sierra Leone Environment, Conflict and Peacebuilding Assessment	UNEP	2009	https://postconflict.unep.ch/publications/Sierra_Leone.pdf
The Local Community and Challenges of Torrential Floods	Organization for Security and Co-operation in Europe	2015	http://www.osce.org/serbia/148301
The political ecology of war: natural resources and armed conflicts	Philippe Le Billon	2001	https://ac.els-cdn.com/S0962629801000154/1-s2.0-S0962629801000154-main.pdf?tid=1d7a1706-cebb-11e7-8df1-00000aab0f27&acdnat=1511269051_72de995425f4e3813a2008d1f_ebb1942
The Political Economy of the Resource Curse.	Michael L. Ross	1999	https://www.sscnet.ucla.edu/polisci/faculty/ross/papers/articles/Political%20Economy%20of%20Resource%20Curse.pdf
Toolkit containing training instructions and materials on the subject of collaborative planning in natural resources and environmental management planning.	Copack	2012	http://copack.oamk.fi/docs/downloads/copack_materials_package.zip
Tools for Conflict Mitigation	Conservation International	2015	https://drive.google.com/file/d/0B4aTQ5u2M-ICNkFXQXlxUGkONm8/view

(Summary of the Environmental Peacebuilding Session)			
Tools for Conflict Mitigation from the Development Field (Summary of the Environmental Peacebuilding Session)	Conservation International	2015	https://drive.google.com/file/d/0B4aTQ5u2M-ICaUozZzh3U0dJNGs/view
Training of Trainers Manual- Conflict Transformation and Peacebuilding in Rwanda	USAID	2012	http://www.dmeforpeace.org/resource/usaidd_training-of-trainers-manual-conflict-transformation-and-peacebuilding-in-rwanda/
Transforming Risks into Co-operation	ENVSEC/ Organization for Security and Co-operation in Europe	2013	http://www.osce.org/eea/109428
Water & Conflict. A Toolkit For Programming	USAID	2014	https://www.usaid.gov/sites/default/files/documents/1866/WaterConflictToolkit.pdf
Water and Land Management in Fragile and Conflict-Affected Situations	Andreas Graf, Center for Peacebuilding/Koff	2012	https://www.files.ethz.ch/isn/173437/CriticalReflectionWaterLandManagement.pdf
Water and Post-Conflict Peacebuilding	Erika Weinthal, Jessica Troell, Mikiyasu Nakayama (UNEP)	2014	https://environmentalpeacebuilding.org/publications/books/water-and-post-conflict-peacebuilding/
Working with conflict-affected communities in Nino Konis Santana National Park, Timor-Leste	Conservation International		https://drive.google.com/file/d/0B4aTQ5u2M-ICVzJ2ejlUNzE1S3c/view
Media, Gender and the Reporting of Emergencies	Organization for Security and Co-operation in Europe	2017	http://www.osce.org/mission-to-serbia/314756

Examples of Current Courses / Trainings (Titles, Institutions, Outlines)

Name of the Provider: Institution / Training Centre / Academy	Course Title	Link to Course Outline (if available)
Biopolitics International Organisation (B.I.O.)	Bio-Architecture and Urban Planning e-Learning	http://elearning.biopolitics.gr/course/info.php?id=8
Biopolitics International Organisation (B.I.O.)	Bio-Assessment of Technology e-Learning	http://elearning.biopolitics.gr/course/info.php?id=9
Biopolitics International Organisation (B.I.O.)	Bio-Ethics e-Learning	http://elearning.biopolitics.gr/course/info.php?id=10
Biopolitics International Organisation (B.I.O.)	Biopolis – Sustainable Urban Development e-Learning	http://elearning.biopolitics.gr/course/info.php?id=11
Biopolitics International Organisation (B.I.O.)	Bio-Tourism e-Learning	http://elearning.biopolitics.gr/course/info.php?id=12
Biopolitics International Organisation (B.I.O.)	Environmental Education for Sustainable Development in Turkey e-Learning	http://elearning.biopolitics.gr/course/info.php?id=22
Biopolitics International Organisation (B.I.O.)	Environmental Legislation e-Learning	http://elearning.biopolitics.gr/course/info.php?id=14
Biopolitics International Organisation (B.I.O.)	Health and the Environment e-Learning	http://elearning.biopolitics.gr/course/info.php?id=16
Biopolitics International Organisation (B.I.O.)	Natural Resources – Soil and Water e-Learning	http://elearning.biopolitics.gr/course/info.php?id=18
Biopolitics International Organisation (B.I.O.)	People with a Disability in Modern Society e-Learning	http://elearning.biopolitics.gr/course/info.php?id=19

Biopolitics International Organisation (B.I.O.)	Renewable Energy Sources e-Learning	http://elearning.biopolitics.gr/course/info.php?id=20
Biopolitics International Organisation (B.I.O.)	Sustainable Agricultural Production – The Case of Montenegro e-Learning	http://elearning.biopolitics.gr/course/info.php?id=21
Biopolitics International Organisation (B.I.O.)	Sustainable Forest Protection and Management e-Learning	http://elearning.biopolitics.gr/course/info.php?id=6
Cap-Net (Virtual Campus)	GEMI Webinar Series for SDG6 “Ensure access to water and sanitation for all” e-Learning	http://campus.cap-net.org/en/gemi-webinar-series/
Conservation International	Environmental Peacebuilding	https://sites.google.com/a/conservation.org/peace/home/training https://sites.google.com/a/conservation.org/peace/environmental-peacebuilding-101
Food and Agriculture Organization (FAO)	Agricultural Statistics e-Learning	http://www.fao.org/elearning/#/elc/en/courses/STAT
Food and Agriculture Organization (FAO)	Animal Production and Health e-Learning	http://www.fao.org/elearning/#/elc/en/courses/APH
Food and Agriculture Organization (FAO)	Capacity Development e-Learning	http://www.fao.org/elearning/#/elc/en/courses/CDEV
Food and Agriculture Organization (FAO)	Climate Change e-Learning	http://www.fao.org/elearning/#/elc/en/courses/CLCH
Food and Agriculture Organization (FAO)	Communication e-Learning	http://www.fao.org/elearning/#/elc/en/courses/COM
Food and Agriculture Organization (FAO)	Crop Improvement e-Learning	http://www.fao.org/elearning/#/elc/en/courses/CIMPR
Food and Agriculture Organization (FAO)	Food and Nutrition Security Analysis	http://www.fao.org/elearning/#/elc/en/courses/FNSA

	e-Learning	
Food and Agriculture Organization (FAO)	Food and Nutrition Security Foundations e-Learning	http://www.fao.org/elearning/#/elc/en/courses/FNSF
Food and Agriculture Organization (FAO)	Food Safety e-Learning	http://www.fao.org/elearning/#/elc/en/courses/FSAV
Food and Agriculture Organization (FAO)	Gender e-Learning	http://www.fao.org/elearning/#/elc/en/courses/GEND
Food and Agriculture Organization (FAO)	Geospatial Data for Land Monitoring e-Learning	http://www.fao.org/elearning/#/elc/en/courses/GDLM
Food and Agriculture Organization (FAO)	Information Management and Knowledge Sharing e-Learning	www.fao.org/elearning/#/elc/en/courses/IMARK
Food and Agriculture Organization (FAO)	Monitoring, Evaluation and Impact Assessment e-Learning	http://www.fao.org/elearning/#/elc/en/courses/MEIA
Food and Agriculture Organization (FAO)	Nutrition and Food Systems e-Learning	http://www.fao.org/elearning/#/elc/en/courses/NUTR
Food and Agriculture Organization (FAO)	Productive Employment and Decent Work e-Learning	http://www.fao.org/elearning/#/elc/en/courses/PEDW
Food and Agriculture Organization (FAO)	Responsible Governance of Tenure e-Learning	http://www.fao.org/elearning/#/elc/en/courses/VGGT
Food and Agriculture Organization (FAO)	Right to Food e-Learning	http://www.fao.org/elearning/#/elc/en/courses/RTF
Food and Agriculture Organization (FAO)	Social Analysis e-Learning	http://www.fao.org/elearning/#/elc/en/courses/SAN

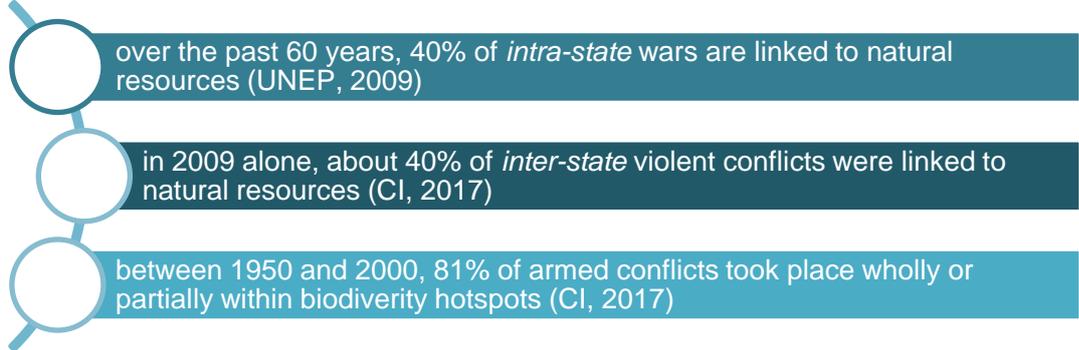
Food and Agriculture Organization (FAO)	Social Protection and Resilience e-Learning	http://www.fao.org/elearning/#/elc/en/courses/SPR
Food and Agriculture Organization (FAO)	Trade, Market and Investments e-Learning	http://www.fao.org/elearning/#/elc/en/courses/MRK
Food and Agriculture Organization (FAO)	Humanitarian Coordination e-Learning	http://www.fao.org/elearning/#/elc/en/courses/HMCR
Global Water Partnership	Capacity building in Integrated Urban Water Management	http://www.gwp.org/en/learn/capacity-building/Thematic_Capacity_Building/capacity-building-in-integrated-urban-water-management/
Global Water Partnership	Capacity building in International Water Law	http://www.gwp.org/en/learn/capacity-building/Thematic_Capacity_Building/capacity-building-in-international-water-law/
NATO SCHOOL Oberammergau (NSO)	Environmental Management for Military Forces	http://www.natoschool.nato.int/Academics/Resident-Courses/Course-Catalogue/Course-description?ID=77&TabId=155&language=en-US#77aid-aid
NATO	Introduction to Environmental Awareness e-Learning	https://jadl.act.nato.int/index.html
NATO, US Army Corps of engineers and the German MoD under the auspices of the NATO Energy Security Centre of Excellence (2016)	Energy Security Strategic Awareness Course	http://www.natoschool.nato.int/Academics/Resident-Courses/Course-Catalogue?keyword=energy&code=&startdate=&enddate=&exactdatematch=False&durationfrom=1&durationto=3084&residentcourse=True&onlinecourse=True&adlmodules=True&department=#134aid-aid
Regional Community Forestry Training Centre for Asia and the Pacific	Forest conflict and governance	https://www.recoftc.org/brochure/recoftc-training-courses

SDG Academy	Environmental Security and Sustaining Peace (first delivery in March 2018) 8-week massive open online course (MOOC)	https://courses.sdgacademy.org/learn/environmental-security-and-sustaining-peace-march-2018
SwissPeace	Preventing and Resolving Natural Resource Conflicts (lastly delivered in 2013)	https://environmentalpeacebuilding.org/education/courses/preventing-and-resolving-natural-resource-conflicts/
UNESCO	From Potential Conflict to Cooperation Potential (PCCP)	http://www.unesco.org/new/en/natural-sciences/environment/water/ihp/ihp-programmes/pccp/
UNITAR	Environment, Natural Resources and UN Peacekeeping Operations: Restoring the Governance of Natural Resources e-Learning 4 Jan 2017	https://www.learnatunitar.org/course/index.php?categoryid=99
UNITAR	Introduction to Environment, Natural Resources and UN Peacekeeping Operations e-learning Course 4 Jan 2017	https://www.learnatunitar.org/course/index.php?categoryid=99
UNSSC	Equitable Management of High-Value Natural Resources: A Recipe for Peace? e-Learning	https://environmentalpeacebuilding.org/education/courses/equitable-management-of-high-value-natural-resources-a-recipe-for-peace/
UNSSC	Land, Natural Resources, and Conflict Prevention Self-paced e-Learning	https://environmentalpeacebuilding.org/education/courses/land-natural-resources-and-conflict-prevention/
UNSSR	Land, natural resources and conflict prevention e-Learning	http://portals.unssc.org/course/view.php?id=5

1.7. Curriculum: Preventing Natural Resource-Based Conflict at the Community Level

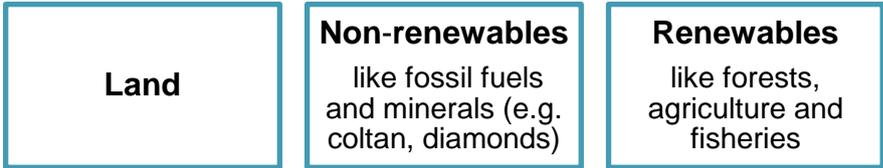
Brief Description of the Sub-Curricula and why it is relevant to peacebuilding and prevention

Empirical research has shown that natural resources are correlated with (armed) conflict and violence in several ways: they may trigger, exacerbate or prolong conflicts³¹. The link between natural resources (NR) and conflict is at least twofold: Firstly, the environment and natural resources are increasingly under pressure due to demographic changes (population growth), urbanization, migration as well as increasing, faster and widespread natural resource depletion and pollution, for example desertification due to climate change. This in turn creates potential for conflict and armed violence over, for example, land tenure and access to water which may themselves further or fuel grievances such as food insecurity. One example are conflicts (that at times turn violent) between pastoralist communities in the Horn of Africa over depleting water resources and grazing land (examples in Mkutu, 2001 & Bevan, 2007). Moreover, protests over pollution due to natural resource extraction (e.g. oil spills) and following grievances may turn violent and additionally meet with violent reactions by state security forces (as in the Niger Delta). Secondly, natural resources can become conflict resources, contributing to exacerbation and/or continuation of armed conflict that has many root causes beyond the resources. In that regard the systematic exploitation and / or trade in the contexts of armed conflict often contribute or result in serious and widespread human rights violations. The growth, production and trade of narcotics in Afghanistan and the mining and trade of diamonds in Sierra Leone are examples for conflict resources.



Graphic 1: Natural Resources & Armed Conflict

Natural Resources and Armed Conflict
 Natural resources are categorized into



Natural Resources and Armed Conflict Prevention at the Community Level
 Prevention aims at avoiding lapse, escalation, spread, intensification or re-escalation/relapse of violence. One distinguishes between structural, long-term prevention, for example through the

³¹ For research findings and reports see UNEP, 2009 as well as reports and articles in the project library of Environmental Peacebuilding (2017a) and the research project at Uppsala University (DPCR, 2014).

establishment of local councils for inter/intra community dialogue and direct or operational prevention to stop the escalation, spread or intensification of violence, through for example mediation and negotiation. Community-based solutions to prevention are particularly relevant, as communities are the ones directly affected and involved regarding the natural resources and suffering e.g. from depletion and pollution. The engagement with and of communities lies at the heart of effective prevention activities.

Learning Objectives / Outcomes (Results-Based)

By the end of the course, participants should be able to *understand* and *explain* how natural resources link to violence / armed conflict; *recognise* differences between different types of natural resource conflicts around land, renewables and non-renewables; *identify* and *analyse* relevant stakeholders and conflict drivers in a particular context; *select and apply* strategies for structural/long-term and/or operational prevention of natural resource-based conflicts at the community level (respective the type of natural resource); understand context-specific and appropriate *strategies, options* and *mechanisms* to empower and support communities in prevention of natural resource-based conflict *use appropriate technologies and innovative approaches for prevention of violent / armed conflicts over/around natural resources;* *elaborate* a context-specific strategies for their mission, organisational or personal project in the context of prevention of natural resource-based conflicts.

Mission Relevance (Justification / Need)

Natural resources play a key role in many conflicts, yet to date no curricula has been developed to specifically address *how* European and EU institutions, missions and stakeholders can best support local communities and relevant stakeholders in the *prevention* of natural resources based or linked conflicts. This curricula addresses a key gap in training and need of missions and agencies in the field. This sub-curriculum provide provides comprehensive, robust knowledge and understanding of the issues, practical skills appropriate for missions and agencies to assist the development of customized, context-specific responses, and rich learning from field-based experience. It is vital for missions and practitioners engaging in contexts, where natural resources are a cause, driver or contributor to conflicts and the potential for armed violence or war.

Type of Mission / Mission Phase

The sub-curriculum on *Preventing Natural Resource-Based Conflict at the Community Level* is particularly relevant to mission set-up, strategic planning of missions / projects, and pre-deployment period training for staff/missions. It is also relevant in contexts of current/on-going armed conflict and in post-war stabilisation and peace consolidation phases, where natural resources may become issues of contention or trigger or fuel further escalation/intensification and spread of fighting or renewal of violence in post-war contexts. If applied and implemented with key decision makers it is particularly relevant in mission planning and design phases or following identification of natural-resources as key drivers/factors in potential outbreak, escalation or renewal of violence. Furthermore, the curriculum is relevant for staff operationally responsible for technical / thematic aspects around community development, natural resource and prevention and community-based

or national early warning and prevention systems. In post-war peace consolidation / stabilisation contexts, the sub-curriculum may be additionally relevant for training and capacity building support for local and national stakeholders.

Target Audience(s)

Primary target groups:

Civilian CPPB mission staff (of NGOs, governmental or EU deployment organisations), who (will) work in community development in the area of natural resources and conflict / violence prevention. Local, community leaders and local policy-makers, living / working in areas with previous, latent / potential conflicts over / around natural resources.

Mission leadership and those involved in mission design and strategic planning

Those, who can be targeted as well:

policy-makers from the local and national authorities resources or with peacebuilding/conflict transformation (e.g. Environmental Commissions/Departments, Local Peace Councils)

representatives of the extractive industry (private, international companies) operating in (post-) conflict settings.

personnel in (sustainable) development cooperation of NGOs, UN or governmental organisations, working on issues of natural resource management, community development / resilience and conflict prevention.

Personnel in police or military / peacekeeping missions in areas where natural resource conflicts may play a role in triggering, escalating, fuelling or renewing local or national level conflict dynamics

Guide to Choosing this sub-curricula: Training Institution / Trainer

Trainers and training institutions should principally consider utilisation of this sub-curriculum in contexts where i) natural resources currently play a role in conflict dynamics or have historically played a role in triggering armed conflict and where the causes, drivers and context of such violence remain likely to cause future violence; and where ii) early warning, situational assessments or peace and conflict analysis have indicated a potential role for natural resources in triggering violence or intensifying conflict in the future. Additionally, this sub-curriculum is relevant for training centres and institutions, who offer specialisation courses in different areas of conflict prevention and peacebuilding interventions. They could expand their training catalogue with courses on natural resource conflicts and prevention. A further specialization can be to focus on a particular region, country or type of natural resource. Furthermore, the sub-curriculum is relevant for academic institutions and universities, offering courses on natural resources, natural resource management, conflict management, conflict prevention and peacebuilding to better improve graduate's development of professional competencies needed for improved field performance / engagement.

Guide to Choosing this sub-curriculum: Practitioner / Deployment Organisation or Agency

Missions and organisations may particularly choose to have personnel trained in this area, if they work in community-based conflict / violence prevention, community development and resilience as well as natural resource management - and specifically in contexts where natural-resources play an important or significant/relevant role in driving, intensifying or fuelling conflict. In cases where peace and conflict analysis, as situational needs assessments or early warning systems identify

specific risk factors around natural resources, missions / organisations should *prioritise* training and capacity building on this topic. Project monitoring, reflection and mid-term, phased or milestone evaluations of ongoing programmes may also indicate the need to send staff to training. Moreover, practitioners who have a direct mandate / Terms of References relating to resource conflicts or conflict / violence prevention can benefit from taking part in such training.

Sub-Curriculum Brief: Main Section

Core Competencies (Attitudes, Skills, Knowledge) Covered

Technical Background Knowledge on Natural Resources

Participants will learn about basic aspects of natural resources. The specific focus and detail depends on the participant's background and tasks in the field as well as the specific needs and situation in the context or area of deployment related to natural resources (land, renewable, non-renewable) covering, for example

Pollution, climate change and environmental exploitation and degradation due to human activity

Knowledge of ecosystems and ecosystem services, such forest ecosystems, aquatic ecosystems and grassland ecosystems and how to sustainably use them (agri- and aquaculture);

Extractive industries, mineral exploitation and their impact (positive and negative) consequences for the environment and communities;

Land, land tenure and housing, land and property rights;

Technical mechanisms and approaches for the resolution and prevention of natural resource-based conflicts

Technical mechanisms and approaches for addressing natural resources and their role in fuelling/funding/contributing to the outbreak, continuation or renewal of violence

Understanding Natural Resource and Conflict Drivers / Peace Drivers

A crucial competency for personnel working on prevention of natural resources-based conflicts is to be able to analyse and understand the context of the conflict and natural resource with the relevant cultural, historic, political and economic aspects to it, and how these can be utilised/engaged with to support prevention and peace consolidation/strengthening. In this sub-curriculum participants learn to identify, map and understand the meaning and function for communities of the 3 types of natural resources (land, renewables and non-renewables) and their link to the onset, exacerbation or spread of conflict and violence and how they can be utilised or engaged with for prevention and peacebuilding. Participants learn how to use tools of peace and context analysis appropriate to natural resources and related conflict drivers, e.g. on mapping local stakeholders and analysing existing institutional capacities and stakeholder profiles. This may also include the facilitation, planning and implementation of multi-stakeholder and joint analysis and planning processes engaging with local community-stakeholders, local authorities and (where such exist) with local peacebuilding and prevention infrastructure and/or peace and development committees.

Community-based Prevention of Natural Resource-Based Conflicts and Armed Violence/Conflict Strategies, Approaches and Measures

A core competency developed through this sub-curriculum will be participants' expertise, knowledge and understanding of tools, measures, strategies and approaches for *community-based* prevention of natural resource conflicts. This will include:

understanding and knowledge of approaches to community-based prevention;

case studies, examples and lessons identified, including good and bad practices in community-based prevention;

understanding how external interventions, missions and projects can positively or negatively impact upon local capacities and how to best address these;
knowing how to develop context, cultural and community-specific programming to support and empower local community-based responses by state and non-state actors.
applying local-first approaches to early warning systems and community-based prevention

Strengthening and Development of Community-Based *Capacities* for Prevention of Natural Resource-Based/Affected Conflicts

Another core competency, tied to that above, is how to empower and support local capacities and ownership of prevention. This will include: development of knowledge from relevant case studies of how *communities* have themselves prevented or engaged with natural resource-based conflicts and peacebuilding; overview of approaches and models to how international missions / international support can best assist/strengthen community-based peace consolidation and prevention; understanding of the positive and negative roles key actors can play including external agencies and missions; how to do institutional needs and capacity assessments with local institutions and community stakeholders; and models, approaches and good practices for *capacity-building and institutional development* and how to integrate these into mission, programme and project-planning and implementation. Concrete skills involve:

development and integration of planning and measures for prevention of community-based conflicts on/around natural resources into local government planning, budgeting, planning of local stakeholders and community-based NGOs, security forces planning, preparation and risk assessments, and existing early warning systems.

Additional skills and knowledge competencies may be required on mediation; crisis de-escalation; nonviolent communication; community-based dialogue processes; healing and reconciliation mechanisms and approaches to address past disputes and possible violence related to natural resources.

Mission and Programme Operational and Strategic Planning for Community-Based Prevention of Resource-Based Conflicts

This sub-curriculum should also directly include how to develop appropriate policies and operational programming and interventions to support / strengthen community-based prevention *or* relevant mission staff and leadership should participate in *Designing Interventions for Impact / Designing Peacebuilding Programming*. For operational effectiveness trainees/employees need to learn the practical skills and knowledge required to develop *context* and *cultural-specific* approaches and programming/missions.

Attitudes: Respect, Value and Sensitivity for the Environment and the Role of Natural Resources in Conflict

During the course the participants' awareness about the role of natural resources in post-war / conflict settings should be raised and the following attitudes developed:

Respect, Value and Sensitivity: Participants should develop sensitivity, building on respect for and value of natural resources and the environment in a given context. A sensitive approach includes considering, respecting and valuing cultural, economic, political, religious or spiritual usage and / or meaning attached to natural resources as well as awareness on pollution and destruction of the environment due to human activity (at individual, community / society and nation-state level). Furthermore, this includes respect towards traditional / indigenous means to manage natural resources.

Perception of "conflict resources" as "peace resources": It is important that participants identify how natural resources, which may trigger, exacerbate or contribute to armed conflict, can be an entry point for prevention / peace initiatives or may be itself transformed into a "peace resource".

Human Rights Perspective: Participants learn about a rights-based approach to the topic, for example that people have a human right to a clean environment as well as equality in access to resources and the fair and equitable sharing of benefits arising from its utilization.

Openness to Technologies: Practitioners should learn to stay open to technical solutions to the monitoring and management of natural resource and how these can be incorporated into prevention activities with the affected communities as well as how to engage with traditional and local-knowledge technologies which may be best suited for use in specific contexts.

Responsible Engagement with Culture, Gender and Intercultural Communication

When engaging in measures for natural resource-based conflict prevention at the community level, participants learn what do no harm and conflict sensitivity means in theory and *how to* practically implement it in their own work. Participants should reflect and determine their own and their deployment organisation's role and tasks, including its possibilities and challenges (also with regard to the environment and natural resources), potential negative impact and necessary conditions for positive impact within the process. Furthermore, participants' intercultural communication skills and learning *how to* address and involve local stakeholders are crucial. This includes i) becoming aware of (possible) local language and concepts to describe (for example) conflict, peacebuilding, prevention and natural resources and their meaning ii) adopting to cultural and language specificities and iii) avoiding technical jargon around natural resources and prevention. Additionally, it includes ensuring mission- and project -specific needs and situation assessments, strategic and programme level-planning as well as monitoring and evaluation are implemented with authentic participatory engagement and appropriate *ownership* by local stakeholders. Moreover, participants learn what gender sensitivity means and how to be gender sensitive in their own work, for example by promoting women's participation and empowerment, challenging gender-based violence and ensuring a gender lens in all work activities. Participants should be trained in specific methodologies and approaches on how to ensure strong gender-parity and women's participation in programming, planning, evaluation and learning, as well as means to support and strengthen women's participation, leadership and capacity for prevention of natural resource-based conflicts.

Cooperation

Participants' awareness and skills on identifying, engaging and cooperating with other, relevant actors in the field, such as local and international NGOs working on peacebuilding, natural resource preservation and environmental protection, international organisations and related programmes, private sector (e.g. extractive industries) or governmental agencies should be addressed. This is important, as conflict / violence has never just one cause (e.g. natural resource), but multiple causes as well as contributing factors. Organisations working on empowering women or violence prevention amongst local youth are not directly related to natural resources yet local women and youth may play a major role in escalation or relapse of conflict over natural resources and its prevention. Participants should learn how to engage with organisations for integrating prevention activities along other sectors and target groups.

Links to other themes / competencies / curricula

The following sub-curricula may be directly linked to the *Preventing Natural Resource-Based Conflict at the Community Level* sub-curricula when developing more comprehensive training programmes or seeking to integrate in development of core competencies and operational capabilities in this field:

Violence Prevention / Prevention of Armed Conflicts/Armed Violence

Designing Interventions for Impact / Designing CPPB Programming

Mediation, Dialogue and Negotiation

Early Warning Systems & Prevention
 Resilience and Disaster Preparedness
 Diplomacy / Preventive Diplomacy
 Strategic Planning for Prevention / Peace Consolidation
 Community-based peacebuilding
 Conflict sensitive / participatory / inclusive natural resource management / governance
 Sustainable Development

Modules & Content

The following modules & content provide a 'model' of core modules, which are recommended to be included when developing *Preventing Natural Resource-Based Conflict at the Community Level* training. Trainers / missions may wish to adapt, develop or customise this content to meet the specific needs of missions or specific trainings. These modules may be delivered either in one training or through several training designed to develop overall mission competency in this field. Some modules may also be developed and delivered through online training. The sub-curriculum example here is designed for a model course of 7 days.

Overview of Modules

Introduction: Natural Resources and Armed Conflict	<i>Group Introduction & Breaking the Ice</i> <i>Natural Resources</i> <i>Natural Resources and links to Armed Conflict, Prevention & Peacebuilding</i> <i>Conflict Drivers for different natural resource types</i> <i>Case Studies</i>
Prevention – What does it involve and who does it?	<i>Concepts of Prevention, Prevention Work with Local Communities & Local First Approaches</i> <i>Actors (Local Stakeholders and third Parties)</i> <i>Principles: Conflict and cultural sensitivity, do no harm and local ownership</i> <i>Gender Matters</i>
Context Analysis	<i>Practicing Context Analysis Tools to Assess Natural Resources in Local Contexts</i> <i>Conflict Drivers and Peace Drivers (Enablers)</i> <i>Involved outside and inside / 3rd Party Actors</i>
Strategies for Structural Prevention at the Community Level	<i>Local Policy Framework</i> <i>Awareness Raising and Advocacy / Campaigning</i> <i>Other, Targeted Programmes</i> <i>Conflict-sensitive, Local Natural Resource Management Systems</i> <i>Capacity Development, Training and Education</i> <i>Multi-Stakeholder Dialogue and Relationship Transformation</i>
How to Overcome Challenges	<i>Identification of challenges and mitigation / coping strategies</i>
Strategies for Operational Prevention at the Community Level	<i>Grass Root Early Warning and Early Action</i> <i>Innovation and technologies for Early Warning at the Community-level</i>

	<i>Track 2 & 3 Mediation and Negotiation</i>
Improving / Designing Strategy & Programming	<i>Design / improve strategy/ programme of personal project or organisation</i>

Table 1: Overview of Modules

Introduction: Natural Resources and Armed Conflict

Group Introduction & Breaking the Ice

To begin the programme about 2 hours (depending on the group size) should be dedicated to course and group introduction via interaction methods for getting-to know each other and ‘breaking the ice’. This is important for creating positive group dynamics, which can facilitate effective learning and skills development. This should include reflection and identification by participants and trainers on the expectations for the training and participants’ desired learning outcomes.

Natural Resources

The trainer/training team should draw on the experience and knowledge in the room /agencies present, discussing experiences regarding natural resources and their management in the political, historical, cultural and economic context(s) in which participants have worked and / or lived. Content includes

defining key terms and concepts around natural resources and their significance in people’s lives, different functions and meaning in different contexts / societies / cultures / communities (land, renewable and non-renewable, conflict resources, and resource curse) (in small groups).
 discussing human rights perspectives and approaches, for example that people have a human right to a clean environment as well as equal access to resources and the fair sharing of benefits from its utilization. For details, see the [UNEP factsheet 2015](#) on Human Rights and the Environment.
 Furthermore, theories on resources and ecosystems like the [tragedy of the commons](#) (Hardin, 1968) can be discussed.

Natural Resources and Links to (Armed) Conflict, Prevention & Peacebuilding

Different types of natural resources and their link to armed conflict are explored. The particularities of land as well as renewable and non-renewable natural resources about the onset and exacerbation is explained. Participants should receive infographics overviewing the various ways in which natural resources are linked to armed conflicts either as drivers/causes and/or enablers. Participants should be asked to provide examples of how natural resources relate to conflict in their work or living contexts. For an overview see UNEP (2009). [From conflict to peacebuilding - The role of natural resources and the environment](#). Theories on the link between natural resources and conflict are presented and discussed, such as the resource curse of resource-rich countries (Dutch disease). Case studies³² (additional to those of the participants) are provided in the Annex. Moreover, this module should specify the conflict drivers with a particular focus on the respective type of natural resource.³³

Understanding and Analysing Conflict Drivers

³² Note for the Facilitator: for clarity, detail and depth the course should stick to one or max. three case studies. This curriculum presents a variety of cases from different countries, organisations as well as different types of natural resources. This is so that the course organizer and trainer can choose a suitable case for their particular target group.

³³ Note to the facilitator: The definition and structuring of conflict drivers could be done in small groups or in plenum to wrap up discussion from before.

1. Increasing scarcity of (renewable / non-renewable) natural resource and / or land, causing, exacerbating competition between users

Demand-induced scarcity

Supply-induced scarcity

Structural scarcity

2. Poor natural resources management:

Overlapping rights and laws

Discriminatory policies

Unequal burdens and benefits

Lack of public participation

3. (Transboundary) Dynamics and pressures:

Unequal, inflexible, unsustainable use

Environmental degradation

Pollution

Migration of people/wildlife

Illegal exploitation of resources

Population growth & overstretching /using NR

Table 2: Analytical Framework for context mapping (inspired by UN's toolkit on [Renewable Resources and Conflict \(UNEP 2012, p. 44\)](#))

Finally, the connection between natural resources and peacebuilding, and how natural resources can also be assets/enablers of prevention and peace, should be introduced.

Prevention – What does it involve and who does it?

This module introduces the concept of conflict/ violence prevention at the community level and deals with identifying involved actors and their roles, responsibilities, challenges and opportunities regarding prevention of natural resource-based conflicts. Inside actors and especially the role of third parties, outside actors as well as principles of do no harm, local ownership and conflict sensitivity are discussed. Lastly, the importance of gender and gender mainstreaming is addressed. Participant's awareness about the topic is raised and they are introduced with the basics on gender awareness and mainstreaming, which should then guide the upcoming activities and topics throughout the training.

Examples of actors and roles in conflict prevention around non-renewable natural resources should be explored and reviewed, as in the following table:

National Government Regional and local governments	<ul style="list-style-type: none"> • Ensure the relevant government policy and legal framework is conducive to sustainable development and conflict resolution; that it is clearly understood by all parties, and that policy issues that arise during the development can be fed into policy development processes. • Adhere to international standards of best practices and participate in global initiatives such as the EITI. • Oversee and/or implement engagement processes that foster effective and mutually beneficial relationships between EI developers, communities and CSOs in keeping with best practices. • Participate in engagement processes to represent government policy direction and to assist in solving technical problems.
Extractive Industry	<ul style="list-style-type: none"> • Implement best practices as defined in global standards – IFC, Global Compact, EITI, Voluntary Principles, such as: • Establish collaborative and transparent relationships with communities and stakeholders that are oriented to addressing concerns and issues associated with the project. • Engage in partnerships with governments, communities and CSOs to ensure conflicts are prevented and in support of sustainable social investments that are in the public interest. • Build linkages to small and medium-size local and national enterprises to expand the local and national benefits associated with the development. • Ensure project information is accessible to all interested parties. • Establish grievance procedures to address specific complaints that may arise during project implementation. • Engage in problem-solving and negotiation activities in an interest-based manner. • Ensure security personnel develop respectful relations with communities and stakeholders in keeping with the Voluntary Principles.
Community stakeholders and local NGOs	<ul style="list-style-type: none"> • Develop transparent representation structures that ensure the full spectrum of community and stakeholder interests are expressed in engagement processes, and that constituencies are kept informed and effectively involved. • Establish collaborative and transparent relationships with EI representatives that are oriented to addressing concerns and issues associated with the project in a manner that serves the public interest. • Engage in problem-solving and negotiation activities in an interest-based manner. • Ensure that the company and security personnel understand how to engage with the community or organization in a manner that will foster respectful relationships.
Security services	<ul style="list-style-type: none"> • Ensure staff understand and implement the Voluntary Principles. • Ensure staff engage with communities and stakeholders in a respectful manner that also involves them in the process of addressing security issues.
National and International Non-Government Organizations	<ul style="list-style-type: none"> • Continue to support implementation and improvement in best practices: • Support effective working relations between the company, communities and other stakeholders including developing partnerships where appropriate. • Monitor the progress of the development and the engagement processes, and report on this in a manner that supports constructive problem-solving. • Participate directly in engagement processes and partnerships where appropriate.

Table 3: Actors and their function (United Nations Interagency Framework Team for Preventive Action, 2012a, p. 23)

Context Analysis – Understanding Contexts

For a more detailed context analysis, participants train to use a comprehensive context analysis framework on natural resources and/in conflict using for example the framework suggested in the UN’s toolkit on [Renewable Resources and Conflict \(UNEP 2012, p. 44\)](#) (for adapted version see table below). In small groups, participants conduct an analysis of a case example from their own past, present or future working / living context to test and practice their analytical skills. Particular focus lies on the community aspects in the context.

Parameter	Selected Case
Contested Resource	

(e.g. farmland, rivers fishery, forest)	
Current and Future Conflict Drivers (e.g. increasing scarcity, pollution, poor management or transboundary dynamics)	
Other Conflict Sources (Political, social, and economic inequalities, poor governance, human rights abuses)	
Key Actors, Interest, Needs and Capacities (Communities, authorities, companies, NGOs, CSOs, armed, criminal groups)	
International Actors / Projects related to natural resources / community development / conflict and violence prevention	
Drivers for Peace / Potential Enablers (existing positive, effective aspects of NR management, actor's practices and capacities that contribute to peace)	

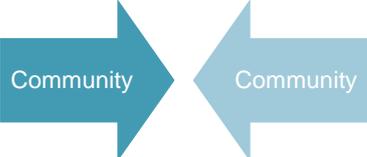
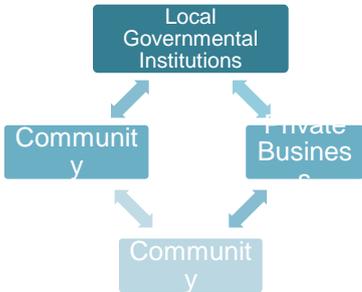
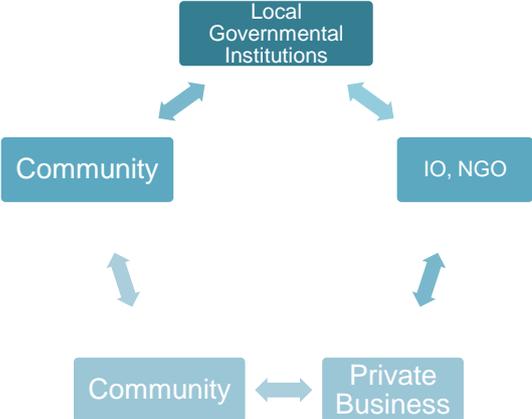
Table 4: Analytical Framework for context mapping (inspired by UN toolkit [Renewable Resources and Conflict \(UNEP 2012, p. 44\)](#))

Development Strategies for Structural Prevention at the Community Level

Linking in with the previous module of context analysis, this module is about learning about and practicing strategy development for structural prevention at the community level. Building upon the context analysis, actor mapping and the identification of peace and conflict drivers, participants should be able to conduct a needs assessment as prerequisite of strategy development. One aspect of it is the reflection of the participants own and organisations competence and the identification of their mandate, expertise as well as entry point for prevention activities.

Having pinpointed these, the participants can proceed in elaborating, selecting and choosing strategies, which may be most relevant and appropriate in a given context. The strategies may be differentiated regarding the type of natural resource. Based on case studies lessons identified and best and “bad” practices are discussed. The table presents a selection of possible strategies and activities for community-based prevention of natural resource conflicts.

Strategy	Land	Renewable Natural Resources	Non-Renewable Resources
Local Policy Framework	Supporting, establishing structure for participation on land reforms at central government level	Establishing a political framework for community natural resource management e.g. formalized agreements on protection, distribution, usage	Establishing a political framework for community natural resource management e.g. formalized agreements on protection and distribution
Awareness Raising and Advocacy / campaigns	E.g. public awareness about individual and community rights on land titles	Community activities on sustainable and conflict sensitive use e.g. at schools, youth centres to fight pollution and promote sustainable practice	E.g. public awareness about environmental concerns and solutions for conflict sensitive and sustainable resource extraction, community and labour rights

Other, targeted Programmes		Supporting sustainable Livelihoods and reduce vulnerability to resource scarcity	
Conflict-sensitive, local Management Systems	Local Councils or Working Groups with representatives of marginalized groups, affected families, interest groups, scientists, government e.g. mayors and involved private sector actors, incl. labour unions as well as leaders of armed groups		
Capacity Development, Training & Education	For local leaders and representatives of livelihood and / or marginalized groups as well as government officials e.g. from relevant ministries. Possible topics: ecosystem services and environmental protection, waste / water management, laws and regulations, land titles and ownership and dialogue and mediation		
(Multi-stakeholder) Dialogue to improving / transforming Relationships	Spaces / infrastructures for communication, collaboration and trust-building for conflict transformation / nonviolent dispute resolution (bonding and bridging) between government, private sector and local communities, leaders, as well as between and within communities		
	1. 	2. 	
	3. 	4. 	
	5. 		

Graphic based on:
https://wedocs.unep.org/bitstream/handle/20.500.11822/9248/-Relationships_and_resources_environmental_governance_for_peacebuilding_and_resilient_livelihoods_in_Sudan-2014UNEP_Sudan_RnR.pdf.pdf?sequence=3&isAllowed=y

GRAPHIC based on: https://wedocs.unep.org/bitstream/handle/20.500.11822/9248/-Relationships_and_resources_environmental_governance_for_peacebuilding_and_resilient_livelihoods_in_Sudan-2014UNEP_Sudan_RnR.pdf.pdf?sequence=3&isAllowed=y

How to overcome Challenges

This module is dedicated to the topic of challenges in prevention work and how to overcome them. The participants are asked to share their own experiences and challenges they face and their coping mechanisms. Together with the facilitator, the group elaborates on these coping / mitigating mechanisms, learning from other cases, best practice and lessons learned. Besides discussing challenges to prevention processes, this module is all about providing an open space to the participants and find solutions to challenges to their personal work and life in natural resource-based conflict prevention.

Examples of Potential Challenges	Coping / Mitigating Mechanisms and Strategies
Citizen security, e.g. of leaders or activist who take unpopular decisions or who represent marginalized groups Illegal, transnational groups, whose integration in prevention activities is difficult Lack of legitimacy, accountability and transparency of existing and new NR governance systems Corruption Small Arms & light weapons Personal safety and security Lack of legitimacy and accountability of programme Achieving local author- and ownership	

Table 5: Challenges and Mitigation Strategies

Operational Prevention Strategies

This module is about learning and practicing responses to evolving crises around natural resource-based conflicts. Participants will learn about two mechanisms for operational prevention and how to use them in particular contexts, i) local early warning systems and early action and ii) mediation and negotiation. Additionally, technologies and innovative approaches for the facilitation of prevention are presented and discussed. Particular emphasis will be placed on *local-first* approaches.

Grass Root Early Warning and Early Action

This part is about local or grass root early warning and early action and focuses on risk assessment and scenario analysis to identify hot spots and finding an appropriate response. Case studies of existing *local first* strategies, lessons identified as well as good and “bad” practice will be used. On a basis of a case study the participants should then practice to use tools of early warning and early response. Information on specific cases is found in the Annex. Furthermore, the opportunities and challenges of technologies and innovative approaches to early warning are explored. Before

presenting existing best practice on innovative approaches and technologies, participants should be asked to share their experiences in this area. Experiences with ICT (information and communication technology) in early warning systems should be reviewed together with relative strengths, weakness, opportunities and challenges, including lessons learned from experiences such as the Kenyan 2013 elections. Utilisation of traditional systems and indigenous technologies and how these can strengthen community-based prevention should also be explored. Materials with examples are provided in the Annex.

Track 2 & 3 Mediation and Negotiation

This session delves into the background knowledge and skill development of mediation and negotiation at track 2 and 3. After an input on the theory of mediation and negotiation, participants will practice and test their practical skills in mediation / negotiation in simulation activities or role plays. This should include

Pre-negotiation / mediation preparedness: Logistics, selection of actors, strategy etc.

Negotiation / mediation phase: strategies, behaviour, skills, logistics (e.g. working with an interpreter), risks and test cases

Implementation phase of agreement: monitoring and potential challenges

Improving / Designing Strategy & Programming

This module, which may take place over several sessions, comprises a practical exercise for participants to review and improve or develop a new strategy for natural resource-based conflict prevention measures and activities of their own or organisation’s work in the field. This module is about testing newly acquired skills and knowledge and creating a tangible output from the training, which the participants can take back with them and directly apply to their work. The facilitator should support the individual learning and development process, providing guidelines, tips and consult whenever asked to. Materials may be drawn from the *Designing Interventions for Impact / Designing CPPB Programming* sub-curriculum.

Course Levels	
Beginner / Entry	Basic knowledge and awareness on the issue conflict prevention at the community level, exposure to available resource materials, understanding of core terms and definitions, overview of appropriate strategies and approaches and how to integrate these into practice, and exposure to select case studies.
Intermediate / Advanced	Intermediate / advanced courses should engage more in-depth on learning of practical measures, tools, policies and strategies for how to best empower and support community-based prevention; more in-depth review and learning from case studies and ‘good’ and ‘bad’ practices; development of participants own programming planning and approaches to supporting community-based prevention and applied skills training and simulations addressing both structural and operational prevention.
Expert / Specialisation	Specialized training could focus on 1) competence development regarding a particular type of natural resources Prevention of conflict about land Prevention of conflict about renewable natural resources (e.g. forests, fishery, agriculture, illicit drug cultivation)

	<p>Prevention of conflict about non-renewable natural resources (extractive industries,</p> <p>2) a particular region / country e.g. West, East or sub-Saharan Africa, Southeast Asia, The Caribbean. Examples include the CI Workshop in the Philippines, which linked taught skills with cultural and geographical issues specific to CI Philippines projects, and Conflict Sensitive Conservation Training of CI in Colombia (only in Spanish)</p> <p>3) a particular stakeholder, e.g. the private sector</p> <p>4) in-depth development of context-specific programming and approaches for strengthening local / national capacities for community-based prevention</p>
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Mainstreaming 'Sensitivities' (Peace & Conflict Sensitivity; Cultural Sensitivity; Gender Sensitivity; Trauma Sensitivity; Sensitivity to Diverse Learning Needs; Local Ownership Sensitivity)

Sensitivity to Participants' Backgrounds

For this SC, the trainer has to make sure to be responsive to the different background of participants and experiences with community-based prevention, natural resources and peacebuilding. Depending on the group, they might be experts on prevention and early warning systems with little experiences working in natural resources and community-based programmes or *vice versa* practitioners with limited knowledge about prevention yet experiences in natural resource management.

Conflict and Cultural Sensitivity

The trainer requires to have an in-depth understanding of the cultural aspects around natural resources, the meaning, values and perceptions for the community and other actors. Particular sites, like forests for example, may have a spiritual or historical meaning for a community, whereas the private sector, government or donor organisations primarily see the (potential) financial profit that can be made with timber or jobs created. With the selection and guided discussion of case studies the trainer can raise awareness about these cultural aspect as well as make sure participants use a culture and conflict sensitive lens in their analysis as well as mainstream it through their strategy development. It includes ensuring mission- and project -specific needs and situation assessments, strategic and programme level-planning as well as monitoring and evaluation are implemented with authentic participatory engagement and appropriate *ownership* by local stakeholders.

Gender

Gender should be mainstreamed throughout the modules. That means for example discussing how natural resources and conflict around them influence men, women, boys and girls well as how these groups can be involved strategy development and programming of community-based prevention programmes. Case studies are found in the annex.

Links to relevant resources & publications regarding gender, natural resources and prevention

Title	Name of the Provider: Institution / Training Centre / Academy	Year	URL (if available) or Publishing House & City
Checklist for integration gender into conservation programming	Conservation International	2016	https://docs.google.com/viewer?a=v&pid=sites&srcid=Y29uc2VydmF0aW9uLm9yZ3xyaWdodHMtYmFzZWQtYXBwcm9hY2h8Z3g6ODA5YW12ZmY5OTAzNjVh
Coordinating land and water governance for food security and gender equality	Madiodio Niassa, Global Water Partnership	2017	http://www.gwp.org/globalassets/global/toolbox/publications/background-papers/gwp-techno-24_web.pdf
Gender-based violence: recognizing and responding to gender-based violence (GBV) in community conservation	Conservation International		https://drive.google.com/file/d/0B23PUHp4FJPZUTE2ZXBBQkxvQ2c/view
Getting to equal participation: tips for supporting women's engagement in conservation	Conservation International		https://drive.google.com/file/d/0B23PUHp4FJPZR1hBOFQ2cHhSbFk/view
Women and Natural Resources. Unlocking the Peacebuilding Potential	UNEP, UN Women, PBSO and UNDP	2013	Women and Natural Resources. Unlocking the Peacebuilding Potential
Women as agents of peace in natural resource conflict in Sudan	UN Environment	2017	https://www.unenvironment.org/news-and-stories/story/women-agents-peace-natural-resource-conflict-sudan

Links to relevant resources & publications regarding conflict sensitivity and natural resources

Title	Name of the Provider: Institution / Training Centre / Academy	Year	URL (if available) or Publishing House & City
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<p>Conflict-Sensitive Conservation: Practitioners' Manual</p> <p>*Note available in Eng, Esp & French</p>	<p>International Institute for Sustainable Development</p>	<p>2009</p>	<p>http://www.iisd.org/pdf/2009/csc_manual.pdf</p>
<p>Conflict-Sensitive Program Management CSPM, Integrating Conflict Sensitivity and Prevention of Violence into SDC Programs – A Handbook for Practitioners.</p>	<p>Swiss Agency for Development and Cooperation, SDC</p>	<p>2006</p>	<p>https://www.eda.admin.ch/content/dam/deza/en/documents/themen/fragile-kontexte/159292-cspm_EN.pdf</p>
<p>Fact Sheet Conflict Sensitivity</p>	<p>Center for Peacebuilding KOFF</p>	<p>2012</p>	<p>http://koff.swisspeace.ch/fileadmin/user_upload/koff/Publications/KOFF_Factsheet_Conflictsensitivity_Sept2012.pdf</p>
<p>How to guide to conflict sensitivity</p>	<p>Conflict Sensitivity Consortium</p>	<p>2012</p>	<p>http://local.conflictsensitivity.org/wp-content/uploads/2015/04/6602_HowToGuide_CSF_WEB_3.pdf</p>
<p>Selection of case studies on Conflict-Sensitive Conservation</p>	<p>International Institute for Sustainable Development, IIDS</p>	<p>2002</p>	<p>http://www.iisd.org/project/conflict-sensitive-conservation</p>
<p><i>Do no harm in land tenure and property rights: Designing and implementing conflict sensitive land programs.</i></p>	<p>Goddard, N.& Lempke, M., CDA</p>	<p>2013</p>	<p>http://cdacollaborative.org/wp-content/uploads/2016/01/Do-No-Harm-In-Land-Tenure-and-Property-Rights-Designing-and-Implementing-Conflict-Sensitive-Land-Programs.pdf</p>
<p><i>Strengthening capacity for conflict-sensitive natural resource management.</i> Toolkit and guidance for preventing and managing land and natural resources conflict.</p>	<p>UN Interagency Framework Team for Preventive Action</p>	<p>2012</p>	<p>http://www.un.org/en/events/environmentconflictday/pdf/GN_Capacity_Consultation.pdf</p>

Methodologies & Approaches to Training / Capacity Building

This SC puts practical skills, development of the right ‘attitudes’ for effective community-based prevention of natural resource conflicts, and previous experience of participants at the centre of the learning experience. Trainers should ensure methodologies and materials are highly practical and are able to develop not only participants’ *knowledge and understanding* but also their *actual capabilities* and the necessary skills and supporting attitudes which can enable effective implementation in the field. Particularly, the last module (Improving / Designing Strategy & Programming) gives participants the opportunity to reflect upon their own work, roles, mandates, opportunities and challenges, with the goal to create / improve their capacities and strategies. They will put to practice what they have learned throughout the course and will take something “tangible” back and apply and test it in practice. Additionally, in order to ensure the SC develops participants operational and performance capacities effectively, courses should include:

Content Briefings which can be developed ‘lecture’ / presentation style or through participants engaging to develop briefings on core topics;

Case Studies from missions or specific community-based prevention activities and incidents in which natural resource triggered, exacerbated or further spread conflict and violence. This helps to contextualise prevention activities and make it more ‘real’ for participants;

Review of lessons learned and actual experiences from missions and ‘on the ground’ / in the field contexts - which can be provided through expert speakers, case studies, videos and film documentaries;

Exercises to apply peace and context analysis, needs analysis, and planning for community-based prevention programmes, relevant to participants actual mission and contexts;

Simulations and Role plays on for example dialogue, mediation and negotiation with / between communities and conflict parties on drivers for natural resource conflicts.

Innovations / Frontiers – The front of the field & new / latest developments in this sub-curricula

This SC represents an innovative curriculum, as it is one of the first of its kind in the field, addressing prevention and natural resource-based conflicts. Currently, there is a lack of training programmes in Europe on prevention and environmental peacebuilding, natural resources and conflict. The focus on community-based prevention is an additional innovation/ frontier as prevention activities often focus on governmental structures and practices with little consideration for local participation and ownership by the affected community. Strategies thereby frequently lack legitimacy and effectiveness. Furthermore, this SC specifies relevant attitudes, knowledge and skills, which practitioners need to work in this area. The sub-curriculum offers a variety of case studies from different countries, regions and types of natural resources; hence, it can be easily tailored for a training on a specific region, target group or natural resource. Critical, but often side-lined issues around conflict and cultural sensitivity, gender mainstreaming and elicitive learning are considered throughout the sub-curriculum. The inclusion of development and design of the participants *own* programming, missions and interventions is also an important frontier in training methodologies and practice to enhance the applicability and utilisation of learning by participants as well as a customisation of tools, strategies and approaches to their institutional and operational need and context.

Approaches to Developing Competencies / Capacity Building *Complementary* or Additional to Training

The following approaches which can be integrated into trainings or complementary to trainings can assist development or improvement of capacity for community-based prevention of natural resource conflicts:

Learning Documentaries (Film) and Publications: Creation / Usage of documentaries and case study films and publications can assist for improvement of competency and understanding on prevention, community-based CPPB and natural resources and may be used in trainings, in training preparation, and post-training materials or independently;

Case Learning / Situation Review: In mission capacity can be enhanced by appropriate case learning and situation reviews implemented in response to specific resource-based conflict situations both as they are existing/developing and *after* having implemented community-based prevention programmes to improve in-mission learning, evaluation and recording of lessons, and improved *proactive* future policies and practice;

Scenario Development: In contexts where conflict dynamics may be worsening / escalating due to natural resources (its exploitation, uneven distribution, pollution and degradation) international and national actors should engage in scenario development and futures forecasting to identify hot spots and areas / situations of high risk of natural resource-related armed conflict and violence;

Joint Evaluations / Multi-Mission/Country Evaluations: A critical approach to capacity development includes joint evaluation of what has been done / experienced so far in that mission/context. Even better can be 'multi-mission' evaluations to gather a broader scope and depth of experience and learnings across contexts. If this can be implemented as multi-sector, multi-stakeholder approaches together with local communities and national institutions / stakeholders, they can also help to improve national capabilities of prevention;

Online / ICT-based real situation simulations: Missions and organisations in the field may also wish to consider development of online or ICT-based simulations and exercises, integrating for example video tutorials and testimonials, lessons learned. These can be used for training / developing participants response to different situations and improving attitudes, skills and knowledge of early warning and early response to natural resource-based conflicts. This can be either complementary to or independent of training programmes.

Examples of Current Courses / Trainings (Titles, Institutions, Outlines)

Name of the Provider: Institution / Training Centre / Academy	Course Title	Link to Course Outline (if available)	Link to Relevant Publications / Resources / Handbooks / Toolkits used in the course (if available)
Folke Bernadotte Academy	Facilitation of Dialogue Processes and Mediation Efforts	https://fba.se/en/how-we-work/courses/all-courses/facilitation-of-dialogue-processes-and-mediation-efforts	
Folke Bernadotte Academy	Tailor-Made Courses on Conflict Prevention	https://fba.se/en/how-we-work/courses/all-courses/tailor-made-courses-on-conflict-prevention/	

Helsinki Espana	REACT	http://humandimension.net/en/formacion-2/curso-react/	
Peace Action Training Institute Romania	Making Prevention, Early Warning and Peacebuilding Effective: Lessons Learned, What Works in the Field and Core Skills	http://patrir.ro/en/trainingcentre/	
SDG Academy	Environmental Security and Sustaining Peace (first delivery in March 2018) 8-week massive open online course (MOOC)	https://courses.sdgacademy.org/learn/environmental-security-and-sustaining-peace-march-2018	
SwissPeace	Preventing Violent Conflict	http://www.swisspeace.ch/courses/individual-courses/preventing-violent-conflicts.html	

Examples of Relevant Training or Support Materials			
Title	Organisation / Institution	Year	URL (if available) or Publishing House & City
Conflict Prevention & Peacebuilding in the Maiko-Tayna-Kahuzi-Biega Landscape in the Democratic Republic of Congo	Conservation International		https://www.conservation.org/publications/Documents/CI_Policy-Center_Peace-building-Case-Study_DRC.pdf
Conflict Prevention in Resource-Rich Economies. The Role of Economic Policy. Self-Study Learning Module	UNEP-EU		http://www.un.org/en/land-natural-resources-conflict/pdfs/Self-Study%20Learning%20module.pdf
Extractive Industries and Conflict. Toolkit and Guidance for preventing and managing land and	UN-EU	2012	https://postconflict.unep.ch/publications/GN_Extractive_Consultation.pdf

natural resources conflict.			
Land and Conflict. Toolkit and Guidance for preventing and managing land and natural resources conflict.	UN-EU Guidance note	2012	https://postconflict.unep.ch/publications/GN_Land_Consultation.pdf
Natural Resources and Conflict: A Guide for Mediation Practitioners	UNEP & UN DPA	2015	https://wedocs.unep.org/bitstream/handle/20.500.11822/9294/-Natural_resources_and_conflic.pdf?sequence=2&isAllowed=y
Preventing Conflict in Resource-Rich Countries: The Extractive Industries Value Chain as a Framework for Conflict Prevention	EU-UN & World Bank	2015	https://postconflict.unep.ch/publications/ECP/UN_WB_Value%20Chain_extractive_and_conflict_prevention_discussion_paper_2015.pdf
Relationships and resources environmental governance for peacebuilding and resilient livelihoods in Sudan	UNEP & UKAID	2014	https://wedocs.unep.org/bitstream/handle/20.500.11822/9248/-Relationships_and_resources_environmental_governance_for_peacebuilding_and_resilient_livelihoods_in_Sudan-2014UNEP_Sudan_RnR.pdf.pdf?sequence=3&isAllowed=y
Renewable Resources and Conflict. Toolkit and Guidance for preventing and managing land and natural resources conflict.	UN-EU	2012	https://postconflict.unep.ch/publications/GN_Renewable_Consultation.pdf
The Role of The Exploitation of Natural Resources in Fuelling And Prolonging Crises in the Eastern DRC	International Alert	2010	http://www.international-alert.org/sites/default/files/publications/Natural_Resources_Jan_10.pdf

Toolkit and Guidance for Preventing and Managing Land and Natural Resources Conflict (2012): <u>Land and Conflict, Renewable Resources and Conflict</u> and <u>Extractive Industries and Conflict</u> .			

Experts & Trainer		
Name, Surname	Organisation / Institution	URL (if available)
Alexander CARIUS	Adelphi founder and Managing Director, consultant on environmental and development policy	https://www.adelphi.de/de/mitarbeiter/alexander-carius
Carl BRUCH	Director, International Programs, Environmental Law Institute	https://www.eli.org/bios/carl-bruch
Daniel Orellana AGUIRRE	Independent Psychologist and Psychotherapist, experienced in training staff in international cooperation	
David JENSEN	Head, Environmental Cooperation for Peacebuilding Program, United Nations Environment Program UNEP (DJ), Training Support	https://www.unenvironment.org/people/david-jensen
Erika WEINTHAL	Lee Hill Snowdon Professor of Environmental Policy, Associate Dean for International Programs; Duke University	https://nicholas.duke.edu/people/faculty/weinthal

Experts-Database	Swiss Agency for development and cooperation	https://www.eda.admin.ch/dez/a/en/home/publications-services/vortragsservice.html
Franziska SIGRIST	Training Coordinator, KOFF Center for Peacebuilding, SwissPeace	http://www.swisspeace.ch/aboutus/staff-by-alphabetical-order/franziska-sigrist.html
Günter SCHOENEGG	Peace Resources Group	http://www.peaceresources.net/guenter_en.html
Harald LOSSACK	GIZ Expert on Managing Natural Resource & Climate	https://www.giz.de/expertise/html/1946.html
Helmut ALBERT	GIZ Expert on agricultural policy and rural areas	https://www.giz.de/expertise/html/3162.html
Janet EDMOND	Conversation International Senior Director of Peace and Development Partnerships Program	https://sites.google.com/a/conservation.org/peace/home-1/who-we-are
Jessica HARTOG	International Alert Head of Natural Resource Management and Climate Change	http://www.international-alert.org/staff/jessica-hartog
Jörg LINKE	GIZ Expert climate	https://www.giz.de/expertise/html/1945.html
Kame WESTERMAN	Gender and Conservation Advisor, Conservation International	https://www.conservation.org/newsroom/experts/Pages/ci-expert-details.aspx?ID=208&name=Kame-Westerman
Ken CONCA	Professor of International Affairs, American University focus i.e. on environmental peacebuilding, environmental politics and policy in the United Nations system and water governance	http://www.american.edu/sis/faculty/conca.cfm
Lukas RÜTTINGER	Adelphi Senior Project Manager leading the area of peace and security, and resources	https://www.adelphi.de/de/themen/frieden-und-sicherheit
Marc LEVY	Deputy Director, Center for International Earth Science	http://beta.global.columbia.edu/people/marc-levy

	Information Network, Columbia University	
Michael ROSENAUER	GIZ Expert on Water	https://www.giz.de/expertise/html/3722.html https://www.giz.de/fachexpertise/html/3722.html
Nicolás CISNEROS	Project Advisor, Environmental Cooperation for Peacebuilding Program, United Nations Environment Program UNEP	http://web.unep.org/greenecology/about-us/meet-team
Oli BROWN	Consultant, United Nations Environment Program UNEP / Chatham House (OB)	https://www.unenvironment.org/people/oli-brown
Richard MATTHEW	Director, Blum Center for Poverty Alleviation and Sustainable Development, University of California Irvine	https://faculty.sites.uci.edu/rmatthew/
Silja HALLE	Coordinator of Women, Natural Resources and Peace, UN Environment	https://www.unenvironment.org/people/silja-halle
Stefan KRALL	GIZ Expert in Sustainable Natural Resource Management	https://www.giz.de/fachexpertise/html/1946.html

Reference List

Conversation International (CI) (2017). Conservation and Peace. <https://www.conversation.org/projects/Pages/Conservation-and-peacebuilding.aspx>

DPCR - Department of Peace and Conflict Research, Uppsala University (2017). *Understanding Environmental Peacebuilding*. <http://www.pcr.uu.se/research/peace--peacebuilding-and-reconciliation/understanding-environmental-peacebuilding/>

Environmental Peacebuilding (2017a). *Library*. <http://environmentalpeacebuilding.org/library/>

Hardin, G. (1968). The Tragedy of the Commons. *Science*, Vol. 162, Issue 3859, pp. 1243-1248. <http://science.sciencemag.org/content/162/3859/1243.full>

Mkutu, K. (2001). Pastoralism and conflict in the Horn of Africa. Africa Peace Forum / Saferworld / University of Bradford. <https://www.saferworld.org.uk/resources/publications/75-pastoralism-and-conflict-in-the-horn-of-africa>

UN Interagency Framework Team for Preventive Action (2012a). Strengthening capacity for conflict-sensitive natural resource management. Toolkit and guidance for preventing and managing land and natural resources conflict. Extractive Industries and Conflict. https://postconflict.unep.ch/publications/GN_Extractive_Consultation.pdf

UN Interagency Framework Team for Preventive Action (2012b). Strengthening capacity for conflict-sensitive natural resource management. Toolkit and guidance for preventing and managing land and

natural resources conflict. Strengthening Capacity for Conflict-Sensitive Natural Resource Management.

http://www.un.org/en/events/environmentconflictday/pdf/GN_Capacity_Consultation.pdf

UNEP (2012). Toolkit and guidance for preventing and managing land and natural resources conflict. Renewable Resources and Conflict.

http://www.un.org/en/events/environmentconflictday/pdf/GN_Renewable_Consultation.pdf

UNEP (2015). Factsheet on Human Rights and the Environment.

<https://wedocs.unep.org/bitstream/handle/20.500.11822/9933/factsheet-human-rights-environment.pdf?sequence=1&isAllowed=>

UNEP (2015). Natural Resources and Conflict A Guide for Mediation Practitioners.

https://wedocs.unep.org/bitstream/handle/20.500.11822/9294/-Natural_resources_and_conflic.pdf?sequence=2&isAllowed=y

United Nations Environment Programme (UNEP) (2009). *From conflict to peacebuilding: The role of natural resources and the environment.*

http://postconflict.unep.ch/publications/pcdmb_policy_01.pdf

Annex

Case study materials for module 1:

[Environment, Conflict and Cooperation Factbook](#). 2017. Adelphi.

Horn of Africa: [Resources, Peace and Conflict in the Horn of Africa](#). 2014 by Dahre, U.J. (ed.). A Report on the 12th Horn of Africa Conference, Lund, Sweden.

Colombia: [Fuelling Conflict in Colombia: The Impact of Gold Mining in Chocó](#). 2016 by ABColombia, Catholic Agency For Overseas Development, Christian Aid, Oxfam GB, Scottish Catholic International Aid Fund, and Trócaire

Iraq, Nigeria, Syria: [Oil-Fuelled Insurgencies: Loot able Wealth and Political Order in Syria, Iraq, and Nigeria](#). 2017 by Feryaz Ocakli and Matthew Scotch Journal of Global Security Studies.

DR Congo: ['It's not all about the land': Land Disputes and Conflict in the Eastern Congo](#). 2016 Gillian Mathys and Koen Vlassenroot.

[Urban Land Conflict in the Global South: Towards an Analytical Framework](#). 2016. Lombard, M. & Rakodi, C.

Sudan: [Power, Contested Institutions and Land: Depoliticising Analysis of Natural Resources and Conflict in Darfur](#). 2017 by Bromwich, B. Journal of East African Studies.

Asia-Pacific: [Climate Change Fuelling Resource-Based Conflicts in the Asia-Pacific](#). 2012. By Blondel, A. UNDP. Human Development Report Background Papers Series.

If needed the facilitator can also work with case studies and other materials such as: [Identifying Conflict Potential in a Coastal and Marine Environment Using Participatory Mapping](#). 2016 by Moore, S., A., Brown, G., Kobryn, H. and Strickland-Munro, J. Journal of Environmental Management.

Case study materials for module 4

On renewables

[Forest Management Units in Indonesia](#), which became pivotal structural elements for managing all state forests at the local level (Larry A. Fisher, Yeon-Su Kim, Sitti Latifah, and Madani Makarom, 2017).

[Co-management model of natural resources](#) in the Nino Konis Santana National Park conflict-affected communities in Timor-Leste (Conservation International).

[Conservation Agreement model implemented in Liberia's](#) East Nimba Nature Reserve (Conservation International).

[DR Congo the dialogue process and agreement on sustainable resource use](#), involving NGOs, women and indigenous peoples' representatives, local and traditional leaders, hunters, miners, religious leaders, international conservation and officials from i.e. the Ministry of Environment, Education, Security, Interior and Defense in the Maiko-Tayna-Kahuzi-Biega landscape in DR Congo (Conservation International).

Strengthening Aquatic Resource Governance (STARAGO) project: [Facilitating multi-stakeholder dialogue to manage natural resource competition – A synthesis of lessons from Uganda, Zambia, and Cambodia](#) and [Dialogue to address the roots of resource competition: Lessons for policy and practice](#)

For examples on prevention strategies for specific renewables see page 71-82

https://postconflict.unep.ch/publications/GN_Renewable_Consultation.pdf

Water Conflicts

Rangeland Conflicts

Forest Conflicts

Fisheries Conflicts

On Land

Land Management in Afghanistan: [Community documentation of land tenure and its contribution to state building in Afghanistan](#). Stanfield et al. 2013

On non-renewables in Preventing Conflict in Research Rich Economies. [The extractive industries value chain as a framework for conflict prevention](#) 2015 World Bank.

Chile

Peru

Zambia Preference for Peace

DRC

Case study materials for module 4

On Early Warning

Elections in Kenya 2013 : A Local First Approach to Early Warning Response Peace Direct, <https://www.insightonconflict.org/blog/2013/07/a-local-first-approach-to-early-warning-and-response/>

Liberia: Early Warning and Early Response Working Group Source: Peace Direct's *Liberia: early warning and early response collaboration*

On natural resources and mediation

Guidance for specific NR in [Natural Resources and Conflict A Guide for Mediation Practitioners](#) (UNEP 2015, p. 28-40)

Extractive / non-renewable NR

Land

Water

[Natural Resources and Conflict A Guide for Mediation Practitioners](#) (UNEP 2015, p.58-83)

Aceh, Indonesia: Oil and natural gas

Bougainville, Papua New Guinea: The Panguna copper mine

Alberta, Canada: Gas flaring framework

British Columbia, Canada: The Great Bear Rainforest

Ecuador and Peru: The transboundary Condor conservation corridor

India and Pakistan: The Indus Waters Treaty

Iran and Afghanistan: The Sistan basin

Sudan: Oil as a peace incentive during the Sudanese peace process

On technologies and innovate approaches

Una Hakika – Kenya SMS for early warning, Information at <https://thesentinelproject.org/2014/02/17/how-it-works-una-hakika/> and <https://irevolutions.org/category/early-warning/>

Video: Ecuador [Protection / monitoring of forest from illegal lumbering with technology of old cell phones](#)

Case study materials on Gender / Women and Natural Resources

[Women and Natural Resources. Unlocking the Peacebuilding Potential](#) (UNEP, UN Women, PBSO and UNDP 2013, p.17-43)

Legality versus reality: Implementing women's land rights in Uganda

Safeguarding gender equality gains for ex-combatants in post-conflict Nepal

Women in agriculture in post-conflict Aceh, Indonesia

Gender dynamics in water management in the West Bank

Women's roles in the peace process in Bougainville, Papua New Guinea

Women's participation in the artisanal mining sector in post-conflict Sierra Leone

Women's participation in decision-making on forest management in Liberia

Supporting sustainable livelihoods for women through natural resource management in Burundi

Engaging women in natural resource management and conflict resolution processes in South Kordofan, Sudan

Protecting women from exposure to sexual violence while gathering natural resources in Darfur

The perils of the charcoal trade in North Kivu, eastern Democratic Republic of the Congo

Improving women's health and reducing deforestation in Afghanistan

Land reparations for rural and indigenous women in Colombia

Investing in women to support food security in Côte d'Ivoire

1.8. Curriculum: Self-Care for CPPB Mission Professionals

Brief Description of the Sub-Curricula and why it is relevant to peacebuilding and prevention

Over the past two decades peacebuilding and prevention work has grown considerably both in terms of volume of work and in terms of complexity of this work. Professionals may routinely witness violence and work with individuals who have experienced grave atrocities. They may endure the stress of the responsibility of how to intervene to help others and come to terms with negative outcomes. The intra- and inter-personal effects of working in and with conflict have been acknowledged theoretically for quite some time. Experts in trauma recognise that professionals may experience PTSD from witnessing atrocities and secondary trauma from working with individuals who experienced atrocities. Even when workers do are not traumatised, they may feel exhaustion, helplessness and sometimes depression. Unfortunately, the approach to dealing with these phenomena has been largely reactive. Generally, psychological counselling services are offered to parties who display difficulty coping during or after peace missions. Such an approach risks marginalising those offered interventions as weaker, more sensitive or not up for the work, thus placing responsibility for the problem on the person rather than the circumstances.

A more systematic and proactive approach can equip professionals with skills of self-care, self-awareness, and resilience-building. In addition, it can educate professionals, and promote avenues for professionals to support each other. Most importantly, it reduces shame and stigma around these issue through recognising they are potential hazards of this work. Until recently very few institutions and organisations were taking this into account and providing training, counselling and recovery services as part of the typical mission capacity building programme. Organisations should be more sensitive to the potential hazards of this work and the way they can impact the health of workers, interpersonal relations of the team, and professional performance. They should recognise their responsibility in promoting health and well-being among staff and make this a priority. To this end, we recommend the inclusion of training modules on self-care before, during and after deployment. We have seen several agencies begin to prioritise and develop such models, and see room for these to be further developed and implemented systematically.

Learning Objectives / Outcomes (Results)

Upon completion of the courses included in this curricula the CPPB mission staff will:

KNOWLEDGE:

- Define, describe and *demonstrate a complex understanding of the concepts of self-care, well-being, mindfulness, secondary traumatic stress, resilience, professional quality of life, compassion fatigue, burnout etc.;*
- *Know the range of psychosocial risks associated with working in conflict settings and the type of indicators that signal those risks;*
- *Know a range of different strategies to increase resilience to field-related stress and trauma*
- *Understand the range of ethical issues associated with the non-recognition of the manifestations and effects of stress and burnout in the CPPB missions;*
- *Know basic organisational management / human resource strategies/practices and policies that enable the early identification, prevention and healing of stress and trauma for CPPB staff;*

ATTITUDES:

- *Develop an appreciation for a proactive attitude in the identification and addressing of issues related to self-care and self-awareness in the field ;*
- *Demonstrate a deeper and more empathic understanding for colleagues dealing with high levels of burnout, stress and trauma upon working in conflict settings ;*
Reduce shame and stigma around seeking help and support

SKILLS:

- *Be able to employ (self)assessment instruments that indicate the type and level of stress, trauma, resilience and coping mechanism appropriateness that the CPPB practitioner might appeal to;*
 - *Be able to draft a strategy and plan that addresses the core gaps/problems related to stress, trauma and burnout in one's mission/ work assignment ;*
 - *Effectively identify and communicate symptoms of burnout or emotional distress*
 - *Be able to argue and argument the need for self-care and self-awareness capacity building in the pre-deployment, deployment and post-deployment phases of a CPPB mission as well for the inclusion of self-care and self-awareness policies at institutional levels.*
- *Develop skills for self-care and for appropriately intervening to assist colleagues and at times face and tackle stigma and stress*

Mission Relevance (Justification / Need)

Prevention and peacebuilding personnel works generally in complex and highly stressful contexts where they deal with witnessing violence, having to take vital decisions under stress, mistrust, uncertainty and lack of safety. This affects all level of wellbeing, namely physical, social, emotional, spiritual and psychological with manifestations including: reduced productivity, fragmented relationships, sickness, depression, substance abuse, sleep deprivation and violent reactions and manifestations within own families and communities. Globally organisations working in conflict zones (especially UN bodies who in the past 5 years have conducted several studies reflecting the incidence of stress and trauma on their personnel³⁴) have reported and recognized these effects faced by their staff in the field.

BOX: The Global Development Professional Network (GDPN) [survey](https://reliefweb.int/report/world/news-psychological-support-and-wellbeing-aid-workers) on mental health and wellbeing reported that 79% of 754 respondents had experienced mental health issues, with 93% stating that these were related to their work in the aid industry. (Source: <https://reliefweb.int/report/world/news-psychological-support-and-wellbeing-aid-workers>)

As noted in the ZIF Study (Source: http://www.zif-berlin.org/fileadmin/uploads/analyse/dokumente/veroeffentlichungen/ZIF_Study_Stress_Management_August_2015_ENG.pdf)“ while the UN has a complex staff care system in place and staff counsellors in many missions, the EU has a Critical Incident Response Mechanism and limited staff counselling capacity implemented. It is currently establishing a peer support system. The OSCE response to critical incidents is not yet standardized and there are no other stress management systems in place.”

³⁴ Citation of those studies

Type of Mission / Mission Phase

The training is designed to be delivered in different modules accompanying the deployed personnel in different moments of the mission.

This training is designed to be delivered in three stages:

The first stage is pre-deployment. Here personnel will learn why self-care is so important. They will be made aware of the potential hazards they may encounter - the types of atrocities they may witness, difficult decisions they may need to make etc. They will learn about the possible negative physical and mental health symptoms that may occur. They will learn how to identify these symptoms in self and others, and determine what to do should they become concerned about a member of their team. In addition, they will troubleshoot strategies they can implement in the field to promote self-care and well-being.

The second stage is during deployment. During deployment, they can have a training that centres around the types of issues they are encountering in the field and how they are feeling. They can practice strategies for asking for support and supporting each other.

The third stage is post-deployment. Here, personnel will debrief with an expert. They will discuss obstacles encountered in the field, where they may have experienced gaps in support, identify current needs for self-care, and learn about ways they can receive support during post-deployment.

At each phase, participants will fill out a self-care plan. The plan will help them identify their personal symptoms of distress (sleeplessness, loss of appetite, etc) and determine a range of self-care practices that they can implement, including positive self-talk, identifying supportive people to talk to and daily practices to improve one's well-being.

During phase 2 and phase 3, trainers can use the training as an opportunity to identify individuals that may need further support or additional ways the organisation can support personnel. The training is relevant both for civilian and military personnel. The training should be tailored to the type of personnel and to the specific issues they may face in their area of deployment. The training team should include one expert on trauma and self-care and one individual who has been deployed to a similar environment with a similar mission. This will ensure expertise around the issues is accompanied by applicability to a particular setting. It would be helpful if the trainers had expertise in the region of deployment. Trainers should conduct additional research or bring in additional subject matter experts to address gaps in their own knowledge and experience.

Target Audience(s)

All professionals working in CPPB should receive at least introductory training in self-care. This is particularly relevant for staff deployed into areas of armed conflict or in which they may experience stressful conditions. Proper training in self-care, however, is relevant across the field and should be provided both pre-deployment and in-mission. Post-mission support for self-care and well-being should also be addressed in the field to help reduce rates of mission-related trauma induced stress, anxiety and other challenges personnel may face, where such may be required.

Guide to Choosing this sub-curricula: Training

This sub-curricula can be utilised for personnel who deployed to conflict environments to address stress from exposure to atrocities, pressures from intervening in these situations and duress experienced from being away from families. It can be used pre-/post-/during deployment and for civilians as well as military/police.

Trainers who have expertise in areas of trauma/self-care/PTSD/stress-management may choose to deliver this training to appropriate personnel. In addition, trainers may benefit from having experience in similar conflict settings to trainees. The training would also benefit from a partnership with training organisations.

This curricula is mainly designed to be delivered by teams of trainers.

Guide to Choosing this sub-curricula: Practitioner / Deployment

When and why would you choose to take or send staff to training on this sub-curricula as a practitioner or deployment organisation / agency.

This sub-curricula can be utilised for personnel who deployed to conflict environments to address stress from exposure to atrocities, pressures from intervening in these situations and duress experienced from being away from families. It can be used pre-/post-/during deployment and for civilians as well as military/police.

Organisations or consortia of organisations having deployed personnel in peacebuilding, peacekeeping, humanitarian relief and development cooperation missions in conflict areas have the option of exploring the curriculum and customizing it to their particular contexts and needs. While many organisations (especially the large ones) have in place some mechanisms of dealing and relieving stress for their personnel, very few if any include in their strategic plan and operations management procedures complex capacity building aiming at preventing, coping and managing and relief and healing stress and trauma generated by the engagement in violent conflict situations.

Sub-Curricula Brief: Main Section

Core Competencies (Attitudes, Skills, Knowledge) Covered

Described under Learning Objectives (above)

Links to other themes / competencies / curricula

This curricula links mainly to overall pre-deployment training, post-mission support to personnel, resilience-building, stress management, evaluation, mission management and conflict sensitivity curricula.

Modules & Content

PRE-DEPLOYMENT MODULE : The pre-deployment self-care training is designed for personnel working with different mandates in prevention and peacebuilding missions in order to understand the dynamics of the process of conflict-related stress, trauma, burn-out and the mechanisms to prevent, manage and heal them in all phases of mission.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<i>Introduction to Self-Care Awareness</i>	<i>Experiences from the field</i>	<i>Dealing with acute Stress, Burn-out and Trauma: Available Therapies</i>	<i>Prevention mechanisms and Building Resilience: Individual and Institutional Level</i>	<i>Accompaniment and Continuous assessment of Trauma, Stress and Burn-out, Follow-through</i>
Topics: -Introductions, Needs, Contributions and Expectations -Dimensions of Self-Care in Prevention and Peacebuilding Missions	Topics: - From first symptoms to burn-out and trauma -Identifying Risks - Early Diagnosis - PTSD Biology and Psychological aspects - Available Therapies	Topics: -Psychological First Aid -WHO Therapies -CBT -EMDR	Topics: -Dimensions of Wellbeing -Personal Self-Care Programme -Institutional Responsibilities for well-being -TRIM (trauma risk management) - Creating resilient organisations	Topics: -Planning personal and institutional Follow-through -Peer support - Evaluation of the programme

Methods:

-Profiles -Sociometrics -Presentations	Presentations -Case Studies - Group Work	Presentation Group Work Simulation Experiential Learning	-Presentation - Self-Study; Individual Work - Coaching	Presentati on Peer review Focus Groups
<p>DEPLOYMENT MODULE: <i>In mission training modules consist of individual coaching sessions done periodically (at least bi-monthly and depending on the type of the mission even several times a week and a 2 to 3 days Monitoring and Assessment trainings aiming at following up on the implementation of self-care plans, monitoring the implementation infrastructure and designing realignment and adjustment strategies.</i></p>				
Coaching Session Plan: -Sharing of Current Status and challenges -Therapy and Psycho-social Methods of Coping and Self-Care -Working out Action Plan till next Session	DAY 1	DAY 2	DAY 3	
<p>END-Of-ASSIGNMENT and POST-DEPLOYMENT MODULE:</p>				

Mainstreaming 'Sensitivities' (Peace & Conflict Sensitivity; Cultural Sensitivity; Gender Sensitivity; Trauma Sensitivity; Sensitivity)

The most relevant aspect is trauma -sensitivity. However all sensitivities are relevant with the note that the focus is how they apply to the individual level of the CPPB worked and at the same time how, due to stress and pressure the actions of CPPB workers could impact the communities where they work and the conflict dynamics.

Methodologies & Approaches to Training / Capacity

What methodologies and approaches can be used when providing training / capacity building on this sub-curricula. Detail and describe these, providing narrative and explanation of which can be used and why/how they can be of value on this sub-curricula.

This curricula is designed based on a staged approach, following the different moments of the mission. The first stage covers the pre-mission phase and aims mainly at prevention and capacity building related to planning and implementing resilience at individual and organisation levels. The second stage happens in-mission and uses coaching and brief 1 or 2-day modules aiming at monitoring and further training on managing stress and monitoring the effectiveness of resilience mechanisms. The third stage again uses a combination between coaching and 2-3 days modules for recovery, healing and psycho-social reintegration of personnel affected by trauma, stress and burn-out.



A similar staged-approach has been recommended also by Antares foundation in their publication "Managing Stress in Humanitarian Workers" (2012)

In-training methods include:

- Presentations;
- Case studies and Testimonials from deployed personnel as well as specialists who have worked on the prevention, management and relief of stress and trauma;
- Group Work and Peer Review
- Experiential learning (including reflection, breathing and relaxation techniques and counselling)

BOX: IAHV interventions relieve trauma and acute emotional symptoms with special breathing techniques that differ from and complement traditional psychotherapy. Provided worldwide, Sudarshan Kriya® and accompanying Practices (SK&P) are time-honoured stress management/health promotion techniques whose health benefits are being validated by modern medical science. Independent research has shown that SK&P significantly: reduces levels of stress (reduce cortisol - the "stress" hormone); supports the immune system; increases optimism; relieves anxiety and depression (mild, moderate and severe); increases anti-oxidant protection; enhances brain function (increased mental focus, calmness and recovery from stressful stimuli); and enhances well-being and peace of mind. In conflict and war zones, SK&P are particularly helpful in

relieving trauma and helping individuals overcome painful experiences and emotions. (Source: IAHV Training Info Brochure)

Innovations / Frontiers – The front of the field

As systematic and intentional training on self-care is relatively a new domain of prevention and peacebuilding missions, this is generally an innovative field, with content and methods representing frontiers of the field. In terms of content, while traditional preparation and training has focused on psychological aspects (symptoms, diagnosis, treatment) recent approaches focus more on comprehensive aspects including following the connections and mutual influences between psychological - physical - cognitive levels. Another aspect relating the innovation refers to the focus shifting from the individual to the contextual placing of the individual within psycho-socio-cultural realities of his/her mission. In terms of methods, more experiential learning has been introduced in training (breathing, relaxation, therapies etc)

Examples of Current Courses / Trainings (Titles, Institutions, Outlines)

Name of the Provider: Institution / Training Centre / Academy	Course Title	Link to Course Outline (if available)	Link to Relevant Publications / Resources / Handbooks / Toolkits used in the course (if available)
IAHV	Providing for Peacebuilders: Personal Resilience, Stress-Management and Psycho-Social Skills	n/a	
Headington Institute	Several Topics (Resilience, Stress & Burnout, Trauma, Women and Gender)	http://www.headington- institute.org/overview	http://www.headington- institute.org/resource- index

Examples of Relevant Training or Support Materials

Title	Organisation / Institution	Year	URL (if available) or Publishing House & City
CONFRONTING STRESS AND TRAUMA: A RESOURCE KIT FOR PERSONNEL DEALING WITH VIOLENT CONFLICTS AND NATURAL DISASTERS	Farrell, D., with Blenkinsop, C., Carriere, R., Croci, C., O'Donnell, K., and Pidcoke, H. (2017) Confronting Stress and Trauma: A Resource Kit for Personnel Dealing with Violent Conflicts and Natural Disasters. Worcester: University of Worcester, Geneva.	2017	Pre-published edition
Managing stress in humanitarian workers Guidelines for good practice	© Antares Foundation, March 2012	2012	www.antaresfoundation.org
Trauma, Stress and Self-Care Applied Workshop for Practitioners Facilitators:		2015	https://pcdnetwork.org/forums/topic/invitation-trauma-stress-and-self-care-applied-workshop-for-practitioners-in-dc/

Stakeholder Specific Course Concepts

Civilian / NGO

Course content will be tailored for specific stakeholders to best reflect the types of difficulties they may encounter in the field. Civilians working for NGOs, for instance, may be at risk of secondary trauma through listening to stories of victims and may feel helpless or overwhelmed by the stories they hear.

EEAS / Diplomats / Civil

Diplomats and civil servants may be more removed from atrocities on the ground but may make decisions about how personnel are deployed or what resources are allocated. Consequently, a training for this population would focus on sensitizing them to the issues that workers on the ground may experience, develop empathy, and prioritise programmes that may help promote self-care.

Military / Armed Forces & Police

Military and police are highly likely to have first-hand experience with violence. They would benefit from pre-deployment training that would focus on building resilience, developing skills for self-care, and understanding resources available. They would also benefit from debriefing during and after missions that would provide support and advice to this population.

1.9. Curriculum: Sensitivity in Working with Survivors of Gender-Based Violence

Learning Objectives / Outcomes (Results-Based)

- Participants will be able to define gender-based violence. They will be able to interpret the UN definition of gender-based violence as it pertains to UN Resolution 1325. They will develop an understanding of why one's gender can impact one's vulnerability toward specific types of violence and how violence can impact males and females differently. Moreover, participants will examine the root causes of gender-based violence as perpetuating dominance of men over women and explore the roles of masculinity and femininity in perpetuating or challenging violence.
- Participants will learn about the dynamics of sexual and domestic violence and the various ways war may exacerbate these issues. This includes an exploration of: 1) rape as a war crime; 2) sexual violence among internally displaced persons and refugees; 3) the impact of weapons and political instability on domestic violence. Moreover, participants will explore cultural forms of GBV--such as forced marriage, female genital cutting, trafficking, honour killing, dowry deaths. The forms of GBV that will be focused on will relate to the specific circumstances within the country of deployment. They will learn reasons for these practices, prevalence rates and intervention strategies. This lesson will highlight the importance of sensitivity to culture, local context, and the specific political conflict.
- Participants will practice their skills in identifying and responding to victims/survivors of GBV in a culturally sensitive and gender sensitive manner. This includes sharpening analytical skills so they can appropriately evaluate specific situations they may encounter and assess strengths and weaknesses of security force responses to particular scenarios. They will explore the principle of do no harm and learn what types of responses may do more harm than good. In addition, they will develop their communication skills in order to more effectively communicate with survivors. This includes identifying the signs of trauma, learning skills in communicating with people in trauma, ensuring that one's demeanour and actions do not intimidate the victim or exacerbate her/his trauma. Finally, they will enhance knowledge of helping organisations and promote networking skills so that they can develop relationships with partner organisations and signpost survivors to these organisations.
- Participants will explore social attitudes that perpetuate GBV and determine ways that attitude transformation can be enacted in the hopes of preventing GBV.
- In addition, participants will increase their sensitivity of gender issues, issues of culture and conflict within GBV, and develop a sensitivity for tailoring interventions to local context.
- In addition, through hearing stories of women who have experienced GBV, for instance, participants will develop empathy towards victims.
- Develop policies and practices that aim to prevent GBV on missions. Security forces will also do a self-inventory to ensure that they have structures and attitudes in place to ensure that they promote gender equality. They will learn to understand the mission mandate in relationship to GBV and apply institutional principles.

Brief Description of the Sub-Curricula and why it is relevant to peacebuilding and prevention

Women and men experience armed conflict differently. Men tend to occupy positions of power as combatants, politicians and negotiators (peacebuilding initiative, 2008). Women, who tend to bear the brunt of the caring and household responsibilities, are at risk of gender-based violence during and after war. For example, rape has been used as a tactic in war in several contexts, including Bosnia, Rwanda. In addition, displaced women are vulnerable to sexual assault in camps. Such violence or threat of violence restricts their freedom of movement, risks affecting their mental health, and can undermine their ability to care for others.

In the post-conflict environment, the high degree of militarisation during political transition, the continued dominance of combatants and the lack of political stability continue to increase women's risk of domestic violence, rape, and harassment and also to make it difficult to access support.

Security forces, including peacekeeping troops, police and military engaged in ensuring law and order in a society, may encounter victims during war, in refugee camps or during the post-conflict transition. Security forces may need to protect a woman who is in danger or take her to a safe refuge. They may attempt to get statements from women about their experience with violence or collect evidence from the woman when immediately after an incident when she is vulnerable and traumatised.

Sensitivity is a key sub-category for this training. Sensitivity involves promoting understanding and developing awareness of the specific circumstances of groups of people who are often marginalised, such as women or non-Western cultures. It also encompasses a recognition that a one-size-fits-all approach to CPPB does not account for variations among specific cultures or conflict settings. Finally, it challenges stakeholders to pay attention to specific needs within the population that is being served. This may include trauma or diverse learning needs.

This training aims to enhance gender sensitivity through recognising the specific dynamics of gender-based violence. In addition, the training promotes trauma sensitivity through highlighting the dynamics of trauma and the needs of survivors who have been traumatised. Next, it promotes cultural and conflict sensitivity through identifying that the dynamics of GBV may be different based on culture and conflict, and that responses should be tailor-made to the needs within the specific area of deployment.

This curricula can be adapted for other stakeholders, such as those working for NGOs, international organisations, and peacekeeping missions. All would benefit from developing attitudes, skills and knowledge on working with survivors. The training can be made applicable to the specific audience by including case studies and role play scenarios that are specific to what each stakeholder might encounter.

Examples within the training should be tailor-made for the particular countries of deployment and specific dynamics of training.

Mission Relevance (Justification / Need)

This course responds to increasing international recognition³⁵ in the way women in armed conflict may experience gender-based violence and UN Resolution 1325 that calls for international actors and governments to take action to protect women and girls from gender-based violence and to incorporate gender equality into peacebuilding efforts.

Deployed personnel may encounter women who are either at risk of GBV or who have experienced it. They need to be aware of what they can do to prevent incidents from happening and to ensure those who have experienced it are treated with dignity, respect and empathy. Personnel also should be aware of the signs that an individual is experiencing trauma, how to be sensitive to their needs and how to help them access the help they need.

Type of Mission / Mission Phase

Sensitivity in Working with Survivors of Gender-Based Violence is relevant for **all** phases of a mission and all stakeholders working in situations and contexts of armed violence, pre-armed conflict and post-war recovery and peace consolidation where people may be at risk of gender-based violence. While this sub-curricula is specifically developed for **security forces**, it is also particularly relevant for **peacekeeping missions** as well as the breadth of NGOs, development agencies, and state- and non-state actors working in contexts of populations at risk or susceptible to gender-based violence.

Target Audience(s)

Pre-deployment or in-mission military/police who work with women on any level. While this course may focus directly on security forces, it could be used with all personnel working with women in the field, such as those working for NGOs or international organisations.

This training will identify differences in men's and women's experience of war but will not focus on violence targeted toward men. In part, this is due to the fact that 1) many of men's experiences are more visible; 2) while some men do experience sexual or domestic violence, the vast majority of survivors of such violence are women; 3) including the range of experiences of men within this training may make this training too broad and risk not spending adequate time any issues. A more basic training that discusses the broad dynamics of GBV among men and women can be developed to address these issues. This training will also acknowledge that GBV can be perpetrated by security

³⁵ European Parliament (2000), Resolution on Participation of Women in Peaceful Conflict Resolution.
European Parliament (2006), Resolution on Women in armed conflicts and their role in post-conflict reconstruction.
Council of the EU and European Commission (2008), Comprehensive Approach to the EU Implementation of UNSCRs 1325 and 1820 on Women, Peace and Security.
General Secretariat of the Council of the EU (2010), Indicators for the comprehensive approach to the EU implementation of the UNSCR 1325 and 1820 on women, peace and security.
Women in Peacebuilding Resource and Training Manual 2004
<https://emu.edu/cjp/publications-and-ezines/faculty-staff/lisa-schirch/women-in-peacebuilding-pt1.pdf>
GIZ Toolkit: Promoting Women's Participation in Peace Negotiations and Peace Processes Prepared by the programme Promoting Gender Equality and Women's Rights. <http://nbn-resolving.de/urn:nbn:de:101:1-2016042052683>

forces and explore strategies for preventing this from happening as well as responding swiftly when it does occur.

Guide to Choosing this sub-curricula: Training Institution / Trainer

Training institutions may choose to deliver this sub-curricula if they have the following:

- Institutional expertise on gender-based violence and conflict, experience working with victims/survivors of gender-based violence and knowledge of 1325 and other international legislation relevant to violence against women.
- Ability to develop knowledge, attitudes and skills on the competencies addressed
- Local partners
- Ability to work with multiple stakeholders (This training operates from the assumption that multi-sectoral coordination is most effective in challenging GBV and that security forces should be developing relationships with stakeholders such as health services and NGOs working on GBV.)

Training institutions and trainers may also consider delivery of this sub-curricula or integration of this sub-curricula into training programmes when:

- Providing pre-deployment or in-mission training to security forces and peacekeeping operations;
- In the context of trainings addressing:
 - Gender and peacebuilding
 - Dealing with / handling trauma and violence
 - Protection of Civilians

Guide to Choosing this sub-curricula: Practitioner / Deployment Organisation or Agency

Practitioners and deployment agencies / security forces and peacekeeping missions may consider this sub-curricula:

- Because you may encounter women who may have experienced gender violence in the field;
- To improve awareness of gender-based violence;
- To increase proficiencies in working with victims/survivors.

Sub-Curricula Brief: Main Section

Core Competencies (Attitudes, Skills, Knowledge) Covered

Attitude

Attitudes that should be developed within a training for security forces working with survivors of GBV are:

- 1) Develop an attitude that promotes gender equality

This training will enable participants to reflect upon sexism and gender equality that they observe in daily life and explore the connection between this inequality and violence against women. They will examine traditional gender role socialisation contributing to GBV. In so doing, they may develop attitudes that promote gender equality.

2) Empathy toward survivors

This training is designed to increase empathy to survivors of GBV through sensitising security forces to the difficulties survivors experience, reaffirming that they are not to blame, and understanding how to work with survivors (especially those experiencing trauma). The training aims to promote respect for survivors and help participants approach survivors with understanding, care, and a desire to help through promoting empowerment.

They will also reflect upon attitudes that may be counter-productive and provide further harm to survivors. Examples include victim-blaming, paternalistic attitudes of telling the survivor what to do rather than helping them make choices for themselves, intimidating or belittling a survivor, discounting the survivors experience.

3) Sensitivity to local contexts, including culture and conflict

This involves promoting understanding and developing awareness of the specific circumstances of groups of people who are often marginalised, such as women or non-Western cultures. It also encompasses a recognition that a one-size-fits-all approach to CPPB does not account for variations among specific cultures or conflict settings. Finally, it challenges stakeholders to pay attention to specific needs within the population that is being served.

Skills

Participants should learn skills for assisting and empowering survivors of GBV.

This includes how to identify needs of an individual who experiences GBV, how to communicate under these circumstances, what is necessary to create a safe environment (for collecting evidence, take statements, etc), understanding the limits to what you can do for the person, and ensuring that you do no harm.

Creating a safe environment includes learning techniques such as separating the survivor from the perpetrator and finding a quiet, safe environment in which to talk, routinely asking women if they would like a woman to speak with, and putting protective measures in place to ensure safety in court.

Participants will develop skills for respectful communication so that survivors feel heard and empowered. For example, participants will learn active listening and communication skills. They will learn ways to support and empower survivors through helping them understand their options and connecting them to appropriate resources. Participants also learn to avoid destructive communication tactics, such as talking down to a survivor, telling them what to do, discounting their story or interrupting them.

Participants learn the way their actions can either promote or hinder the empowerment of survivors. They can develop skills in planning and developing policy on GBV; skills to identify signs of GBV and skills to evaluate GBV interventions.

Knowledge

Participants will increase their knowledge of gender-based violence through learning the types and prevalence of such violence during and after war. They will also explore reasons women experience

gender-based violence and what can be done to prevent such violence. In addition, participants will develop knowledge of the potential impacts of violence on women and identify signs and symptoms of trauma.

They will develop a knowledge of how to work with survivors of GBV. They will explore good and bad practices in caring for survivors of gender-based violence, including developing an understanding of how security forces may contribute to GBV.

This body of knowledge will help them to be sensitive to the pervasiveness of such violence, recognise different forms of gender-based violence, and know how it can affect a victim/survivor. This knowledge lays the groundwork for attitude-development and skill-building.

Links to other themes / competencies / curricula

The following sub-curricula may be directly linked to the *Sensitivity in Working with Survivors of Gender-Based Violence* sub-curricula when developing more comprehensive training programmes or seeking to integrate in development of core competencies and operational capabilities in this field. Sub-curricula on *Sensitivity in Working with Survivors of Gender-Based Violence* may also be relevant to integrate into training programmes and curricula addressing these fields:

Pre-Deployment Training & Mission Preparation
Gender Mainstreaming, Women and Peacebuilding
Protection of Civilians
Human Rights and Peacebuilding / Prevention

Modules & Content

Introduction

Initially, participants will introduce themselves, do an ice-breaker or getting to know you exercise, and lay ground rules for a safe space.

Then, participants will discuss what they understand their role to be when they are deployed. The trainer may ask participants the following: Has anyone been on a similar mission before. If so, how much did you work with women or on gender? Did you find gender violence was prevalent on your previous mission?

Next, the trainer will ask participants what they know about gender-based violence in the area of deployment and when they might encounter this issue.

The module will conclude with the trainer providing some specific data on gender violence in this region.

Module 1: Reflecting on Gender

Participants will discuss what gender means. Then, in small groups, they will list examples of traditional gender role expectations within their own culture as they were growing up. They will be

asked how often people fulfilled these expectations and the consequences of deviating from this. Participants will also investigate how similar or different messages they received were and whether they feel these messages have changed over time.

After participants report back to the larger group, the link between gender roles, power, and violence will be explored. Moreover, we will examine what social institutions promote attitudes that perpetuate violence.

Module 2: Understanding Gender-Based Violence During War

This unit begins with a discussion of the roles that men and women tend to play in war and the way that these roles shape the way each gender experiences conflict. It will examine the roles of men during war, including that of combatants and decision makers. It also mentions the ways that men tend to be victimised during war, including the way they may be casualties of violence and their vulnerability to forced labour. The unit then examines women's vulnerability to gender-based violence, displacement, and economic insecurity – both during war / armed conflict and in contexts of post-war recovery and peace consolidation.³⁶

Then, we explore the types of gender-based violence women may experience and the way the way war may exacerbate such violence. For instance, rape has been used as a tactic of war by security forces and paramilitaries in numerous conflicts. In addition, women are vulnerable to sexual violence during displacement and at refugee camps. Moreover, the presence of weapons and the heightened degree of militarised masculinity may impact the levels of domestic violence. Political unrest and control by paramilitaries and security forces may limit a woman's ability to escape domestic violence.

Next, we explore the causes of gender-based violence, operating from the premise that violence stems from a desire to maintain power and control over others. Violence promotes male dominance within social institutions. It allows men to control public realm and restrict women's freedom of movement and sense of security. Violence reinforces the male as head of household in intimate partner relationships. Finally, through denying women agency, violence can impact one's self-confidence, mental health and self-esteem. Gender-based violence may also be used as a specific form of violence / attack upon the 'enemy' and be ordered or at least permitted / condoned by superior officers and political / group leadership.

This unit will include reading of women's stories, poetry, songs and video clips to make the material more personal, thus promoting empathy development. Using these materials, participants will actively highlight causes, types, and impacts of violence.

They will identify forms of gender-based violence security forces have encountered in selected conflict zones. Using a case study approach, they will describe forms of gender-based violence within a particular case study. They will also analyse strategies security forces used to respond to gender-based violence. After examining strengths and weaknesses of a particular response within their case study, they will develop a protocol of how the security forces could have more effectively responded.

Module 3: Working in the Aftermath

This unit will explore the diverse responses and diverse needs of women who experience gender-based violence. Not all women will be traumatised, and women may also be affected by trauma differently. We look at factors that contribute to post-traumatic stress disorder (PTSD) and symptoms of the illness. Then we examine how we as members of security forces can interact with

³⁶ <https://www.genderingdevelopment.net/armed-conflicts-and-peace-building.html>

women who experienced violence and may be in trauma in a sensitive way. This includes how to identify needs of an individual and triggers to trauma, how to communicate under these circumstances, what is necessary to create a safe environment (for collecting evidence, take statements, etc), understanding the limits to what you can do for the person, and ensuring that you do no harm.

This unit will include a small group activity where participants read a scenario whereby a member of security forces must work with a victim of violence. After discussing the scenario, participants will identify the signs that might make them suspect this person may be experiencing PTSD and what measures you could enact to improve her sense of security. After role playing the scenario in small groups, participants will come together as a large group to review helpful and unhelpful responses (i.e. responses that may cause harm).

Module 4: Changing the Climate that Promotes GBV

This unit explores ways to prevent GBV. It emphasises the importance of creating a culture of respect, equality, and sensitivity as aspects of prevention. Participants will reflect on the ways they observe gender inequality in daily life and explore ways they can challenge that inequality. Participants will be given scenarios and they will discuss and role play ways of challenging a culture that promotes GBV.

They will also reflect on ways their organisation can create a non-sexist environment. This involves reflecting on where sexism may be embedded in the culture or structure of an organisation and ensuring that it prevents and responds to harassment or abuse.

Module 5: Institutional Approaches to GBV

This unit explores what participants can do within their institutions to better respond to and prevent GBV. This can include drafting policy, gender-sensitive planning, devising plans to educate staff on indicators of GBV and on evaluating interventions.

Course Levels	
<p>Beginner / Entry</p> <p>Entry-level programmes / training should focus on ensuring that participants adopt an attitude that promotes gender equality and an understanding of the dynamics of gender-based violence. This should be done in a way that engages participants in personal reflection and highlights dynamics in their society and the region of deployment that promote GBV.</p>	
<p>Intermediate / Advanced</p> <p>More advanced courses will focus more heavily on skill development. This will involve exploring intervention and prevention strategies in a variety of scenarios. Participants, through role plays, case studies, and small group discussions will focus more heavily on the detail of working with survivors.</p> <p>In addition, more advanced participants will focus less on learning basic concepts and more on analysing their practice. Here, the trainer should elicit from the group their experience and knowledge of GBV, questions they have, stories of successes and failures. Using a reflection session will allow participants to learn from each other and make them more able to apply knowledge.</p>	
<p>Expert / Specialisation</p> <p>Expert courses will focus more deeply on best practices and lessons learned in the field and will utilise examples from participants’ experiences as well as material from other reports/documents. Through simulations and case studies, participants will use collaborative problem-solving to</p>	

devise a strategy and respond to an issue or crisis. They will hone decision-making skills as well as skills for communicating with staff and with participants. Participants will also explore in greater depth how to respond to local contexts and dynamics. Finally, participants will explore ways to put in place policies and strategies for missions to best support survivors.

Mainstreaming 'Sensitivities' (Peace & Conflict Sensitivity; Cultural Sensitivity; Gender Sensitivity; Trauma Sensitivity; Sensitivity to Diverse Learning Needs; Local Ownership Sensitivity)

Conflict Sensitivity/local knowledge – Sensitivity to conflict in general and specific dynamics of the conflict where security forces work will be integrated into the training.

- 1) During the introduction, participants will discuss their local knowledge of gender and violence in the area of deployment. Trainers will provide some information to further their local knowledge.
- 2) When exploring gender roles, participants will explore roles where they grew up as well as roles in the conflict zone they will be deployed to.
- 3) The unit on GBV and war addresses the specific ways that political conflict and GBV intersect.
- 4) Scenarios from small group activities will be situated in specific conflict.

Cultural Sensitivity

The trainer will approach the training in a culturally sensitive manner. This involves respecting diversity within cultures. Participants will recognise the danger of viewing some cultures as superior and more advanced as well as the danger of demonising other cultures for their treatment of women. For instance, Western cultures are often viewed as more 'evolved', while Islamic societies are often demonised for their treatment of women. Participants will learn that GBV may manifest itself differently both across different cultures and within a culture, and that it is counterproductive to stereotype or judge.

The trainer will convey that while GBV is a universal problem with similar roots. When exploring the types of GBV (honour killing, FGM, etc), we will attempt to understand where each practice comes from, why it continues, and what intervention strategies are most effective.

Finally, they will learn what activists across the world are trying to challenge their own societies on these issues.

Gender Sensitivity

Increasing sensitivity is a main goal of this training. We attempt to improve one's awareness and ability to analyse from a gender perspective. Also, we aim to develop attitudes that promote gender sensitivity and to help security forces see their direct and indirect roles in combating gender-based violence.

Sensitivity in working with survivors

- Awareness of the range of experiences of survivors
- Attentiveness to the needs of survivors and recognising that needs may be different

- Do no harm – not to re-traumatise them through intimidating or derogatory language and demeanour,
- ensuring female officers are present if the survivor feels more comfortable working with a woman
- Practicing ways to sensitively communicate with survivors or potential survivors
- Creating a work environment that is sensitive to issues of harassment and gender role stereotyping and that promotes equality through policies and through culture.

Trauma Sensitivity

We have included one module dedicated to improving one’s understanding of trauma and learning how to work with people who have PTSD.

Also, trainers will acknowledge at the start of the course and throughout the sensitive nature of some of the material and inform participants what they can do if it becomes too much. Trainers will also warn participants before any graphic images.

Sensitivity to Diverse Learning Needs

This course is designed to accommodate diverse learning needs through a variety of methods, including small group case studies to analyse, role plays, discussions, mini-lecture/inputs. It should work well for those who may not feel comfortable talking in a large group and would work better in intimate settings. It allows participants to learn by doing, through listening to and talking with others, through arts/media. Diversifying methods can keep attention of participants.

In addition, the trainer should try to determine in advance of the training if there are any special needs of participants – if there are visual or hearing impairments, physical disabilities, or if interpreters are needed. At the start of the class, the trainer should ask anyone with special needs to speak to her/him.

Links to relevant resources & publications

WOMEN

Official EU documents:

European Parliament (2000), Resolution on Participation of Women in Peaceful Conflict Resolution.

European Parliament (2006), Resolution on Women in armed conflicts and their role in post-conflict reconstruction.

Council of the EU and European Commission (2008), Comprehensive Approach to the EU Implementation of UNSCRs 1325 and 1820 on Women, Peace and Security.

General Secretariat of the Council of the EU (2010), Indicators for the comprehensive approach to the EU implementation of the UNSCR 1325 and 1820 on women, peace and security.

Manuals and other resource materials:

Women in Peacebuilding Resource and Training Manual 2004

<https://emu.edu/cjp/publications-and-ezines/faculty-staff/lisa-schirch/women-in-peacebuilding-pt1.pdf>

GIZ Toolkit: Promoting Women's Participation in Peace Negotiations and Peace Processes Prepared by the programme Promoting Gender Equality and Women's Rights. <http://nbn-resolving.de/urn:nbn:de:101:1-2016042052683>

Report The Effects of Conflict on the Health and Well-being of Women and Girls in Darfur https://www.unicef.org/infobycountry/files/sitan_unfpaunicef.pdf

Elisabeth Rehn and Ellen Johnson Sirleaf, United Nations Development Fund for Women (UNIFEM) (2002)

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<http://www.un.org/womenwatch/uncoordination/documents/proposedpolicy-genderbasedviolence.pdf>

GENDER

Tools on Gender mainstreaming

<http://www.genderingermandevelopment.net/gender-mainstreaming4.html>

[Gender Analysis](#)

[Gender-Responsive Project Management](#)

[Gender-Sensitive Monitoring and Evaluation](#)

[Gender-Responsive Financing](#)

[Working with Men as Change Agents](#)

[Training on Gender Issues](#)

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Methodologies & Approaches to Training / Capacity Building

Currently, UN Res 1325 and country-specific methods of implementation are very popular foci for gender issues. However, methodologies utilised for the trainings tend to get bogged down in this content without focusing on application or attitudes. It is crucial that methodologies focus on creating attitude change and skill development. Moreover, knowledge developed within this course should focus on increasing understanding and practical knowledge. We recommend a mixed method approach to cater for diverse learning styles and to achieve an in-depth understanding of the issue.

Case Study Approach: Participants will use a case study approach to analyse specific cases where security forces used to certain strategies to respond to gender-based violence. After examining strengths and weaknesses of a particular response within their case study, they can collaboratively develop a protocol of how the security forces could have more effectively responded.

Small and large group reflection: For example, in small groups, participants will list examples of traditional gender role expectations within their own culture as they were growing up. They will be asked how often people fulfilled these expectations and the consequences of deviating from this. Participants will also investigate how similar or different messages they received were and whether they feel these messages have changed over time. Through reflecting on personal experience, an understanding of gender roles will resonate more fully with the participants. Here, small groups can provide a more intimate and less intimidating space for participants to discuss personal experience.

Building empathy through the arts: Trainers can utilise literature, poetry, songs and film clips to make the material more personal, thus promoting empathy development. Using these materials, participants will actively highlight causes, types, and impacts of violence on a more tangible level.

Trainers may use care to warn participants if disturbing images will be forthcoming and ensure that what they have chosen is not likely to invoke trauma in individuals.

Simulations and role plays. One example includes a small group activity where participants read a scenario whereby a member of security forces must work with a victim of violence. After discussing the scenario, participants will identify the signs that might make them suspect this person may be experiencing PTSD and what measures you could enact to improve her sense of security. After role playing the scenario in small groups, participants will come together as a large group to review helpful and unhelpful responses (i.e. responses that may cause harm).

Guest Speakers: Trainers can bring in guest speakers who have worked with survivors to describe their experiences and evaluate what practices have been more and less successful. The vivid and real-life examples the guest speaker can describe will heighten learning.

Games and Learning Activities: Games and activities can be used to make learning more fun. Rather than defaulting to a PowerPoint lecture, trainers can convey new knowledge through games. For example, participants can form teams and answer quiz questions with the winning group getting a prize. An activity such as the walking debate can allow participants to express their opinions on an issue while also giving them an opportunity to move around. This activity can be used to explore myths around GBV. Here, the trainer reads a statement and participants move to the appropriate side of the room based on whether it is a myth or fact.

Innovations / Frontiers – The front of the field & new / latest developments in this sub-curricula

This sub-curricula is innovative because:

- It focuses on how to empower / support local and national structures and initiatives for protection and care of survivors.
- It prioritises the need to include more trauma support and counselling or the use of forum theatre and healing / survivors circles to empower/support survivors.
- It acknowledges the way security forces themselves may be perpetrators. In addition, it acknowledges that security forces can cause harm when working with survivors.
- It emphasises measures that could be done within security forces to better respond to survivors. This may include increase the number of women in security forces who are available to provide support and care to survivors, partnerships with victims' organisations;
- It emphasises the importance of multi-stakeholder approaches and cooperation across sectors.
- It emphasises the need to change attitudes which contribute to / enable GBV and strengthen legal provisions, protection and accountability of perpetrators.

Approaches to Developing Competencies / Capacity Building *Complementary* or *Additional* to Training

The following approaches which can be integrated into trainings or complementary to trainings can assist development or improvement of capacity for security forces to respond to GBV:

- **Film, art and literature:** One valuable way of developing empathy towards survivors of GBV is to utilise resources of film, art and literature. Such media can humanise survivors. In addition, it can be used as a tool for generating discussion or teaching analytical skills.

- **Utilising Evaluation Reports on Best Practices and Lessons Learned:** Utilising these materials within a training can improve the capacity of organisations to learn from the experience of others to identify challenges and adopt strategies to respond to such challenges.
- **Case Learning / Situation Review:** Case studies can raise capacity of mission staff to prepare them for handling specific situations in the field. Case studies can also be utilised to develop policy and procedures to respond more effectively to situations.
- **Single or Multi-Sectoral / Multi-Stakeholder Field-based simulations and response exercises:** As in the field of humanitarian and emergency preparedness, field-based simulations and exercises to *exercise preparation* for specific incidents/situations which may be faced in the field in relation to GBV can be an effective way to improve capacity of front-line responders
- **Joint Evaluations / Multi-Mission/Country Evaluations:** A critical approach to capacity development includes **joint evaluation** of what has been done / experienced so far in that mission/context. Even better can be ‘multi-mission’ evaluations to gather a broader scope and depth of experience and learnings across mission contexts. If this can be implemented as multi-sector, multi-stakeholder approaches and with local communities and national institutions / stakeholders, then stakeholders may be able to develop an integrated strategy for tackling GBV.
- **Online / ICT-based real situation simulations:** Missions and organisations in the field may also wish to develop training materials for pre-deployment personnel through video tutorials, case studies, interviews from the field, and discussions with mission staff These can be used for training / developing participants’ response to different situations and improving attitudes, skills and knowledge of GBV.

Examples of Current Courses / Trainings (Titles, Institutions, Outlines)

Name of the Provider: Institution / Training Centre / Academy	Course Title	Link to Course Outline (if available)	Link to Relevant Publications / Resources / Handbooks / Toolkits used in the course (if available)
Peace Support Operation Centre – BiH	Utility of Gender in Peace Support Operations Course 2016		
Kurve Wustrow	Social Change, Gender Equality and Feminist Tools for Change		
Kurve Wustrow	Gender-Sensitive Planning in Conflict Transformation and Peacebuilding		
ZIF	Integrating Gender into Peacebuilding Training		
ENTRI/FBA	Gender Adviser Course		

ENTRI/FBA	Gender & Leadership		
ESDC	A Comprehensive Approach to Gender in Operations		
Swiss Peace	Gender Equality and Peacebuilding Gender in Conflict & Peacebuilding Training (These courses do not explicitly deal with gender mainstreaming but rather women.)		
ZIF	Women, Peace and Security		
SwissPeace	Gender in Conflict and Peacebuilding Training		
IECAH	Armed Conflict and Peacebuilding (Web-based in Spanish)		
UNITAR	Women, Leadership and Peacebuilding (online) (exclusive for UN volunteers)		

Examples of Relevant Training or Support Materials

Title	Organisation / Institution	Year	URL (if available) or Publishing House & City
Gender Perspective in CSDP	Folke Bernedette Academy	2016	https://fba.se/contentassets/0aeaa83a6ff54c92ad0e119cb27e6fa3/genderperspective_2016_webb.pdf
Trainer Manual: Mainstreaming Gender into Peacebuilding Trainings			http://www.dmeformpeace.org/peaceexchange/wp-content/uploads/2016/10/ZIF_Trainer_Manual_Mainstreaming_Gender_2016.pdf
	ACCORD		http://www.accord.org.za/conflict-trends/the-training-for-peace-programmes-contribution-to-gender-mainstreaming-in-africas-peace-operations/

Using CEDAW and UN Resolutions on Women, Peace and Security for Advancing Gender Equality	UN Women		https://trainingcentre.unwomen.org/pluginfile.php/2485/mod_resource/content/1/Using%20CEDAW%20and%20UNSCR%20for%20Advancing%20GE%20training%20manual%20eng.pdf
The Role of Women in Stabilization and Reconstruction			https://www.usip.org/sites/default/files/resources/srs_three.pdf
	Women watch		http://www.un.org/womenwatch/daw/followup/session/presskit/fs5.htm
Women in War and Peace	USIP		https://www.usip.org/sites/default/files/resources/pwks34.pdf
Gender, Conflict and Development	World Bank		http://siteresources.worldbank.org/INTCPR/Resources/30494GenderConflictandDevelopment.pdf

APPENDIX 2: APPROACHES

2.1. Prescriptive Approaches

In a Prescriptive Approach to training, the trainer's role is to teach the participants content or skills. The trainer may stand at the front of the room and present content to the participants. This may involve informing participants through a presentation or lecture. The knowledge is absorbed by the participants, without significant regard to variations in background or expertise. Additionally, in this approach, trainers may demonstrate how to implement a model (for example, how to mediate a dispute) and then provide an opportunity for participants to develop their skills through a role play pre-determined scenarios. Here, trainers act as coaches that show participants how to improve their technique (Loode). What makes this approach prescriptive is that the trainer may assume that the model demonstrated is universally applicable to different contexts and that the trainer does not generally incorporate participant feedback into how it may be adapted for diverse contexts.

Defining characteristics

Hierarchy of Trainer over Participants

The prescriptive approach to training assumes a hierarchy between trainer and participants. The trainer is seen as the source of knowledge and the participants are considered passive recipients of knowledge. In this model, the trainer often stands in front of the group imparting information on the participants while participants take notes, ask questions or quietly listen. Participants do not contribute their expertise to the training or have an opportunity to reflect upon or discuss its applicability to their own lives or work.

Universality

It is assumed that the knowledge is universally applicable to any situation (Young). For instance, participants may be trained on a set formula for negotiation, and they are not expected to deviate from that formula. Context and diversity may not be prioritised and may only be an add-on to the main material. If one examines gender or cultural sensitivity, it is seen as an add-on to the pre-existing material, rather than part of the training as a whole.

Strengths

The prescriptive approach can allow participants to receive information from experts. Lectures from Subject Matter Experts (SMEs) can allow an audience to learn from the expertise of another. For instance, participants may benefit from a lecture from personnel who have recently returned from deployment about what to expect. In addition, it can communicate a large amount of content in a short period of time. For example, participants may benefit from a history lesson or a training that informs them about legal matters.

Another advantage to the prescriptive approach is its consistency and measurability. Funders may favour a programme that provides measurable and consistent results. Prospective trainees may know exactly what information they will receive because the material is fixed. It also means that trainers do not have to rely on audience contributions for the success of the training. Finally, many training participants want to feel that they are learning from experts, which this model offers.

Challenges or drawbacks

The most significant drawback to the prescriptive approach is that it does not adapt to needs of the participants and views diversity as irrelevant to a training. It assumes universality of principles,

concepts and experience. This may be effective when working with homogenous populations but can be less effective when working with diverse and marginalised people. Moreover, it can be easy for the trainer to lack sensitivity to diversity and to fail to instil that as a value in its population. Finally, participants may be less engaged because the training does not incorporate participants' experiences, affirm their expertise or follow principles of adult learning.

Issues to consider if using it in CPPB training

Peacebuilding trainers have found that a one-size-fits-all approach can be quite limiting. Loode discusses the way that different understandings of concepts such as mediation or neutrality among different cultural groups can impact what type of intervention is appropriate (69). However, if trainers are able to adapt jargon and concepts to local contexts, work together with local partners on how a model may be applied in a specific context, and acknowledge to participants adaptations that may need to be applied to different populations (Loode 68), then this approach can still be successful. (Loode 68, Abramson 2009). In addition, trainers can ask participants to consider and issues that cause them discomfort or that they find helpful, trainers can show their respect for diversity (Loode 71).

In addition, trainers can:

- Ensure this approach is appropriate for the type of information you are conveying in the training. It may be better suited for transferring content rather than for participatory and transformative experiences.
- Acknowledge the experience in the room even if the training does not utilise it. Participants will respond better when they feel affirmed.
- Ensure SME's speak from their own experience rather than presuming to be the ultimate authority.
- Provide alternate activities. Even if all of the activities are highly structured, giving participants a choice increases their agency and provides room for diversity.
- Know when this approach can be limiting and integrate it with others – experiential, elicitive, arts-based, etc.

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2.2. Elicitive Approaches

In an elicitive approach to training, the trainer acts as a facilitator of a collaborative learning process. Similar to experiential learning, an elicitive approach often involves activities and then group reflection around issues that arise from those activities. Content is not 'delivered' as such; rather, learning emerges within the training through co-creation, collaboration and drawing both upon the trainers and participants knowledge, experience and expertise . This approach focuses less on retaining facts and more on being a transformative experience where their attitudes may be shaped and skills developed. Inclusivity and respect are embedded in the training. Cultural and gender sensitivity are incorporated into the curriculum. The knowledge and experience that participants bring to the training is valued, and participants are actively involved in the training process. Learning occurs through problem-solving, group work, and reflection. The training is made applicable to the participants' lives and work.

Defining characteristics

Lederach (1995) describes two possible approaches to training and education, the prescriptive and elicitive approaches. Within the prescriptive approach, the trainer takes on the role of expert and only source of knowledge, while the participants' goal is to absorb knowledge from the trainer. Prescriptive trainings often make use of the lecturing method, for instance. The backgrounds and prior knowledge of participants are not generally brought into the training. The elicitive approach, which is highly compatible with Knowles' adult education, incorporates the experience of participants into the training and allows participants to learn from each other as much as the trainer. Here, the trainer facilitates an experience whereby the participants actively engage in the material and with each other. They may practice skills and experience group activities as well as analysing and reflecting on the modules. Through such an approach, the trainer can help participants apply the content to the real world.



Figure 1 Prescriptive versus Elicitive Approach to Peace Education (adapted from Lederach, 1995, p. 65)

Core characteristics:

1) More Equitable Relationship Between Trainer and Participants

In the Elicitive Approach, the trainer takes the role of facilitator rather than expert. S/he acknowledges and values the pre-existing knowledge of participants and incorporates it into the training. Their knowledge is valued and included. Additionally, the trainer is responsive to participant needs and adjusts the training to specific learning goals of students.

2) Recognising and Valuing Context

The trainer tends to work with local partners, develop needs assessments and develop an understanding of how language and practices may need to be adapted for a particular context. Contextual understandings of conflict are acknowledged and discussed (Young). Trainers may invest time into developing local partners and conducting needs assessments prior to the training. During the training, issues of diversity and power hierarchies are explored and reflected upon.

Strengths

- It adapts to the needs of participants. Participants give feedback and training is made relevant to their work and experiences.
- It recognises diversity and integrates sensitivity into trainings. It takes into account culture and prioritises local partnerships.
- It follows principles of adult learning, including incorporating the expertise of participants and engaging participants as agents in the learning process.
- It adapts to needs of context.
- It catalyses participant reflection and facilitates transformative learning.

Challenges or drawbacks

- It requires a highly skilled trainer. If the trainer does not conduct needs assessments with participants, establish ground rules, and properly facilitate the group experience, an increased risk exists that the training can be derailed by uncooperative participants.
- A potential drawback is that the training process usually takes longer and requires significant upfront investment in introductions, ground rules, and group processes.
- It risks perpetuating cultural relativism, which can inadvertently result in the trainer reinforcing the power hierarchies rather than challenging them (Galtung 1990).
- Often, those who come to a training want to feel that they are learning something new, and sometimes this model can make participants feel that they are not getting enough expertise – can be solved by bringing in trainer knowledge with local knowledge and varying the types of activities
- The dialogical process is rooted in Western ideology and may promote Western assumptions. This can be overcome through addressing this in the training and acknowledging bias.

Issues to consider if using it in CPPB training

- Requires a highly skilled trainer skilled in group facilitation. The trainer must be prepared to adapt to issues as they may arise.
- Pre-training work including participant selection and needs assessments are crucial to ensuring diversity of participants, that trainers cater for needs and goals of participants, and that participants know what to expect.
- Introductions, ice breakers, and ground rules are crucial for establishing trust and community among participants.
- Recognise power hierarchies and biases as they emerge in the training. Grapple with them together with participants.
- Check in regularly with group to adapt to needs.
- Work with local co-trainers. This can increase legitimacy of the programme. However, it requires an even greater investment of time to build relationships and train trainers.

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2.3. Adult learning

Innovators in Adult Education have recognised that adults learn differently than younger students and that, consequently, education techniques should be adapted to better meet their specific needs. Andragogy (adult learning) is based on Malcolm Knowles' observations in the 1960s on the differences between adult and child learners. Principally, he argued that adults need to be involved in the learning process and empowered to bring their own insights to the learning experience. Adult learning is highly compatible with experiential education as identified by Kolb due to the value of learning from experience, problem-solving, and reflection. The engagement of learners and value in adapting to their needs also makes it highly compatible with Lederach's elicitive model of learning.

Defining characteristics

Knowles (2005) argued that: 1) adults have an internal motivation to learn; 2) adults bring to the training a set of experiences that can be drawn upon during the training; 3) adults want to direct their own learning and consequently learn best when the trainer empowers them in this way; 4) adults want to be actively engaged in learning; and 5) adults want their learning to be relevant to their lives and directly applicable to challenges they experience.

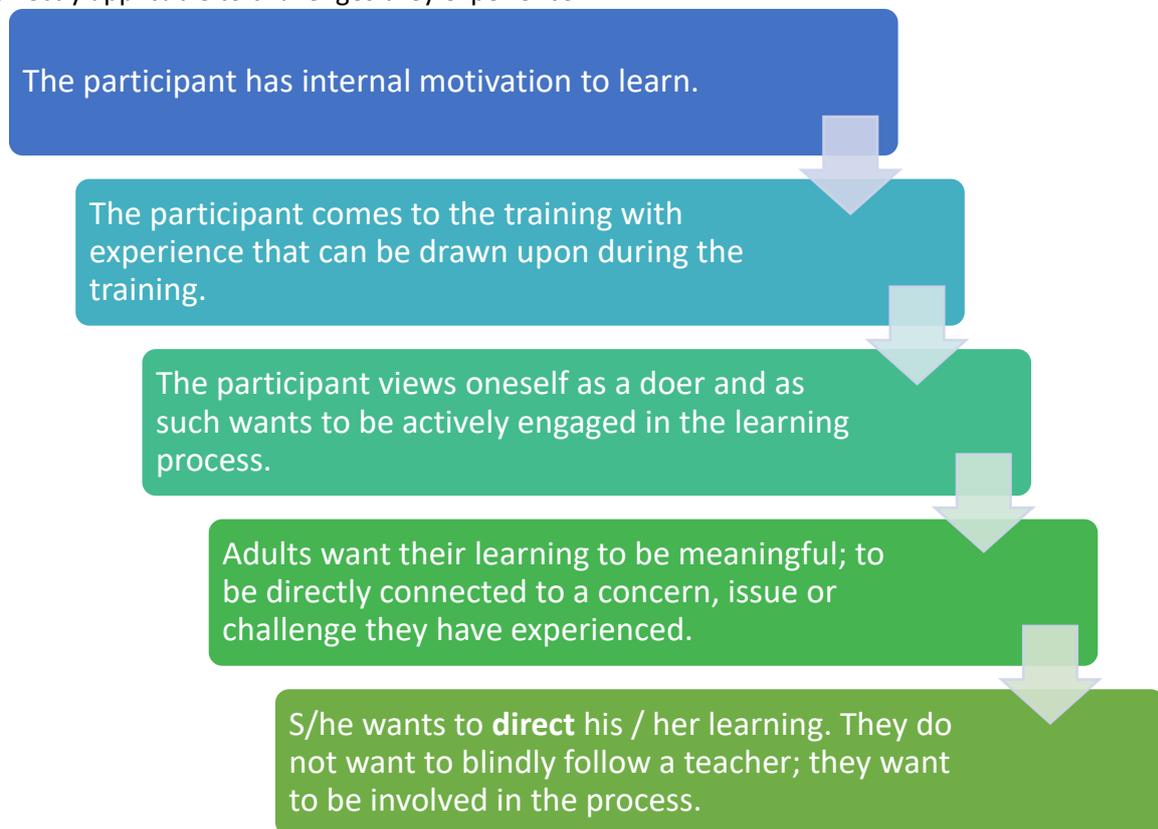


Figure 2 Pillars of adult learning

Based on these observations, Knowles devised four principles of adult learning in 1984. They include: 1) adults need to be actively engaged in planning and evaluating learning; 2) adult education should be based on learning from experience; 3) learning should relate directly to work or challenges in their personal life; 4) adult learning should focus on problem-solving rather than absorbing content (Kearsley, 2010).

Core characteristics

1) Applicability to Real Life

A trainer should ensure that learners understand the applicability of the learning to their lives and work at the time of the training. Adults want to know that the learning will benefit them now rather than in the distant future. Trainers can, through a needs assessment with participants before training and through conversations during the training, ensure that the subject-matter will be made relevant to the participants. Clearly showing the link between training material and real-life is key.

2) Participant Agency/Self-Direction/Co-creation

This can be done through needs assessments in advance of a training that give the participants a voice. Also, trainers can ensure participants help to direct their learning by giving them options of what they would like to focus on or devising exercises that give flexibility for participants to mould the learning to their particular needs. Finally, trainers can respond to participant's questions and suggestions in the training and adapt the training if necessary.

3) Diversity

The trainer should be sensitive to the diverse needs of the learners. They should be prepared in a training to accommodate diverse learning styles, as well as cultural, gender and age differences. In addition, in relating the material to the real world, they should engage participants in reflection on how material would be applicable in different settings.

4) Focus on problem/experience/task over content

Activities should not be expected to passively absorb and memorise content; rather, they need activities that facilitate learning. Such activities allow participants to collaborate together on a problem, share a common experience, and reflect on the activity.

Strengths

- It is compatible with other recommended approaches, such as the elicitive approach and experiential education.
- It adapts to needs of the participants.
- It ensures participants have a voice in the training.
- It focuses on real-world applicability.

Challenges or drawbacks

- Ensuring material is covered within the time frame. Spending significant time hearing from students can make the training significantly longer and risks not finishing in time.
- Mediating between participants' training goals. Focusing on applicability of the training to narrowly on more vocal students' needs may alienate participants with different concerns.

Issues to consider if using it in CPPB training

- Trainers should ensure the training environment is a safe space for all participants to bring their issues and concerns to the table. This means setting ground rules, introductions and ice breaking activities. Most importantly, one cannot let a few participants dominate the training.
- Methods should be geared towards participants working through problems or challenges together. They should be highly interactive. Participants would benefit from role plays and case studies that reflect real-life scenarios.
- Trainers should be prepared to give participants choices at times on what type of activity would benefit them the most and what subject matter to prioritise.
- Trainers should allow for feedback from participants before, during and after the training.

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2.4. Work-based learning

Work-based learning (WBL) refers to learning which takes place in the working environment – in an organisation, agency or mission – through participation in (i) work processes or (ii) accompanying learning processes integrated into the work space and practice. It is learning and capacity building embedded in the practice and processes of work. This provides a unique opportunity to improve competency of personnel for the specific roles and responsibilities they have in their position and missions/organisations.

Defining characteristics

WBL implies two characteristics: i. learning in a work context and ii. learning through work practice. In contrast to trainings which are often implemented in locations ‘separate’ from or outside of work, or degree programmes which take place before or in between work periods, WBL takes place on the job and, for many, in the field. While well developed in the business and, to some extent, in the NGO sector amongst larger organisations, work-based learning is an approach to capacity building and professional competency development that is substantially underdeveloped and underutilized in peacebuilding and prevention to date. Implementation of WBL approaches requires organisations, agencies or missions to consciously develop and put in place approaches, tools and practices for WBL. The concept of WBL can also be closely connected with and integrated into organisational learning approaches and is strongly linked to situated and experiential learning.

68% of employees prefer to learn at work

58% of employees prefer to learn at their own pace

49% of employees prefer to learn at the ‘point of need’

94% of employees would stay in an organisation longer if it invested in their career development

[Source: LinkedIn Learning with Lynda.com Content, (2018)

2018 Workplace Learning Report: The Rise and Responsibility of Talent Development in the New Labor Market, Found at <https://learning.linkedin.com/content/dam/me/learning/en-us/pdfs/linkedin-learning-workplace-learning-report-2018.pdf> (accessed 17 April 2018)

Few organisations, agencies or missions today have in any way developed significant work-based learning approaches for peacebuilding and prevention. It is assumed that personnel / staff either (i) arrive with the competencies they require for their work or (ii) can develop the competencies they require through training programmes or (iii) pick them up along the way. There are three particular challenges to this line of thinking:

1. Given the critical absence of skills-based training and competency development in most graduate programmes and lack of integration into academic courses of skills training on competency requirements for the field, most academic graduates lack experience or capabilities they need to perform in the field;
2. Most training, with very few exceptions, is not sufficient in and of itself to develop required competencies;
3. The failure to develop appropriate work-based learning processes and practices in organisations means that the vast majority of potential learning in situ for practitioners and professionals on the ground is lost or underutilised.

Universities and training institutions are seen as valuable places of learning, but the potential to learn from our actual work place and work in the field is often neglected

Increasingly the work place is being recognised not only as the space in which practitioners and personnel perform their work, but in which they (can and should) learn and develop improved competencies for their work.

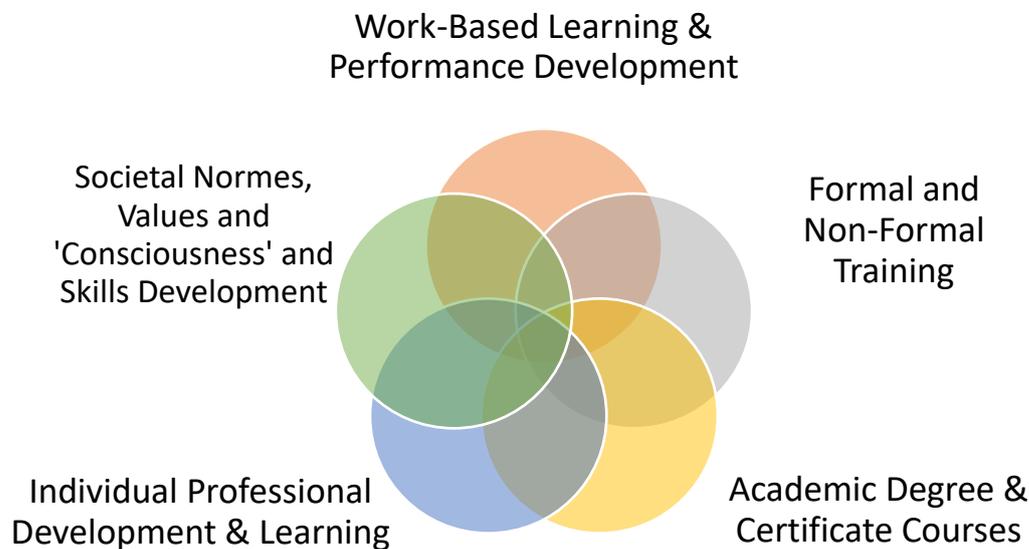


Figure 3 Spaces for Learning & Professional Development – IPDTC Learning Note

In recent years, the European Union, the Organisation for Economic Cooperation and Development (OECD) and the International Labour Organisation (ILO) have all recognised the importance of WBL in vocational training. Characteristics of WBL include:

- WBL is situated learning that takes place in the context in which that learning will be applied;
- WBL is learning that takes place in or through i. implementation of work processes and through ii. learning processes integrated into the work space and practice;
- WBL allows exact customisation of learning processes to address competencies required for an individual's specific role / position, organisation and context;
- WBL provides a greater breadth of opportunity to pair learning to task performance and roles, enabling sequential evolution, experimentation, practice and application feeding back into further learning and development
- WBL can utilise both synchronous and asynchronous learning, allowing personnel to learn at the pace and approach that suits them best and improve 'point of need' learning

While WBL systems need to be customised to the roles, context and needs of the organisation/mission, and the role, position or competencies to which they are applied, the infrastructure, supporting materials and resources for WBL can be developed across the field or for specific sectors and then customised.

Learning competencies developed through WBL should be directly tied to the tasks being performed and competencies required for effective implementation of personnel's roles. Some of the more common practices to support WBL include:

- apprenticeship, internship or mentorships/coaching;
- job shadowing or embedded postings; field visits;
- e-learning / ICT platforms for on-the-job / in-the-workplace learning support and capabilities development;
- in work place simulations / exercising / role playing; collaborative design processes and red-team / green team development (where one 'team' brings forward an approach/method or

project design and the other 'team' challenges and tests it to help identify gaps, assumptions, weak links and support overall design improvement);

- ex-ante evaluations, action evaluations, final or summative evaluations, and ex-post evaluations and learning reviews;
- communities of practice; single agency, multi-agency or multi-sectoral retreats;
- learning notes;
- team learning and practice improvement sessions and reviews;
- use of collaborative tools (for instance, WhatsApp) for sharing learning notes/messages; after action / after operations or events debriefs.

Given the breadth of WBL instruments and methods, effective implementation of WBL in a mission or organisation in the field requires a clear learning management system. Here, a learning management system is defined as the overall system of human resources development, training and strengthening of personnel and organisational competencies, and not as it is also sometimes used to refer to learning management systems for online learning only. In an organisation or sector-wide learning management system, competencies and learning objectives are clearly defined and matched to appropriate capacity building approaches, methods and practices within the organisation. Organisations may also consider 'hybrid' models combining in-position / work-based learning with online courses or training programmes. Importantly, WBL can also be applied through 'sector' wide systems within an area of operations or 'organisation wide' across areas of operation / countries.

Strengths

- Learning is carried out directly in context and can (often) be applied immediately in work;
- Learning can be more specifically tailored to exact roles, responsibilities and tasks of a position and the needs of an organisation;
- Effectively developed WBL strongly strengthens worker satisfaction and staff retention
- Reduces time delay in addressing skills gaps in the field. Employees can engage in WBL's as time and performance require rather than in response to the schedule of training programme delivery;
- WBL systems which include collaborative practices and exercises in groups / teams can also improve collaborative efforts in task implementation and job performance;
- Improved quality and higher productivity of teams / better impact
- Improving self-confidence and motivation
- Learn from practical realities in a way you never could in university / training

Challenges or drawbacks

- Very new for the field. There have been few attempts to implement and few organisations at this point understand how to apply WBL in the field;
- Time and interest / commitment of participants (staff) to do it. If not implemented well it can be perceived as another 'imposed burden' by staff;
- High turnover in the field means that investment by an organisation in WBL may lead to improved staff capacity but that staff then moves on to another organisation. At a field level, however, improving WBL across organisations would also lead to significantly improved human resource capacity field-wide;
- Management / Programme Manager / Head of Mission or Desk / Country Director support and encouragement for WBL is essential

Issues to consider if using it in CPPB training

Work-based learning is a distinct field of competency development and professional development from training – though missions may take a ‘blended’ approach combining and integrating WBL with both online and onsite trainings and courses. It represents a significant potential advance in the field, opening for missions and agencies to develop learning approaches integrated into work practices to improve reflection, lessons learning and professional development.

The traditional understanding of ‘professional development’ and capacity building held across much of the peacebuilding and prevention field focuses on education and learning that takes place in formal academic contexts and / or through training programmes. Much less and sometimes no attention is given to the role of work-based learning in peacebuilding and prevention missions and programming - though this has recently begun to change. The Civil Peace Service (CPS) model developed in Germany can also be considered in the context of WBL, with a significant component of the purpose of deployment being to improve practitioner learning in the field while supporting their contribution to peacebuilding and prevention.

WBL should be understood as closely linked to streamlining improved monitoring, evaluation and learning processes and the drive to foster learning organisations. This would require close engagement between human resources units / departments, monitoring and evaluation teams, programme personnel and training units / experts, to customise and create appropriate WBL systems for missions and agencies in the field. Today, there are a multitude of skills gaps affecting the quality of personnel performance in the field. These cannot be met effectively by conventional on-site and on-line trainings. In many ways, WBL represents the third pillar of an effective approach to capacity development and improving performance in the peacebuilding and prevention field.

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2.5. Experiential learning

Experiential Learning (EL) approaches to training are those in which participants learn by doing (Felicia, 2011). Experiential learning immerses participants in an experience. This can include both on-site real time immersion and experiential learning in work-based or training contexts (through role-plays, simulations, applied practice sessions and exercises), and on-line simulations, gaming and immersive experiences. In CPPB training this can include everything from 4-wheel drive to applying mediation practices or simulating addressing critical incidents (such as the outbreak of violence), trauma counselling and more. Participants engage in the experience and then reflect on the experience to facilitate development and transformation of knowledge, skills and attitudes (Lewis et al., 1994). EL is learning through the combination of i. doing and experiencing and ii. reflecting on the experience. Participants are the active protagonists both in the experience and in learning through reflective practice, rather than the passive recipients of knowledge transferred through rote or didactic learning (Beard, 2010).

Defining characteristics

In Experiential Learning (EL) participants are directly involved in the experience – either as participants or witnesses/observers. The use of witness / observer is not as widely practiced in Experiential Learning but has proven highly valuable in CPPB training and adult learning. While some participants are immersed in the experience, other participants take the role of ‘observers’ to watch what is being done and observe how those in the practice are doing. They may sometimes be given suggested guidelines or specific issues to focus on. This can be a very valuable technique which enables observers to learn from watching the experience, and enables observers and participants to both benefit after during the reflection and review, where observers share their perceptions on what happened, feed-back and suggestions. This reflective practice can often help participants become aware of issues they may not have noticed when in the midst of an immersive experience.

In Experiential Learning, participants are the protagonists of the learning experience – learning, developing, testing and challenging their knowledge, skills and attitudes through the combination of doing – exercising and being immersed in an experience – and reflecting on the experience. This builds upon understanding of how competency is developed, where participants have the greatest retention when learning involves actively doing and not only passively receiving. EL recognises the importance of being immersed in practical situations and exercises. This can range – in CPPB training – from exercising skills for 4-wheel all-terrain drive to de-escalating crisis situations with conflict parties, engaging with community stakeholders, simulating responses to traumatic incidents or trauma care and support, exercising mediation practices and more.

A distinction should be made between EL which is 1. field-based and 2. EL in a training room setting. Field-based EL can include (but is not limited to): work-based learning, participatory action evaluation on practical experiences, simulations and exercises. Training-based EL can include (but is again not limited to): role-plays, simulations, serious gaming, group exercises, forum theatre and more (Lewis et al., 1994).

The role of emotions and feelings, of real time ‘in the moment’ reactions, the dynamics of interaction, together with the experience of relationships, of engaging and interacting and working to apply knowledge, attitudes and skills to actual situations and practice are what Experiential Learning is about (Moon, 2004). Participants are involved and involve themselves in the experience, and then use reflective practice and analysis to gain a better understanding of the learning to be drawn from the experience. It is hands on, applied learning and learning through doing to improve actual skills and operational performance and capabilities for the field.

The Experiential Learning Cycle developed by Kolb and Fry (1975) identifies 4 components:

- The concrete experience

- Reflective Observation
- Conceptualisation
- Application

These are reflected in the model below adapted from several presentations of Kolb and Fry’s approach and tailored somewhat to the CPPB training context:

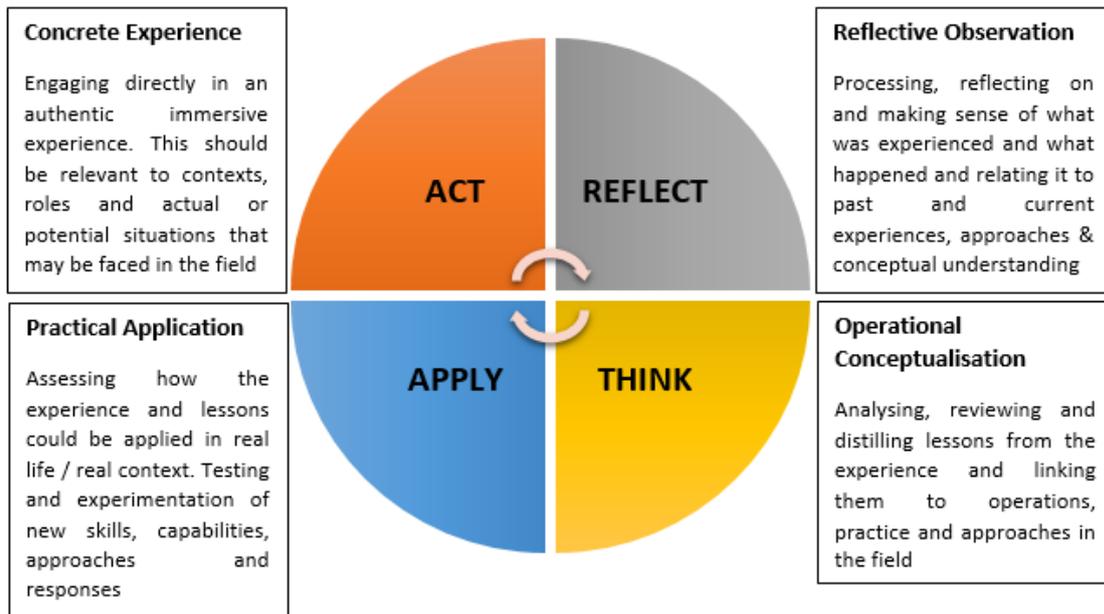


Figure 4 the Experiential Learning Cycle, adapted from Kolb and Fry (1975)

As suggested by Wurdinger (2005) and Michelle Schwartz (2012), experiential learning involves a mixture of both primary and secondary experience. Primary experience refers to the experiential activities themselves. Secondary experience results from the primary experience through the reflection carried out on the primary experience. To make the reflection and learning element as effective as possible, Jennifer A. Moon (2004) suggests it should include 3 elements:

- The reflective learning and observation phase
- Learning resulting from actions inherent to experiential learning – the actual ‘learning from doing’; and
- Learning from feed-back

Applying reflective practice develops participants own capacity to learn from experiences, strengthening their capacity to improve or develop new knowledge, skills and attitudes. Trainers applying EL need to think through both i. how they will prepare and implement the experience(s); and ii. how to best facilitate reflection and learning on the experience(s). It should be noted that EL lends itself to what is known as the scaffolding approach to training, whereby successive iterations of action and reflection develop cumulative transformative impact on participants’ attitudes, skills and knowledge (much like the building of a scaffolding). Learning as an iterative process continuously builds on further practice and reflection (Kompf & Bond, 2001, p55).

The following is a list of characteristics of Experiential Learning largely directly drawn from Chapman, McPhee and Proudman (1995) and adapted (slightly) for application to CPPB:

1. Balance content and process: There must be a balance between the experiential activities and the underlying content and competencies required.
2. Ensure a safe learning experience: The trainer must create a safe space for participants to work through the process of self-discovery and reflective learning.

3. Relevance & purpose: In experiential learning, the participant is the self-teacher. The experience and reflective processes must be relevant and have meaning and value for the participant and her/his context and performance needs;
4. Make connections: EL should help participants make the connection between the learning they are doing and its real-world application. Activities should build in the actual nuances, complexities, issues and challenges they will face in practice, helping participants “see relationships in complex systems and find a way to work within them”.
5. Embed reflection: Reflection is central to EL. Participants should be supported, assisted and empowered to be able to engage in and apply effective reflective practices together and on their own to be able to bring the experience to life and gain insights into themselves, peace and conflict dynamics, the human experience and CPPB in the field which can assist their interactions and performance in the real world.
6. Create investment: Participants should be fully immersed in the experience, not merely doing what they feel is required of them. The “process needs to engage the learner to a point where what is being learned and experience strikes a critical, central chord within the learner.”
7. Create a safe space to identify, challenge and re-examine attitudes, values and approaches: By working within a space that has been made safe for self- exploration and learning participants can begin to analyse and even alter their own attitudes, values and approaches / practices – both those they have been consciously aware of and those they haven’t. This is one of the most powerful benefits of experiential learning.
8. The presence of meaningful relationships: One part of getting participants to see their learning in the context of the realities of the world and actual conflict dynamics and experiences is to start by bringing forward and enabling participants to experience the relationships between i. practitioner to self, ii. practitioner to communities in which they are embedded, and iii. practitioner to the conflict or process they are engaging in.
9. Learning outside one’s perceived comfort zones: Experiential learning can be one of the most effective ways of enabling participants to gain experience and insight operating outside their known or unknown ‘comfort zone’ in the relative safety and care of a facilitated process. This can assist participants to become aware of and understand the need to engage with latent or unconscious attitudes, assumptions and practices which may cause harm or fail to do good, and to improve accountability and ownership of their actions (or inactions) and consequences.

Strengths

- Allows participants to ‘experience’ situations and issues they will face or have faced in the field, and to engage with, test and challenge attitudes, knowledge, skills and practices which may positively or negatively affect peacebuilding impact on the ground;
- Creates a safe space in which participants can work through improving performance capabilities on tasks and issues they may face in the field;
- Can be used for ‘debriefing’ and ‘re-enacting’ difficult, challenging or sometimes traumatic experiences and assist participants to work through options and improve future practice. By bringing forward potentially hidden impacts and continuing effects of traumatic experiences in a safe context EL can help to reduce risk to participants and others in the field;
- Can make issues more ‘tangible’ and real to participants;
- Can improve quality of response/practice in the field
- Can help apply and connect ‘theoretical concepts’ in practice
- Improves participants capacities to reflect on and adapt/evolve attitudes, understanding and approaches more effectively than passive learning techniques may
- Can help reduce likelihood of risk and impact of trauma in the field

Challenges or drawbacks

- If not implemented well / skilfully or without proper debrief it may only reinforce bad practices or patterned behaviour without enabling evolution and improvement;
- Participants may 'reject' experiences which challenge them or would require them to adapt/evolve/improve their practice, attitudes and knowledge if experiences are not handled skilfully;
- Experiential practices can also trigger both immediate or delayed trauma, anxiety and stress related to participants experiences in the field or personal lives
- If preparation for experiential processes is not done well and given the time it needs the learning value of the experience may be reduced
- If debrief and review are not done well or given the time they need the learning value of the experience may be reduced

Issues to consider if using it in CPPB training

Experiential Learning techniques are increasingly seen not only as being at the forefront of the CPPB field but as being essential and fundamental to proper CPPB training. For any competencies which require performance capacity in the field, integration of EL techniques in training is essential. Increasingly, EL is being implemented across all 3 core spaces of CPPB training: on-site, on-line and in work-based learning. Example of EL in CPPB can include:

- Multi-hour / multi-day simulations of key situations practitioners may face in the field – e.g. enacting a response to a crisis or outbreak of violence;
- Simulations or role-plays of mediation or peace processes exercising different moments in the process;
- Applied practice in the field implementing community-based peace and conflict analysis with a coach or with post-action debrief and review to support improving practice and performance;
- Utilisation of action evaluation or post-action evaluation in the work context to improve next steps / future programming;
- Use of serious gaming or full immersion simulations online

CPPB trainers / training institutions may themselves need to be trained in how to do EL well. Ensuring a do no harm approach and being aware of how EL can trigger traumatic experiences and memories is essential. Trainers should also be aware of issues of personal and physical space, gender, safety concerns, and how people's personal and societal cultures may affect their experience and engagement in EL and EL debriefing and review. For more elaborate EL or ELs which may trigger traumatic relapses/experiences, this needs to be engaged with carefully and trainers/training teams may wish to have a trained counsellor on hand to support after-action debrief and direct counselling for participants.

Avoiding superficial approaches is also important. Single 'exercises' or ad hoc and quickly put together simulations or role plays can cause as much damage as good. Doing one single 'exercise' in a training may make the training more interesting for participants and may be better than doing none at all, but is not the same as ensuring effective competency development which may require many hours of simulations, role plays or other EL practices.

There is tremendous potential for wider application of EL in CPPB training. This could include identifying core competencies required for CPPB and then developing packages of EL approaches which could support these that could be used by trainers and training institutions.

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2.6. Sequenced Approach to Training

A sequenced approach to training, also often referred to as a phased, progressive or layered approach, refers to a systems approach to training in which different competencies and/or different levels of competencies are trained in different programmes. Participants progress in sequence through different trainings depending upon the competencies / performance levels they require for their positions / roles and/or their levels of expertise / performance and competence for the task. A classic progression in sequence trainings is from lower order to higher order or introductory / foundation courses through core skills training to advanced, specialisation and expert courses. While sequenced training is widely used in the military with allocation of training to different roles and ranks, it has not yet been systematically or widely applied in CPPB training and professional development – largely due to the absence of agreed competencies frameworks and lack of common / shared systems approaches to training (SAT) in the CPPB field.

Defining characteristics

Sequential approaches refers to the sequenced or phased delivery of trainings. While this is most often taken to refer to the delivery of different training programmes sequenced by level, competency or complexity/difficulty, it can also refer to the sequencing of content, modules and methods within a single course or training module. The essential concept in a sequential approach to training is that participants require competency at one level – on an issue, skill, technique – before moving on to further trainings at higher levels. According to Sequencing and Structuring Learning Activities in Instructional design, trainings can be sequenced according to:

- Job performance order or rank: with different competencies and levels or types of training sequenced according to competencies required for different roles and ranks.
- From Simple to Complex: with learning objectives and competencies sequenced in terms of increasing complexity.
- Known to Unknown: familiar topics considered before unfamiliar ones;
- Dependent Relationship: where mastery of one competency or learning objective is required prior to mastery of another.
- Supportive Relationship: where different competencies and learning objectives are closely related and transfer of learning takes place between them. When this is the case, different trainings should be placed as closely together as possible to reduce decay / loss of learning.

Two additional critical considerations in sequential training relate to:

- Training for performance in stressful situations: testing has shown that sequential approaches to improving practitioner competency and performance under high stress conditions or high stress tasks can improve learning results, phasing between training on a task in a stress-free or low-intensity stressors ('low fidelity') training to trainees being exposed to stressors of a kind and intensity that more accurately reflects actual conditions they may face in the field ('high fidelity' training). For CPPB this consideration is a crucial one as many trainings – particularly those reliant principally upon prescriptive content delivery – fail to develop competencies sufficiently for performance requirements in the field or fail to prepare participants for actual conditions in which they will engage in the field.

And

- Point-of-Delivery Training: where basic, foundation or even advanced and expert-level trainings delivered outside the field or earlier in time are then complemented by on site field-based trainings, coaching or experiential practice immediately before 'point of delivery' on key tasks and roles. An example of this can be participants who have taken previous training on either peace and conflict analysis or mediation and peace processes receiving further, more advanced, hands-on and practical / applied training in the field or in the moment

immediately before application – to refresh knowledge, improve skills, and improve capacity to perform to task

Most training today in the CPPB field is not sequential / phased, because trainings are developed as ‘stand-alone’ modules or individual modules within trainings are delivered with little connection to higher order skills and performance requirements. This is due largely to the absence of a comprehensive competency framework or systems approach to CPPB training shared across training institutions. While many training providers do provide different ‘ranks’ or ‘levels’ of training – ranging from basic / introductory to advanced and expert, specialisation or senior-level trainings, differentiation is usually based upon ‘years’ of experience in the field or, at times, rank/role/position, but may not relate to participants having received earlier / lower order prior trainings.

Strengths

There is extensive evidence from military, sports, and medical training that sequential or phased training is a leap forward in training and learning sciences to increase practitioner retention and support development of higher order competencies and skills. Sequential training can also play a key role in increasing retention, solidifying past learning, and improving participant capabilities to perform under stressful or challenging contexts – all specifically relevant to the conditions faced by many CPPB practitioners.

Challenges or drawbacks

Sequential or phased training requires a development or maturity of the CPPB training sector as a whole that has not yet been attained in the field. With the absence of a comprehensive competency framework for CPPB training or common (baseline) standards for levels, approaches and methods of training across most competencies, this represents a quality standard that CPPB training in Europe has not yet attained. The potential is there, however, as the CPPB training field takes steps to improve and with obvious examples available both from related fields (e.g. military training) and earlier forerunners in the field, such as Peace Workers UK which developed a sequenced approach to CPPB training in the early 2000s including different levels of training and different competencies or levels of proficiency in those competencies required for each level.

Issues to consider if using it in CPPB training

Implementing sequential or phased approaches to training can either be done piecemeal or as a field evolution. Piecemeal implementation would refer to introduction of sequenced approaches either by:

- single / individual training institutions or national training systems; or
- on single competency fields / areas of practice – such as creating different ‘levels’ of training according to complexity and mastery of competencies on issues such as peace and conflict analysis or mediation and peace processes or preventing and managing crisis and critical incidents

A field evolution approach would involve several training institutions or CPPB training providers across Europe or more broadly agreeing to a common competency framework and systems approach to training in which different training levels / units are developed according to different learning objective requirements, competencies and complexity/difficulty levels.

Training institutions, deployment agencies, trainers and policy makers in Europe – as well as more broadly internationally – should consider the proper development of sequential training in the CPPB field as a natural and necessary next step to improve the quality of training, itself needed to improve the quality of competencies and capabilities in the field.

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2.7. Coaching

While it is specifically a method of performance and capabilities improvement, 'coaching' is used here to describe also an entire approach to improving performance competencies which also includes related methods such as counselling and mentoring. As an approach coaching represents 'one-on-one' processes providing customised, tailored support to improve performance and capabilities of the practitioner. It is an interactive, 'future-focused' process which supports the practitioner's potential and enables them to improve capabilities and maximise performance. In peacebuilding and prevention coaching is increasingly used to enhance capabilities and performance in the field, including: for senior mission leadership; to support mediators in mediation processes; to assist conflict parties in negotiations; and to assist leadership in high-level organisational and mission implementation challenges. There is significant potential for the further expansion and use of coaching in CPPB including to improve results of training and as an instrument to substantially enhance practitioner and mission performance and capabilities in the field.

Defining characteristics

Coaching as an approach to improving capabilities and performance is widely practised in sports, business, psychotherapy, counselling, life improvement and organisational development. Beginning with the early 2000s it has gradually been being introduced into CPPB from two directions: i. facilitation of organisational change and executive performance and ii. support to senior leadership and practitioners in the field. In organisational change and executive performance, large missions and organisations have at times used coaching to support executives / senior staff in addressing issues of mission performance and organisational or institutional development. In support to senior leadership and practitioners, coaching is increasingly used to assist senior leadership of conflict parties as well as mediation and negotiating teams and mediators to assist them in working through conflict situations and handling mediation processes. Coaching as an approach to performance improvement and capacity building has particular relevance for the CPPB field. As personnel often operate in highly challenging, fluid contexts working to achieve difficult goals under sometimes complex and stressful contexts, coaching can provide a tailored, targeted approach to assisting practitioners, senior leadership and parties in conflict to more effectively address the issues and challenges they face. Drawing from experiences in sports coaching, business, counselling and life improvement, coaching may also help to address many of the gaps in performance training is not able to.

Coaching is significantly different than training. It is usually a one-on-one process though it can also be provided to small groups where practitioners/participants are facing similar roles, issues, contexts, challengers or objectives. It is traditionally delivered in situ in the work context or processes in which the client / practitioner is engaged. The aim of coaching is not necessarily to 'transfer' or elicit pre-established skills and competencies, but to enhance a practitioner's capability to address a specific task or improve performance on a specific goal or process. Practitioners are seen as capable, creative individuals with experience. The task of the coach is to assist them to bring their best to the situation and master skills and approaches needed for the moment. Coaching involves providing a listening space, assisting with feedback, helping practitioners 'work through' their logic and approach to specific issues, assisting reflective practice, and facilitating self-directed learning. Coaching is normally delivered 'face-to-face' through in person direct interactions. In recent years, however, an entire field of online coaching through skype and other interactive platforms which allow for direct video conferencing and 'face-to-face' communications online has developed.

In Everything you ever wanted to know about coaching and mentoring the following characteristics are identified:

What coaching does³⁷

- Facilitates the exploration of needs, motivations, desires, skills and thought processes to assist the individual in making real, lasting change.
- Uses questioning techniques to facilitate client's own thought processes in order to identify solutions and actions rather than takes a wholly directive approach
- Supports the client in setting appropriate goals and methods of assessing progress in relation to these goals
- Observes, listens and asks questions to understand the client's situation
- Creatively applies tools and techniques which may include one-to-one training, facilitating, counselling & networking.
- Encourages a commitment to action and the development of lasting personal growth & change.
- Maintains unconditional positive regard for the client, which means that the coach is at all times supportive and non-judgemental of the client, their views, lifestyle and aspirations.
- Ensures that clients develop personal competencies and do not develop unhealthy dependencies on the coaching or mentoring relationship.
- Evaluates the outcomes of the process, using objective measures wherever possible to ensure the relationship is successful and the client is achieving their personal goals.
- Encourages clients to continually improve competencies and to develop new developmental alliances where necessary to achieve their goals.
- Works within their area of personal competence.
- Possesses qualifications and experience in the areas that skills-transfer coaching is offered.
- Manages the relationship to ensure the client receives the appropriate level of service and that programmes are neither too short, nor too long.

In Executive Coaching: Inspiring Performance at Work by Carter coaching is identified as³⁸:

- Short term, time-limited
- Goal specific
- Action and performance oriented
- Personally tailored approach to learning

Carter goes on to identify 5 'moments' when an organisation or personnel might benefit from coaching:

1. Supporting induction into a more senior role – to ease the process of transition;
2. Supporting high performers / staff to achieve their performance potential;
3. Supporting new phases in programmes or major structural or institutional change – accelerating the time that would otherwise be taken to achieve buy-in and effective implementation of change;
4. Helping to address challenges tasks, processes or contexts
5. Supporting personal effectiveness of individuals as part of a more comprehensive development programme or process – such as 360-degree feed-back programmes and executive leadership training

³⁷ *Everything you ever wanted to know about coaching and mentoring*

<https://new.coachingnetwork.org.uk/information-portal/what-are-coaching-and-mentoring/>

³⁸ *Executive Coaching: Inspiring Performance at Work*, by A Carter, 2001 The Institute for Employment Studies
<https://www.employment-studies.co.uk/system/files/resources/files/379.pdf>

Different ‘types’ of coaching have also been identified, including³⁹:

- Organisational Coaching: intended to help individuals / staff learn key roles and processes in a mission or organisation. This is often applied in the context of induction to improve the speed of taking on a new role in an organisation effectively;
- Executive Coaching: providing support to senior mission or organisational leadership to address the challenges they face in executive decision making and handling often complex and sometimes high-risk or sensitive issues;
- Performance Coaching: intended to help practitioners improve performance either on specific issues, processes or tasks or overall;
- Skills Coaching: focusing on core skills a practitioner needs in their role

In *Executive Coaching: Inspiring Performance at Work*, a table developed by the Institute for Employment Studies (IES) differentiates executive coaching – as a method - from other processes also covered here in coaching as an approach⁴⁰:

Process	Originating Tradition	Primary Concern	Focus
Executive Coaching	Sports	<ul style="list-style-type: none"> • Solutions • Action • Individuals performing better in the present 	Rapid acquisition of knowledge, skills and behaviours
Psychotherapy	Social	<ul style="list-style-type: none"> • Understanding past experiences and current ways of behaving • Reflection 	Dealing with long-standing emotional issues, thoughts and ways of behaving
Counselling	Social	<ul style="list-style-type: none"> • Preventing negative aspects from individual’s past inhibiting future performance 	Coming to terms with event(s)
Mentoring	Apprenticeship	<ul style="list-style-type: none"> • Preparation • Individuals performing better in the future 	Enhancing networking and career progression
Organisation Development	Change	<ul style="list-style-type: none"> • Processes preventing team and organisation performance 	Rapid implementation and adaptation to change

Strengths

Coaching provides highly customised, tailored support to improving performance. It is able to engage with the exact conditions, context and needs both of the practitioner/client and of the organisation / process. It enables a nuanced engagement far more thorough and comprehensive than is generally possible in training or other standardised processes. As will be seen below, coaching can also be used in a blended approach or as an element of a comprehensive capacity building programme, including in pre-, during- and post-training. Evidence from the sports sciences, business and psychotherapy fields show that coaching, when done effectively, provides a high return on investment. In CPPB, it may address a critical ‘missing link’ in support needed for practitioners in the field, particularly for high-level mission leadership and parties involved in mediation and peace processes or leadership in prevention and peacebuilding.

³⁹ *Everything you ever wanted to know about coaching and mentoring*

<https://new.coachingnetwork.org.uk/information-portal/what-are-coaching-and-mentoring/>

⁴⁰ *Executive Coaching: Inspiring Performance at Work*, by A Carter, 2001 The Institute for Employment Studies

<https://www.employment-studies.co.uk/system/files/resources/files/379.pdf>

Challenges or drawbacks

As generally practiced coaching is limited to 'one individual at a time' – though a coach may work with several individuals in different processes simultaneously. It requires having someone 'on staff' for the role. This may be an investment well worth it for middle to larger size organisations and missions, but is not always possible for smaller missions. Because of the direct relationship involved in coaching, strict adherence to ethics, non-discrimination, and non-harassment policies are essential. There can also at times be the challenge of the practitioner and coach not 'connecting' or syncing well together. If the model and approach to coaching used by the coach doesn't fit the needs of the individual, the organisation or process results may also not be those desired. Importantly: organisations or missions which implement coaching – recognising the substantial benefits it can achieve – must also be aware of possible perceptions of 'unfairness' if coaching is available to some staff / roles / positions and not to others.

Issues to consider if using it in CPPB training

Coaching as an approach to capacity building and performance improvement has only gained limited practice in the CPPB field to date. Some sectors – in particular police – using 'mentoring' (included here in the overall 'approach' of coaching) to support new personnel when they join the force or enter new positions. Some governments have begun introducing coaching for senior level institutional roles / positions – including coaching on gender-sensitivity to see how it can be applied in practice in policy and operations. Coaching is also increasingly recognised as an important tool to support local organisations and partners in capacity building, as training in and of itself is insufficient. Some organisations, such as ForumZFD and the International Peace and Development Training Center (IPDTC) of PATRIR also implement coaching as an integrated component in training programmes. Here coaching can be used pre-training to trainings to help prepare participants to take part in the programmes and gain greatest benefit from them, during programmes to assist learning and working through processes, practices and content in the trainings, and post-training to help retention and support application of what was learned in the training to specific roles and task performance.

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2.8. Ecological or Own Knowledge Systems (OKS) Approach

An Ecological or ‘Own Knowledge Systems’ (OKS) approach to CPPB training focuses explicitly on integrating and including knowledge systems and references from communities and countries affected by conflict into CPPB curricula. In an Ecological or OKS approach, methods and practices which are inspired and developed from within communities affected by conflict are recognized and valued as much as approaches and practices more conventionally addressed in CPPB trainings. Ecological approaches draw upon the latest advances and developments in the field while being – at the same time – embedded in practices from within communities and cultures in which CPPB programming is being done. While a formal defining of this approach has not been formulated in the field until now, Peacetraining.eu advances the ecological or OKS peace training approach one characterized by awareness and engagement with the knowledge, traditions, culture, values and practices of communities globally and honouring and respecting those communities affected by conflict in the knowledge, methods, approaches and content of CPPB training.

Defining characteristics

Going further into the framing of the ecological peace training or OKS as an approach and concept, without excluding key positive features of either traditional or modern knowledge management and peacebuilding approaches, key features and ideas of this approach are:

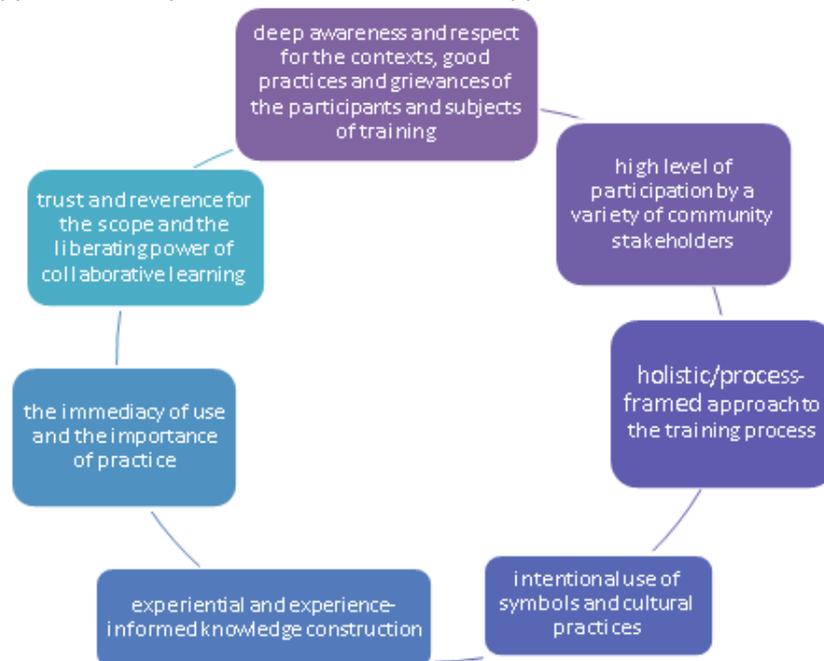


Figure 5 Ecological training: key characteristics

When considering the approach modelled above, and also the continuous question of how CPPB training could in practice become more locally-considerate, locally-relevant, locally effective, locally-respectful, locally-empowering and at the same time globally relevant and sustainable. In practice several possibilities arise:

Content: infusing the curricula with content which is authored and produced locally or relevant to the principles of ecological peace training.

J.P. Lederach’s approach to conflict represents an example of how his theoretical model is infused by elements pertaining to the traditional/indigenous knowledge management realm. Lederach’s elicitive and faith-based conflict transformation and peacebuilding model is a sounding board of these principles. Many CPPB training courses increasingly have this author amongst their bibliographies, thus making this an example of how at the content level this approach is being practiced.

Transitional justice experiences, especially those implemented in African countries, represent another example of how indigenous practices appear in CPPB curricula. Several case studies, such as the truth and reconciliation commissions of South Africa, are some of the good practice examples taught in CPPB training programmes. Considering the importance placed in traditional peacebuilding approaches on restorative practices, clear recommendation is brought forward towards the training field: “Direct capacity-building programmes in the area of transitional justice in general, and the potential role of traditional mechanisms and practices in particular, towards the establishment of South–South networking initiatives and reciprocal exchanges of expertise” (Huyse and Salter, 2008, p.197).

Methods: using methods which are home-grown

Indigenous- inspired methodologies are mostly used within the civil society training realm, and even there they are quite limited. Probably the element that is practiced across-the-board with different training actors audiences is the use of circle processes and reflective practice, which, even if starting as an innovative setting in formal training spaces has gained ground and it is currently widely used as a symbolic reflection of the community of learning, of the participation of learners and also the wholeness of the process itself.

A specific method which is also used relatively widely is storytelling. A core practice of indigenous communities, storytelling involves the sharing of one’s own or other people’s stories within a social, artistic or, increasingly so, educational space. Encouraged more and more also in training programmes, storytelling brings the andragogical benefit of relating to one’s own reality, bringing this reality into the learning community and also has powerful effects in terms of healing, communication and connecting to others. Storytelling also involves complex relationships between the narrator and the audience, relationships which often, through the very familiar and universally accepted format of a story, transcend power dynamics. While examples of personal stories bringing about significant change abound in training they are also brought through the use of film and theatre. Indeed these examples are most often in the arenas of civil society and academic training and capacity building.

Aside from storytelling as a method, another way in which CPPB training taps into the potential of indigenous learning is through the spaces where it takes place. The symbolic use of space is documented by Lisa Schirch in her *Ritual and Symbol in Peacebuilding* when describing how a group of Greek and Turkish Cypriots brought together for a conflict resolution training in the 1990s had the opportunity of seeing each other as humans (parents, daughters, sons, professionals) through the crafty incorporation of informal moments (meals and dancing) into the training programme. “Eating and dancing take on new meanings when they are done in the company of enemies,” Schirch explains. “In ritual,” writes Schirch (2005, p.5), “the impossible and unlikely can come true as people create a unique context where, if only temporarily, symbols, sensory cues, and the expression of emotion communicate what words alone cannot.”

Furthermore, Gupta notes the need that education can restore trust not only towards the other but also towards’ one’s own community: “We need to reduce this gap and work to restore the confidence of our people in themselves, their systems, their philosophies and lifestyles. [...] In this process, we need to look with an open mind at those spaces where learning outside school takes place — festivals, meals, traditional crafts, traditional social systems, customs, rituals, agricultural practices and other subtle arrangements by which a society operates. We need to understand them and bring them closer to the school, instead of throwing them out of school as we have been doing for a long time now. Education must play a part in bringing the society closer together, instead of fragmenting it.”

Cross-Fertilisation: Taking ideas, practices from traditional/indigenous/ ecological practices and putting them in practice alongside ‘modern’ tools (regardless of the place where the training is conducted) into systemic training models

Another dimension into the application of indigenous learning systems into the field of CPPB training is the hybridization between traditional and modern methods. Two cases are digitalised storytelling and the dragon dreaming method. Digitalised storytelling is the embedding of the traditional method of making, sharing and using a story for educational purposes into modern technologies. Currently digital storytelling is used by many actors, including the military and academia and extensively it is used by civil society. The Cyprus Community Media Centre's activities and the series of podcasts "What's Your Story" is an illustrative case study. Aside from the centre held classes, trainings and workshops across the island "using digital storytelling as a method of self-reflexivity, oral history and community building" (Higgins, 2011, p.1).

Dragon dreaming is another example of embedding indigenous learning systems principles into modern strategic planning processes and practices. Dragon dreaming is a methodology for planning and designing projects based on three principles: personal growth, community building, and service to Earth. Dragon Dreaming has been put in practice as a peacebuilding project design tool by organisations such as AGEH and Brot fur die Welt and the Academy of Conflict Transformation of Forum ZFD. As a methodology, it responds to the many critiques of the linearity of classic project cycle management and project design tools (such as the LogFrame approach) and places increased emphasis on the vision as a fundamental steps of having a successful project.

Dragon Dreaming draws on the long experience of the Australian Gaia Foundation, and the deep understanding of indigenous Australian Aboriginal and other ecological wisdom.

The Dreaming: Every project starts as the Dream of a single individual, but daily experience teaches 90% of our dreams get blocked in the dreaming stage, and this usually happens because we do not share our dreams. The first step is to share your dream and build a team around your dream that assists in making the dream come true.

The Planning: The second stage is to build a plan: people do not plan to fail, they only fail to plan. Again experience teaches us that 90% of projects do not work according to plan.

The Doing: The third stage is where much of the work occurs. This is the doing stage of the project, [...]Consider now the statistics. In our conventional world of win-lose competitive enterprises, of every 1000 dreams, only 100 become plans, only 10 plans work according to plan, and only 1 survives longer than three years.

The Celebrating: The fourth stage of a successful project is celebration. This is built upon gratitude and thankfulness, acknowledgement and recognition. It is celebration that connects the doing of a project back to the original dreaming. We say 25% of any project needs to be celebration. (Dragon Dreaming International)

Taking into account the above-mentioned examples, a key aspect of consideration when talking about practice is the avoidance of a "pendulum effect," which means the constant movement between one and the other perspective. This implies consideration of how to take into account the frictions that either perspectives generate within a given training context. An ecological approach to peace training implies a hybridization among the other approaches and allows for the harmonious co-existence and appreciation of different elements.

Strengths

One of the main strengths of this approach is represented by its close relationship with the culture and practices of the participants, who are the main enablers of content and central to the choice of methods and tools for the training. This approach covers a relatively unexplored area of capacity building, namely breaking the 'silo-ing' and power-dynamics and symbolic 'victim- saviour' dichotomy

by creating a greater awareness and sense of empowerment and localized peacebuilding. In cultures which are very hierarchical by nature, participatory methods will, however, take some time to resonate and while the ‘victim-saviour’ dynamic can be avoided, ‘superior – inferior’ or ‘senior –junior’ polarisations could still happen.

Another aspect is the centrality of the relationships and the systemic view of the training as an ecosystem of core elements and relationships between participants, trainers, direct and indirect beneficiaries of training and the learning and conflict environments in which it takes place.

A third key strength consists in the fact that it has a huge potential for growth/development and significant and increasing recognition at the moment, being one of the still untapped resources existing in the peacebuilding training field.

Challenges or drawbacks

A few challenges are also evident when it comes to the ecological approach. One, closely related to the last strong point of the approach but on the flip-side is represented by the fact that it is novel, with elements of it (such as recognition of the importance of culture and traditions, or the benefits of a systemic oversight) being acknowledged, yet the approach overall not being defined except for here. Another challenge is the complexity of the trainers’ competencies required to enact such approach, not so much based on knowledge but essentially embedded in empathy, intercultural fluency and mastery of the process more than the content of training.

The further challenge is to find effective training formulas for the different types of stakeholders and actors involved in the training process as indeed in practice this type of indigenous or ecological peace training is mostly used within civil society actors and to some extent in academia and less so when training military, governmental actors and police.

Issues to consider if using it in CPPB training

As to the moment such approaches, methods and spaces are not used extensively there is a wide space for the further exploration of use into the areas of:

- Research and Academic Publications
- Non-civilian Stakeholders Training, where the use of these approaches is minimal.
- Multi-Stakeholder Training processes

Particularly within curricula and training programmes on: Intercultural Communication, Strategic Planning, Dialogue, Mediation and Reconciliation, Restorative Practices and Transitional Justice, Conflict Transformation, Trauma Healing but also many others

An indigenous/ecological approach to CPPB training responds directly to the needs of having a more flexible, culturally-sensitive, holistic or systemic and sustainable training process as well as to the needs of focusing on a capacity building process that shifts from the dominant creation of knowledge and technical skills towards the ambition to create capacities for dealing with the unexpected, with own and others’ trauma and emotions as well as to the (re)creation of deep values that are to fundament peacebuilding work.

This approach works towards the creation of different pieces of knowledge, attitudes and skills particularly focusing on the following:

Table 1 Ecological training: ASK

Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> • Empowerment 	<ul style="list-style-type: none"> • Participation 	<ul style="list-style-type: none"> • Systemic thinking

<ul style="list-style-type: none"> • Respect and Focus to the Local Realities • Cultural Sensitivity and Appropriateness • Collaborative Learning and Action • Empathy 	<ul style="list-style-type: none"> • Context-sensitive analysis • Collaboration • Systemic analysis • Intercultural communication, action and analysis • Awareness of own biases and capacity of intercultural action 	<ul style="list-style-type: none"> • Local Realities as well as Glocalism in Peacebuilding (Global Practices, Views and Knowledge applied and applicable locally) • Traditional and Cultural Practices in prevention and peacebuilding • Peacebuilding Sustainability
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2.9. Single – and Multi-Stakeholder Approaches

Multi-stakeholder training aims to bring together various stakeholders in a process in one/multiple training moment(s) which focus on how to face common challenges and support each other's work, and the process as a whole. It can be distinguished from single-stakeholder training in which the training focuses on one type of stakeholder or sector to prepare for a specific task within the process.

Defining characteristics

Stakeholders in Conflict Prevention and Peace Building (CPPB) processes are those actors that are affected by the conflict, as well as actors with the power to affect the conflict. Various stakeholders - including civil society organizations, state actors, international organizations, private business, media etc.- are often engaged in a range of CPPB activities in or across particular geographical contexts. Such stakeholders often also have different sectoral foci, such as humanitarian actors, police, military, NGO, etc. In CPPB activities, it is sometimes argued that different stakeholders work too often independently side-by-side, while more effectiveness and efficiency would be achieved when multiple CPPB stakeholders work together, and perhaps in particular when internationals and locals work together. This collaboration can take the form of communication, in the sense that other players in the field are informed about each other's activities, and potentially lessons learned. A stronger form of multistakeholder engagement occurs when such actors engage in the joint programming of activities to ensure that they positively influence each other. These different approaches to CPPB programming are also reflected in approaches to CPPB training.

“A unified concept of deliberate international peacebuilding thus has emerged that is not only multi-lateral but also multi-sectoral in terms of what the international community should be doing on the ground, multi-levelled in terms of how much should be done, and multi-staged, in terms of when the international community should be involved”- Lund, 2003, p.14

Multi-stakeholder training can be differentiated from single-stakeholder training. With single stakeholder training, participants stem from the same organization or by extension the same sector. This has its advantages. For instance, trainings can tailor much more specific to the tasks and objectives of participants if they stem from the same sector/organization. Participants will also have deeper understandings of their own working structures and background which can increase in-depth debate. Furthermore, some trainings are very sector-specific and/or stakeholder-specific by necessity, think of certain aspects of police and military training including handling fire-arms or crowd control. Single stakeholder-training – including technical training, knowledge of the organization and structures one works in, preparation for own task and (field) function- is the basis from which to build multi-stakeholder training. The latter promotes interagency cooperation in the field as well as cooperation with local actors.

“ Those who operate together must have the chance to learn together.” –Trainer, PeaceTraining.eu interview Feb 2017

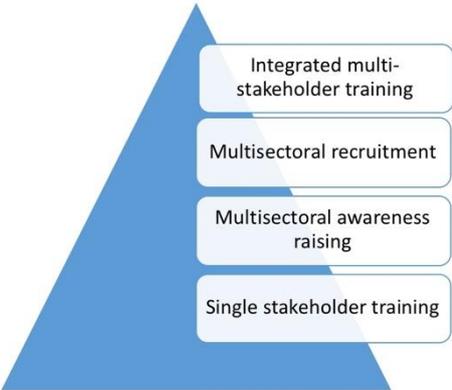
A multi-stakeholder approach to training has multiple levels. In a first level, attention can be paid to the importance of working with other actors in the CPPB process. For instance, a number of training courses have included discussions on the need for interagency cooperation and local ownership in their curricula content. Indeed, the ENTRi programme as well as the European Security and Defence College (ESDC), which focus on European Common Security and Defense Policy staff, commonly devote a section of their courses to discussing other organizations active in CPPB in the field. Yet the viewpoint behind this inclusion is mostly in terms of content in the curricula and knowledge of the core functions and structures of other organizations (e.g. the United Nations) or the need to work with local actors (e.g. in Security Sector Reform missions). It is not necessarily a training approach in which staff from other organizations, and especially local actors, get to know each other. The first level can hence not really be called ‘multi-stakeholder’ training.

On the second level, courses actively try to draw participants from various sectors. For example, a Disarmament, Demobilization, and Reintegration (DDR) course would want to avoid drawing only participants from the UN, but also actively select participants from national governments and NGOs to have a good mix of experiences and backgrounds to draw on in the training. This is the approach taken by the Folke Bernadotte Academy’s course on Disarmament, Demobilization and Reintegration, for instance, with the target audience defined as: “representatives from international organizations, governmental agencies, diplomats, police and military personnel, academics as well as members from both international and national NGOs.” Another example concerns OCHA training which states that: the overarching philosophy of the courses is that participants should reflect the diversity of actors in the field within the humanitarian and military communities. Applications are encouraged from: Governmental and non-governmental organizations; Aid agencies and civil protection units; Military and civil Defence organizations; United Nations agencies and other intergovernmental bodies; and, The Red Cross and Red Crescent Movement.” The active recruitment of participants from various sectors is assumed to contribute to a better learning experience, but also familiarizes participants with the work of other organizations and the viewpoints of their staff members. Such goals can be strengthened by the effective implementation of participatory approaches (e.g. group work). The rationale for this ‘multistakeholder recruitment’ in training is that it could, indirectly, foster cooperation on the ground, but there is not necessarily a course plan to foster this in itself (although there can be specific exercises tailored to this). It is hence mostly seen as a side objective.

The third level combines multi-stakeholder recruitment of participants with the training content and (participatory) methods to foster mutual understanding and collaboration between staff from different organizations and professional backgrounds. This can be termed integrated or full multi-stakeholder training. The content of the training emphasizes, for example, the role of each sector and how they can strengthen each other, actively seeking to build interagency linkages. This type of training is used in (humanitarian) civil-military training and is essentially a response to a perceived lack of understanding and cooperation between both fields of practice. Other current applications of the third level include joint conflict analysis, peacebuilding programming and evaluation trainings. These trainings are aimed at including multi-stakeholder communication, negotiation, and decision-making in the course program, thereby replicating actual working situations. An example is the PATRIR course on Designing for Impact: Improving the Quality, Impact and Effectiveness of Peacebuilding and Development Programming, which brings together various stakeholders and which has joint programming and design of intervention as the key learning objective.

The pyramid below summarizes the levels of stakeholder training and their purposes:

1. Integrated multistakeholder training: the curriculum is specifically tailored towards bringing together participants from various backgrounds and to train on how to work together effectively in the field.
2. Multistakeholder training recruitment: trainings have a specific CPPB subject (e.g. DDR, SSR), but aim to recruit participants from various stakeholder groups and backgrounds. In addition to implementing the curriculum, the training is aimed at creating networks between different stakeholders and to allow for experience sharing.
3. Awareness raising: trainings are aimed at a particular stakeholder group (e.g. international organization representatives) but includes references to other actors in the field (e.g. other organizations, the need to cooperate with local owners)



4. Single stakeholder training: aims at training sectoral experts within or across organizations (e.g. police, military, humanitarian fields etc.). The basis from which to build multi-stakeholder training.

Strengths

Multi-stakeholder training can reduce some of the disadvantages associated with multi-stakeholder collaboration in the CPPB field. These include the vulnerability of multi-stakeholder processes to dominance by powerful actors. This can be a particular concern for local ownership when local actors are included to give legitimacy to the process but where their input is minimal because of a lack of funding, insufficient experience with the technical and administrative procedures common to Western agencies etc. Besides issues of dominance, it can simply be difficult to join in multi-stakeholder collaboration due to different mandates, working procedures, core objectives, perspectives on conflict etc. Indeed, the more players in a process, the higher the level of complexity. Nonetheless, multi-stakeholder collaboration is often required in the field, because of the complex nature of peace processes, and because various actors are de facto on the ground, and their activities can reinforce or undermine each other. Training on multi-stakeholder collaboration fosters this collaboration as its core objective and ideally creates networks, understanding, and mutual respect between different types of participants.

Challenges or drawbacks

Given the complexity of the actors involved in CPPB processes, the complexity in training can be increases dramatically in multi-stakeholder training. With different sectoral and organizational foci and structures, it is more complex for training participants see how the pieces fit together. Furthermore, the training requires a solid knowledge of the own sector and organization. The trainer and training coordinators need to be well versed in the nature and character of the different stakeholders involved in the training process, both on a philosophical and technical level (e.g. civil society, military etc). With different sectors and philosophies represented, it can also be challenging to encourage debate and exchange, while ensuring an inclusive atmosphere. This means that issues of dominance need to be mitigated and that ideological differences may be engaged with, yet without damaging the atmosphere. As with action in the field, single stakeholder training might be easier to manage, but perhaps makes too much abstraction from the 'messiness' of reality.

Issues to consider if using it in CPPB training

As mentioned, multi-stakeholder training is already being used to some extent in the CPPB field. There are, however, further interesting avenues for this training approach. This is for instance the case for, pre-deployment and mission induction training, which are typically used to prepare staff to go into the field, and familiarize personnel with their new environment and daily functioning. The terminology stems from international organizations such as the UN and the EU, but it could also be understood to capture preparatory activities commonly conducted by civil society actors. In current practice, pre-deployment training and induction training are focused on the specific organization in which new personnel will operate, yet a shift could occur by emphasizing not only what the own organization does, but also what others do in the same context. In short, providing the necessary base for participants to know what is currently going on locally, which actors are active, and which projects are being implemented. In practice, this would happen by devoting aspects of pre-deployment and induction training to joint training moments.

Pre-deployment training could bring people from EU and the UN together, but also civil society actors preparing to work in the same context. Mission induction training offers the opportunity to expand the scope of 'who does what' training to local actors in CPPB. This aspect would also feed into the need for more local ownership and knowledge and use of local peacebuilding capacities. Nonetheless, it is

important to emphasize that while the need for cooperation between (international) organizations in the field of training has already been noted, even limited forms of collaboration including harmonization of standardization and certification remain challenging due to different legal mandates, organizational works structures and resource gaps. The idea of joint pre-deployment and mission induction training moments has therefore not gained sufficient momentum (yet).

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APPENDIX 3: METHODS

3.1. Lectures

Name of the method

Lecturing/Subject Matter Experts (SMEs).

Short description of method

Lectures constitute a presentation on a specific topic, undertaken over a finite time period. The standard length of time for a lecture on one subject in CPPB training in Europe is between 40 - 90 minutes, with many courses splitting between 45 minutes presentation, and 15 to 45 minutes for discussion or questions and answers). The lecture format, however, can be lengthened or reduced depending upon the need and content to be covered. Lectures / presentations (oral), are often visually supported by PowerPoint or (less frequently) prezi presentations. Additional supporting materials may include handouts, videos or other multimedia.

Method in CPPB

Lectures are the most common form of content delivery in many trainings in Europe today particularly in the military, police and state sectors. NGOs, private trainers and ‘front-of-field’ training institutions will usually use more interactive and practical skills and competency-based methods of training, while lectures may be retained for ‘briefings’, presentations of case studies, and focused delivery of core content such as lessons identified, key knowledge materials, and experience sharing.

The method of lecturing/SME’s fits with a prescriptive or transfer model of training, which ‘assumes that the expert knows what the participants need’ (Lederach, 1996; 48-49). Thus, the trainer/expert will often bring ‘packages’ built around his or her specialised knowledge and experience in the field of Conflict Prevention and Peacebuilding (CPPB) - though good experts, even if using lecture-based delivery, will often evolve, adapt and customise their content and materials to the specific needs, learning objectives and contexts of participants. In this model, the knowledge flow is predominantly from trainer to receiver, with the knowledge of the trainer being a ‘key resource’, which is transferred to participants, who attempt to emulate it.

Lectures are often high in theoretical or knowledge / data content on CPPB facts (e.g. number of peace missions), issues (local ownership), frameworks (e.g. R2P or legal regimes for protection), procedures and structures, code of conduct, principles (e.g. Do No Harm), logistics / administration (e.g. mission support), lessons learned or identified and/or case studies and more.

Lectures are broadly arranged in 60 – 90 minute formats, though lectures can be reduced in size (see for instance TED Talks or subject matter briefings). Course participants may receive preparatory material to assist learning as well as follow-up and review materials after a session. This will either come in the form of readings (academic and non-academic articles), or multimedia (videos, talks, websites)

Lectures in CPPB may also incorporate ‘Subject Matter Experts’ or ‘SMEs’. Subject Matter Experts are often external to the organisation which is organising the training, but are specialists in their field. For example, EU personnel may give bespoke lectures in ESDC courses, a country specialist may provide a guest lecture to practitioners soon to deploy to a particular post conflict environment, or a national

expert or practitioner may deliver key expertise on thematics, context or special issues relevant for that context.

Review of training methods and courses has shown that lecture and lecture-based delivery of subject matter expertise can play an important role in identifying key issues and transferring high amounts of important knowledge clearly. It is important to recognise, however, that lectures in and of themselves are insufficient as a methodology to develop actual skills and performance capabilities. For example: participating in a 60 - 90 minute lecture on mediation, prevention, early warning, peacebuilding, do no harm, or inclusion in peacebuilding may increase participants awareness, knowledge and understanding of key issues, but will in most cases not result in development of actual capability to address - 'do' - these issues in the field.

Institutions providing training should be clearer and aware of the strengths and limitations of lecture-based delivery. While it retains value for some levels of knowledge transfer and information sharing and awareness raising, it is insufficient on its own for development of actual field / performance capabilities and competence. The use of lectures and subject matter experts in CPPB training may often therefore be best utilised in combination with more performance-based and skills and competence-development training methodologies.

Strengths

- Lectures/SMEs allow a rapid dissemination of key information to a wide audience. They are effective in being used in introductory stages of courses, as well as in the introduction of new topic areas.
- The lecture format ensures all participants have had the same access to a knowledge source. This is not to say that all participants have embraced the knowledge in the same manner, however it establishes a benchmark of knowledge received.
- Lecturing can introduce new theories/concepts in a quick manner. This encourages participants to develop their own understanding in their own time. The lecturing format introduces participants to Subject Matter Experts from other fields. This can be of great utility when a course is meant to cover a wide area of knowledge, incorporating geographic and thematic expertise, as well as institutional knowledge about the frameworks under which participants may be working.

Challenges or drawbacks

- A lecture is heavily dependent on the presenter/SME. Therefore the views that are represented are filtered through his/her perspective.
- There may at times be the presumption of 'universality' of models and concepts lecturers are presenting. These should be checked for assumptions, applicability to context, whether they are in fact evidence-based and cultural and gender inclusiveness and sensitivity.
- Lectures may also lead to assumptions of what is 'right' and what is 'wrong'. Should a lecture/presentation uncritically outline a particular technique/approach, it may lead to participants assuming that the technique/approach is the 'correct' approach, whereas they may find it more difficult in practice in a more interactive environment.
- Inflexibility to change: at their most basic, lectures are relatively simplistic in their design (45 minutes talking, 15 minutes questions). This design can lead to trainers relying on this model, particularly when under time constraints at the preparatory stage.
- The format can limit the possibility of interactive discussion in the lecture. This however is dependent of the lecturer/SMEs approach and ability to engage participants during the presentation. For example should the instructor/SME speak for too long, then time limitations result in a lack of space for effective Questions and Answer sessions.

- The lecture format is reliant on the personality of instructor (particularly external SMEs). Should there be a challenge in the lecturer's' ability to communicate information, then learning may prove to be problematic.
- Attention span can drop and retention of information delivered be limited after 10 - 15 minutes or less if the lecturer is not adept in how s/he delivers the presentation
- Different participants have different expectations of what a lecture can bring. In larger group sizes, the chances of there being a wider range of expectations is heightened.
- There could be a language barrier between the instructor/SME and participants. This could have negative consequences on the chances that information is transmitted.
- Capability gap: It often does not equip participants with the relevant tools on how to develop and implement the knowledge transferred in the field of practice. Failure to recognise this 'capabilities gap' - the failure of a method to achieve performance competence on a subject matter - is why many lecture-based trainings fail to achieve learning objectives for development of actual competence and capability in participants.

Doing it well

The first question is to understand 'why' you are using a lecture. Lectures can be used as an effective way to introduce a topic, yet may be limited in providing a comprehensive overview of a topic area. If this is the case, how would lecturing fit with other forms of learning to deepen knowledge? In preparation for the lecture, the following points may be worth considering:

Learning objectives:

- Span of attention - Different participants will engage in different ways. In developing lectures ensure that they do not carry on for an extensive amount of time.
- Interactivity? It is worth asking 'What level of interactivity do I want in a lecture?' This relates strongly to how a lecturer/SME ensures that participants are engaged throughout the course. An idea - if employing an SME for a particular lecture - is to ask him/her as to how they wish to engage participants.
- You can also include a separate training with external SME's on presenting skills, engaging the audience etc. before a training takes place
- Participants may remember and understand the inputs of lectures (e.g. the frameworks, procedures and challenges of Security Sector Reform), but be aware that they often only reach higher levels of learning when they actually apply the knowledge actively in an exercise. Use lectures hence wisely, and interchange them with individual exercises or with participatory approaches like group work or role-playing
- In a follow-up Q and A and discussion round, higher learning processes may be triggered depending how deep/much participants engage with the input from the lectures.
- Avoid that the lecturer becomes the single source of authority by including different viewpoints in a lecture and supporting critical thinking ('challenging the audience').

Inclusivity:

- Be aware of diversity. Ensure diversity in the instructor/SME team in terms of gender, cultural background etc.
- Gender sensitivity is more than numbers! Lecturers/SMEs should take into account that the topics covered are discussed from a gender sensitive and inclusive perspective.
- Language issues. If the course is multinational, the level of the participants understanding will not be uniform. This may influence the use of technical terminology in the lecture. Additionally, the use of interpreters may be required
- Participants from different educational and cultural backgrounds will have different ways to engage with a lecturer. For instance, some will feel more comfortable with a prescriptive approach, whilst others will be more comfortable with challenging the lecturer/SME.

Additionally, some participants may not feel comfortable speaking in front of a large group. Thus, there is the need for the presentation to include diverse perspectives and utilise research and trainers from different cultures.

Content/Presentation:

- Content/Presentation structure. It is important for the lecturer/SME to think through clearly how the presentation is structured. They must ensure that the points they wish to make are clear. Illustrate with examples and references to concrete practice and contexts which participants can relate to. Ensure subject matter and use of examples have been crafted appropriately to the audience. Furthermore, to ensure effective engagement and interest of participants in the subject matter, there is the need to provide them with resources or reading materials to enable them time to prepare.
- Effective use of visuals and supporting materials can help but should not distract from the core presentation - also make sure not to have too much text if using slides as that can overwhelm participants and make them 'switch off'. A flip chart is increasingly preferred over PowerPoint.
- Lectures may evoke participants' experiences of working or living in conflict zones. Therefore care needs to be taken in the presentation of lectures, and use of photos, videos and multimedia in CPPB training in order not to trigger past or present traumas of participants. Key examples are the use of wartime videos or graphic display of sexual violence, to name a few.

Who's doing it?

Most, if not all courses surveyed in the PeaceTraining.eu Baseline assessment had at least some form of lecture/presentation aspect to them.

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3.2. Group work

Name of the method

Group problem-solving/Group work

Short description of method

Group problem-solving or group work is a training method in which participants work collaboratively on a common task. The use of group work as a learning method can be differentiated from lecture-based training in which a teacher transfers learning material to students in a predominantly unidirectional way. While lectures fit in with a prescriptive approach to training, group work fits in with an elicitive approach. Group work allows training participants to learn from each other, share valuable experiences, and practice valuable social skills, including active listening, interpersonal communication, and collaboration. As such group work as a method also fits in with adult learning approaches or andragogy.

Group work can be implemented in different ways and for various objectives. The purpose of group work can be a brainstorming or brainwriting exercise in which participants are encouraged to come up with new creative ideas for specific problems. Such forms of group work tend to occur in small groups (4-6 participants) and have limited duration. However, groups can also be used for more extensive problem-solving tasks, including a technical exercise or the writing of a paper, which requires the groups to be formed for longer periods of time. The table below provides a short description of some well-known group work techniques.

Table 2 Techniques for group problem-solving

Technique	Description
Brainstorming	A group of individuals attempts to come up with as many ideas as possible for a given problem. The discussion can be structured or unstructured. Ideas are spoken out loud and can be put on record or not. It is generally regarded as most effective to keep a log of the ideas. In principle, evaluations of ideas are postponed to later group discussions.
Brainwriting	A group of individuals attempts to come up with as many ideas as possible for a given problem. Each individual first writes down own ideas and then notes are passed around. Other group members can build on other's notes to develop new ideas.
Fish Bowl	A group of trainees is divided in two groups. The 'in-group' is seated in a circle and discusses a particular problem. The 'out-group' surrounds the in-group and provides input on the debate at specific moments in time.
Jigsaw	Each individual in a group has the task of becoming an expert on a specific subject and instructing other members of the group on this topic. Input from all members is needed to complete the task.
Think-pair-share	Individuals first think on a specific problem or task by themselves and write down ideas. They are then paired to another individual. Both participants discuss the problem together. This technique can also be used for more than two group members.

Method in CPPB

The group work method has substantial relevance for CPPB training. Within the field, there is increasing agreement that training participants learn better by learning from others' experiences and that group work is beneficial to skills-based learning. This can be seen for example from the ENTRI and

ESDC training approaches. Furthermore, many training organizations and trainers see group work from an instrumental perspective in that it fosters bonds between participants and supports the creation of expert networks:

“Training is one aspect, the network that you provide and help create is another is at least as important as contents of training” - Trainer

Group work in CPPB is commonly used to discuss the meaning of concepts such as ‘conflict’ or ‘reconciliation’, to provide input and different perspectives for conflict analysis, or to think of creative peacebuilding interventions. Group work is also commonly combined with the case study method, and the simulation and role-play methods.

Strengths

The general benefits of group work lie in their potential to increase the learning speed and depth of a training participants significantly. Lecture-based learning has important advantages, but is has often been criticized for failing to retain participants attention long enough to achieve full learning transmission. Group work allows participants to discuss learning material in an active way with others, allowing for on-the-spot critical assessment and reflection. This participatory ‘learning-by-doing’ ultimately leads to higher learning levels. Furthermore, by working together in group, participants also learn important skills and attitudes including respect for diversity, intercultural mediation, active listening, and negotiation and mediation skills. These skills are highly valued in the CPPB field in which cooperation with different cultures and sectoral backgrounds is the norm (cf. multi-stakeholder approaches). Finally, group work helps foster the creation of networks in CPPB.

Challenges or drawbacks

Group work has important strengths, but can also have substantial weaknesses. These weaknesses tend to be caused by negative group dynamics or insufficient task preparation. It is generally the trainer or facilitator’s task to carefully mitigate the potential weaknesses of group work, which include:

- Lack of participation, which can be due to social loafing/freeriding or shyness, and introversion. A facilitator can mitigate this by increasing individual responsibility in the task.
- Dominance by some can lead to a lack of participation from others and should hence also be mitigated. Dynamics to watch out for include: senior staff dominating over junior staff who may not feel comfortable to speak in front of them; men who dominate over women in groups because they feel more enabled/empowered to speak; western participants and international organizations dominating over national partners and non-western participants.
- Unclear task instructions: group work is only effective if everyone clearly knows what is expected from them in the task.
- Productivity loss: a lack of documentation of input, including which points and arguments have been raised in the group can lead to repetition and lack of creative solutions.

Doing it well

The following guidelines can be implemented to avoid the weaknesses of group work and foster its strengths:

Avoid weaknesses:

- Make sure participants are acquainted with each other and provide sufficient time for the development of relaxed and reciprocal relations between participants (e.g. icebreakers, informal activities outside of the classroom).

- Facilitators should be trained in organizing group discussions, encouraging input by all participants, and avoid tensions.
- Develop specific tasks and techniques to raise individual accountability in group work and avoid social loafing. The Jigsaw technique, for example, accords specific roles and each individual is tasked to provide input on a certain topic. The Brainwriting and Think-Pair-Share methods ask participants to first write down ideas before sharing. Writing down ideas individually can also be useful as it provides some time to participants for individual problem-solving.
- Task instructions are clearly written, if necessary divided in sub-tasks to be solved by the group. There are also clear time indications.
- Avoid productivity loss by providing writing material (flip chart, post-its), by giving someone the role to document the debate, e.g. the facilitator
- Make sure that the learning space fosters group work by making sure sufficient space and enough chairs, tables, writing materials etc. are present.
- Non-discrimination: while cultural diversity mimics situation in the CPPB working field and group work can aim at stimulating intercultural communication, there are potential risks to watch out for. For instance, certain groups in society can be discriminated against and these social patterns can perpetuate in group work, even if the method requires participants to be seen as equals. Similar to discrimination of certain cultural groups in group work, one also has to watch out for discrimination against women. For instance, it can occur that that women do not get 'pushed away' in group work by neglecting their input and that hence negative experiences for women arise. As gender equality is crucial in the work place and in the field, it should also be actively supported in training.
- Cultural differences can arise in how people approach participatory approaches and collaborative learning. Some cultures can be more comfortable with hierarchical than consensual decision-making styles, for example.
- Individuals within a group can also have different personality traits and learning styles. For some people group work can hence suit them better than others. Introverts might prefer individual work over group work and will get mentally fatigued by group work activities. It is hence recommended to vary individual and group exercises in a training.
- Language skills can impede participation and in-depth discussion in group work.

Foster strengths:

- Know your participants: study their CVs so you can build on their knowledge and experiences in the course, but also so that you can use this information in the creation of groups. It can be useful to put individuals with different backgrounds together to demonstrate different perspectives and support learning from each other's' experiences.
- Aim for a diverse set of participants in terms of organizational background, nationality, and gender to ensure maximum learning from different experiences, mimic diverse settings on the ground and, foster the development of respect for diversity and intercultural communication skills

Who's doing it?

The following major CPPB networks require courses to include participatory approaches in their methodology, including group work:

Europe's New Training Initiative for Civilian Crisis Management (ENTRi), Berlin, Germany:
<http://www.entriforccm.eu/certification/origins-and-methodology.html>

European Security and Defence College (ESDC), Brussels, Belgium.

Kofi Annan International Peacekeeping Training Centre (KAIPTC), Accra, Ghana.

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3.3. Case studies

Name of the method

Case studies

Short description of method

A case study consists of an in-depth analysis of a historical or fictional event. As a scientific method, a case study is used to investigate particular causal mechanisms of interest, and it is typically rich in description and context. As a teaching method, a case study concretizes learning material which might otherwise stay on an abstract or theoretical level. A case study allows training participants to investigate the workings of particular mechanisms and approaches in action by referencing real or fictional (but preferably based on real) events.

In principle, the case study method can be combined with a range of other methods, including lectures, group work, role-plays and simulations. In a lecture or presentation format, a trainer uses a case study to provide additional clarity on a specific subject, highlighting how certain mechanisms played out or issues were addressed in the case. The lecturer can also highlight multiple cases and explain why they are similar or different or identify the key lessons and points to be learned from them -sometimes focusing on specific issues or 'good' and 'bad' practices relevant for the field.

In group work, case studies can be used in exercises in which newly gained knowledge in the course is put to the test of application on a case. Or the method can be used as a 'base-line' to assess the knowledge and experience participants are bringing to a training, by having them engage with a case study prior to further content and method delivery. Typically, the groups engage with case studies either by i. coming up with a solution to a particular case problem; or ii. identifying specific lessons and what can be learned to improve and inform future practice from a case.

In role-plays and simulations, participants take up specific roles in a historical or fictional events and (re-)enact the case. This may be to exercise their capabilities to find solutions to specific issues or to benefit from experiential learning of how they perform in the situations and contexts being enacted.

Method in CPPB

The case study method is used in different ways in CPPB training. The use of concrete examples is one of the most important ways lecturers in the CPPB training field can share best practices in the field. Furthermore, they allow participants to pick up on the concrete cases, share their own experiences and critically reflect on their dynamics and outcomes. As befits adult learning, case studies concretize learning material and facilitate learning by demonstrating direct relevance to participants' work contexts. However, to support critical analysis, it is important to emphasize the complexity of cases (e.g. violent conflict outbreak) and be sufficiently in-depth in the analyses to avoid simple black-white dichotomies. Case studies can also be used in group work, for example as the basis for a group discussion on the causes of the conflict and programming solutions, or in a simulation exercise such as the re-enactment of historical peace negotiations (e.g. Northern Ireland, Kosovo). They can foster cultivation and development of skills, knowledge and attitudes. The difficulty and complexity of case studies or how they are applied can also be customized to the specific learning and competency objectives and qualifications of participants.

Strengths

The main strength of case studies is that they:

- concretize abstract/theoretical information and make learning material more tangible and hence relevant for participants.

- They can also increase learner engagement through selection of cases which are seen as relevant or have similarities in issues and context to those in which the learners are themselves engaged.

Case studies also allow participants to achieve higher levels of learning. For instance, from knowledge to understanding to critical analysis in a lecture-based format and from knowledge to critical analysis to additional skills (e.g. negotiation, mediation, intercultural communication) in a group context.

Challenges or drawbacks

Some weaknesses of case studies include:

- Insufficient adaptation to the working contexts and experiences' of the participants, reducing its relevance and learning potential;
- Use of overly artificial or superficial case studies - particularly when using fictitious cases, if the cases are not designed adequately for realism and closeness to real life contexts and experience, participants may find them superficial and it may reduce interest and engagement in the programme;
- Case studies may often themselves contain multiple biases - biases in favour of a particular conflict party; gender-biases with excessive focus on or exclusion of one gender; sectoral bias excluding roles and engagements of other key actors; and can reveal ignorance or prejudices in relation to the conflict. Case creators and trainers need to be particularly sure that cases are developed drawing upon the 5 sensitivities: peace and conflict; gender; culture; trauma and learning;
- Insufficient critical analysis in case studies. Especially in lectures, critical reflection from participants needs to be stimulated, for example with guiding questions, and time for group discussion. In group work, the views from different participants' are brought up which can help foster critical analyses further;
- Use of time: as with almost any training technique and method, proper time needs to be given to engaging with the case study to learn effectively from it. Trainers may wish to provide some elements of case study materials to participants before the actual start of the training or engagement with the case study in a specific session. Time should also be given for proper review and debriefing, ensuring that delivery, presentation or enactment of the case study does not dominate and take away time from proper processing and learning from the case study.

Doing it well

- Clearly define which learning objectives and competencies you aim to achieve with the case study for yourself. This supports case study clarity and gives indications on which points to emphasize and which points are less important.
- Clearly define which learning objectives and competencies you aim to achieve with the case study for your participants. This supports participants in identifying important versus less important aspects.
- Carefully determine whether it is best to address the case study in a lecture, group work discussion, or role-play/simulation exercise, and prepare accordingly.
- Avoid overburdening participants with unnecessary information on the case, but allow for sufficient complexity and challenge to the exercise.
- Be prepared to address additional questions from participants and make sure your own knowledge of the case is more extensive than the material used for the training. This is especially important when using case studies you haven't designed yourself.

- Make sure your own knowledge of the case is sufficiently critical and includes different perspectives. Stimulate participants to do critical reflection, weighing different arguments. Make sure you have reviewed the case in light of the 5 sensitivities:
 - The learning material provided to participants must be sufficiently in- depth, multi-partial, conflict sensitive and critical to avoid that participants making simple categorizations and proposing 'one-size-fits-all' solutions, or developing/sustaining prejudices and assumptions.
 - It is important to acknowledge that the 'truth' about a case depends on the lens from which it is looked at: outsider/insider or UN/EU/AU/civil society perspective. To implement cultural sensitivity in case studies, the case study designer (this can be the facilitator or an external expert) needs to be aware of source-usage and allow different perspectives to feed into the case, in particular local perspectives. Having participants themselves actively reflect upon the lens from which the case is presented and their own lenses on the conflict - or on the conflicts they are involved in - can also help strengthen participants' own ownership and competence to engage with cultural sensitivity
 - A gender perspective can be mainstreamed in case studies by making sure that issues related to gender are addressed in the case itself. For instance, when discussing a conflict or a potential intervention (e.g. a DDR or SSR program), the consequences or implications for both men and women (and children) should be emphasized in the learning material. Case study exercises should stimulate participants to look for such information and discuss how solutions to the case problem are gender-sensitive. This ensures that participants internalize the need to conduct gender-specific analyses in CPPB. Facilitators may also specifically select case studies which illustrate or facilitate learning on key issues of gender including both gender-based violence, marginalisation and disempowerment as well as gender-empowerment and the gender roles of women and men in peace and conflict.
 - Trauma sensitivity is particularly important when dealing with case studies and the potential to trigger traumatic memories and experiences with participants. Particularly if participants have experience from the field or are themselves coming from conflict contexts, materials and instances addressed in case studies may provide immediate or delayed triggering of traumatic experiences and symptoms including anxiety, aggression, fear, anger and stress. Trainers should proactively: review cases for potential traumatic triggering/impact; ensure they or others in the training team are available to professionally and responsibly address possible traumatic experiences of participants; transparently engage with participants to identify possible traumatic impacts and check in with participants if they are comfortable to proceed; engage with participants before the training to work through possible traumatic experiences which may be triggered through the use of case studies. If facilitators or any of the staff or participants in a training team notice or have reason to believe that a participant is having an immediate or delayed reaction to trauma they need to find appropriate ways to engage with the individual or the organisations or missions in which they are deployed.
 - Learning sensitivity: Individuals within a group can have different personality traits and learning styles which can affect how they engage with case studies. Some may prefer reading and learning about case studies and lessons through individual study and reflection. Others may prefer dialogue and reflective practice and joint review and evaluation of case studies. Others will learn best through applied role plays and simulations. Trainers need to be aware of different learning styles within groups and find the best combination of methods and approaches to fit the learning and competency objectives and learning styles and needs of participants. Trainers should particularly look out for signs that participants may 'disconnect' from a certain

technique or approach, of if some participants 'dominate' too much, and work to find inclusive and effective ways of supporting the learning needs of all participants.

- Make sure the case is relevant to participants' own work. You can build on participants' CVs or pre-training needs assessments to ensure this.
- Allow participants to use training time to share own experiences, highlighting similarities and differences from the case. This does not necessarily mean that participants are getting off topic, but can actually foster further debate, critical reflection, and learning and improve participants' ability to connect learning from the case study with their own roles and operating contexts.
- Provide sufficient time in the learning plan for participants to read into a case study if this is required.
- ensure proper time is given to debrief and review so the full value of the case study can be drawn from for participants.
- Consider providing additional, supporting materials after the case study has been done, either in the form of other case studies or supplementary materials which may support participants' further learning.

Who's doing it?

The International Peace and Development Training Centre (IPDTC) engages extensively with case studies in nearly all of their trainings drawing upon a wide-range of actual cases (Northern Ireland, Kenya, Colombia) as well as specific issue-based cases (farmer-herder disputes; engaging with armed movements; working with trauma and survivors) and customises cases, simulations and role plays to participants actual needs and contexts.

Kofi Annan International Peacekeeping Training Centre (KAIPTC), Accra, Ghana: Reintegration courses and Mewaliland simulation exercise (designed by Transition International).

ENTRi: Security Sector Reform course and 'UN Supports Peacebuilding and SSR in Karina' simulation exercise

References (CPPB)

Best-In-Class Negotiation Case Studies You Can Use to Train. Harvard Law School, Program on Negotiation

Public International Law and Policy Group. Negotiation Simulation Packets.

Brynen & Milante (2012). Peacebuilding With Games and Simulations. *Simulation & Gaming*, 44(1) 27–35

3.4. Role-play

Name of the method

Role-Play/Role-playing

Short description of method

“Acting is a very personal process. It has to do with expressing your own personality, and discovering the character you’re playing through your own experience” (Ian McKellen)

Role Playing or Role-playing Games are an experiential and participant-centred method of training in which participants assume different characters than their own in a given or created scenario and engage in exchanges in character in the respective role. Role-playing, as a training method has as its main objectives: exercising the skills and experiences addressed in the role play, fostering improved empathy and understanding towards characters that emulate actors in conflict; enabling interpersonal or conflict-handling related skills, such as collaborative dialogue and problem solving; developing or identifying possible outcomes in a mission/conflict situation and gaining insights and reflection on one’s own possible biases, prejudice and influence in a conflict situation.

Whether short exercises (30 minutes to a couple of hours) or day-long activities role-plays follow the overall pattern of

- introduction to the method,
- familiarity with the character,
- the actual playing out the scenario and
- debriefing and analysis.

Method in CPPB

Role Plays as a shorter, less-elaborated method than simulations are extensively used in peacebuilding and prevention training in various sectors (civil, military, academia⁴¹ diplomacy etc) and with different target groups (children, youth, adults, multi-stakeholder groups etc.). Role Plays are used for different levels of participants’ experience as well as for different topics. For example, role-plays are included in training modules to cover topics such as:

- Intercultural/cross-cultural issues
- Mediation, negotiation, dialogue
- Diplomacy, Peace Processes
- Meetings and functioning of various institutions such as UN, EU, OSCE
- Nonviolent communication
- Nonviolent resistance
- Re-creation of timelines and historical events, settings and conflict analysis

A typical example is Marshall Rosenberg’s use of the giraffe and jackal, as symbols of violent and non-violent communication to engage in several demonstrations of the principles and steps of this method.⁴²

⁴¹ Shaw (2004) describes the role of role plays in International Relations.

⁴² NVC Academy YouTube Channel

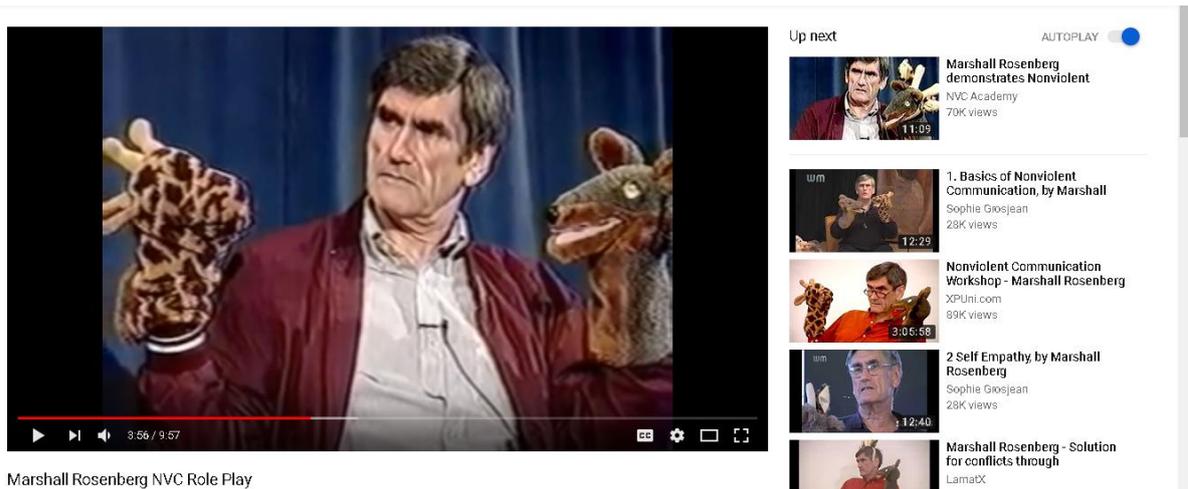


Figure 6 NVC role-play demonstration

Another example is the Reacting to the Past (RTTP) curriculum which was pioneered by Prof. Mark Carnes in the 1990s. RTTP “consists of elaborate games, set in the past, in which students are assigned roles informed by classic texts in the history of ideas”. Here, participants are given the platform to run the entire sessions with instructors advising, facilitating and grading their work. Unlike plays, in Reacting roles (or RTTP) there are no fixed scripts or outcomes, hence participants are allowed to develop creative ways of articulating their ideas either through speeches, presentations in order to convince their audience and instructors.

Examples of RTTP scenarios include:

- Defining a Nation: India on the Eve of Independence, 1945
- The Collapse of Apartheid and the Dawn of Democracy in South Africa, 1993
- Forest Diplomacy: War and Peace on the Colonial Frontier, 1756-57
- Mexico in Revolution, 1912-1920
- The Needs of Others: Human Rights, International Organizations and Intervention in Rwanda, 1994

Role plays are experiential and participant-centred. When working with Role Plays, the trainer can take the role of a trainer, facilitator or coach. When playing the role of the coach, the trainer engages normally in two-person role-plays and takes one of the roles challenging the participants to learn and practice the skills that are most important for the respective training. Most typical is to take the facilitator role, setting the context and then intervening minimally.

In classic role-plays, participants are introduced to a brief scenario and to their characters, then asked to ‘get into the character’ to reflect and understand that character’s way of life, the concerns and hopes, the relationships that he/she has in the community, the strong and weak points and the position, interests and needs with respect to the given scenario. Following the stage of getting into the character, some role-plays introduce a “ritual” or symbolic exercise where each participants is stepping over an imaginary line leaving behind their real-life name and personality and becoming the character.

The actual scenario is being played with minimal intervention from the trainer/facilitator for the agreed duration of time. Following the termination of the scenario and the conclusion of the scene, a similar ritual of ‘getting out of the character’ could take place and participants and the trainer go through the debriefing of the role-play. The debriefing could include methods such as “trust-o-meter” or “tensi-o-meter” (graphical visualization of the levels of trust, tension, consensus throughout the role-play, “sociometrie”s (quantitative measures for relationships and realities within a given group) as well as group discussions and sharing on different aspects of the role-play.

Role-playing leads to the following learning outcomes achieved include the following competences:

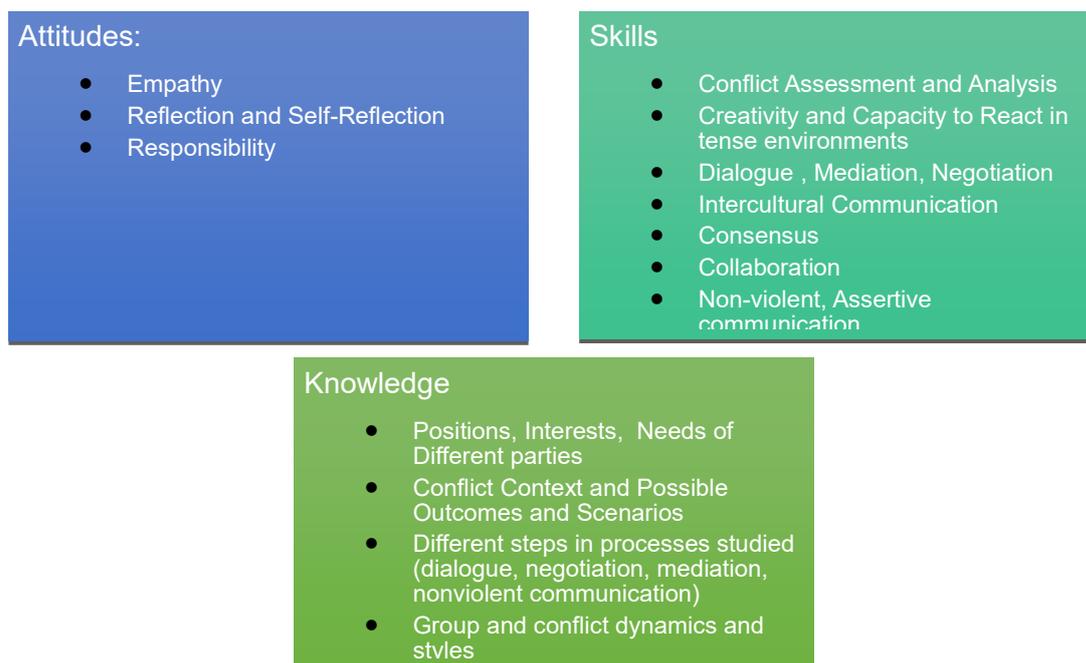


Figure 7 Role-play and ASK competencies

Also at the level of objectives, a trainer can, through using the role-play method aim at:

- Empowering participants through their experiencing of a different role (normally when participants having as a background a low-power situation take leadership roles);
- Allowing groups to come up, through the experience of fictional roles, with solutions to conflicts which are not addressed or recognized within the group of trainees (group creativity).

Most role-plays are face-to-face, although some could also happen virtually. Virtual role-playing games can be single-player and multi-player. In the single-player version, the player is controlling several characters, while in the multi-player version, the characters are distributed among different players. A special case is the Massively Multiplayer Online Role-Playing Games (MMORPGs), a combination of role-playing video games and massively multiplayer online games in which a very large number of players interact with one another within a virtual world.

Strengths

- Powerful experience for the participants;
- Both capacity building and possible research method; Role Plays do not only function as training method but also research method, enabling both the trainer and participants to note, observe and derive hypothesis on real dynamics of conflict and behaviour outcomes of different conflict parties, as well as on the effectiveness of different tactics and strategies of intervention;
- Possibility to capture complex dynamics of conflicts: a role-play could include a large spectrum of conflict parties, different scenes and also allows participants to engage and experience the changing the dynamics of a conflict situation;
- Complete learning experience: the method allows working not only on elements of knowledge but also on practicing concrete skills and reflecting and possibly enables changes in attitudes;

Challenges or drawbacks

- At times participants' might have difficulties to get into different roles;
- Participants' treat the role-play as a 'game' and exaggerate roles;
- When not explored/ prepared thoroughly sensitivities towards different characters could influence the role-playing including through the escalation of conflict;
- Sometimes it is challenging to match the scheduling of the different sessions of a training with the unexpected dynamics of a role-play, thus having to end a role-play before it actually reached the concluding phase;
- Absence of some participants could negatively affect the outcome of the role-play and on-the-spot replacement could be challenging.

Doing it well

To engage in effective role plays, trainers need to consider several aspects of using this method, in relation to the composition of the training team, the relation and understanding of participants' profiles and also the process of doing the role-play itself.

Training Team Guidelines:

When facilitating role-plays, the trainer can use a training team as observers/analysts or engage some of the participants in having observer roles. This way the trainer(s) can divide the task of observing the process and participants are ensured of feedback, also on an individual level; of note-keeping with regard to the process of the role-play; and of intervention where necessary if the process is derails or reaches a deadlock. Especially when engaging as a coach, the trainer should be very aware of his/her own profile and possible biases with respect to the situation. Furthermore, the training team should avoid taking 'power' roles (such as the Chair of the meeting or the President of a certain country etc.)

Participants' Profile Guidelines:

In preparation of the role-play, the scenario and characters should be carefully weighed against the participants' profiles. Particular attention should be paid to: participants who may have very similar profiles with the characters, and participants who may have experienced trauma and stress in relation to the situation described in the role-play. Even without a clear identification of such cases, in the briefing session, the trainer should note and invoke the principles of confidentiality, volunteerism, signalling of discomfort/stress/trauma as overarching principles of the role-play as well as the availability of 'safe zones' and 'trusted individuals' throughout the role-play.

Process Guidelines:

The following graphs introduces a succinct "TO DO" list for the trainer/facilitator throughout the role-playing process:



BEFORE

Prepare scenario, characters, space, props

Divide responsibilities among the training team

Aim for an appropriate length.

Brief Participants on Context and Rule of Role-Play and distribute roles to participants

Check comfort with different roles and possible sensitivities

Create positive climate



DURING

Keep the time and manage the needed minimal 'external interventions'

Advise the observers

Record tensions, dynamics, individual notes to participants



AFTER

Getting out of the Role

Reflecting on what happened, (Sociometries, Graphs)

Debriefing of actors, observers, trainer

Analogies with real life situation and realities of the mission of the participants

References (general)

Jøn, A. Asbjørn (2010). ["The Development of MMORPG Culture and The Guild"](#). Australian Folklore: A Yearly Journal of Folklore Studies. 25: 97–112.

Schuler, H.(1982). Ethical Problems in Psychological Research. Retrieved from <https://books.google.ro/books?id=3OtFBQAAQBAJ&pg=PA137&lpg=PA137&dq=%22the+most+promising+source%22+of+research+methods+alternative+to+methods+using+deception%22&source=bl&ots=Wp6LsdeXmm&sig=xocwchkm6ApCPb6vQzlvfmCLPkg&hl=ro&sa=X&ved=0ahUKEwjK8O2Q6tfaAhWNzqQKHZGcByEQ6AEIKzAA#v=onepage&q=%22the%20most%20promising%20source%22%20of%20research%20methods%20alternative%20to%20methods%20using%20deception%22&f=false> : on 26/04/2018

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- Peacebuilding With Games and Simulations. Retrieved from: https://www.researchgate.net/publication/258184361_Peacebuilding_With_Games_and_Simulations on 26/04/2018.
- Shaw, C.M. (2004). Using Role-Play Scenarios in the IR Classroom: An Examination of Exercises on Peacekeeping Operations and Foreign Policy Decision Making . Retrieved from: <https://pdfs.semanticscholar.org/0198/3810adb6712c719abae7d9d998e9103b5704.pdf> on 26/04/2018.

Who's doing it?

Examples of Role Plays:

- CMI: <http://ahtisaaripaiva.fi/en/get-involved/teaching-materials/conflict-resolution-roleplay/>
- USIP: <https://www.usip.org/sites/default/files/cambodia.pdf>
- How2Become Ltd: <https://www.how2become.com/police-role-play/>
- Council of Europe: <https://www.coe.int/en/web/compass/a-mosque-in-sleepyville>
- IREX: <https://www.irex.org/sites/default/files/node/resource/conflict-resolution-and-peer-mediation-toolkit.pdf> (Sample Role-Plays in the manual)
- Turning the Tide: <https://turningtide.org.uk/toolkit/nonviolent-communication-roleplay/>

3.5. Simulation

Name of the method

Simulation/gaming

Short description of method

Simulation/gaming is an experiential method of teaching. The method enables trainers to immerse participants in a particular scenario they may encounter during deployment. They can practice their response to a situation and experience the effects of their response within the simulation. Simulations replicate real-world conditions while allowing the participant to practice skills in a safe environment. They can be live, in person, in real-time or – increasingly – on-line. Simulation Design, Preparation, Implementation and Post-Simulation or after action debrief are four phases essential for effective use of simulations in CPPB training.

Method in CPPB

Simulations are increasingly recognized as an integral tool in CPPB training across the field. They can be used across all levels – from foundation / introductory programmes to specialisation and advanced or expert level trainings. They are used for everything from training for all terrain drive to handling critical moments in peace processes, supporting trauma recovery with refugees, or learning emergency first aid. Simulations – whether onsite or online – are immersive experiences replicating ‘real world’ conditions in the field. They are experiential. Participants engage in actual situations they may experience in deployment allowing them to improve their skills, knowledge and understanding and to test and challenge their responses, reactions to those responses and handling capabilities in the relative safety of a training environment.

Traditional simulations are carried out ‘live’ on-site where circumstances are created and participants experience the physical and psychological trials in real time. A recent innovation has been the use of computer-based single-user and online single or multi-user simulations. The term “gaming” is often used to describe computer-based simulations. While originally quite rudimentary, advances towards full immersion simulations are being made every day, and actors from the military to peacebuilding NGOs are increasingly turning to information and computer technologies to see how computer-based simulations can improve capabilities for peacebuilding and prevention.

In both off and online applications, simulation designers attempt to (re-)create realistic simulations to immerse participants in an as close as possible to real world experience. With rapid development of IT technologies, and the possibility to introduce artificial intelligence (AI) routines into the simulation and gaming applications, computer-based simulation/gaming activities for training purposes have become increasingly popular. This opens the potential for larger scale application of computer-based simulations as an integral pillar of future CPPB training. For example, the project Cultural Awareness in Military Operations (CAMO) is used as an “inexpensive and flexible games-based simulation for training cultural awareness for military personnel in the Norwegian Armed Forces preparing for international operations (Afghanistan).” The assessment at the end of such training has allowed the Norwegian Armed Forces to conclude that the understanding of culture and the performance of the trainees in the cross-cultural communication has improved, showing that such training method can be a valuable tool in developing these skills (Hernandez-Leo 2013, p.569). Such tools could be scaled for use more broadly across the CPPB field and for further integration of CPPB competencies and skills.

The simulation/gaming method is participant-centred. The participant’s active engagement with the simulation is essential for the success of this method. In addition, the participant’s role in debriefing

is essential to consolidating learning. Substantial debriefing after the exercise can facilitate and consolidate this learning. The participant's prior knowledge and experience can be of benefit when using this method, and the method is designed to be directly relevant to situations that the participant will encounter during deployment.

Learning developed through such simulations/games can fit into many areas of the competency model. They can be used to increase knowledge, to change attitudes and to develop skills, depending on the type of simulation used and on the amount of time given to reach the objectives. For example, in the simulation Virtual Afghan village, the trainees can increase their knowledge of the Afghan religious and cultural traditions and increase their skills in dealing with the local people in a culturally sensitive manner.

Some simulations facilitate a change in attitudes. Simulations can place participants either in the specific roles they are in or will face in the field, or in the roles of others they will engage with – whether partner organisations, other sectors, local or national leadership or communities. By placing participants in the roles of others it enables them to experience their perspectives, attitudes and issues they may be responding to in ways they might not otherwise. By placing participants in their own roles in simulated experiences, it can enable them to confront attitudes, assumptions and how they handle specific situations and relationships. This can help to address critical attitudes as well as possible prejudices and assumptions participants may have. This element is very important in CPPB missions where the conflict potential is high and populations may have well-earned mistrust of outsiders, or where the attitudes participants hold to different stakeholders, institutions or communities can affect their performance in the field. Participation in such simulations allows those preparing for the missions to better understand both their own perspectives and experiences and those they will encounter when deployed.

Virtual Afghan Village

The Cultural Awareness in Military Operations (CAMO) project of the Norwegian Armed Forces focused on creating tools for training inter-cultural communication and cultural awareness for the military personnel preparing for deployment to Afghanistan. For this purpose, the platform of the MMO (massive multiplayer online) Second Life has been used and a virtual Afghan village was created. The participants created avatars of the Norwegian soldiers and had to accomplish tasks which allowed them to exercise awareness, understanding and apply their skills in such a virtual setting. There were five goals identified: tactics (identifying threats based on the clues in the environment); gender (interacting with women in the communities); religion (dealing with religious customs); socializing (observing cultural customs); language (the basic language skills).

The use of this type of simulation showed that such a setting was very useful for the participants to learn the “soft” skills of communication and language, but, in this case, less useful for the understanding of threat-perception, partially because the virtual village was sparsely populated and partially also because the limits of the system for the reproduction of facial expressions and body language. Overall, however, the Virtual Afghan village simulation shows that with the limited resources and existing commercial platforms it is possible to create a computer-assisted simulation that allows immersion for the participants and teaches them the soft skills that will be necessary in their deployments. (Prasolova-Førland, Fominykh, 2013)

Simulations can be short term – sometimes even less than one hour – to multi-day simulations. They can be introduced as components of trainings utilising several methodologies or as a stand-alone instrument in which the simulation itself is the learning experience – together with preparation and

de-briefing. In CPPB, where practitioners' capabilities to perform effectively in the field are essential, simulations should be an integral component of any professional training and capacity building experience. Importantly: greater use of simulations to address core prevention and peacebuilding competencies is a vital frontier for the field. While extensive work has been done on using simulations for basic skills from all terrain drive to provision of first aid, and recent steps (e.g. the Virtual Afghan Village) have seen militaries expand to using simulations to teach cultural interaction skills, in the field of CPPB there is still tremendous room for improving the use of simulations – both on-site and computer-based – to improve key skills from peace and conflict analysis to mediation, problem-solving, counselling and trauma support, crisis de-escalation, dialogue, active listening and more.

Strengths

- Simulations are one of the most effective means of immersing participants in real world conditions and experiences and testing their reactions to them. It can assist participants to not only 'learn' through receiving information and knowledge but to experience what they will face and develop both improved knowledge and greater intuitive understanding;
- Simulations can help prepare participants for specific, actual processes. For example, mediators may simulate conditions of a peace process and possible risks and challenges they may face to help prepare effectively for a real-world process;
- Simulations can be highly effective for addressing both consciously held attitudes and perceptions and those more deeply buried, which might not otherwise come out in non-experiential based courses. This can help to better prepare people for deployment;
- Past traumatic incidents may be triggered through simulations while simulations can also help prepare participants for possible future traumatic experiences they may face in the field. Both, if conducted in the safety of a training process and with appropriately trained counselling support available can help improve participants trauma handling capacities and reduce risk in the field;
- It works for both individuals and small to large teams;
- It can help to test / assess individual participant's readiness to learn, their profiles and interests and assist trainers to adapt and respond accordingly;
- Computer-assisted simulations adhere to adult learning pillars and enable learning through practice and skill-building;
- Development of IT technologies and commercial gaming allows constant improvement of the simulation/gaming tools, making the learning experience very close to the reality while in a safe context. This teaching method has an exciting potential in CPPB training;
- Due the fact that IT systems can generate formative assessment, the simulation/gaming activities addressing the learning outcomes related with lower thinking skills and factual domain of knowledge can be conducted with the limited involvement of instructors and can be deployed to scale to improve basic level understanding and competencies of larger numbers in the field.

Challenges or drawbacks

- Just as addressing traumatic / post-traumatic incidents in simulations can be a strength, they can also be a challenge. Trainers and training support teams need to be sure to vet both simulations and participants for possible traumatic triggering or response, and be able to provide proper support as required. Even where trainers may not identify a risk of possible traumatic triggering, trainers and training teams should be prepared to handle this and support participants if such situations arise;
- There are economic constraints as development of such a simulation/gaming platforms requires significant financial and intellectual investments. Should only governmental institutions be able to fund such platforms, content could be biased. There is a need to support more wide-spread development of simulations in the field but also the making of simulation platforms available to support CPPB training by a wider range of institutions and stakeholders;

- ‘Inability to rapidly refine and adapt simulation-based content to address focused training needs’ (Benjamin, 2013, p.11). The group composition, size and target level of skills and capabilities for both live on-site and computer-based simulation training and video games may be pre-determined for the specific simulation, leaving limited flexibility for instructors.
- Development of simulations, particularly quality simulations, is time and labour intensive. Many trainers in CPPB today are not themselves skilled/trained in development and use of simulations. In the absence of making simulations more widely available and in improving training and preparation of trainers for use of simulations, the potential for this method to be taken up and used effectively in training and preparation for practitioners in the field is reduced;
- Simulations which are computer/IT based may have limitations for use in the field, as they can require quite powerful computers and access to high-speed internet.
- Most of the simulation systems require fixed infrastructure and the training is conducted on site. Only few can be installed on PC and used to develop broad range of skills and capabilities
- There is a risk of needing too much time at ‘learning new systems instead of exercising decision making or critical thinking’ (Stoltenberg, 2012, p.47).
- The number of operating environment factors that can be incorporated and replicated by the IT system is huge. There is a risk that participants will develop broad-brushed idea of reality or the danger that capabilities developed in a gaming context may not be transferable by individual participants to real-life contexts and practice

Doing it well

We recommend that simulations are conducted with the guidance of an experienced trainer or training team. A training team with two trainers from diverse but complementary backgrounds may be particularly useful, as each trainer may have unique and relevant feedback from their area of expertise. Two trainers also allow the team to be gender balanced. A gender balance affords the opportunity of modelling gender equality.

Simulations are a complex teaching method and in both live and computer-assisted varieties follows through four broad stages: simulation design, preparation phase, active phase and the debrief phase.

The simulation design phase may be conducted by those involved in training delivery or may be carried out by training support teams prior to implementation. Computer and ICT-based simulations will also require computer programmers and design teams. Important in the design of simulations is to ensure they are as close to real world conditions as possible, or customised to test the specific skills, capabilities or attitudes they are designed for. Design of simulations can also benefit from input from practitioners from different sectors, genders and cultural backgrounds. Designers, particularly if coming from single sectors (for military, government or NGOs) may often be unaware of possible prejudices, ignorance or stereotypes they may unwittingly bring in to their simulations. The same may be true if only external or local input is provided into simulation design, or if only men or women are involved in the design. Simulations themselves should be tested to ensure they are appropriate and peace and conflict-, gender- and culturally-sensitive, intelligent and appropriate, and that they will not themselves ‘do harm’ in what they teach or promote.

In the preparation phase of the training, the trainer prepares the participants for the simulation. Trainers and training teams should think through what materials may be required for this – and simulations should describe clearly how to implement proper preparation. Preparation for simulations may include: development of role specific briefings and information packages for participants; review of case-studies or competency-related materials relevant to the simulation – through reading, lectures, exercises, reflective practice; safety briefings to ensure physical and emotional / psychological well-being during simulations, including clear guidelines on how to address possible stressors / traumatic issues. Trainers may specifically choose not to address this last issue in pre-simulation preparation and

briefings if assessing how participants respond under stressful or possible trauma-impacting conditions is part of the purpose of the simulation. Participants need to be made aware of this beforehand for responsible practice and trained professionals or counsellors should be available to provide after action support. For computer-based / ICT simulations the trainer should assess the participants' level of familiarity with ICT and with the subject matter and determines if any action is necessary to tailor the simulation to the participants' needs or interests. The computer-based simulation method can appeal to those with different learning styles and levels as the level of complexity can be altered for the participant. The trainers should, however, get as complete an understanding of the participants as possible in order to facilitate such adjustments.

Simulations may be implemented in a single process – whether of short or long duration – or in several steps with preparation and debrief between each different phase. Simulations may also be repeated to enable participants to act upon reflections and learning covered in after action reviews. This approach to simulations can facilitate improvement and retention of attitudes, skills and knowledge and likelihood of being able to replicate good practice and avoid challenging practices in the field.

The active phase of simulation involves the participants in the particular roles in a set scenario or setting. It allows them to practice their skills and generate feedback throughout the process. In live simulations, the presence of trainers and their support throughout the process is thus necessary. In computer assisted simulations some feedback is generated by the system, though the “instructors monitor the progress and may also do some role-playing where necessary” (Taylor, Backlund, Niklasson, 2012 p.653-654).

The final stage of the training is the After-Action Review, where instructors collect and provide feedback related to the participants performance. There are many ways to facilitate after action review, reflection and learning. This may be instructor-led, participant-led or supported, or group-led or supported. Participants may also use instruments during the simulation, such as note recording, to support after action review – particularly if they will be expected to use this in the field. Training facilitators / instructors may also use system generated data, video recordings, or snapshots from the simulation exercise to visualise the key points. The use of “observers” may also be beneficial. These may be other participants, representatives of different institutions or organisations, veteran practitioners, local community members or others who monitor and observe the simulation and then provide feed-back, debriefing and review. Debriefing is an absolutely essential element to effective simulations and necessary to consolidate learning. The process should help participants to reflect on and deeply engage with what went well, what went wrong, why and what could be done differently. Here, participants may discuss stress of the simulation and what techniques worked in overcoming the stress. Trainers may then customise further rounds of the simulation, further training sessions, or further mentoring, coaching or counselling for participants to assist them in addressing key issues, opportunities and challenges.

The costs of the simulations vary extensively, but many simulations are too expensive for many groups. The large scale well developed live and virtual simulations can be of a prohibitive cost for the use of smaller training organizations. The prices of just the scenario of such simulations can range between 25.000 and 60.000 euros, not counting the training of the trainers. Simulations that teach “soft” skills can be cheaper, as the trainers can develop them themselves or, in case of computer-assisted simulations, use the existing platforms for their development, as the example of Virtual Afghan Village above shows.

Finally, computer-based simulations rely on proper infrastructure to support its use. This includes computer equipment and internet connectivity. Difficulties in obtaining this infrastructure may make it difficult to carry out this method.

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Who's doing it?

Simulations are widely used by military in pre-deployment / pre-mission training and in humanitarian and development sectors. Since the early 2000s they have been increasingly implemented in CPPB training, particularly in mediation and negotiations trainings. There is significant potential for the much wider adaptation and use of simulations across the CPPB field.

3.6. Reflective interviewing

Name of the method

Reflective interviewing

Short description of method

For reflective interviewing participants pair up and interview each other with a set of questions relevant to the course objectives. The interviewing takes about 1 hr (30 min per participant) and about 20-45 minutes are needed for de-briefing. It can be done for any group size. The trainer/facilitator just needs to prepare questions, building upon course content and learning objectives. To empower participants and let them guide and own the process, they can be asked in prior group work to develop those questions themselves.

Reflection is crucial for competence development as well as attitude and behavioural change. Reflection methods enable and empower participants to link prior experiences or possible future tasks with the learning / training experience. Reflection is the "ability to question one's own behaviour, to keep a critical eye on one's own strengths and weaknesses and to use the conclusions to guide future action (...) is a pivotal component of competence development." (Krewer and Uhlmann, 2015, 34). In reflective interviewing, the questions asked trigger a participant's critical assessment and review of issues around their work, their own competencies and experiences. The objective of reflective interviewing

- is to initiate reflective / transformative learning, as participants connect personal competences, attitude and past experience in conflict prevention and peacebuilding work with learning experience in training and
- that participants critically reflect upon certain topics / issues relevant to their mission environment, tasks, responsibilities, aspects of motivation, mission context, as well as personal strength, opportunities and challenges.

Outcomes can include

- Increased awareness and sensitivity towards a certain topic, e.g. conflict, culture, gender, intercultural communication
- Attitude change towards a certain topic
- Behavioural change, e.g. in communication and cooperation with local partners

Other methods to facilitate or enable reflection in training can include

Individual Reflective Practice:

- Journaling (also online e.g. blogs)
- Learning Portfolio (learning notes)
- Essay (also online)
- Video (especially online)
- Painting, Poster
- Photo collage (also online)
- Reflective walks

Supported Individual Practice:

- Mentoring / coaching through trainer

Reflective Practice in Pairs:

- Interviewing (also online, via Skype or another online calling / video programme)

- Painting, Poster, Photo collage
- Theatre, role plays
- Experience sharing

Reflective Practice in Groups

- Painting, Poster, Photo collage (also online)
- Theatre, role plays
- Open discussion (also online)
- Guided discussion / Focus groups / Reflection Circle (e.g. with questions from trainer or participants themselves) (also online)

Method in CPPB

Methods for reflection can enhance peace training through providing participants with the opportunity to experience attitude change, promote skills development, and synthesize knowledge. If well planned and implemented as well as openly received by participants, reflective interviewing can

- raise awareness on issues and challenge personal biases and perceptions.
- sensitize and stir critical thinking, attitude and behavioural change about issues like cultural and structural violence, local ownership, do no harm, personal stereotypes and biases, (intercultural) communication pattern, conflict sensitivity, gender, cultural and ethnic diversity etc.;
- assist participants themselves to internalise reflective practice as a key skills in peacebuilding and prevention.

Strengths

- This exercise can be adapted to any group, topic or sector in peace training, because the trainer has the freedom to create the questions, fitting the audience and learning objectives. Depending on those questions, the exercise has the power to stir problem, self-, method and communication/cooperation reflection.
- Reflective interviewing is participant-centred and the reflection process controlled and owned by each individual, so that it fits with the principles of adult learning.
- The training experience is directly linked with the working realities of the practitioners.
- In reflective interviewing, every participant gets to speak, ask and answer the questions. Shy or calm participants get a space to talk and reflect, who might have remained silent in a group reflection exercise.
- Participants get to know each other better and thus a positive learning atmosphere can be fostered.
- The interviewing fosters active listening and communication skills.
- Furthermore, the interviewing can be done in a way that is conflict, culture and gender sensitive – it all depends upon the interview questions.
- If feeling uncomfortable the participants may skip an interview question, or stop the process immediately without the entire group noticing.

Challenges or drawbacks

- Participant motivation and openness: As reflective interviewing is a self-directed process, there is the danger that (de-motivated) participants are rushing through the questions and only give short answers, thereby do not reach the desired level of critical thinking.
- Quality of questions: Critical reflection and its level of depth depends on the quality, detail and applicability of the interview questions. They need to be designed carefully, keeping learning objectives, while being conflict and cultural sensitive, potentially also gender mainstreamed.

- Trauma and Personal Space Sensitivity: Trainers should review possible methods for reflective interviewing to also ensure participant comfort, safety and well-being. Ensuring safe spaces, non-harassment, and also seeing if methods / conversations may in some way trigger or contribute to traumatic experience, and preparing accordingly if necessary, is essential.

Doing it well

The preparation process for reflective interviewing is not too time consuming, however requires inter alia to

- Decide on the right timing for reflection,
- Link reflection exercise to the learning objectives of the session or course, and
- Elaborate interview questions on the basis of 1 and 2.
- Ensure a relaxed and inclusive atmosphere
- Carefully plan and execute a debriefing for participants
- Evaluate the exercise

Timing

The first aspect about planning concerns timing and duration of reflective interviewing. Regarding the moment of delivery, reflective interviews as well as other reflection methods can be implemented in training programmes before, during or after deployment / working in the field. The trainer can adopt the questions accordingly. Depending on the learning objectives of the whole programme, reflection sessions can have any length as well as they may be facilitated repeatedly / in sequence or accompanying the entire programme (e.g. the reflection on learning experience through journaling or blogging).

Reflective interviews can be done before and after an exercise or even at the beginning and the end of a course. Yet it is recommended to do reflective interviewing towards the middle or end of the course, when the participants already know each other. If too early, the participants may be too shy to open up and engage in deep critical thinking – hence the reflection would not reach the desired depth. The trainer should be flexible, responding to group dynamics and be aware that the goals or course of methods for reflection may change. If necessary, the timing of the reflection (e.g. do it later if the group does not seem ready) can be changed or interview questions adapted to recurring issues that come up in training or things that are avoided / never come up.

The duration should be planned for around 1 hour and 30 min: The interviews take 30 min per person, 1 hour in total, plus debriefing of 20 to 45 minutes. Longer debriefing may be necessary if the reflective interviewing is used to introduce or close a session or topic.

Linking Methods to Learning Objectives

To build methods for reflection into a curriculum, the trainer or course developer has to determine how reflection can be linked in with the learning objectives of the respective course or a particular day or unit. Simply put, the goals of reflection have to be set. Reflective interviewing can be done at any level of courses with groups of all backgrounds, as reflection can link in with learning at any cognitive level (according to Bloom's Taxonomy of Learning).

In introductory programmes on peacebuilding or pre-deployment training, participants with less work experiences may be asked to reflect upon their motivation, values and interest to work in conflict prevention and peacebuilding. In an advanced course on skill development, for example a Training-of-Trainers, the reflective questions may aim to dig deeper by asking how participants may act upon these motivations, values and interests in their work. Reflection that is part of training, occurring between or during deployment in the field, may focus more on problem and methods reflection, concretely addressing challenges the practitioners encounter in their daily work and life in the conflict setting.

As mentioned above, reflection methods are used to prompt and encourage critical engagement about a particular learning experience, to foster competence development, as well as attitude and behavioural change. The type of reflection can be determined according to the four dimensions or categories of reflection mentioned above: self-reflection, method reflection, problem reflection or reflection on communication and cooperation. Note that the differences may not always be clear-cut, as self-reflection may be intertwined with reflection on communication and cooperation. Some examples for learning objectives of reflective interviewing include:

By the end of the session, participants should:

- demonstrate awareness of their own motivations, preconceptions, biases, competences, strength and weaknesses regarding their CPPB activities in the conflict context,
- are sensitised towards conflict contexts and cultural differences relating to their CPPB activity (e.g. Security Sector Reform or conflict transformation with youth) and know how to act – plan, implement, monitor and evaluate their activities – conflict and conflict sensitively,
- are able to critically review their (possibly problematic) (intercultural) communication patterns with international / local partners and know their own competences and strengths to improve it.

Preparing the Questions

The questions for reflective interviews need to be carefully designed by the trainer, and if possible be reviewed by another trainer or the course organizer. Generally, for the suggested 30 min. interview four to five good questions are sufficient to avoid overwhelming participants. Like mentioned above the questions for reflection need to be linked to the course content and learning objectives. Hereby, caution is required concerning sensitive topics, like violence, gender-based violence or conflict history, to not upset or in the worst case re-traumatize participants. Furthermore, it is crucial that questions

- fall under one of the above-mentioned dimensions of reflection (self-, problem, method reflection and reflection on communication / cooperation),
- directly concern the participants work and / or personal life and link to their prior experiences,
- refer to you instead of someone, others or colleagues etc. to make it relevant to the interviewer and prevent from speaking of broad terms,
- are clear and easy, and not abstract,
- are not closed, so they do not lead to a defensive reaction,
- do not lead to blaming someone else or things that are not related to the person,
- are conflict, gender and cultural sensitive, and
- are solution-oriented, giving participants impulse to reflection about own strengths and abilities to improve oneself or a given situation. For example:

Table 3 Reflective interview questions

Learning Objective	Don't Ask	Rather Ask
Participants are aware of possible obstacles for gender mainstreaming in their work and know their own competences and opportunities to implement / improve gender mainstreaming.	<ul style="list-style-type: none"> x Why did you or did not gender mainstreaming your CPPB activity? x Is there a problem of cultural perceptions of gender with your colleagues? 	<ul style="list-style-type: none"> - What are specific challenges you face to gender mainstreaming in your work/project? - What are your personal possibilities to create awareness about gender and gender mainstream your projects?

<p>Participants are able to identify challenges in the communication with local staff / colleagues and seek solutions within their own competences and opportunities.</p>	<p>x Why is the communication / cooperation between you and local staff / colleagues in your CPPB project difficult? x What, why and how should local staff change?</p>	<p>- How would you describe the communication pattern between you and local staff / colleagues? - How would you like the communication and cooperation between you and local staff / colleagues to be - and what can you do to achieve this?</p>
<p>Based on self-assessment, participants identify their strengths and gaps in their competence of non-violent conflict transformation.</p>	<p>x What are qualities of a good practitioner / mediator for non-violent conflict transformation? Do you and your colleagues have them?</p>	<p>- What personal qualities do you have to mediate / practice non-violent conflict transformation? - Which of those skills would you like to use more and which would you like to improve?</p>

Inclusive atmosphere

Ground rules, creation of a safe space and non-violent communication: The participants make their own rules for communication and reflection, and the facilitator can add aspects that are missing. Rules may include:

- Confidentiality about everything said during the exercise (Chatham House Rules)
- Critique of an opinion, not the person, no judgements
- Respect and openness towards other participants and differences
- Active and empathic listening
- Asking questions if something is misunderstood or unclear
- Giving constructive feedback
- Equality of participation: all participants should be given the space and time to speak, no one should dominate the discussions
- No phone or laptops during class

Instructions given by the trainer:

- Voluntary participation / engagement: The trainer is transparent about the method and introduces it well; including clarification that no one is coerced to answer the questions, as well as that there is always the possibility of stopping the exercise. The answers are confidential and no one is obliged to share them, neither orally or written, in the follow-up debriefing.
- Open space / no assessment: The interviewing occurs on a voluntary basis and the trainer explains, that participants will not be assessed on the basis of what they have answered.
- Pairing: The participants are free to select their interview partner by themselves. Hence, they can choose someone they feel comfortable with to openly talk in a safe space. It is recommended to do a team-building and ice-breakers exercise at some point before the reflective interviewing to strengthen group cohesion. If some participants do not find a partner, the trainer should be mindful and help making matches. If there are hostilities amongst the group, the facilitator should rather use individual reflective exercises – no group or work in pairs – and try to table and solve the issues within the group separately.
- Sensitivity and mindfulness: Depending on the questions and type of reflection, especially in self-reflection, the exercise can be emotionally upsetting and intense for some participants, especially if it involves own biases or experiences with structural, cultural or physical violence.

In case a participant is re-traumatized, ideally the trainer is able to give psychological support. The trainer should be attentive and be available for individual consultation if needed and should mention this at the beginning of the exercise.

Furthermore, the trainer

- does not avoid difficult topics or disagreements, however makes them visible and facilitates the discussion around it, remaining sensitive to conflict and power dynamics,
- intervenes if group discussions get out of hand, off topic or if someone feels uncomfortable,
- gives guidance for the individual learning process,
- avoids interpretations, evaluations and validations of the participants interview experiences, and
- should be aware of own stereotypes, interests and motivations

Debriefing

After the participants have completed the interviews in pairs, the reflection exercise should be discussed in plenum (with the entire group). This can be either in a very open space or facilitated by the trainer. In the debriefing the participants do not need to repeat (in detail) what they or their interview partners have said, but may rather present (on a voluntary basis) how they have felt during the interview, what they have found out about themselves, their skills, relationships, biases or about etc. As the reflective interviews may have brought up sensitive issues, it is up to every participant to decide how much they wish to share in the group discussion. The debriefing may take a minimum of 15 minutes to 30 minutes or longer, depending on the group size, topic and learning objectives.

In addition, after the reflective interviewing, trainers may ask participants to write down their reflection experience, like suggested in the curriculum of Training of Trainers for Nonviolent Conflict Transformation. Here participants only receive a certificate if they have taken part on at least 80 percent of the programme “and have prepared a written reflection related to the course and addressing personal learning aims defined at the beginning of the course” (Kurve Wustrow et al., 2007, 23).

Guiding Questions for Debriefing:

- What was it like to be interviewed?
- How did it feel to be the interviewer?
- Was there a particular difficult question? Would you like to share why it was difficult for you?
- What have you learned about yourself, the training / your work / your relationships / work environment / a particular topic?
- What are you taking with you from this reflective exercise to your work and / or life in the field?
- Would you approach topic / problem / person different now? If so how?

Evaluation

The evaluation of the facilitation and interview sessions itself can be useful for the trainer to understand the benefits of the reflection as well as further training / reflection needs (Reed & Koliba, 1995). The trainer can prepare some questions to pose orally or in a written, anonymous form.

Examples for Evaluation Questions:

- Did the reflection exercise come at the right moment in the training? If / If not explain why.
- Has this reflective interviewing exercise made you critically aware about x subject (for example working context, approach, motivation, strengths or weaknesses)?
- What have you learned about yourself?

- What do you take from this exercise?
- Do you have suggestions for improvement?

References (general)

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Wolter et al., 2017

Wolter & Tunney, 2017

3.7. Arts-based methods

Name of the method

Arts-based methods

Short description of method

Arts-based methods refer to learning tools inspired from arts and that utilise artistic mediums. Arts-based learning includes methods and practices inspired from the following:

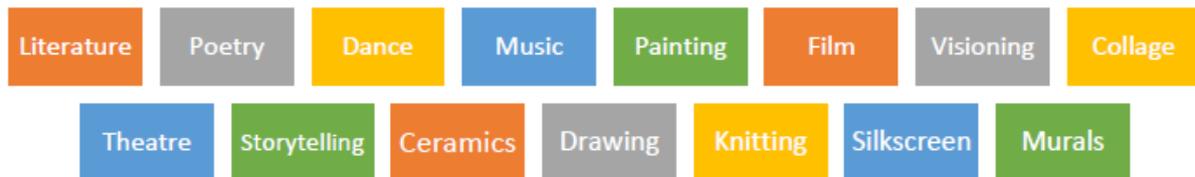


Figure 8 Types of Arts-Based Methods

Arts-based methods can be complex and powerful enablers of capacity building because they stimulate learning on multiple levels, including feeling, thinking and action. The characters, stories and images that participants can connect with in art can impact their feelings. Since learning occurs through experience and creating, participants may be more likely to internalise their learning, thus increasing the potential that participants' attitudes and behaviours will be transformed.

Method in CPPB

Although arts-based methods are gaining recognition in business, civil society and academia, they are still not widely used and there is plenty of space to develop further the arena of arts based methods in peace training. In this context, arts-based methods aim to achieve learning objectives related to capacities (knowledge, skills, values and attitudes) that support prevention, conflict transformation, reconciliation and healing. The incorporations of arts-based methods in training follows the increasing use and success of these methods in peacebuilding.

Arts-based methods can be used to facilitate/enable the following outcomes:

The Development of Empathy

Empathy is fundamental in transcending conflict because it requires one to see the world from another's perspective. The more opposing sides can begin to empathise with each other, the harder it can be to denigrate and dehumanise the other side. In peace training, developing empathy among participants or between participants and local communities can make them less likely to dehumanise the other side and more open to dialogue. Visual arts, dance and music, poetry, moulding or drawing promote empathy because they can touch the viewer deeply and allow the participant to see the world through a different perspective. As an example, a soap opera used by Search for Common Ground (SFCG) depicts historically opposing groups of Hutu and Tutsi living and working together - creating a common cultural reference point.

Teambuilding

Since art works powerfully on the emotional level, arts-based methods can bring participants together and build relationships. Consequently, arts-based methods can support development of group and participant-participant relations. An initial ice-breaker utilising drama or dance can help participants to connect with each other. A project during the training, such as a drawing or painting can bring

participants together through a common project. Conversation while performing the task can also promote relationship-building. For example, Nonviolent Peaceforce uses artistic 'games' and expression as part of their 'icebreaking' and group formation process during training of unarmed civilians deployed for UCP with some of the same benefits and results. PATRIR trainers utilise theatre techniques are also extensively used in exercises that build trust, explore and strengthen empathy and explore comfort zones. These elements are seen as part and parcel of the methodology of any CPPB course as they are fundamentals for a deep understanding of the self when engaging in conflict and peacebuilding training and preparation.

To devise a Forum Theatre play, participants start by discussing issues of oppression in their lives. Within the context of the workshop, participants will share scenarios related to conflict in their regions, or moments in which they were not able to achieve peace, within a group.

After listening to one another's stories, participants will select one or two stories which illustrate problems to which they would like to find solutions. The stories are then rehearsed, making clear who is the oppressor (antagonist) and the oppressed (protagonist). (Although Boal used the terms oppressor/oppressed, we will use antagonist/protagonist.)

During the rehearsal process, participants will illustrate key moments of potential intervention, where a different choice by the protagonist could change the outcome of the scenario. The scenario is performed up to the moment of crisis. There is no resolution.

The performance is demonstrated one time through without stopping, then an audience/performer mediator called the Joker tells the audience that the story will be played back again, and at any point in the story at which they feel there could be a different action to create a different outcome, individual audience members may yell "STOP."

The actors freeze.

The individual audience member will then come up to the stage, take the place of the protagonist and continue from that point in the action, playing out their alternative idea to create an ideal outcome for the scenario."

Forum Theatre steps (IREX, N.D., p.50)

Promoting Conflict Transformation

1. Self-Awareness and Personal Development

Arts-based methods may also promote personal development that can lead to conflict transformation. For example, in creating a visual representation of personal history, participants can explore identity, culture and diverse understandings of history. Such a project can help participants enrich or even re-invent their conceptions of identity and become more tolerant of diverse perspectives. In addition, trainers can utilise drama, film or literature to stimulate reflection on prejudice and bias.

2. Dialogue

This method can be used to bring together opposing sides of a conflict or prepare one side of a conflict for exchanging with another. Common projects between participants from adversarial groups can promote relationships and facilitate mutual understanding. Developing a joint vision through creating visual arts or using dramatic characters to explore relationships can promote new perspectives for dialogue.

Identifying Issues within Conflict through Theatre and Dialogues

In the UN supported Nineveh Paths to Peace process in Nineveh, Iraq - outside the EU-focus of the project - forum theatre was used extensively in preparation for local and national practitioners / peace workers engaging in CPPB. Here participants would themselves identify key conflict issues - including the most sensitive, challenging and divisive - and develop performances to illustrate these conflicts. Performances would also address how the conflicts could be

addressed, and use practical interventions to illustrate CPPB approaches. The methods were seen as catalytically empowering and making the programmes 'real' for participants.

3. Healing

Arts-based methods used in the training context have the potential to bring healing. They can provide an emotional outlet that may foster self-care and improve well-being. Art can help participants create a vision for the future.

Strengths

- The role of performers or creators empowers and enables confidence and capability to engage more actively/directly with key CPPB issues
- Stimulates learning on several levels, in particular skills, attitudes, understanding, creating, and applying, in a safe context
- Provides a shared immersive experience which can strengthen trust and group bonding/relations. It is an excellent tool for team building
- Provides direct 'experience' of issues, practices, tools rather than purely theoretical or lecture/text/discussion-based learning
- Can provide a highly evocative 'memory anchor' which can be linked to key learning objectives;
- Can facilitate access / release of guarded / unknown emotions;
- Can enable participants to bring forward assumptions and reveal possible prejudices/biases which may affect implementation in CPPB work
- Can enable 'realisations' (eureka moments) on key CPPB issues/concepts which often do not otherwise occur;
- When used in learning / reflection can deepen retention and learning of content covered through a programme (e.g. 'Portraits');
- Cathartic effect: use of music, drumming, performances often helps participants experience 'catharsis' and 'connection' as a group at a level deeper than / beyond what is often achieved just through words, dialogue and group work;

Challenges or drawbacks

- Not widely endorsed / recognised yet as effective / appropriate learning methodologies by some actors (particularly policy-making, governmental and military sectors) as still relatively new in the CPPB field;
- Often done / used superficially in many trainings and not well linked/integrated with learning objectives. This also includes tokenism where ABMs are used to make the training 'sexy', 'exciting' or 'fun', but not for their value in CPPB learning objectives (beyond 'ice breaking' and making participants feel relaxed and enthusiastic towards the programme - which can themselves be important objectives as well);
- Limited material development in the CPPB training field for trainers to draw upon. Only some examples of incorporation into Training of Trainers manuals and fewer in core thematic, skills and issue-based training manuals/guides.
- CPPB trainers may not themselves be trained / experienced in using ABMs, often affecting whether they use them at all or not, or the quality of how they use them
- If external 'facilitators' / experts (artists) are needed to implement the ABMs well, there are often not the funds available for bringing them into trainings;

- Without proper debriefing and appropriate learning contextualisation it can stay as a strong experiential memory, without learners' fully understanding or digesting the knowledge/content included in the method; ☒
- The fluidity of arts-based methods sometimes are challenging to implement in highly structured contexts;
- ABMs are more open to 'uncertainty' and unforeseen dynamics, developments and outcomes. If trainers are not adept, poorly experienced, or too rigid/controlling in their approach; they may not know how to engage well with these;
- ABMs are more likely, in some contexts and with some participants, to trigger traumatic recollection/connection experiences amongst participants. If trainers are not adept or do not know how to engage with these it can be harmful practice;
- If not implemented and introduced well to participants, participants may at times not trust / credit the approach/method, and lose confidence in the programme and/or in the trainer for using it;
- ABMs can bring up issues/dynamics which can negatively affect intra-group relations and trust if not handled well

Doing it well

When preparing to use arts-based methods, you may wish to consider the following:

- Determine the learning objective: What is your goal for this session? What impact are you hoping to achieve in the short-term and long-term?
- Choose the themes and content to be addressed from learning objectives. Ensure that the content addressed in the method is appropriate for both the participants and the CPPB thematic/issues being addressed.
- Choose the specific arts-based method you will use. Be able to identify the value of the method in achieving your learning objective.
- Materials: Determine whether the method requires materials in advance. If so, make sure participants receive it in good time and that they are willing and able to do work in advance. For a theatre performance, participants may be given roles or background information on the storyline before the method is used. Participants may also be asked to bring in photographs or film clips to use within the training. Finally, trainers may make suggestions to participants around clothing to wear to ensure comfort.
- Review perspective/message of art & background of author: Trainers should pay attention to the source / authorship / perspective on conflict and other possible biases which may be present in a work of art introduced in the training. Choosing certain authors/perspectives on conflict may affect the power dynamics among the participants and between participants and facilitators. Some artistic works / practices may themselves be seen as closely aligned with one/some parts of the conflict and their use may create perceptions of bias/partiality. Not only can using inflammatory work undermine the message of peace, some participants may have close connections to a particular conflict and may be triggered by certain pieces.
- As part of this process, ensure the method is not biased towards a Western perspective. Trainers can proactively work to draw upon diverse, non-Western approaches in their repertoire. Arts-based methods can also be used for the specific purpose of making participants aware of possible biases, including 'western models.'
- Participants - Know your audience
- The arts-based method you choose should be appropriate for your audience. Adequate preparation involves knowing size and composition of the group and background of participants. Trainers may want to pay attention to the following considerations:
- Level of Familiarity: Some participants may have experience using arts-based methods, while others may have no personal experience but carry preconceived notions about such practices. Inquire before the training or before the session what previous experience participants have

with arts-based methods and what their attitudes are toward such methods. Some participants may be hesitant or uncomfortable using these methods, so think about how you will introduce the method in the training and how you will handle reluctance during the training session. The following steps can make participants feel more comfortable and ready to participate:

- Utilise ice-breakers or energisers if appropriate for consolidating and focusing the group
 - Make sure introductions have been carried out and a safe space has been established. Remind participants of ground rules, effective communication, and non-judgemental environment.
 - Remind participants that they can opt out of part or all of the session if they feel uncomfortable.
 - Ensure participants understand the purpose of the session(s).
 - Introduce the method(s) being used and give participants a sense of what to expect.
 - Give space for participants to express any possible concerns or raise questions.
 - If group is sceptical of arts-based methods, provide them with some examples of success and discuss the benefits.
 - Reassure participants who may feel self-conscious.
- **Level of Diversity:** Arts based methods can be used with both homogenous and heterogeneous groups. Since peace training often is designed to increase participants' empathy, arts-based methods may be particularly suitable for diverse groups. Give participants the opportunity to build relationships and comfort with each other before using this approach.
 - Consider the possibility of discomfort based on cultural context and gender. Arts-based methods can be powerful ways of engaging with culture and addressing gender relations and dimensions of conflicts. At the same time, certain arts-based methods may include physical proximity/interaction and even touch between participants. Ensure all participants are comfortable with it and that methods are selected and implemented in ways that respect people's needs for physical comfort as well as (appropriately) respecting cultural values and identity.
 - **Size of Group:** Some arts-based methods may be appropriate for small groups and others may work well with larger groups. For example, Forum Theatre, requires a group of 15+ to ensure the availability of enough actors and audience members. Make sure your method works well with group size.
 - **Time:** The implementation time can range from 10- 15 minutes for a simple exercise to several days for a complex process. In the majority of cases within existing peace training, arts-based methods are used as part of a larger training programme, either as short exercises (10 - 60 minutes) or as a session (few hours to one day). As with many training methods, arts-based methods may sometimes use more time than trainers have initially foreseen/predicted. Be prepared for this and ensure that you are able to implement the process well without 'rushing' and causing stress or reducing learning value for participants.
 - **Determine Readiness:** Arts-based methods may evoke uncomfortable emotions or challenging experiences. This should not deter trainers from using them if they will be valuable in achieving key learning objectives and deepening participant's capabilities. However, it does mean that trainers should prepare thoroughly, identify possible risks and ensure that the group are ready for this challenge.
 - During implementation pay special attention to the individual experiences of participants as well as group dynamics. Note issues raised by the performance/method which are important to learning/reflection and competency development. Pay special attention also to potential/actual tensions/conflicts which may need to be addressed.
 - As arts-based methods can raise traumatic experiences, trainers can ask participants in advance of the training or at the start of the training if they have any special needs or concerns. While it is not always possible to know many of the issues or traumatic experiences a

participant may have gone through beforehand, trainers should be prepared for the types of trauma participants may have had and engage appropriately.

- The risk of possible traumatic association / triggering should not necessarily discourage use of a method or a participant engaging with it. It is, however, imperative to ensure participants understand this potential ahead of time that they can opt out of part or all of the session if they need to. When introducing the method, inform participants that the session is not a space to work through trauma. If a participant discloses trauma, affirm their experience and courage, state your availability to talk to the participant after the session, and signpost them for further support if necessary. In addition, trainers may wish to integrate self-care techniques, such as breathing or quiet walks) after an intense session. Trainers may offer to debrief individually with those that may benefit from additional care or support.
- Healthy reflection and debriefing after the ABM can help participants process the feelings that arise and transition. This may include whole group, small group or one-on-one participant reflections. The implementation of arts-based methods depends on what type of method is used. While so many diverse forms of ABM exist, most have the commonality that they are highly experiential and engage participants deeply. Ensure sufficient time for debriefing as it is a vital component of the learning process.

Who's doing it?

Academy of Conflict Transformation or Forum ZFD introduces fundamental terms such as power, violence, prejudice and theories of conflict through elements of Forum Theatre (Source: Akademie for Konflikttransformation, Full Time Course).

In trainings by PATRIR's International Peace and Development Training Centre (IPDTC) a wide range of arts-based methods are often called upon, in particular creative engagements with Forum Theatre.

APPENDIX 4: E-APPROACHES & METHODS

4.1. E-Approaches

E-approaches to training adopt Information and Communication Technology (ICT) to deliver or enhance the delivery of training programmes. This includes educational technology used to facilitate learning on-site (e.g. use of multimedia tools such as instant class surveys, video's etc); to complement on-site learning with further materials to support learners to digest the lessons learned, develop core competencies, and practice or collaborate with fellow learners; or to create fully virtual learning environments where the overall learning, training and interaction is carried out online (distance learning).

Additionally, organisations working with e-approaches have demonstrated a commitment to use developments in the ICT world to progress the CPPB field forward. For instance, through the development of Web 2.0 technologies, apps, virtual spaces, and crowdsourced data, several platforms and functionalities with relevance to learning and training have emerged.

Defining characteristics

There is no 'one' way in which an organisation approaches training and learning through using electronic methods. Instead, organisations which adopt e-approaches to training use various forms of 'e-learning' programmes, tools, and supportive elements. These shall be explored below.

E-learning training programmes.

Organisations may use e-approaches as a means of course delivery. Courses can be organised for different audiences, dependent on the target audience of the organisation. This includes:

Online courses for practitioners/mission staff

Self-learning free online courses

Payed online courses for practitioners and interest groups

Here, there is variation as to extent to which these courses are linked to on-site delivery where participants are in the same physical environment as the trainer. We categorise three different approaches here:

Blended Learning - Blended learning is an educational approach that combines both traditional learning on-site and online digital media and it is applied in the educational environment as well as in training settings. The combination of both approaches can happen in different forms and varies from one educational or training context to another.

Computer based training (CBT) - one of the most traditional eLearning forms involves the use of traditional devices such as a CD, DVD or MP3 devices that play multimedia. Other more recent additions in this category of training include tablets and smartphones that enable playing / teaching software programs or applications. Common uses of traditional CBT include learning languages, computer programmers or other fields that involve static learning processes. CBT may also involve assessment processes in the form of multiple choice questions, drag and drop menus etc. Smartphone applications and tables are the latest innovations in this category and are currently gaining popularity in the overall eLearning field, giving birth to the term m-Learning (m = mobile). The common factor among these tools is the learner sitting alone and digesting pre-defined information, which constitutes a point of criticism for the lack of interaction with other learners or instructors.

Fully online learning - Full-time online learning implies courses that are fully conducted online. Online courses can differ in both the technologies and methodologies used, the objectives of learning and audience characteristics. An interesting evolution in online learning over the last decade has been the rise of free education and Massive Open Online Courses (MOOCs)

As stated above, E-approaches demonstrate a commitment to utilising technological advances in the ICT world in order to enhance training programmes. This incorporates a commitment to using a series of tools:

- Wikis and Knowledge hubs – user-generated resources which provide a rich source of data on a chosen topic
- Interactive maps - based on crowd-sourced features which can help field practitioners acquire a better understanding of a particular deployment zone
- Peace Indexes - which seek to model intensity of conflict, development need, or security (amongst others) to help field practitioners better understand the nature and intensity of conflict in the area they are deployed or working on.
- Serious games and simulations - designed to engage students with 'real world' situations and experiences using game-play to educate and develop understanding and capabilities

Backing this up, e-approaches can be complemented by a range of supportive elements to assist training participants. This includes links to broader networks (through search engines), online toolboxes which contain key subject resources, links to bodies and policy which define a particular set of standards or benchmarks, and interactive fora which fosters interaction between trainers and participants, and facilitate engagement between participants themselves.

Strengths

Expansion of the training field - With the expansion of ICT approaches on a global level, institutes with a commitment to e-approaches are at the forefront of exposing CPPB training to new audiences, and reflecting experiences, knowledge, case studies, and particular CPPB interventions to a wider-range of learners including both current and future practitioners and professionals in the field. The flow of information is not only in one direction, with those practitioners and professionals being given the opportunity to test such ideas, receive feedback on their own experiences, and enhance the overall level of understanding of CPPB.

Collaboration across boundaries - Interactive tools, including online discussion fora, social media, and communication apps can enhance the ability for participants in CPPB training to be linked across boundaries, and almost removes limits related to geography. As e-approaches develop, the use of 'virtual worlds' will become increasingly commonplace. Such online environments will facilitate communities of practice – a key professional learning and competency development approach in the field – when practitioner learners are separated across distances.

Standardisation across boundaries - In CPPB, a result of increasing organisational adoption of e-approaches could lead to there being greater chance that standards in the field spread across national boundaries. This is important if there exists a desire to achieve standardisation of training in areas such as pre-deployment training for military. An example here is the uptake of 'sector-wide content management systems'. This refers to dedicated knowledge management and learning systems for a specific organisation / agency, sector (e.g. early warning, crisis management, gender and peacebuilding), mission or 'whole-of-the-field' in a specific conflict/CPPB context. This would involve identification of the key 'content' relevant for knowing-learning-retaining-diffusing and the systems for knowledge management and learning.

Safe place to make mistakes and learn - Tools that are used by organisations engaged in e-approaches, such as 'serious games' and 'virtual worlds' allow users to repeat scenarios to allow them the opportunity to explore possible consequences of alternative decisions that they make. To some extent this can be done in case studies and in simulations, but the costs and time taken to repeat scenarios with real-life role-players is greater than if undertaken in an online environment.

Courses 'on demand' - Courses can potentially be undertaken at the convenience of the learner, as opposed to being part of a timetable as defined by a training organisation. This can benefit a whole range of potential learners, from individuals employed to a CPPB mission at relatively short notice, to those who are taking the training alongside a full time profession, to those engaged in the field and wish to freshen up knowledge.

Challenges or drawbacks

Cost - E-approaches are dependent on the level to which the 'end user' can afford the equipment to engage adequately. What could be considered as being a relatively cheap mobile handset or computer terminal in one part of the world, could be prohibitively expensive in another. Therefore when planning to use e-approaches, the extent to which a target audience can adequately afford to engage with the training should be borne in mind.

Reach - similar to the point above, the level of internet access that potential training participants have differs greatly. Whilst high speed broadband internet is an everyday aspect of life in some countries, in others internet speeds will be slower and less reliable. Additionally, different countries may have different regulations governing internet access.

E-approaches can be labour intensive - as outlined in the PeaceTraining.eu report on novelty, the introduction of new systems requires capacities amongst organisations in order to make them function efficiently. To use a medical analogy, a new x-ray machine in a hospital will place additional pressures on the hospital in terms of hiring skilled staff to both use and maintain the machine (in event of any technological problems). If organisations engage in more advanced forms of e-approaches, then it is logical to ask if the organisation has sufficient back-up capacities.

Issues to consider if using it in CPPB training

E-approaches have considerable potential in enhancing the work that is undertaken in the CPPB field. There is little doubt that as ICT spreads across the globe, the potential for CPPB training providers to reach new audiences will increase.

Increasing dialogue across borders also has the potential to enhance a type of elective approach whereby 'established' approaches to CPPB are tested by participants from the conflict zones themselves. This is significant as those who once may not have been able to physically attend CPPB training (due to cost, or logistics) will now have access. Additionally, an approach using an online fora may also encourage the training coordinator to act as a facilitator.

Those who are at the forefront of development with regards to e-approaches will better understand how ICT can better replicate more traditional approaches that sees participants in the same room, facilitated by a trainer. 'Virtual worlds', Serious games, and even more interactive approaches through using apps and social media offer new channels of communication which will challenge the primacy of traditional approaches as being the 'only' way in which competencies are developed.

However, there is still much to be said for 'traditional' approaches whereby participants are physically share the same space, and those approaches identified as being at the forefront of the field only represent a small part of e-approaches. In terms of developing competencies, skills, and knowledge, the question of using e-approaches is not so much 'how can e-approaches replace traditional forms of training?', but 'how can e-approaches be incorporated into existing training frameworks to enhance the learning experience for the target participants?'

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4.2. Learning Management Systems

Name of the e-learning tool

Learning Management Systems (LMS)

Short description of the tool

A Learning Management System (LMS) is a software application which allows training providers and trainers to communicate efficiently with course users through ICT technology. An LMS consist of a web platform through which registered users can get access to course materials uploaded by providers. Users can access content including text documents (Word, pdf), audio-visual materials or online quizzes and surveys. An LMS can also foster communication and interaction between course users and providers and directly between course users with each other. Users can receive alerts when new content is uploaded and can often also contact providers directly with questions and upload assignments through the system. Communication between users is often stimulated by means of a course forum. Major providers of LMS worldwide include SumTotal Systems, Blackboard, Cornerstone OnDemand, NetDimensions, Moodle and Canvas. Many limited free options exist (e.g. Blackboard, Moodle), but may include hidden costs, restricted features etc. Furthermore, when using free software, you cannot always charge fees yourself for the course.

LMS can be used in the framework of blended learning, which combines online with face-to-face/classroom learning, or for fully online courses.

Tool in CPPB

Major training providers in the CPPB field make use of their own Learning Management Systems. The European Security and Defense College (ESDC) hosts its courses on the ILIAS platform, UNITAR uses the learnatunitar.org platform, the Peace Operations Training Institute (POTI) also has its own online classroom platform. In the humanitarian sector, the learning platform of the International Federation of Red Cross and Red Crescent Society is worth mentioning.

Strengths

There are clear benefits of LMS in CPPB Training. For a blended course, they allow course providers and users to communicate effectively and efficiently on practical and content-related matters pertaining to the course. Additional materials (documents, videos, podcasts etc.) allow users to study and reflect on learning material outside of the classroom at their own pace, or can be used as preparatory materials before the start of a course or for post-training follow-up. Features such as quizzes, surveys and forums allow for a degree of interaction with the material and between users and trainer. Features such as view and progress tracking can also allow trainers and teachers to identify users which show signs of problems with the learning material and devote extra attention to them.

For fully online courses, the LMS provides similar benefits. The difference is that as users and trainer no longer meet in a single physical space setting, the LMS must accommodate to all forms of communication between user and provider. Besides uploading learning material content, its interactive features can become more important to support interaction and the development of a learning community. Such features can include, for instance, meeting through 'avatars' in a virtual classroom and interacting through video chat.

Challenges or drawbacks

While LMS provide easy ways of communication between user and provider, they are not always used in a way that is conducive for interaction between users and between users and trainers, in particular in the CPPB field. Indeed, discussion boards are too often seen as the predominant tool for interaction, yet many are left unused in practice. This is also the case for UNITAR, ESDC, and POTI, for instance. This low usage and lack of interaction is especially important for fully online courses which are often considered 'boring' by existing solely out of pdf documents and slides etc. These types of contents can also be termed passive content and, while necessary, can overburden participants and lead to attention deficits. This is why it is recommended to supplant passive content with active content in the form of quizzes, or blogging exercises, wikis, online gaming and simulations, and virtual classroom models with real time or video interaction with an online trainer/facilitator.

Nonetheless, it is important to emphasize that the system requirements of LMS must also be taken into account. As a general rule, the more features that are installed, the higher the costs and requirements (-operating system as well as Internet speed) of an LMS. Hence it can be important to carefully analyse which features are needed for the target audience. In the CPPB field, this can be particularly important when considering users in developing countries where access to technology and Internet can be very difficult. In these situations, focusing on the 'essentials' might take priority over active and creative content. This approach appears to be taken by UNITAR and POTI, for instance. Furthermore, mobile phones are increasingly important in developing as well as developed countries, hence LMS should be compatible with mobile phone systems. As an example, it is worth mentioning that PATRIR, in cooperation with Conciliation Resources, is developing courses that can be taken in the field via WhatsApp as it's more accessible and requires lower data usage.

Doing it well

The first question you should ask is whether you and your organization need an LMS. Some fully online courses actually do not require having an LMS (e.g. ENTRI's e-learning courses on Inter-Cultural Competence), for instance. If an LMS is necessary, the choice for free online software versus purchased software generally depends on the number of courses which will be hosted, the number of users, the price of the course you want to offer, and the features of free versus purchased software (as well as customer support). In some cases, your organization will need specialized software to comply with organizational privacy/security regulations. These cases require software to be designed in-house or via specialized contracts.

Before deciding on the features of the LMS, it is important to study and consult target audiences as well as training or teaching staff. Determining the learning needs of target participants as well as their technological background and context is crucial to make an informed decision on LMS features. As mentioned, many users benefit from active content designed to support interaction with the learning material and the other course users in the form of quizzes, surveys, chat fora, blogging, or virtual classrooms. These forms of active content can be synchronous (users participate in the course at the same time) or asynchronous (users participate in the course at different times). A virtual classroom requires synchronous learning, for example. On the other hand, however, such features might be too complex either from the perspective of system and internet requirements as user experience with technological learning environments.

You should also consult with training staff on the features they would or are most likely to use to make an informed cost/benefit analysis. If trainers are mostly concerned with blended learning modules, active content might be less important, and the focus could lie principally on passive content (documents, video's, links) – a standard feature of LMS. However, if trainers wish to make more extensive use of the potential of LMS in evaluations, student tracking, and fostering interaction, more elaborate features are required. Keep in mind that the full potential of an LMS which allows for the introduction of a range of interactive features might also require additional training of staff. The market for LMS software is relatively broad and multiple options exist. Ask for packages and explanations from a range of companies and check with colleagues in the field on their experiences.

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Who's doing it?

ESDC

ILIAS

LMS:

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UNITAR

POTI

IFRC

4.3. Online courses

Name of the e-learning tool

Online course

Short description of tool

Online courses can differ in both the technologies and methodologies used, the learning objectives, and the target audiences. Traditional online courses are usually available to a limited audience of registered users and involve online materials in the form of texts, slides, infographics and videos. The learning method is usually linear but may also offer the opportunity to jump from one lesson to another. Some of the most traditional or first-generation eLearning forms include slide-sharing and limited texts. With the evolution of technology, videos, chat rooms, online-gaming and multi-player simulations, and other interactive materials have become more commonly used.

It is possible to distinguish between two broad types of course formats:

- Self-paced courses (asynchronous) are courses in which the material can be accessed at a time of the individual participant's choice. The assessment method may be through multiple choice questions, drag and drop menus etc. and the certificate can be acquired at any time.
- Instructor-paced courses (synchronous) have a definite starting and ending date and are facilitated by an instructor who takes the audience through all lessons in a linear way. The assessment methods can be a combination of multiple choice questions and open parts (essays) which are evaluated by the instructor at the end of the term.

Learning Management Systems (e.g. Blackboard) are used to distribute learning materials to course participants and to facilitate trainer-trainee communication.

Tool in CPPB

Training institutions in the Conflict Prevention and Peace Building (CPPB) field are increasingly investigating the potential of e-learning applications, and developing online learning platforms, course modules, and participant evaluation systems. The European Security and Defence College (ESDC), a network college responsible for training personnel deployed to Common Security and Defence Policy (CSDP) missions, uses the ILIAS e-learning platform for its courses as well as several online training modules or Autonomous Knowledge Units. In addition, several online courses have been developed through the ENTRi project, which was funded by the European Commission's Instrument contributing to Stability and Peace. The United Nations Institute for Training and Research (UNITAR) and the Peace

Operations Training Institute (POTI) also offer a wide range of online courses on UN (peacekeeping) activities. Most online courses in the CPPB field have an asynchronous format.

Nonetheless, there are also examples of instructor-paced courses in CPPB training. The United States Institute for Peace has recently launched instructor-led online courses, for instance. Protection International, an NGO focusing on the protection of human rights defenders runs a regular instructor-led e-learning course. While smaller NGOs and civil society actors might fear that they have insufficient or unstable funding for such technological adaptations, the latter example also shows that e-learning can also be a tool for smaller NGOs, and that by offering more personal, instructor-led courses important additional values can be added. Furthermore, they can offer courses through available platforms instead of creating own web platforms (see LMS).

The main rationale for the increasing use of ICT approaches in CPPB training is cost-efficiency as e-learning modules, once developed, can be distributed over a wider geographical and temporal scale. In blended learning formats, participants can also follow several course modules online prior to learning in a classroom setting. This approach reduces the number of training days required.

Strengths

- Given that the number of international staff involved in CPPB missions has been steadily increasing since the end of the Cold War, this also raises questions with regard to the sustainable training and professionalization of this increasingly specialized sector. As professional short-term training (4-10 days) can already be very expensive, CPPB staff often lacks training and goes into the field relatively unprepared. This can, of course, have consequences for the effectiveness of staff in the field. Online courses can bring more cost-effectiveness to the field. Although e-learning systems and courses can have significant start-up costs, in the long-term they can prove to be more cost-effective than short-term trainings requiring high travel costs on participants and their organizations.
- The above advantages also have the potential effect of broadening participation to peace training by providing opportunities to people from the developing world or less affluent groups of society to enhance their competencies.
- Participants can access the course from different locations, and if the course is asynchronous, at different time periods. This allows for flexibility in time and training management.
- Online courses can also support on the job training as participants can access the course while being in the field (if computer and internet facilities are sufficient). This is beneficial as it allows 'real time' application to their work which 'on-site' trainings often don't. They can practice things and then come back to the course and get further support.
- Online courses can also allow for sustained engagement of participants across different sectors and countries. Some on-site courses allow this for a short duration but do not necessarily have the sustained engagement made possible by online courses.
- Relatively basic materials, e.g. basic safety training or basic level training in conflict analysis, can be covered through standardized online courses, helping participants get to more advanced levels for on-site training.

Challenges or drawbacks

- A number of weaknesses can be associated with online courses in the CPPB field, however:
- The first challenge associated with e-learning is related to costs. Although costs are expected to be lower than face-to-face learning over time, developing learning systems and online courses can require high initial costs. Software requires regular updates and changes, which bring additional costs. E-learning course modules require updates if the content is to remain relevant for new users. For example, factual knowledge on EU crisis management structures requires updates in the light of changing legislation and operations. Even something as simple as website links need to be monitored and checked. Courses can eventually save money

because learning software and online courses are available for extended periods of time. Development of an e-learning course is often dependent on the audience one expects to reach with the course, which should be large enough, but also whether the content is relatively robust to changes in the political, legislative, and operational landscape.

- A second issue besides costs concerns access to e-learning. As internet availability is a common requirement, personnel already deployed in missions do not always have ready access to online platforms and materials. In general, for practitioners from developing countries it can be more difficult to acquire the knowledge base necessary to function effectively in the field. In order to ensure the availability of learning platforms for target groups with varying access to internet and technology, learning tools sometimes have to be adapted and simplified so that they depend on only minimal system requirements and connectivity. Innovations in the use of WhatsApp as a platform for e-learning courses have helped to address some of the challenges associated with use of data intensive systems;
- Thirdly, online courses should be able to reach participants with varying degrees of technological knowhow, This means that learning systems and courses should be user-friendly and intuitive or risk losing user engagement.
- A fourth challenges concerns the levels of learning one can achieve with online courses. Often such courses only relate factual information on EU or UN structures, key declaration or treaties etc. While critical notes can be made in the course text or via videos, podcasts etc. these courses do not always develop critical reflection on CPPB practices. Furthermore, it can be difficult (though not impossible) to train skills and develop attitudes via such means. More advanced online courses integrating use of full immersion and in-depth simulations can help to address this and represent a significant advance in the field, but require good internet connectivity and may not always be as accessible;
- The factual knowledge often contained in online courses also has implications for self-evaluation methods. The most common method is a multiple choice quiz for the user to test his or her knowledge. Many questions just require basic remembering of course texts, however. Moreover, information can be copy-pasted or put up on a different screen, which makes the final test score not always that reliable. This can also give rise to accusations of 'certificate-hopping' , with course participants simply clicking 'next' on the pages of the course, trying the test a couple of times and/or cheating, but at the same time collecting certificates for their CVs.
- Finally, online learning often remains an individual exercise. Learning platforms distribute material for course users and can enhance communication between trainer and trainees, but communication between participants is often minimal. Even if learning platforms provide fora for users to engage in discussion, these are not always actively used. Online courses are commonly used on an individual basis and rarely require group work. Hence, many current online courses do not follow the principles of adult learning. This is mostly a question of design, however, as techniques exist to make online learning more collaborative.

Doing it well

Designing an online course is strongly tied to the capacities of your Learning Management System, and hence both are preferably thought out together. Furthermore, an online course – whether fully online or part of a blended format- must be based on a clear design in its curriculum and defined learning objectives based on the needs of the field. The crucial question in designing an online course is whether the course will be asynchronous or synchronous or a combination of the two. An asynchronous course can be easier to manage as once developed relatively little time and effort has to be put in supporting the course: it remains available to registered users to be accessed at a time and place of their convenience. Synchronous courses are more difficult to manage as they require students to follow lectures in a timely manner and respect assignment deadlines. The costs are higher, because one or more online facilitators are required, as well as (guest) lecturer(s) if the class is based on video-lectures (although these can be reused in later cycles of the course). While management costs are higher,

synchronous courses can be better to support collaborative learning and to reach higher levels of learning.

For asynchronous courses, the following guidelines can be offered:

- As the course is mostly based on content put online, ensure variations in the type of learning materials offered: PowerPoint and pdf files can be used, but are preferably also accompanied by video's, podcast, and/or small interactive elements like quizzes and discussion forums to ensure sufficient variation and avoid attention deficits.
- When using interactive elements such as quizzes, make sure that they are not considered too simple or redundant by the audience. If this is the case, leaving them out might be the better option.
- When working with reading material, offer a print-out view as some participants find it difficult to follow on a screen for too long.
- Add an audio explanation of the course material together with reading material (e.g. slides) to reach multiple senses of the participants and foster better learning.
- Adapt language to a non-expert audience. Often courses in the CPPB field are based on policy documents, legal texts, or academic articles. The language used in these types of texts can be difficult for some users, especially non-native speakers. Hence, adapting language and concretizing statements as much as possible can foster learning and avoid participants passing quizzes by simply remembering the right order of words in a statement.
- Similarly, ensure variation in how questions and statements in quizzes are presented. Note that varying them from the text in the course can evaluate participants' understanding better.
- While a forum can be offered to foster communication between participants, these tools are often left unused and finding outdated comments etc. to which no one replies does not provide a positive learning atmosphere. It can hence be recommended for a training facilitator to regularly check the forum and respond to comments (e.g. by becoming an online moderator).
- As the visual environment forms the core of the course, make sure that the lay-out is user-friendly and appealing.
- Evaluate the online course by using a test audience and make adaptations based on feedback.
- Add view trackers to evaluate the course and analyse which parts participants skip or when they drop out to adapt the course.
- Add limits to the number of times participants can take the final test consecutively to avoid simple guessing and remembering. It is also possible to allow participants to take the test only when a certain amount of time has passed to support actual individual-based learning of the material.
- Include an evaluation of the course by participants in a survey format (with closed and/or open questions) to improve your course further.

For synchronous courses, some of the above guidelines still apply. Additional ones to be taken into account are the following:

- As management of a synchronous course can be difficult, start out with a smaller audience and gradually scale up in new cycles of the course.
- Ensure the training team is well-prepared and experienced in online training, and that sufficient trainers/facilitators are available to respond to student questions and correct assignments.
- Fully make use of the opportunities of synchronous learning by including more complex task assignments (e.g. essays).
- Similarly, foster collaborative learning by allowing questions and answers during video lectures, by fostering communication between participants in fora and chat rooms by taking up the role of a moderator in an online community, or by introducing collaborative and participatory assignments in a virtual classroom.

- Keep into account that technological requirements for a synchronous course are more demanding and require rigorous testing, evaluation, and adaptation.

References (general)

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Badrul H. Khan and Mohamed Ally (2015). The International handbook of E-learning, Volumes I and II. Routledge.

References (CPPB)

Rehrl, Jochen; Taitto, Petteri. Pre-deployment Elearning for CSDP missions/operations. The International Scientific Conference eLearning and Software for Education; Bucharest Vol. 1, : 483-486. Bucharest: "Carol I" National Defence University. (2015)

Rehrl, Jochen. Eeducation and Etraining: challenges and trends in crisis management and security and defence. The International Scientific Conference eLearning and Software for Education; Bucharest Vol. 1, : 11-16. Bucharest: "Carol I" National Defence University. (2016)

Who's doing it?

ENTRI: <http://www.entriforccm.eu/e-learning.html>

ESDC: <https://esdc.adlunap.ro/login.php>

UNITAR: <https://www.unitar.org/>

POTI: <http://www.peaceopstraining.org/>

DCAF-ISSAT: <https://issat.dcaf.ch/Learn/E-Learning>

USIP Academy: <https://www.usip.org/academy/about/learning-models>

Protection International: <https://e-learning.protectioninternational.org/?lang=en>

4.4. Gaming and Simulation

Name of the e-learning tool

Gaming / Virtual Simulation

Short description of tool

Games or virtual simulations – both concepts are used as synonyms here - are often associated with entertainment and spare time activities. Nonetheless, the educational and training world has increasingly looked at games as a tool to achieve particular learning objectives and “serious games” have been created for educational/training purposes. These may still retain significant entertainment value or qualities which make them attractive and engaging for participants, however. In fact, this can actually increase learning and instill positive attitudes towards gaming and simulations as a means of improving capabilities. Different types of educational games exist and can serve different purposes. While games can transfer knowledge, they are also focused on skills development by placing players in virtual situations based on real-world scenarios allowing them to test and adapt behaviour based on responses on their actions.

Games can have different formats, including single-player games, multiple player games in which a limited number of players are present on the same location, or multiplayer online games which can accommodate to a large number of players accessing the game from various locations. The latter can also be called Massively Multiplayer Online Game (MMOG) or Massively Multiplayer Online Role-Playing Game (MMORPG). Games can be linear in the sense that the players go through a scenario determined by the game and with little freedom of choice in the sequence of actions or stages of the game taken or they can be non-linear allowing more freedom of action and sequencing to the players. Between linear and non-linear lies a continuum of possibilities. While games are often associated with

violence and competition, they can also be non-violent and cooperative. Games and simulations may range from very basic level interactions to full immersion experiences.

Tool in CPPB

Games and virtual simulations have only recently made their way to training in the field of CPBB. It is necessary here to make a distinction between military and civilian training. For military training, gaming and simulations have been increasingly used in recent decades. Importantly, however, there has been little focus on the use of gaming for peacebuilding and prevention, with military application primarily focused towards preparing soldiers for active combat situations. The U.S. army has funded several games for training purposes and important cross-overs have been made with entertainment games such as Doom, Quake, and Call of Duty. As CPPB has brought troops to previously unknown locations and terrain, such novel features have also been accommodated in games. The virtual Afghanistan village was designed for NATO training needs in Afghanistan, for instance, and replicates the entire map and geographical terrain of Afghanistan, while also providing a detailed virtual village to operate in. Not all games designed for military training are combat-related. For instance, the CultureShock Afghanistan game is designed to improve inter-cultural competences by placing players in the role of an Afghan village elder.

For civilian training, games are not yet commonly used. MissionReady has used game elements to prepare humanitarian workers for the field. The Gaming for Peace (GAP) project, funded by the EU's Horizon 2020 programme, is developing a game which aims to support the development of soft skills (trust, empathy, intercultural negotiation, diplomacy) for personnel operating in multilateral CPPB missions. Several organisations, in particular Search for Common Ground, have also pioneered use of games for promoting CPPB skills, knowledge and attitudes in countries they work in, such as Cedaria Blackout developed for Lebanon. Another interesting gaming application is Mission Zhubia, which brings players to a fictional country where the rule of law needs to be developed. The learning objectives of the game include conflict analysis, identifying stakeholder perspectives, building trust, engaging stakeholders, and adapting to unforeseen peacebuilding challenges.

Gaming is increasingly being combined with video lessons and 'briefing' tutorials, sometimes delivered through Avatars, and participant-based reflection and debriefing exercises and gaming experiences which can help to improve the learning and retention value of gaming for CPPB training.

Strengths

- While game design has substantial start-up costs (see below), in the long-term it can be more cost-effective. Especially in military training, games can allow for real-world experiences while sparing great costs for equipment and travel. Yet this is also the case for more civilian applications. While online courses are often less effective in skills-training in comparison to face-to-face training, games can fill this important skills-development gap, while being accessible to a large number of people over time and space;
- Moreover, while role-play and simulation are good methods to develop skills in face-to-face settings, a trainer or facilitator does not always have a good control over the flow of the simulation regardless of a well-prepared scenario as the actions of the other players are not always predictable. Especially in single-player games, the developer/training provider has more control over the reaction of the game to the player and hence has more certainty over the accomplishment of the learning objectives. This can also help to test and prepare trainees for how they will respond in a wide range of contexts they may face in the field - and be able to learn and improve their performance in the relatively safe context of the game;
- Games which are well-designed and create an enjoyable learning experience for participants may also increase frequency of participant engagement, enabling them to continually develop and improve core skills and knowledge.

Challenges or drawbacks

- The start-up costs of a serious game can be substantial. For instance, the GAP project is funded at around 2 million euro for research and development. Nonetheless, costs can be far lower when building on existing platforms such as Second Life, for example;
- Another challenge is ensuring the game is sufficiently realistic as well as complex. A game which is too easy/straightforward will not challenge players, and indeed, it is exactly this challenge which makes learning possible (e.g. through multiple iterations of the game). A game that is not sufficiently realistic or does not fit players experiences and expectations can also lead to disengagement and failure to accomplish the learning objectives;
- The game should allow for sufficient variations and adaptations. To be cost-effective, the technology should allow for expansions to accommodate new developments in the CPPB field or organizational context;
- It is important to address the possible 'transfer hurdle' as participants need to be able to apply knowledge and skills developed in gaming into the 'real world'. This is not always easy and games or further coaching, training and in-the-job/on-the-job support should address this to avoid possible dangers with assumed capabilities - developed through gaming - that might not actually be operational on the ground / in context

Doing it well

- The quality of the design of the game is crucial for its success. The learning objectives of the game must first be clearly spelt out, however, and a credible and relevant scenario developed. The scenario describes the tasks of the player(s), the choices/issues they face, their possible actions, and the consequences of their actions. The learning objectives are primarily skills-based.
- The type of game (single-player/multiple-player) is also important. While single-player games offer more control over the flow of the game, multiple player games can support collaborative learning, and perhaps in themselves instill certain soft skills through player cooperation. Mediation role-plays, conflict analysis exercises, and designing of peacebuilding interventions are exercises that could potentially be rediscovered in online multiplayer gaming formats. Such exercises can help people look at conflicts from different perspectives (according to the role they take up) and stimulate interagency cooperation and coordination (different stakeholders working together on a task).
- While the flow and objectives of the game are crucial from a content perspective, technological possibilities and requirements should be carefully analyzed and thought out together with the scenario.
- In the same vein, it is important to be well-informed on development and running costs of the game as short-cuts because funding runs out clearly jeopardize the quality of the game.
- This also includes ensuring sufficient time for pilot testing and adaptation of the game before release.
- When using the gaming for training purposes, there exist different options. Either the game is available for registered users online, without a facilitating role of a trainer in a face-to-face setting. A fully online game must provide clear instructions, but also a debriefing which explains to the player(s) how he/she has 'performed' in the game, what were wrong/better/right courses of action and why etc. via an automated briefing or online facilitator. This ensures and supports the learning value of the game. When the game is used as an additional learning tool in a classroom situation, preparatory instructions and debriefing can be delivered by the facilitator.

References (general)

Ralf Dörner, Stefan Göbel, Wolfgang Effelsberg, Josef Wiemeyer (Eds.). Serious Games: Foundations, Concepts and Practice. Springer.

References (CPPB)

Gaming for Peace-GAP: D4.1. Report on Learning Outcomes for Gamification
Prasolova-Førland, Fominykh and Darisiro (2013). Virtual Afghan Village as a Low -Cost Environment for Training Cultural Awareness in a Military Context.

Who's doing it?

Gaming for Peace-GAP: <https://gap-project.eu/>

Mission Ready: <https://www.missionready.org.uk/>

US Army Engineer School: CultureShock: Afghanistan

NATO: Virtual Afghanistan Village

Search for Common Ground: Cedaria Blackout: <http://www.cedariagame.com/>

APPENDIX 5: PEACE TRAINING GLOSSARY

Concept/Term	Definition	References & Further Information
Accreditation	<i>It is a means of objectively assessing an institution based on commonly agreed principles or standards of practice to enhance institutional credibility and quality performance.</i>	
Activity theory/Activity system	<i>Activity theory directs focus not towards individual learners but to the 'activity system' in which individual learners operate. An example would be of agencies engaged in peacebuilding in a specific conflict context, or staff in an organisation or mission engaged in specific CPPB activities or working towards a precise specific objective or impact goal. It could also refer to the constellation of actors / stakeholders involved in a specific 'sector' in a conflict context – e.g. working in DDR and Security Sector Reform. Activity Theory and Activity Systems as concepts in eLearning draw attention towards the competencies and performance capabilities needed at the level of the system – constellation of actors – and the roles, responsibilities and functions they have to achieve CPPB goals.</i>	
Adult Learning	<i>Adult learning assumes adults learn differently than children and that they must be engaged in the learning process</i>	
Andragogy	<i>A concept which defines the framework for adult learning. The concept was popularised by Malcolm Knowles</i>	Knowles, M. (1980). The modern practice of adult education from Pedagogy to Andragogy. Revised and updated ed. Englewood Cliffs, NJ: Cambridge Adult Education, p. 43. See https://www.metrostate.edu/Documents/university-info/faculty-development/faculty-dev-andragogy-malcolm-knowles.pdf
Arts-based Methods	<i>Refer to learning tools inspired from arts and that utilise artistic mediums. In the context of peace training, these tools aim to achieve learning objectives related to capacities (knowledge, skills, values and attitudes) that support prevention, conflict transformation, reconciliation and healing</i>	PeaceTraining.Eu (2017), 'D3.4 Current Training Methods for Peacebuilding and Conflict Prevention', Report, p. 67
ASK Model	<i>A framework which focuses on attitudes, skills and knowledge as competence to be developed in training. The utility of this model in peace training is embedded in its ability to enable practitioners</i>	PeaceTraining.Eu (2017), 'D3.5 Integrated Assessment Report on EU's CPPB Capabilities', Report, p. 14

	<i>to look beyond 'knowing what to do' to 'actually putting knowledge into practice'; ultimately helping participants to internalise an attitude and belief-system that promotes equality, human rights and develop skills for effective interventions</i>	
Asynchronous e-learning	<i>Self-paced courses in which the material can be accessed anytime. The assessment method may be through multiple choice questions, drag and drop menus etc. and the certificate can be acquired at any time</i>	
Attitude	<i>It involve a person's thinking or feeling about a particular issue, formed not only through upbringing and experiences but also the way through which these experiences are processed. Peace training involves instilling attitudes within participants that promote the values of peace. Preparing practitioners for their work involves reinforcing the belief that peace is possible and desirable and that equality, diversity, participation and human rights are the cornerstones for working in CPPB.</i>	PeaceTraining.Eu (2017), 'D3.5 Integrated Assessment Report on EU's CPPB Capabilities', Report, p. 15
Approaches	<i>A broad understanding of what guides, or should guide a CPPB training programme as a whole. This includes incorporation of novel approaches at an organisational level</i>	PeaceTraining.Eu (2017) D4.1 'Novel Concepts and Training Methods to Foster Peacetraining', Report, p. 11
Blended Learning	<i>It is an educational approach that combines both traditional learning on-site and online digital media and it is applied in the educational environment as well as in training settings. The combination of both approaches can happen in different forms and varies from one educational or training context to another. To be a form of blended learning, participants must at a given point in time in the course meet in a face-to-face setting. The online aspects of the course, can be preparatory to the face-to-face context, or combined in various phases with learning at the same physical location</i>	PeaceTraining.Eu (2018), 'D4.4 Technology Assessment and Modern E-Approaches', Report, p7
Brainstorming	<i>A group of individuals attempts to come up with as many ideas as possible for a given problem. The discussion can be structured or unstructured. Ideas are spoken out loud and can be put on record or not. It is generally regarded as most effective to keep a log of the ideas. In principle, evaluations of ideas are postponed to later group discussions</i>	

Case Study	<i>A case study consists of an in-depth analysis of a historical or fictional event. As a scientific method, a case study is used to investigate particular causal mechanisms of interest, and it is typically rich in description and context. As a teaching method, a case study concretizes learning material which might otherwise stay on an abstract or theoretical level. A case study allows training participants to investigate the workings of particular mechanisms in action by referencing real or fictional (but preferably based on real) events</i>	
Certification	<i>Certification is a written document given by an accredited institution attesting the credibility, efficiency and value of a product, services or training provided by an individual or organisation. For peace training, certification enhances trust, confidence and credibility of the training provided</i>	
CEPOL	<i>The European Union Agency for Law Enforcement Training, CEPOL, is an agency of the EU which develops, implements, and coordinates training of law enforcement officials in Europe. It works together with other EU agencies, international organizations, and national law enforcement training institutions. It has increasingly taken up responsibilities for training in the field of CPPB missions</i>	
Change Management	<i>Term that covers processes implemented to prepare and support organizational change</i>	
Cloud Resource Planning Systems (CRP)	<i>CRP can be linked to several concepts such as from immersive learning, serious gaming and virtual worlds to performance-oriented design, organisational, sectoral or field-level knowledge management systems and learning and learning content management systems. The specificity of cloud resource planning systems is that information relevant to mission / CPPB performance is collected, stored, managed, interpreted / made sense of on a dedicated / shared cloud-based information management system to improve mission-performance and identify 'real world' / field-based needs, performance contexts and 'problems' that need to be addressed. Data gathered from this can then be fed into the development of eLearning (and off-line) training and modules, gaming and virtual world simulations</i>	

Coaching	<i>Coaching can be described as an approach to improve performance competencies. It represents 'one-on-one' processes providing customised, tailored support to improve performance and capabilities of the practitioner</i>	
Collaborative Learning	<i>Collaborative learning approaches principally argue that students learn better when engaging in discussion and working together with other students than when attending teacher-based lectures because it enables them to digest, synthesize and apply the material rather than just absorb it.</i>	PeaceTraining.Eu (2017), 'D3.4 Current Training Methods for Peacebuilding and Conflict Prevention', Report, p. 31
Competences	<i>Competences are people's embedded abilities, which develop over time and are acquired through reflective and self-managed use. They enable a person to act and react in an adequate way, depending on the situation. On the individual level, competences are the basis for defining the outcome of learning processes and teaching</i>	PeaceTraining.Eu (2017), 'D3.2 Existing Peacebuilding and Conflict Prevention Curricula', Report, p. 19
Competency Development	<i>It is a combination of: learning drawn from new experiences in learning and real-life situations; acquisition of knowledge in formal and non-formal settings; application of newly-acquired competences; and reflection about experiences, application and / or acquisition</i>	PeaceTraining.Eu (2017), 'D3.4 Current Training Methods for Peacebuilding and Conflict Prevention', Report, p. 53-54
Competency-based education	<i>It is an educational or learning design tool which aims at developing desired skill sets for higher performance</i>	
Competence Model	<i>A Model which combines and develops multifaceted competences related to people's behaviour in terms of feeling, thinking, communication and action, in other words personnel, specialist, social and methodological competencies</i>	PeaceTraining.Eu (2017), 'D3.2 Existing Peacebuilding and Conflict Prevention Curricula', Report, p. 19
Competency-based Learning	<i>Competency-based learning, a learning relevant to both traditional and the evolving elearning approaches, is driven by the need to develop specific competencies needed by the learner to be able to perform effectively within a given role or environment. In CPPB this would relate to the development – at different levels of specialisation and performance capability – of competencies needed for the effective doing of prevention and peacebuilding</i>	
Conflict Prevention	<i>It is collection of efforts initiated to avoid the eruption of violent conflict, end its escalation and further devastation</i>	

Conflict Sensitivity	<i>Conflict sensitivity involves respecting and understanding dynamics of a specific conflict enough to minimise any negative impacts of one's intervention and maximise the positive impacts of an intervention</i>	PeaceTraining.Eu (2017), 'D3.5 Integrated Assessment Report on EU's CPPB Capabilities', Report, p. 32
Content	<i>Specific ideas and subject areas that are presented through a training programme or event</i>	PeaceTraining.Eu (2017) D4.1 'Novel Concepts and Training Methods to Foster Peacetraining', Report, p. 6
Common Security and Defence Policy (CSDP)	<i>The European Union's Common Security and Defence Policy (CSDP). It follows strategies of conflict prevention with clear cut instruments, such as (i) mediation and diplomacy through EU Delegations and EU Special Representatives, (ii) conflict risk analysis and an early warning system, (iii) confidence-building & dialogue promotion</i>	PeaceTraining.Eu (2017) 'D3.1 Baseline Research and Stakeholder Report on Conflict Prevention and Peacebuilding Training', Report, p. 5
Cultural Sensitivity	<i>Being aware cultural differences, how behaviour is interpreted through different cultural lenses, how culture affects behaviour, and developing strategies to engage positively and effectively in a multicultural environment</i>	
Curricula Organisation	<i>A 'long list' of curricula areas and themes relevant to the development of operational competence in CPPB</i>	
Curricula Framework	<i>The curricula framework provides the overall 'conceptual parameters' of the values, philosophy and principles that should guide CPPB curricula.</i>	
Curricula Model	<i>The curricula model is an overview representation of the key aspects of a curricula for a CPPB training programme</i>	
Curriculum	<i>A comprehensive document which outlines the objectives, content, methods and approaches as well as resources required for particular training or education</i>	
Customised Learning Profiles	<i>Enable learners to introduce their preferences in what type of learning works best for them. This can involve selecting from available learning mediums with learners identifying which approaches and systems work best for them, as well as enabling learners to 'rate' different methods, instruments and content</i>	
360-Degree Feedback	<i>In 360-degree feedback personnel's performance can be evaluated and assessed by: the individual her or himself, line managers/supervisors, subordinates, peers and other identified relevant stakeholders. This can be in addition to standardised</i>	

Debriefing	<p><i>evaluation and testing methodologies – from on-the-job performance and achievement of KPIs, tasks and responsibilities to testing, performance on simulations and more</i></p> <p><i>Debriefing may occur after a particular exercise in a training setting. The trainer may facilitate a debriefing exercise to reflect on individual and group participation, the difficulties and challenges of discussion and decision-making, possible problems with adaptation to the designed roles, and how participants have felt during the process. The concept of debriefing is also used for evaluating operational actions in the field and consists of a moment of reflection on what went well or not during an operation, mission, or project.</i></p>	PeaceTraining.Eu (2017), 'D3.4 Current Training Methods for Peacebuilding and Conflict Prevention', Report, p. 40
Differentiated Instruction	<p><i>An approach to learning and training stemming from the understanding that people have multiple approaches to learning competencies and skills development. This includes the ability to select and customise levels of interactivity, modalities for delivery of content, timing of learning and more</i></p>	
Disarmament, Demobilization and Reintegration (DDR)	<p><i>A policy taken towards the rehabilitation of ex-combatants in post-conflict societies. The aim is to prevent violence recurrence and by disarming and mobilizing combatants and by providing them with an alternative means of income through vocational education programmes</i></p>	
Distributed Learning (DL)	<p><i>Involves the use of current and emerging tools and technologies to facilitate learning. Examples of distributed learning include Interactive Multimedia Instruction (individualized self-paced instruction), Video Conferencing, web-managed instruction, and simulations</i></p>	
Do No Harm	<p><i>The 'Do No Harm' principle derives from Mary B. Anderson's important contribution on the negative side effects of foreign humanitarian assistance in conflict-affected settings. While Anderson's work focused on the humanitarian sector, the principle of Do No Harm can be applied to any intervention in a conflict situation, including development aide, and peacebuilding initiatives themselves. The Do No Harm principle is connected to the concept of conflict sensitivity and entails that no intervention aggravates the conflict, its causes and/or consequences</i></p>	Anderson, Mary B. (1999). Do no harm: how aid can support peace-or war. Boulder: Rienner

Ecological Peace Training	<i>A novel approach which is characterized by awareness and engagement from the community, a holistic approach to the content and process of training, and practical, applicable learning</i>	
E-Learning/Electronic Learning	<i>It can refer to distance learning approaches as well as to educational technology used either to facilitate learning on the site such as using multimedia tools and Information and Communication Technology (ICT); complementing on-site-learning with further materials that support learners to digest the lessons learned, develop core competencies, practice or collaborate with fellow learners; or create fully virtual learning environments where the overall learning, training and interaction is carried out online</i>	
Elicitive Approach	<i>Trainer and participants are equals and both are sources of knowledge. Trainer acts more as a facilitator to participants' learning experience</i>	
ENTRI	<i>Capacity building programme of 12 partners, initiated in 2011, funded by the European Commission. Focuses on the preparation and training of civilians that are either going to, or already working in, crisis management missions worldwide, such as of the EU, AU, UN and OSCE</i>	http://www.entriforccm.eu/
	<i>Central training organiser and provider for the EU, responsible for implementing the CSDP training policy. The ESDC is a network college, which liaises with ministries of defence, national military academies and other bodies of the 28 EU Member States in order to harmonise training cultures</i>	https://eeas.europa.eu/headquarters/headquarters-homepage/4369/european-security-and-defence-college-esdc_en
Employability/CPPB Assets	<i>Employability assets is a culmination of relevant capabilities or competencies essential in ensuring high performance of personnel. It helps in identifying high quality skills set or knowledge that are useful in the effective delivery of services and training. With the ever expanding community of practice, this concept is equally useful in the field of CPPB, as it enables trainers, organisations and practitioners identify training needs as well as the requisite competencies necessary for improving personnel/practitioners capacities and performance</i>	
Experiential Learning (EL)	<i>Experiential Learning (EL) approaches to training are those in which participants learn by doing. Experiential learning immerses</i>	

	<i>participants in an experience. Learning occurs through the combination of doing and experiencing, and reflecting on the experience.</i>	
Facilitators	<i>Facilitators are individuals who create the space and processes to enable sharing, participant engagement, reflection and development of attitudes, skills and knowledge which support participants' capacity development and engagement in the field</i>	
Gaming	<i>Virtual simulation/gaming is an experiential method of teaching. Virtual simulations replicate real-world conditions while allowing the participant to practice skills in a safe environment. The method enables trainers to immerse participants in a scenario they may encounter during deployment. They can practice their response and experience the effects of their response within the simulation. Virtual simulation/gaming is participant-centred method and aims at developing skills rather than knowledge</i>	
Gender Mainstreaming	<i>Gender mainstreaming entails that gender perspectives are taken into account when introducing any kind of intervention, project or programme. The prior analysis, monitoring, and evaluation of a specific action must take gender dynamics into account and make these explicit. The goal is to identify, at the beginning of any programme, the impact of gender on the various aspect of the programme to ensure the integration of gender dimensions. In training, gender mainstreaming implies attention for gender perspectives in the training content, but also in the training dynamics itself (e.g. by inviting male as well as female lecturers)</i>	Reimann, C. (2016), 'Trainer Manual: Mainstreaming Gender into Peacebuilding Trainings', p. 5
Gender Sensitivity	<i>Gender sensitivity is about being aware of the history of gender inequalities and the impact of those inequalities today</i>	
Group Work	<i>Involves participants working together in small clusters in order to achieve a learning objective.</i>	
Ice Breaker	<i>Exercises, activities and games often used as a means to help training participants get to know each other, or to re-energise a group in a training programme</i>	
Information Communication Technology (ICT) tools	<i>Information Communication Technology (ICT) tools include knowledge platforms, blogs, wikis, social media channels, virtual games and simulations etc.</i>	

Immersive Training	<i>A computer-based interactive simulations and game based learning application which enable one or multiple participants to work together to solve a problem, rehearse techniques or enhance their skills. Serious games and Virtual worlds are current examples of immersive training</i>	
In/Out Test	<i>Where participants have to participate in two tests, one before, and one after a training course. The focus of the test is not on the individual performance of the respective trainee, but rather on the understanding of the amount of acquired learning.</i>	
Intercultural Communication	<i>Becoming aware of (possible) alternative language and concepts to describe conflict prevention and and peacebuilding; adopting to such cultural and language specificities</i>	
Joint Training Curricula	<i>Joint training curricula are designed to meet the needs of participants with varying organizational and/or sectorial backgrounds in the CPPB field. By training together both sectors gain deeper insights into each other's working procedures and principles, as well as what they can mean for each other. Joint training curricula are, for example, used to enhance civil-military coordination</i>	
Knowledge	<i>An information a person acquires through personal experiences or training. In training, several different types of knowledge can be acquired. In addition to learning terms, definitions and details within factual knowledge, a training may catalyse participants to explore theories, devise strategies, understand local contexts and develop an understanding of self.</i>	
Knowledge Management	<i>It involves an effective means of securing institutional or organisational knowledge resources and assets</i>	
Kirkpatrick Model	<i>An evaluation system of short- and long-term training results. The model includes four levels of evaluation, which build upon each other: Level 1 is Reaction; Level 2, Learning; Level 3, Behaviour; Level 4, Results</i>	PeaceTraining.Eu (2017) 'D3.1 Baseline Research and Stakeholder Report on Conflict Prevention and Peacebuilding Training', Report, p. 51
Learner Types	<i>Different types of learner. For example some people learn through sharing ideas, while others learn through doing or through observing others</i>	
Learning Content Management Systems	<i>Refers to dedicated knowledge management and learning systems for a specific organisation / agency, sector (e.g. early warning,</i>	

	<p><i>crisis management, gender and peacebuilding), mission or ‘whole-of-the-field’ in a specific conflict/CPBB context (including the spectrum of missions and organisations engaging in that context). This would involve identification of the key ‘content’ relevant for knowing-learning-retaining-defusing and the systems for knowledge management and learning</i></p>	
<p>Levels of Interactivity</p>	<p><i>Related to how eLearning platforms and modules / trainings are planned, and involves five levels namely;</i></p> <ol style="list-style-type: none"> <i>1. Passive: Learner participants act solely as receivers of information.</i> <i>2. Limited Participation: Learner participants engage in simple responses to instructional cues and interact with learning resources and materials not only as ‘receivers’ but in responding to or summarising knowledge gained or providing narrative or multiple-choice responses.</i> <i>3. Complex Participation: Learner participants engage in increasingly complex response and interaction with learning materials and instructional guidance and cues; thereby creating and contributing to knowledge internalisation and development.</i> <i>4. Real-time Participation: The learner participant is directly involved in immersive or life-like sets of complex clues, responses and learning-doing environments. This may include simulations, problem-solving and more.</i> <i>5. Collaborative Participation: Refers to joint response and interactive problem solving, learning and participation by multiple learners working / interacting with each other in responding to learning clues and processes</i> 	
<p>Local Ownership</p>	<p><i>Local ownership means that the local country partners are in the driving seat for any intervention, programme, or project undertaken by international partners. Sometimes the concept of national ownership is used to stress the sovereignty of the national government in the process. Ownership entails that the intervention is requested by the local partner, fits into the partner’s own security and development plans, and is monitored and evaluated accordingly. Ensuring the principle of local ownership is upheld is a major challenge in the CPBB field, however</i></p>	

Massive open online courses (MOOCs)	<i>An example of a course that is fully conducted online. Educational materials in MOOCs may include texts, infographics, publications links, video lectures, assessment methods in the form of quizzes but also in open questions and online collaborations spaces such as discussion boards where course participants can interact with each other and with the course facilitators</i>	
Meme Awareness	<i>Emerging tool that is set to enable practitioners deal with psychological and emotional stress through a mentalising strategy or process where they are able to analyse situations and find strength within themselves to address internal and external threats</i>	PeaceTraining.Eu (2017) D4.1 ‘Novel Concepts and Training Methods to Foster Peacetraining’, Report, p. 38
Mentor/Mentoring	<i>Where an individual is ‘mentored’ by (normally) an older and wiser colleague who passes on knowledge and experience. The mentor is not directly responsible for the performance of the individual (e.g. a line manager)</i>	
Method	<i>Ways in which knowledge, skills, and attitudes are developed within a training context</i>	
Methodology	<i>A system of principles and approaches for a specific task, including for training, teaching and research</i>	
Method Effectiveness	<i>Method Effectiveness involves identifying the utility of a particular method to the learning needs or the required skills of participants</i>	
Mission-Induction Training	<i>Mission-induction training occurs predominantly in the context of international missions and operations by organizations such as the United Nations (UN), the European Union (EU), the Organization for Security and Co-operation in Europe (OSCE), and the North-Atlantic Treaty organization (NATO)</i>	UN (2017). Frequently Asked Questions. Accessed on 2 March 2017 via http://research.un.org/en/peacekeeping-community/FAQ Taitto, P. (2015). Training for the CSDP Missions . In Rehr, J. & Glume, G. (Eds.). Handbook on CSDP Missions and Operations (pp.260-262).
Mobile Learning/M-learning	<i>Mobile learning is the use of computing devises (ipads, tablets, laptops, smart phones etc.) to facilitate training or learning in areas where participants lack access to traditional training rooms and facilities. M-learning can provide quick guides, toolkits, interactive learning media such as video tutorials and pre-packaged coaching, case reports and lessons learned, exercises and templates for improving task implementation and much more</i>	

Moderator	<i>A moderator in a debate is responsible for facilitating the conversation by summarizing statements, ask follow-up questions etc. The moderator is also responsible for ensuring the debate does not escalate and the tone of language remains respectable. Moderators in an online community (e.g. Facebook group) largely have the same tasks. While ensuring that language and tone remain polite, moderators also have the important task of making sure the liveliness of the debate and the community does not die out by following up on posts, questions, and by asking questions to others. Online course facilitators take up the role of a moderator to support collaborative learning online</i>	
MMA/MMAT	<i>Monitoring, Mentoring, Advising (and Training) are specific tasks of international partners in interventions in third countries. These tasks are often undertaken in an SSR mission. Monitoring is a broad term describing the active collection, verification and immediate use of information to address particular challenges; Mentoring entails the sharing of experiences between an international and local partner, with the former taking on a personal, supportive role. Advising also entails the sharing of experiences and proposing possible solutions, but usually takes place on a non-personal basis, focusing on the institutional level and (hierarchical) structures. Training is a separate task and entails that the international partner takes up an educational role towards a group of locals</i>	
Multi-Stakeholder Training	<i>Multi-stakeholder training can be differentiated from single-stakeholder training. With single stakeholder training, participants stem from the same organization or by extension the same sector. In multi-stakeholder training, participants from various organizational and sectorial backgrounds are brought together to a training to reflect operational realities in the field in which 'joint programming' and better coordination and cooperation by different actors in the field is increasingly required</i>	
Novelty/Novel	<i>An idea not yet 'mainstreamed' in CPPB training but which may offer significant value or relevance to developing the field of CPPB training</i>	

Online Facilitator	<i>An online facilitator performs the tasks of a trainer and facilitator in an online course. Facilitating debates and collaborative learning online requires an adapted skill set, however, in which the facilitator often takes up the role of an online moderator</i>	
Organisational Learning	<i>Organizational learning and knowledge management in the context of e-concepts and CPPB training addresses the need for course and learning platform designers to focus also on organizational systems, structures, policies and institutional forms of learning and memory</i>	
Outcome Criteria	<i>Desired training effectiveness outcomes typically involve knowledge acquisition and retention (commonly referred to as learning), and transfer of knowledge/skills learned during training to performance in an operational environment.</i>	
Peace Education	<i>The process of promoting knowledge, skills and attitudinal change through the transfer of values and principles essential for building peace and resolving conflict in the field of practice</i>	
Peace Operations Training Institute (POTI)	<i>The Peace Operations Training Institute is a public charity separate from the UN. It delivers a broad range of e-learning courses in compliance with UN standards on topics including peace support, humanitarian relief, and security operations</i>	
Peace Training Architecture	<i>Peace training architecture is the guiding structure of the curricula framework and curriculum model, and led by three identified target groups:</i> <ul style="list-style-type: none"> • <i>Those seeking training</i> • <i>Those providing training</i> • <i>Those who wish to develop new training programmes</i> 	
Peacebuilding	<i>A long-term process aiming to reduce the risk of lapse and relapse into armed conflict by creating the necessary conditions for sustainable peace within state and society</i>	PeaceTraining.Eu (2017), 'D3.5 Integrated Assessment Report on EU's CPPB Capabilities', Report, p. 9 UN SG Policy Committee, 2007 in UN PBSO, 2017
Pedagogy	<i>The method and practice of teaching, especially as an academic subject or theoretical concept.</i>	
Performance-Oriented Design/Approach	<i>Refers to aligning the individual's eLearning experience (and results) with organizational performance and learning needs, connecting learning and work performance, and connecting</i>	

	<p><i>organizational and work performance with measurable impact objectives for contributing to and achieving change in the conflict context. This concept is relevant and connected to those of work-placed learning, activity systems and competency-based learning identified above, linking them directly to the need to achieve performance targets (impact) in actual CPPB in the conflict context</i></p>	
<p>Pre-Deployment Training (PDT)</p>	<p><i>Pre-Deployment Training (PDT) refers to generic, specialized and, where appropriate, mission-specific training that takes place prior to deployment</i></p>	<p>UN (2017). Frequently Asked Questions. Accessed on 2 March 2017 via http://research.un.org/en/peacekeeping-community/FAQ</p> <p>Taitto, P. (2015). Training for the CSDP Missions In Rehr, J. & Glume, G. (Eds.). Handbook on CSDP Missions and Operations (pp.260-262</p>
<p>Prescriptive Approach</p>	<p><i>The trainer acts as the expert and (sole) source of knowledge. Under prescriptive approaches:</i></p> <ul style="list-style-type: none"> - <i>Trainer is primary source of knowledge.</i> - <i>Trainer is the expert.</i> - <i>Participants are empowered through gaining knowledge from trainer.</i> - <i>Assumption that the trainer’s knowledge can be applied to any cultural context. It is seen as context-neutral.</i> - <i>Rather than embedding cultural sensitivity, gender sensitivity within the training, such material is seen as an add-on.</i> 	
<p>Quality Assurance Systems</p>	<p><i>A set of policies, procedures, rules, criteria, tools, verification instruments, and evaluation mechanisms which has the purpose of ensuring the quality of any training provider, and enhancing the credibility and recognition of the institution through the maintenance of a minimum standard of quality</i></p>	
<p>Reflection</p>	<p><i>Reflection helps to consolidate learning, as it helps participants think about how a training activity may apply to their own lives and work. Reflection can be especially beneficial in transforming attitudes, as it can generate self-awareness and raise consciousness. Reflection can occur in large or small groups, in</i></p>	

		<i>pairs, or individually. Usually, participants are prompted by a series of open-ended questions designed to stimulate thinking</i>	
Role Plays		<i>Role Plays or Role-playing Games are an experiential and participant-centred method of training, in which participants assume different characters from a given or created scenario and engage in exchanges where they continue to play the respective role</i>	
Sandboxing		<i>A sandbox game is known as an open-world game, which has not predefined stages and play through. An integral part of the sandbox is complete freedom of action within a defined system. The sense of the game is not to complete a goal but to ideate and create something from scratch</i>	PeaceTraining.Eu (2017) D4.1 ‘Novel Concepts and Training Methods to Foster Peacetraining’, Report, p. 50
Security Sector Reform (SSR)		<i>Transforming the security sector, which includes all the actors, their roles, responsibilities and actions, so that they work together to manage and operate the system in a manner that is more consistent with democratic norms and sound principles of good governance, and thus contributes to a well-functioning security framework (OECD DAC)</i>	
Sequenced Training		<i>A sequential approach to training, also often referred to as a phased, progressive or layered approach, refers to a systems approach to training in which different competencies and/or different levels of competencies are trained in different programmes</i>	
Serious Games		<i>Serous games are designed to engage participants with ‘real world’ situations and experiences using game-play to educate and develop understanding and capabilities. They allow preparation for in-the-field CPPB experiences and development of performance capabilities with opportunities to retry, re-learn, advance, adapt and improve, and test current-level understanding, knowledge and capabilities while facilitating learning evolution</i>	
Shareable Content Model (SCORM)	Object Reference	<i>Refers to courses or course components developed according to agreed/standardised specifications to enable course content and materials to be shared across trainings and providers. Once SCORM-specifications are adopted and adhered to, there can be interchange of lessons, learning materials and curricula content across providers. This tool could be useful in the CPPB training field</i>	

	<i>for the sharing of learning materials and resources across providers and courses with high-quality materials developed which can be adapted, customised, integrated and re-configured for need and context</i>	
Simulation	<i>Simulation is an experiential method of teaching. The method enables trainers to immerse participants in a particular scenario they may encounter during deployment. They can practice their response to a situation and experience the effects of their response within the simulation</i>	
Skills	<i>Skills help put our knowledge and beliefs into action. Peace training focuses on developing techniques of conflict analysis, prevention and peacebuilding and applying these skills in a variety of social contexts. This involves teaching how to do something, for example, how to create trust or how to facilitate dialogue between conflicting parties. A skills training should focus both on the technique and the way that technique is applied to a particular context</i>	
Synchronous e-learning	<i>Instructor-paced courses have a definite starting and ending date and are facilitated by an instructor who takes the audience through all lessons in a linear way. The assessment methods can be a combination of multiple choice questions and open parts (essays) which are evaluated by the instructor at the end of the term. Participants are required to be online and follow the course at the same time</i>	
Subject Matter Experts	<i>Subject Matter Experts are often external to the organisation which is organising the training, but are specialists in their field</i>	
Student-centric Learning	<i>A concept more and more widely embraced in both on- and off-line education and training. The flexibility and adaptability of tools and new possibilities available with advancements in eLearning increases our capacity to develop robust bespoke learning. In student-centric learning the learner is able to significantly influence the content, activities, materials and approach to learning and capacity development, and the pacing of their approach</i>	
Systems Approach to Training (SAT)	<i>SAT provides an integrated approach to instructional strategies and learning technologies intended to aid in the transfer of</i>	

	<i>learning – of knowledge, skills and attitudes – to implementation and performance in the real world. The mode includes 5 ‘phases’: Analysis, Design, Development, Implementation and Evaluation (ADDIE). The phases are intended to bring about continual evaluation and feed-back to ensure the suitability of eLearning for the field, and integration of the needs of the field into eLearning</i>	
Task Factors	<i>Task factors include characteristics such as task/skill type and task difficulty. Task/skill type characterizes tasks by the types of knowledge and skills (e.g., psychomotor skills) required for effective performance</i>	
Taxonomy of learning	<i>A frequently used classification to understand learning, related to knowledge and cognitive processes, is the taxonomy of educational objectives, also referred to as Bloom’s taxonomy of learning</i>	PeaceTraining.Eu (2017), ‘D3.2 Existing Peacebuilding and Conflict Prevention Curricula’, Report, p. 15
Theatre	<i>Part of Arts Based Approaches where theatre techniques are also extensively used in exercises that build trust, explore and strengthen empathy and explore comfort zones. These elements are seen as part and parcel of the methodology of any CPPB course as they are fundamentals for a deep understanding of the self when engaging in conflict and peacebuilding training and preparation</i>	
Trainer	<i>The exact roles of course organisers and trainers can vary from organisation to organisation. Generally, course organisers and trainers design, coordinate and implement trainings. Course organisers and trainers may include personnel from military training organisations, departments within the EU or UN, local or international NGOs or academia. Course organisers may handle financials, hire trainers, publicise materials on training, recruit and select participants, and obtain accreditation. The trainer may design the learning objectives, curricula, methods of delivery, the agenda, assessment criteria and evaluations. In some cases, the organisation design and coordinate and trainers will only be hired to conduct the training. In other cases, trainers play an active role in the entire process</i>	PeaceTraining.Eu (2017), ‘D3.5 Integrated Assessment Report on EU’s CPPB Capabilities’, Report, p. 20

Training	<i>Formal and non-formal processes of creating capacities and competencies in a certain field</i>	PeaceTraining.Eu (2017), 'D3.5 Integrated Assessment Report on EU's CPPB Capabilities', Report, p. 14
Training Design	<i>Training design involves the process of identifying an appropriate and required training tools, approaches and methods necessary for the transfer of knowledge and skills in order to achieve efficient and high performance. A comprehensive training design is one that takes into consideration existing gaps and needed skills as well as incorporates the ideas and expertise of all relevant stakeholders</i>	
Training Management	<i>It involve the combination of different activities necessary for the successful implementation of a training programme. This process includes but not limited to planning, implementation, standardisation and evaluation</i>	
Training Materials	<i>These are tools or resources required for the execution of a training course</i>	
Training Needs Assessment	<i>In needs assessment, trainers or course organizers systematically identify priorities, explicitly expressed by deployment agencies, practitioners, organisations in the field, as well as implicit needs, which may derive from the CPPB working context or participant background, and decide upon the curricula components</i>	PeaceTraining.Eu (2017), 'D3.5 Integrated Assessment Report on EU's CPPB Capabilities', Report, p. 24
Training Plan	<i>It is a framework outlining the content, approaches and information of a particular training course</i>	
Training Standardisation	<i>It is a process of ensuring that the content, approaches and methods of training meet commonly agreed requirements and standards</i>	
Training Transfer	<i>Ability of trainees to effectively implement knowledge or skills acquired through training in the field of practice</i>	
Transmedia Collaborative Learning (TLC)	<i>An e-learning tool which refers to learning and training models in which learners collaborate in the creation of knowledge and content or interact in problem solving or task implementation, engaging with (transmedia) multiple social and multimedia technologies and platforms including (for example) chat rooms, discussion forums, webinars or webcasts, wiki and more</i>	
Trauma Sensitivity	<i>This involves all stakeholders, trainers and course organizers, are aware of symptoms of trauma, how to avoid re-traumatising an</i>	

	<i>individual, and how to respond to a person whose traumatic experience has been triggered</i>	
UNITAR	<i>The United Nations Institute for Training and Research (UNITAR) is an autonomous UN body established in 1963. It is responsible for training design and delivery especially aimed towards the developing world. UNITAR covers various areas in training, including peace and conflict. It offers a number of online courses and also delivers training on demand</i>	
UNSCR 1325	<i>United Nations Security Council Resolution 1325 (S/RES/1325), on women, peace, and security</i>	
UNSCR 2250	<i>United Nations Security Council Resolution 2250 (S/RES/2250), on youth, peace and security</i>	
UNSCR 2151	<i>UN Security Council Resolution 2151 titled 'The maintenance of international peace and security: Security sector reform: challenges and opportunities' gives international recognition of Security Sector Reform in the CPPB toolbox. It also stresses key SSR principles, including for instance the principle of local ownership</i>	
Virtual Classroom	<i>A virtual classroom replicates a classroom setting in a virtual reality. Trainers and training participants or students create avatars (virtual personae) of themselves and participate in the virtual classroom which can be build to look like an actual classroom (e.g. via the Second Life platform). A virtual classroom requires participants to be online at the same time (synchronous e-learning). A virtual classroom allows for collaborative learning techniques including class debates and group work</i>	
Virtual Worlds	<i>An emerging e-learning technique which covers a range of technologies from the creation of online 'model' worlds and contexts in which participants can 'engage' using immersive technologies or avatars used as graphical representations of people. It enable learners to 'experience' situations they will face in the field and exercise, test and develop skills as well as improve their capabilities to interact across stakeholder groups and improve core 'employability' or CPPB-assets. It can also useful to facilitate community of practice</i>	
Work-Place Learning	<i>Work-place learning emphasises aligning individual and organisational learning needs to enable interlinkages between</i>	

learning and work efficiency. While this concept is popular in the business sector, it is still relatively new in CPPB; thus requiring the need for further engagement in this field