



STRENGTHENING THE CAPABILITIES AND TRAINING CURRICULA OF CONFLICT  
PREVENTION AND PEACE BUILDING PERSONNEL WITH ICT-BASED  
COLLABORATION AND KNOWLEDGE APPROACHES

# The Peace Training Handbook

<b>Authors:</b>	Kai Brand-Jacobsen, PATRIR
	David Curran, COVUNI
	Leila Demarest, KULEUVEN
	Nancy Annan, COVUNI
	Svenja Wolter, UMR
	Andra Tanase, PATRIR
	Erin Tunney, ICR
	Stela Shiroka, SYNYO
<b>Contributors:</b>	Ugis Romanovs, BALTDEFCOL
	Patricia García Amado, UDEUSTO
	Asta Maskaliunaite, BALTDEFCOL
	Cristina Churruca Muguruza, UDEUSTO
	Sarah Hana, BMI
	Berthold Hubegger, BMI
	Gerda Mehta, ARGE
<b>Review:</b>	Ugis Romanovs, BALTDEFCOL
	Patricia García Amado, UDEUSTO
	Asta Maskaliunaite, BALTDEFCOL
	Arnim Langer, KULEUVEN

**Acknowledgement:** This project has received funding from the European Union's Horizon 2020 Research and Innovation Programme under Grant Agreement No 700583.

**Disclaimer:** The content of this publication is the sole responsibility of the authors, and in no way represents the view of the European Commission or its services.

## Table of Content

UNIT 1: Introduction.....	7
UNIT 2: Curricula .....	9
2.1. Creating CPPB Training Curricula .....	9
2.2. Curricula Framework.....	10
2.2.1. Why is a CPPB Curricula Framework relevant for CPPB training? .....	10
2.2.2. What a Training Curricula Framework Provides .....	10
2.2.3. The ASK Model.....	11
2.2.4. Creating a CPPB Training Curricula Framework.....	12
2.2.5. CPPB: A Constantly Evolving Field .....	13
2.3. Peace Training Curricula Categories .....	14
2.4. Curriculum Model .....	15
2.5. Final Checklist for Developing a Training.....	32
2.6. References .....	33
UNIT 3: Approaches.....	38
3.1. In this Unit: Approaches to CPPB Training.....	38
3.2. 13 Approaches to Contemporary CPPB Training: An Overview.....	38
3.2.1. Prescriptive and elicitive training .....	39
3.2.2. Adult learning .....	39
3.2.3. Performance-Oriented Design / Approach.....	39
3.2.4. Single- and Multi-Stakeholder Training Approaches .....	40
3.2.5. An Ecological and 'Own Knowledge Systems' Approach.....	40
3.2.6. Student-centric learning .....	41
3.2.7. Differentiated Instruction .....	41
3.2.8. Experiential Learning .....	41
3.2.9. Immersive Learning .....	42
3.2.10. Sequenced Learning .....	42
3.2.11. Synchronous & Asynchronous Learning.....	42
3.2.12. Work-Based Learning .....	42
3.2.13. A Coaching Approach .....	42
3.3. The Peace Training Approach .....	44
3.4. The 5-CPPB Sensitivities Framework.....	45
3.5. The Peace Training Approach: 10 Components.....	48
3.5.1. Physical Environment .....	48

3.5.2.	Psychological Environment.....	49
3.5.3.	Laying the Groundwork .....	49
3.5.4.	Communication .....	49
3.5.5.	Role of Trainer .....	49
3.5.6.	Role of Participants.....	50
3.5.7.	5 Sensitivities .....	50
3.5.8.	Training methods.....	50
3.5.9.	Reflection.....	50
3.5.10.	PTA: Towards a Comprehensive approach to Capacity Building for the CPPB Field...	51
UNIT 4: Methods .....		53
4.1.	In this Unit: Methods in CPPB Training.....	53
4.2.	7 Methods in Contemporary CPPB Training: An Overview.....	54
4.2.1.	Lectures .....	54
4.2.2.	Group Work .....	54
4.2.3.	Case Studies.....	54
4.2.4.	Role Playing .....	55
4.2.5.	Simulations .....	55
4.2.6.	Reflective Interviewing.....	55
4.2.7.	Arts-based methods .....	56
4.3.	How to select a method or methods for CPPB Training .....	56
4.4.	Novelty in methods.....	56
4.4.1.	Factors from within your own organization .....	58
4.4.2.	Factors from outside your organization .....	58
4.4.3.	Implementation Factors .....	59
UNIT 5: E-innovations.....		61
5.1.	In this Unit: E-innovations & ICT approaches to CPPB training .....	61
5.2.	State-of-Art eLearning Forms and Technologies .....	61
5.2.1.	Blended Learning .....	62
5.2.2.	Computer Based Training .....	63
5.2.3.	Mobile Learning (m-learning) .....	64
5.2.4.	Fully online learning .....	64
5.2.5.	Traditional Online Courses .....	64
5.2.6.	Learning Management Systems (LMS) .....	64
5.2.7.	Massive Open Online Courses .....	65
5.2.8.	Webinars.....	66

5.2.9.	(Informal) Web-based learning .....	66
5.2.10.	Transmedia Collaborative Learning (TLC).....	66
5.2.11.	Virtual worlds .....	67
5.2.12.	Field simulations based on cloud resource planning (CRP) systems.....	67
5.2.13.	Serious Games.....	67
5.3.	eLearning Concepts and Considerations relevant to CPPB.....	67
5.3.1.	Student-Centric Learning .....	68
5.3.2.	Levels of Interactivity.....	68
5.3.3.	Customised Learning Profiles .....	69
5.3.4.	Differentiated Instruction .....	69
5.3.5.	Work Place Learning.....	69
5.3.6.	Activity Theory / Activity System.....	70
5.3.7.	Competency-Based Learning.....	70
5.3.8.	“Employability” or CPPB-Assets.....	70
5.3.9.	360-degree Feedback .....	71
5.3.10.	Immersive Training.....	71
5.3.11.	Performance-Oriented Design / Approach .....	71
5.3.12.	Organizational (or sectoral or field) Learning & Knowledge Management .....	72
5.3.13.	Shareable Content Object Reference Model (SCORM) .....	72
5.3.14.	Systems Approach to Training (SAT) .....	73
5.4.	State-of-Art e-Approaches in the CPPB field .....	74
5.5.	Self-learning free online courses .....	74
5.6.	Payed online courses for practitioners and interest groups.....	76
5.7.	ICT tools related to training and learning .....	76
5.7.1.	Wikis and Knowledge Hubs .....	76
5.7.2.	Interactive Maps.....	77
5.7.3.	Peace Indexes .....	77
5.7.4.	Serious games and simulations .....	77
5.8.	Web Rosters of Training Courses and Providers.....	79
5.8.1.	Goalkeeper .....	79
5.8.2.	ENTRi.....	81
5.8.3.	SALTO-YOUTH.....	82
5.8.4.	ReliefWeb .....	85
5.8.5.	DEVEX .....	87
5.8.6.	Integrated DDR Training Group .....	88

5.9.	ICT & E-Innovations in CPPB Training .....	89
5.10.	References .....	90
UNIT 6: Trainers.....		91
6.1.	Introduction to Unit 6: Trainers' Guide.....	91
6.2.	The Role of Trainers in Peace Training.....	91
6.3.	Training in Teams, Training Teams and Training Architecture .....	95
6.4.	Trainer Mandate .....	96
6.5.	Trainer Responsibilities.....	98
6.6.	Qualification Standards and Competencies for CPPB Trainers.....	99
6.6.1.	Towards a CPPB Trainer 'Profile' .....	100
6.6.2.	PeaceTraining.eu Trainer Competency Model .....	100
6.7.	Validation and Support for conflict prevention and peacebuilding trainers .....	103
6.8.	Doing CPPB Training Well .....	104
6.9.	Finding the Right Trainer(s) or Training Team .....	104
6.10.	References .....	105
UNIT 7: Training Centres .....		106
7.1.	Quality Standards for CPPB Training Centres: Why they matter.....	106
7.2.	The Concept of Quality in Standards for Training Centres .....	109
7.3.	Standards and the Need for Improving CPPB Training Quality.....	111
7.4.	Quality Assurance Systems: Steps for Assuring Quality.....	112
7.5.	Why Accreditation Matters for CPPB Training Providers .....	116
7.6.	Assessing the Value of a Qualification Framework for Standards .....	117
7.7.	CPPB Training Quality Standards: 'Categories' & 'Criteria' .....	118
7.8.	Standards for Training Centres: Next Steps.....	121
7.9.	References .....	122

## UNIT 1: Introduction

The **Peace Training Handbook** you are now reading has been developed to support training institutions and trainers working in peacebuilding and prevention training, coaching and professional development support. It has also been created to serve the broader field of peacebuilding and prevention, including practitioners, deployment agencies, donors, and communities affected by conflict and war.

The aim of the Handbook is ambitious and practical:

*To contribute directly to the reduction of violent conflict and improved prevention and peacebuilding impact by improving the capabilities and attitudes, skills and knowledge competencies of professionals and practitioners in the field*

The Handbook, made possible through a grant from the European Commission (EC) H2020 funding line, provides one of the first major attempts in the field to support trainers and those involved in the development, design, delivery and evaluation of training and capacity building support for the field through:

- ☐ Providing a practical Curricula Model for field
- ☐ Providing a practical 'step-by-step' Curricula Design Process
- ☐ Introducing the concept of a Curricula & Competency Framework for Peacebuilding and Prevention

It goes further and provides an overview of both existing and 'front of the field' approaches to peacebuilding and prevention training, methods that can be used in training, and ICT and e-innovations. This is followed by a Trainers Guide and first steps towards creation of a 'Competency Framework' for trainers in the field, together with an overview of Qualification Standards for Training Centres building on the latest in EU qualification frameworks.

It is our hope that the Peace Training Handbook will be used far and wide in the field, and will serve as a practical tool for trainers and training centres and institutions both within Europe and beyond. The version of the Handbook you are reading now is 'Version 1'. This version is being released on the Peace Training web platform and for limited dissemination to experts, practitioners and training institutions in the field to specifically invite **review, recommendations and feed-back**. This process will be implemented throughout May – September 2018. Input and recommendations will then be taken in to an up-dated and revised Version 2 which will be launched publicly at the end of September 2018 and **Shaping the Future of Peace Training in Europe and Beyond** Conference to be organised in Vienna, Austria on October 1<sup>st</sup> & 2<sup>nd</sup> 2018.

### Structure of the Handbook

The Handbook is made up of 2 parts:

- ☐ 7 Units published in pdf and print format available on and off line
- ☐ The Handbook Appendixes

*The Peace Training Handbook: 7 Units*

<b>Unit 1</b>	Introduction
<b>Unit 2</b>	Curricula
<b>Unit 3</b>	Approaches
<b>Unit 4</b>	Methods
<b>Unit 5</b>	E-Innovations
<b>Unit 6</b>	Trainers Guide
<b>Unit 7</b>	Training Centres

**Unit 1: Introduction**

Provides the brief introduction and overview of the Handbook

**Unit 2: Curricula**

Introduces the concept of a Peace Training Curricula Framework, the Peace Training Curricula Categories, the Curricula Model, and Curriculum Development Process. This entry also includes links to curricula developed by PeaceTraining.eu. The Curricula Development Process is also being developed as a practical step-by-step process which you can access online and use to support curricula development.

**Unit 3: Approaches**

Presents 'Approaches' in peacebuilding and prevention training, provides a short overview of approaches with links to detailed notes on each of the Approaches, and then presents the Peace Training Approach to peacebuilding and prevention training.

**Unit 4: Methods**

Presents 'Methods' in peacebuilding and prevention training, provides a brief overview of methods with links to detailed notes on each, and presents a guide to selecting methods before exploring opportunities and challenges to novelty and innovation in peace training methods.

**Unit 5: E-Innovations**

Presents one of the most comprehensive overviews of ICT and e-innovations to-date in peacebuilding and prevention training and capacity building, overviews key concepts and methods, and provides examples of how they are being used today. This unit also includes links to additional notes on e-approaches and methods.

**Unit 6: Trainers Guide**

Presents an overview of the evolving role of trainers, training teams and capacity building, trainers mandate and responsibilities, and introduces first steps towards creation of a competency framework for trainers in peacebuilding and prevention

**Unit 7: Training Centres**

Focuses on the issue of 'quality' and quality assurance of training centres and takes first steps to introducing a quality assurance model for peacebuilding and prevention training

***The Handbook Appendixes***

The Handbook Appendixes are made up of the *curricula, approaches, methods, e-approaches and methods* and *Peace Training Glossary* which can be found on-line on the Peace Training portal. Links to entries and notes online are made throughout the Handbook. You can click on these and they will bring you directly to the entries on the Peace Training web portal.

**The Peace Training Handbook: Version 1**

As a reader of the Peace Training Handbook Version 1 we would like to invite you to send your recommendations, suggestions and input for how the Handbook can be further improved and developed. Specifically, we would like to ask for your recommendations on how to make the Handbook useful and relevant for practitioners in the field, if you believe there are approaches or methods that should be added, and to give feed-back on the different innovative contributions of the Handbook, from the Curricula Development Process to the Competency Framework for Trainers. Recommendations and input should be sent to: Kai Brand-Jacobsen, Director, Department of Peace Operations (DPO) PATRIR at [jacobsen@patrir.ro](mailto:jacobsen@patrir.ro)

We hope you will enjoy reading the Handbook and that it will be a practical benefit and tool to support your work and engagement in the field!



## UNIT 2: Curricula

### 2.1. Creating CPPB Training Curricula

This Unit is aimed at guiding training centres and trainers in their process of course development. It introduces the concept of a Peace Training Curricula Framework and why this is important for the field. This is followed by the Peace Training CPPB Curricula Categories - a series of categories and topics which have been identified by PeaceTraining.eu as essential for the CPPB field. Next, the Unit presents the Peace Training Curricula Model and Curricula Development Process.

The Curricula Development Process is intended as a practical set of questions and steps which can be used by trainers and training institutions when designing CPPB Curricula. The European Centre for Development of Vocational Training defines a curriculum as an “*inventory of activities implemented to design, organise and plan an education or training action, including definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers*”.

The step-by-step Curriculum Development Process will help you to design all the components of a curricula in an integrated and practical approach. In addition, 9 Curricula have been developed addressing key CPPB competency fields. These may be accessed from the links below. 4 more will be developed for the 2<sup>nd</sup> Version of the Handbook.

Curricula	Hyperlink to Curricula
<b><i>Designing Peacebuilding and Prevention Programmes (DPP)</i></b>	<a href="#">Click Here</a>
<b><i>Operational-level Planning for Military: Centre of Gravity and Operational Design</i></b>	<a href="#">Click Here</a>
<b><i>Implementing Local Ownership in Security Sector Reform (SSR) Missions</i></b>	<a href="#">Click Here</a>
<b><i>Mediation, Dialogue, Negotiation</i></b>	<a href="#">Click Here</a>
<b><i>Multi-stakeholder Training in Protection of Civilians in Peacekeeping Missions</i></b>	<a href="#">Click Here</a>
<b><i>Conflict Sensitive and Participatory Natural Resource Management in Post-War / Conflict Settings</i></b>	<a href="#">Click Here</a>
<b><i>Preventing Natural Resource-Based Conflict at the Community Level</i></b>	<a href="#">Click Here</a>
<b><i>Self-Care &amp; Well-Being in the Field</i></b>	<a href="#">Click Here</a>
<b><i>Sensitivity in Working with Survivors of Gender-Based Violence</i></b>	<a href="#">Click Here</a>
<b><i>Peace and Conflict Intelligence for Intervention Planning &amp; Design</i></b>	Coming Soon
<b><i>Making Prevention Work: Improving Quality, Impact and Effectiveness of Prevention and Early Warning;</i></b>	Coming Soon
<b><i>Prevention of Radicalisation and Violent Extremism for First Line Practitioners</i></b>	Coming Soon
<b><i>Evaluation, Learning &amp; Change Management in Peacebuilding and Prevention Missions</i></b>	Coming Soon

Each curriculum includes “guidelines” for choosing this particular curriculum from the perspective of a trainer or trainer institution and for practitioners and deployment organisations, together with: learning objectives, methods and methodologies of delivery, evaluation and certification processes and more.

## 2.2. Curricula Framework

<b>Curricula Framework</b>	The overall 'conceptual parameters' proscribing the values, philosophy, principles, approaches and methods that should guide CPPB curricula and CPPB training.
----------------------------	--

*The[...]gap in a shared CPPB [curricula] training framework has a range of implications, including the absence of shared definition / understanding of core concepts; absence of shared understanding of available tools, systems, methods and approaches; a broad divergence in the quality with which key issues are addressed; and no shared standard for different levels of training and competences (course levels). Furthermore, there is no easily available and accessible reference point to assess how and where different training 'fit in' in the CPPB landscape (Wolter et al, 2017, p.42).*

### 2.2.1. Why is a CPPB Curricula Framework relevant for CPPB training?

A Curricula Framework provides the overall 'conceptual parameters' of values, philosophy, principles, approaches and methods that should guide CPPB curricula and CPPB training.

It assists in the provision of a 'shared understanding' of tools, systems, methods and approaches to training, offers a way in which the broad divergence of quality can be visualised in one place, and provides the reference point to identify where training fits in the CPPB landscape.

The creation of a CPPB Curricula Framework would be an important step forward to address the need identified by practitioners and training organisations for 'a coherent structure' to provide 'a lens through which to understand and analyse peace training in Europe', for:

- ☐ training providers to "place themselves and their training" within an overall common or shared system of reference for CPPB trainings in Europe;
- ☐ training practitioners to understand which training options they have;
- ☐ trainers to network exchange and learn; and
- ☐ decision-makers to better understand the European peace training system and curriculum options. (Wolter & Tunney, 2017, p.41).

### 2.2.2. What a Training Curricula Framework Provides

Drawing upon the UNESCO Definition (UNESCO – IBE, 2011, p.18) of a Curricula Framework and applying it to the CPPB field, a CPPB Curricula Framework could help to:

- ☐ translate peacebuilding and prevention goals, priorities and policies of the EU and European CPPB stakeholders into a curricula context;
- ☐ establish the aims and objectives of CPPB curricula for different stages and levels of competencies;
- ☐ make explicit the educational philosophy underlying curricula and the approaches to CPPB training, professional development and assessment that are fundamental to that philosophy;
- ☐ outline the curriculum structure, its subjects and learning areas and the rationale for the inclusion of each in the curriculum
- ☐ allocate time to various subjects or learning areas in each level of training or stage of progression in the Framework;
- ☐ provide guidelines to training institutions, trainers and the full breadth of stakeholders involved in professional development and capacity building in the CPPB field
- ☐ prescribe requirements for curriculum implementation, monitoring and evaluation

Creating a common European (or international) CPPB Curricula Framework would help to support training programme development, identify competency gaps, and help to improve training standards. It would make the knowledge and skills base needed for CPPB practice more transparent and serve as a guide for development of training programmes.

**Box: Towards Common Definitions and Concepts: Conflict Prevention and Peacebuilding**

Even at the heart of CPPB training in Europe today there is no consensus on the definition of key terms, including *peacebuilding* and *prevention*.

“What we mean with peacebuilding and prevention is one of the key things that needs to be clarified. These are developing concepts. For instance, with the new ‘sustaining peace’ ... the understanding of both prevention and peacebuilding as something that should come much earlier in the process ... to address for instance inequalities, marginalisation, and those kinds of trends that lead to conflict, as opposed to responding to early warning of rising tensions, which is the more traditional form of conflict prevention.” Senior Advisor, NGO

The UN’s definition of Conflict prevention: “[Conflict Prevention] consists of efforts to stop violent conflict from breaking out, avoid its escalation when it does and avert its deterioration after the fact” (UNSC, 2015, p.4).

Peacebuilding is ‘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 (UN SG Policy Committee, 2007 in UN PBSO, 2017).

The EU conflict prevention strategies include 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, are comprehensive. However, no clear-cut strategy document on peacebuilding exists.

### 2.2.3. The ASK Model

One of the recommendations of PeaceTraining.eu is for the wider adoption of the ASK model as a component of a CPPB Curricula Framework. The ASK model makes explicit the need for training to shape Attitudes, build Skills, and develop Knowledge.

The figure depicts attitudes, skills and knowledge that are central to peace training and CPPB work in general. These include:

- Attitudes: 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.
- Skills: 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



**Figure 1 The ASK Model**

how to do something, for example, how to create trust or how to facilitate dialogue between conflicting parties. Yet, applying skills successfully and confidently requires practice. While many skills within CPPB are applicable across sectors, they may need to be tailored to a specific mission or a particular sector. For instance, communication skills may cut across all CPPB activities, but they are applied differently in community-based mediation and supporting military reform processes. A skills training should focus both on the technique and the way that technique is applied to a particular context.

- **Knowledge:** Several different types of knowledge can be acquired from a training. 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.

Equally the ZIF **Fields of Competence Model** aims to combine and develop multifaceted competences related to people's behaviour in terms of feeling, thinking, communication and action, in other words **personal, specialist, social and methodological competences**. For every measure, these four competence fields can be specified by listing all sub-competences, which influence competent action. This model provides at least two aspects crucial to CPPB training: First, the integration of *reflection* to all four areas of competences and second placing *attitudes* at the centre of it. This model can be used for joint creation of competence profiles and competence needs, clarification of existing competence and to assure that training address all the relevant competences depending on the desired learning outcomes.

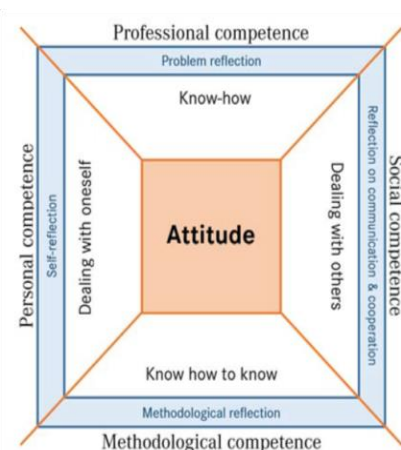


Figure 2 ZIF Fields of Competence Model

#### 2.2.4. Creating a CPPB Training Curricula Framework

The creation of a CPPB Training Curricula Framework, just as the creation of an individual curriculum, should be informed from several sources. These include:

1. Clear mapping and identification of the *competencies* required in the field;
2. A rigorous understanding of the values and principles underlying CPPB practice;
3. An understanding of good practice approaches to CPPB training, including training systems, approaches, methods, qualifications and evaluation, assessment and certification

There are several key sectors and stakeholders whose input should be included in the development of a CPPB Training Curricula Framework, including:

- International and regional intergovernmental bodies, such as the United Nations, African Union, EU, NATO, etc.
- Networks of training institutions/centres (such as ENTRi)
- National governments and ministries
- Academic research institutions and think tanks
- Non-Governmental organisations
- Training institutions/centres
- Grassroots organisations who operate in the CPPB field
- Affected societies who often live in areas where CBBP interventions take place

One already existing contribution to the development of a *curriculum framework* currently found in the CPPB training sector is the **EU Policy on Training for CSDP**. It places European visions, goals and policies, such as Common Security and Defence Policy (CSDP), of conflict prevention and peacebuilding activities in a curriculum context. It stipulates that training is divided into *basic, advanced, and pre-*

*deployment* training and in-mission / induction training, and that the target group is personnel with a civilian, police and military background from Member States or relevant EU institutions, and those who are expected to be involved in CSDP crisis management. The training audience includes the leadership and strategic levels from EU and EEAS bodies as well as staff from the operational level of CSDP missions and EU delegations. The European Security and Defence College (ESDC), a network comprised of 80, mainly state training providers in Europe, further outlines the curriculum structures, specifies target groups as well as the subjects and learning areas.<sup>1</sup>

### **2.2.5. CPPB: A Constantly Evolving Field**

A key necessity for a CPPB Curricula Framework, just as for individual curricula in the field, is to be responsive and able to continuously evolve in close contact with improving understanding and experience in the field. As the CPPB field of practice and quality of lessons learned improves, and as we improve our understanding of methods, approaches and systems to CPPB training, our Curricula Framework and individual curricula and training programmes will have to keep pace to best serve, train and prepare practitioners for the field.

The introduction of new thematic or competencies or evolution of already existing ones may be led by evolving practice in the field as well as policy developments more broadly, from nation states (for instance, a government mandating that all staff on international mission be trained in gender awareness), or from the EU adopting new strategic goals. Methodologies and approaches to training may also evolve amongst training providers. As was outlined in the report *Novelty in CPPB Training: An analysis of approaches, content and method*, alternative perspectives on approaches, content, and method all exist. A CPPB Training Curricula Framework should take this into account and work to support the necessary flexibility and customisation required by the field and build in mechanisms for innovation and improvement while helping to establish a clear framework for CPPB curricula and training.

---

<sup>1</sup> For more information on the ESDC training structure see Rehrl & Weisserth(CSDP Handbook) (2013) and for a short summary see Wolter & Leiberich (2017, p. 23)

### 2.3. Peace Training Curricula Categories

A CPPB Curricula Framework and Curricula Models should themselves be based upon a well-established *Competency Framework* and *Professional Practice Model* for the field. In CPPB, neither of these exist fully at the moment. As one contribution towards the, the Peace Training project carried out a comprehensive review of currently existing training curricula in the field, and cross referenced this with publications and reports from the field and interviews with practitioners and trainers. This led to the creation of a first drafting of **Curricula Categories / Thematics**.

Several of these have been developed into draft or 'example' curricula to help support training providers and trainers in the field. You can access these Peace Training model curricula [here](#).

PEACE TRAINING CURRICULA CATEGORIES / THEMATIC	
Core Curricula	<ul style="list-style-type: none"> <li>a. Conflict Prevention               <ul style="list-style-type: none"> <li>- Early warning and prevention systems (may also fall under theme)</li> </ul> </li> <li>b. Peacebuilding               <ul style="list-style-type: none"> <li>- Conflict Transformation (may also be included in skill-based and thematic curricula)</li> <li>- Conflict Resolution</li> </ul> </li> </ul>
Skills-Based Curricula	<ul style="list-style-type: none"> <li>a. Peace and Conflict Analysis – Peace and Conflict Intelligence</li> <li>b. Designing Peacebuilding and Prevention Programming</li> <li>c. Managing Mission &amp; Project Implementation</li> <li>d. Monitoring, Evaluation, Learning and Improvement (MELI)</li> <li>e. Capacity Building in CPPB</li> <li>f. Crisis Management and De-escalation of Critical Incidents</li> <li>g. Security, Self-Care &amp; Well-Being – Working in the Field</li> <li>h. Advocacy and campaigning for CPPB</li> <li>i. Gender Mainstreaming of CPPB activities</li> <li>j. Preventive Diplomacy, Mediation, Dialogue and Negotiation</li> </ul>
Thematic-Based Curricula	<ul style="list-style-type: none"> <li>a. Governance and the State in CPPB (e.g. rule of law, good governance)</li> <li>b. Gender in CPPB</li> <li>c. Societal &amp; Community-Based CPPB</li> <li>d. Security Sector Reform (SSR) and Disarmament, Demobilization and Reintegration (DDR)</li> <li>e. Reconciliation and Transitional Justice</li> <li>f. Preventing and Addressing Radicalization and Violent Extremism</li> <li>g. Environment and Natural Resources in CPPB</li> <li>h. Mediation, Dialogue in Peace Processes in CPPB</li> <li>i. Economic Dimensions and Business in CPPB</li> <li>j. Protection of Civilians and Vulnerable Groups in CPPB</li> <li>k. International Human Rights Law, International humanitarian law, Refugee Law</li> <li>l. Culture and religion in CPPB</li> <li>m. New media and technologies for CPPB</li> <li>n. Peace Education for CPPB</li> </ul>
Actor-Based Curricula	<ul style="list-style-type: none"> <li>a. Women and men in CPPB</li> <li>b. Security Sector (Military, Police and Judiciary)</li> <li>c. Civil Society in CPPB</li> <li>d. Children and Youth in CPPB</li> <li>e. Media in CPPB</li> <li>f. Private sector in CPPB</li> <li>g. Health Sector in CPPB</li> </ul>
Moment of Delivery	<ul style="list-style-type: none"> <li>a. Military Pre-Deployment Training</li> <li>b. Civilian and Police Pre-Deployment Training (PDT) / Preparation for NGO Staff</li> <li>c. In-Deployment (In Field / Mission / Project)</li> <li>d. Post-Deployment</li> </ul>

Following consultations and verification events with training institutions, trainers and practitioners in the field, a revised outline of CPPB Curricula Categories will be published for the 2nd Edition of the Peace Training Handbook in October 2018.

## 2.4. Curriculum Model

<b>Curriculum Model</b>	The overview / aggregation of the <b>components</b> of a <b>curriculum</b> .
-------------------------	--

The PeaceTraining.eu curriculum model uses an aggregation of the curricula components that PeaceTraining.eu has identified in previous published research to create a model in which trainers can undergo a process of strategic choices that leads to a customised CPPB curriculum. Such a model can be used to create tailor-made training curricula for specific missions and stakeholders.

Readers who would like to dive more deeply into the contents of the Curricula Model and how it was developed can find more information on the Peace Training Web Platform and in the Peace Training *Existing Peacebuilding and Conflict Prevention Report*. The diagram here presents the **components** and **resources** which should be considered in the development of curricula for CPPB Trainings.



## COMPONENTS OF A CURRICULUM

1

### Course Description

Training Context (who offers training for what purpose)  
Indication on training level (e.g. basic or advanced)

2

### Target Audience

Reference to profiles (incl. roles in CPPB sector) and linking these profiles with content and case studies introduced in the agenda  
Background requirements (e.g. years of mission experience)

3

### Learning Objectives

Referring to theories of adult learning and frameworks  
Spelling out the level at which learning is intended (intra-personal, inter-personal, community, policy etc.)  
Spelling out the "prevention" and "peacebuilding" impact of the respective learning objective  
Referring to concrete attitudes, skills and knowledge (ASK model)

4

### Programme / Agenda

Length, sequencing of modules and timing  
Content themes / topic covered

5

### Trainer Profiles

Detailed description on thematic and training experience, educational background & approach to training and relevant publications

6

### Methods

Residential, e-learning or blended, considering different learning styles and conditions of adult learning  
Consideration of conflict sensitivity, gender, power relations, hierarchies, possibility of re-traumatization

7

### Assessment & Certification

Accreditation of the course, if applicable  
Competency certification of participants (e.g. in / out test) and / or certificate / diploma upon completion of course

8

### Evaluation

Design of course evaluation system  
Design of evaluation & improvement process between trainers & host institution / training organizer

9

### Logistics

Location / Facilities (incl. accommodation)  
Materials (projector, flip-chart etc.)  
Travel (incl. Visa)  
Costs

## RESOURCE MATERIALS

### Bibliography



Handbooks  
Official documents  
Academic literature



Multimedia  
Videos / Podcasts  
Apps



Database  
Case studies  
Interactive maps

### Before the Course



Participants' profile  
Learning expectations  
Contribution templates



E-learning tools  
Social media communication platforms

### During the Course



Slides / handouts  
Quick reference guides



Trainer  
Facilitator guidelines and manuals

### After the Course



Related courses / programmes



Online platforms for exchange & support (among participants & trainers)



References (practitioners, peers, groups) that could provide a human-based support structure for the learner and trainer / facilitator



## Curriculum Development Process




<b>Curriculum Development Process</b>	A 'step-by-step' process of how someone can <i>develop</i> and <i>design</i> a curriculum providing guidance, key questions and 'how to'
---------------------------------------	--

Our curriculum development process can help you design, review, update or improve your curriculum. This step-by-step guide enables you to develop a comprehensive curriculum that is specifically tailored for peace training. For each step, you will find practical tips, guidelines and checklists as well as links to materials and resources.

### Nine Steps to Your Peace Training Curriculum

1. Conduct a **needs assessment**, identifying and addressing specific requirements in the CPPB field and of the target audience.
2. Consider general **training parameters** of the training event,
3. Set overall **goal** for the course and specific **learning objectives** for each session / module.
4. Define **content**, consistent with the goals and learning objectives.
5. Select **methods** to achieve the learning objectives (considering different learning styles).
6. Research existing and/or develop new **materials and resources** (including instructions & worksheets).
7. **Design Assessment** and **certification**
8. **Plan evaluation**
9. Define the appropriate **trainer profile(s)** for your curriculum and outline the Terms of Reference(s).

### What you will find here

	<b>Tips for preparing, designing, developing your Curriculum Other "how to" elements / ideas / Tips</b>
	<b>Guiding questions to help you through the design process</b>
	<b>Further readings and materials</b>

### STEP 1: Training Needs Assessment

CPPB training has to be designed around **skills, knowledge and attitudes** the practitioners need to have (or learn) to fulfil effectively and sensitively their tasks in their CPPB endeavour. In the 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 (Hamza, 2012).



#### Where would information for a Training Needs Assessment come from?

- Past experience with similar groups.
- Pre-Training Needs Assessment Interviews or (online) surveys with course organizers, participants, deployment organisations, mission HQs, field offices or projects in the field.
- In-Test (online) with participants to assess prior experience, knowledge and skills.
- Informal discussions with professionals and trainers in networks.
- Focus groups with course organizers, potential participants, deployment organisations, missions and projects in the field (ENTRI for example has national focal points).
- CPPB literature, from studies and reports, including the growing body of evidence-based publications on what works, what doesn't work, why and how in CPPB policy and practice



#### Guiding Questions to ask yourself in a Training Needs Assessment

- **Target Audience:** Who is the target audience? What profiles, professional experiences and backgrounds would the ideal audience have? Are there eligibility requirements?
- **CPPB working context, needs and requirements:** What CPPB activities will participants be undertaking if/when deployed? What specialised competencies (attitudes, skills and knowledge) will be needed for this? What are the trending/best practices and tools employed in the particular CPPB field?
- **Gaps:** Can you identify any gaps in skills, knowledge and attitude amongst the target audience? What gaps exist in current performance of the participants and the upcoming CPPB assignment?
- **Outcome:** How can the training help participants in addressing these gaps?
- **Group Composition:** What is the group composition? Is it single sectoral or multi-sectoral? Does it include international and national participants? Is the training oriented towards government officials, international agencies, national practitioners - and how will this affect relevant competencies and training approaches? What is the gender composition of the group? Does this need to be addressed to ensure inclusion? What else do you need to think through regarding group composition that may affect the training?
- **Group size:** How large will the group be? Will this impact on possible training methodologies and approaches and what can be achieved in the training programme(s)?

## STEP 2: Training Parameters

Every peace training curriculum is embedded in its context, limited in funding, and potentially bound to a location. There is certainly always leeway, yet certain criteria and conditions are given for the curriculum. This can be driven by donors, time constraints, and funding constraints. Therefore, we suggest to clearly define which factors are conditioning the curriculum, what restrictions are in place, and where there is flexibility. When developing a training, attention should be given to the components of a CPPB Curricula Framework and identifying the **competencies, level, approaches** and **methods** to be used in the programme. These are addressed in more detail in Step 5 below. Training Parameters should also include identifying the **success criteria** necessary for the training to achieve the impact and results intended. **Importantly:** CPPB trainers, organisations in the field and donors also have professional, moral and ethical responsibilities to ensure ethical and good practice in trainings and operations and to uphold CPPB principles. This means that if there are elements of the training parameters that are seen to implement 'bad' practice - either by being excluding or requiring bad design of a training programme or methodologies which will not achieve the impact required, trainers and all parties involved have an ethical and professional responsibility to speak up and see how to constructively and responsibly address this.



### Guiding Questions to Establish your Training Parameters (Conditions & Requirements )

- **Requirements:** What criteria on content, learning objectives, target group etc. have donors, deployment organisation or others set? What requirements should be considered to uphold good standards and practice in the field?
- **Length:** How long can the training be? i.e. consider that participants may not be able to attend a course over weekends.
- **Funds:** How much can you spend for training design, travel & accommodation and trainers? Are there scholarships available?
- **Moment of delivery:** Is it pre-deployment, in-mission, at the end of a mission, post-mission, or independent of a mission/project?
- **Location:** Is the course on-site, online or blended? Is it 'in the field' / host country?
- **CPPB:** In what way is the curriculum relevant to CPPB?
- **Accreditation:** Is the course certified (for instance by ENTRi) and are there guidelines and requirements for the curriculum components?
- **Involved partners:** Who else is involved in developing the course, and what do you require from them? Do you need other partners in developing the curriculum?

### STEP 3: Course Goal and Learning Objectives

The next step after conducting a training needs assessment and clarifying the training parameters is to set the overall aim of the training and define clear competencies and **learning objectives** (LOs). This step is pivotal for a successful training as it addresses a key question:

*What attitudes, behaviours, skills and knowledge should the programme support development of in course participants by the end of each session, and by the end of the course?*



#### Guiding Questions for Learning Objectives

- Are the learning objectives SMART: Specific, Sensitive, Measurable, Appropriate, Relevant, Time-bound?
  - **Specific** – Do LOs specify what to achieve in terms of skills, attitudes and knowledge in CPPB?
  - **Sensitive** – Are the LOs conflict, gender, trauma and culturally sensitive?
  - **Measurable** – Can the acquired attitudes, skills and knowledge be observed and tested?
  - **Appropriate** – Are they corresponding to the course level, participants' needs and background?
  - **Relevant** – Are they relevant to CPPB and the participant's work in the field?
  - **Time-bound** – Can they be achieved in the given time and the course conditions?
- What do the participants need to be able to know and do to fulfil their function in CPPB missions and projects effectively, successfully, and context/conflict sensitive?
- Are learning objectives clearly defined for the course and each session/module?
- Do the learning objectives match the training context, content, approach(es) and method(s)?
- Are the learning objectives appropriate to the target audience, what are their profiles, professional experiences and cultural and educational backgrounds?
- Do the LOs refer to personal, specialised, social and methodological competencies (attitudes, skills, knowledge)?



For Examples of LOs see the for instance the [Negotiation & Mediation course from ENTRi](#)

**STEP 4: Content****Tips on Content Selection and Scope**

After developing each learning objectives, you may ask two guiding questions:

1. what do participants need to learn for the specific roles/missions and contexts they will deploy in? What knowledge, skills and attitudes do they need to have to improve performance in the field and contribution to CPPB objectives and results?
2. what are the best ways for them to learn that and acquire the necessary competencies? What *approaches* and *methods* - given group composition, time constraints and other factors - would be most effective and appropriate?

The first question speaks to the content, which we will discuss in this section. The second relates to approaches and methods, the subject of the next section.

In deciding content, there are five key aspects to consider:

- **Relevance**

Participants are more likely to learn when the content is directly applicable to their lives, and trainings are more likely to be effective if they teach competencies directly needed within the field. Therefore, a training developer may ensure the content of the course is relevant in the following ways:

- It is pertinent to the need goals of the **target participants**?
- It is applicable to the **context** in which participants will conduct their CPPB work?
- It is closely connected to the **learning objectives** that have been developed?
- It is congruent to the competencies of shaping **attitudes**, building **skills** and developing **knowledge** identified in the needs assessment?

- **Appropriate for the Type and Level of Learning**

The type of learning - knowledge, attitudes or skills - embedded within each learning objective can help you determine the necessary content for each outcome. In addition, you may want to focus on developing a particular skill (such as application of principles in real life scenarios). At this point, content shifts from learning what the principles are to learning how they are applied. Your content is the step-by-step guide. Attitude development is also embedded within this learning objective, because you are helping the participants to reflect on application in the field. Here, the content may include questions for reflection on success.

Appropriateness of content to the course level is relatively straightforward, as introductory courses do not need the breadth, detail and scope of competencies as an advanced or specialized training.

- **State of the Art**

Content should be based on current research and latest/best practice in the field, consider recent evaluation and learning reports (e.g. lessons identified and best practices), and reflect latest policy developments. Reviewing and updating the content can ensure that material is contemporary and not outdated. Careful research into latest theory and practice from the academic, practitioner and policy perspectives is crucial, as is partnerships with key stakeholders for obtaining current information and helping you reviewing your curriculum.

- **Manageable**

Often, not all of the content or modules you originally plan for and develop will make it into the training. Make sure the methods you are using and the information you are engaging with - both in terms of quantity and complexity - is manageable and optimal to support participant learning and capabilities development. You do not want to bombard participants with too much detail or present it so generally that it is of little use to the participants. Trainers will need to select the most appropriate

content to include within each module based on the background knowledge of the participants and the priorities of the training.

We recommend that you start out with more general information, giving the participants an understanding of broad themes and concepts, and then move to more specific information. In addition, use examples and show participants how to apply the information on a practical level. Supplemental information (through for example slides and resource packs) can also help. This may include more details, different examples, or a different angle on the material that may be used to answer possible questions or included into the training based on participant interest. Having additional content prepared to include in the training can allow you to be responsive to participants' needs.

### ● **Reflecting Diversity**

The information brought to a training should incorporate diversity/diverse perspectives, reflecting the variety of disciplines related to CPPB as well as different cultural approaches and concepts. This can allow participants to understand a range of experiences, develop a greater appreciation for other cultures, and both explore and combat power inequalities. To increase the diversity of course content, one can:

- include research and theory from authors from diverse backgrounds and disciplines,
- utilise examples and case studies from different parts of the world,
- incorporate an analytical framework that is sensitive to gender, race, class colonial history and cultural inequalities,
- be mindful of language that may be demeaning toward particular groups,
- elicit experiences from diverse participants to improve understanding.



#### **Guiding Questions for Content Design and Development**

- **Relevance:** Is the content relevant to the target group's assignments, work contexts, mission mandate, work environment?
- **Appropriate for the Type of Learning:** Does the learning objective develop knowledge, attitudes, or skills and does the content focus on the correct type of learning.
- **State of the Art:** Is the content reflecting latest policy, research and practice of CPPB?
- **Manageable:** Is the content appropriate for the length and level of the course? Is the content too broad or too dense for the course? Is there too much or too little material?
- **Reflecting diverse perspectives / disciplines:** Are different perspectives represented?
- **Culturally and Gender sensitive:** Does the content utilise examples from different parts of the world and different gender perspectives? Is an analytical framework used that is sensitive to race, culture, class, gender and colonial hierarchies?

## STEP 5: Approaches & Methods



### Tips on Approaches & Method Selection

After you identify the learning objectives for a training, you can choose the approaches and methods which fit best. See the Approaches and Methods Units of the Handbook for more information. Selecting the appropriate approach and method involves the following considerations:

- 1) Ensure the approach and methods for the course **match the learning objective(s)**, which determine the type of competencies the course attempts to develop. As explained above, competencies involve shaping attitudes, building skills, or conveying knowledge. Different approaches and methods can achieve these different competencies in different ways - and some will be more appropriate than others.
- 2) Consider that approaches and methods are **appropriate for the target audience**. Cultures differ, and a trainer can investigate how receptive the participants would be to specific approaches and methods. This also involves being sensitive to learning needs, language ability, and assessing whether any participants have disabilities that may limit participation.
- 3) Consider a **variety of methods** to address different learning styles as well as ensure that the **timing is suitable** for that particular method. For instance, a lecture may go well at the start of the day rather than after lunch when energy levels amongst participants may be low.
- 4) Consider the extent to which the approach and methods incorporates the knowledge, experiences, and values of the training participants
- 5) Consider the flexibility to choose different methods should the situation demand. A trainer may feel more comfortable having multiple methods at hand for a particular learning objective to be able to react to what works well with the group or the given mood or moment.

One core value identified in PeaceTraining.eu is the need for **sensitivity to diversity** at each stage of the implementation process (Wolter & Tunney, 2017, p.34). This can refer to *sensitivity* on the part of the trainer, the methodology, and content. We have identified five main types of sensitivity:

- **Conflict sensitivity** involves understanding dynamics of the specific conflict where one is working and ensuring their intervention does no harm. When implementing a training, ensure that diverse perspectives within a conflict are explored/incorporated.
- **Cultural Sensitivity** involves recognising and valuing differences in the way culture perceive the world and moving beyond cultural biases (Snodderly 2011, Abu-Nimer 2001, LeBaron 2003). This includes developing skills in intercultural communication.
- **Gender sensitivity** involves awareness of the impact of historic gender inequalities today and how to use gender as a lens of analysis in CPPB. Recommendations include a gender balance among trainers and participants and ensure equality of participants. Also, ensure the curriculum is gender mainstreamed and consult with experts on gender. Finally, emphasize the importance of both men and women in examining gender; do not sideline it as a women's issue and recognise the role that men play.
- **Trauma sensitivity** involves awareness of trainers and course organizers, of symptoms of trauma, and how specific methods may trigger such trauma.
- **Sensitivity to diverse learning needs** includes accommodation to diverse learning styles, diverse personalities, differing levels of expertise with technology, special adaptations that can be made for people with disabilities, and accommodation for different languages. It also involves sensitivity to the way language can be used to marginalise others.

**Guiding Questions for selecting the right Approaches and Methods**

- Are the chosen approach and methods appropriate for the learning objectives?
- Are the chosen approach and methods appropriate for the training audience?
- Are the chosen approach and methods appropriate for the type of learning involved (attitudes, skills, knowledge)?
- To what degree do the approaches and methods learned help participants to attain ASK competencies in a way that will enable them to utilise and implement these competencies in the field? Are capabilities gained in this way transferable to practice and application?
- Do the approach and methods incorporate the experiences of participants?
- Do the methods allow for different learning needs and capabilities within the group?
- Are the chosen approach and methods sensitive to conflict, gender, culture, trauma, and diverse training needs?



## STEP 6: Materials and Resources

Materials and Resources can refer to both 1. the supporting documents which explain the training and activities, present information, or guide the participants in finding additional resources - this may include **academic literature**, **handbooks**, and **reports**; and 2. equipment and infrastructure that may be necessary for the training and use of different methods - including IT equipment and other similar resources.

Course outlines and agendas should be provided to participants in advance or at the start of the training to orient the participant to goals and content of the training. The **course outline** generally contains a brief description of the overall training, including the overall goals, why the training is necessary, and what the overall approach the trainers will take. In addition, the outline details the learning objectives for each module as well as a brief overview of the content (Hamza 2012).

Generally, two separate **agendas** are created, one for participants and one for the trainer. The participant agenda tends to very simply list the schedule of activities for the training and signifies how much time each activity will take. It also outlines start and end times as well as breaks throughout the day. Trainers receive a much more detailed agenda. It provides directions for the trainer on facilitating learning activities and incorporating participant reflection and discussion as part of each activity, and overviews learning objectives for each sessions and module, methods to be used, content to be covered, and educational support materials required. The agenda may also include guidelines for key issues to address and possible recommendations for how to approach activities or themes for discussion.

Materials such as handouts, slides, directions and e-learning tools may be used during the course to advance the learning. **Visual aids** including presentation tools such as Microsoft PowerPoint, slides or overheads, can be used to draw focus to the main ideas of the training module. They can complement a lecture, provide instructions for group work, or contain pictures and video clips to reinforce learning. **Worksheets, Factsheets, Handouts** assist learners through providing more in-depth information which can be used by participants to supplement the training.

Providing participants with a **resource pack** can be beneficial in creating a more holistic learning experience. A resource pack can contain a combination of academic articles, magazine/newspaper articles, scenarios, case studies, lessons learned or reflective practice pieces and policy insights (to name a few examples). If using a resource pack, it is worth considering *when* participants receive it -to ensure they have enough time to go through it prior to the training, and what the expectations are with regards to how they use it - possibly also providing clear guiding questions or reflection points to assist participants in engaging with the materials prior to the training. **Bibliographies, references**, and **online platforms** with additional resources may can also be beneficial for sharing with participants before, during or after a programme.



### Guiding questions for developing materials

- Reflect on the learning objectives and methods you are using in the training. How can training support materials and resources contribute to achieving these? What resources might work best?
- How do these materials relate to the learning objectives of the training, and its constituent parts? How should they be used / engaged with to contribute successfully to the programme and what can you do as a trainer to help achieve this?
- Are the materials clear, concise, and accessible?
- Do the materials facilitate the methods that are used in the course?

- Do the materials accommodate diverse learning styles?
- Are course readings gender- and culture-inclusive?
- To what extent have you ensured trauma sensitivity in selection and presentation of images and content?
- Have you used examples and case studies which reflect cultural diversity and conflict sensitivity?
- When do you distribute the materials? If before the course, do participants have enough time to read through them? (Consider to set priorities of “must-reads” and “good-to-have-read”)
- Have you ensured various types of resources, such as reports, articles, textbooks, podcasts, videos?
- Can you make the resources you have used available to participants after the programme as well? Can this help support consolidation of learning as well as multiplying impact and value from the programme for participants’ colleagues and organisations?

## STEP 7: Assessment and Certification

This section addresses assessment and certification of participants. Courses should indicate whether participants will receive certification upon completion - and what type of certification it will be. Certifications may be given by a single training body / institution. These may be officially recognised certificates which the institution is authorised to provide either by a national or international authority accrediting the course and verifying its standards. It may also be a certificate issued directly by the trainer or training provider which is not otherwise accredited. Certificates may be granted either as certificates of *participation*, or as certificates authenticating / validating a level of performance or competency achieved. Certificates of participation may be granted for participants attending a programme. Certificates which aim to authenticate participants capabilities or competencies achieved as a result of the programme require testing and assessment. A Curriculum Model should identify explicitly what is expected of participants in relation to certification, and how participants will be assessed/texted - including wither that will be carried out internally or externally, and how assessment and certification - as well as the course itself - are verified for quality assurance.

Assessments may take place *before, during and after* training.

**Pre-Training Assessment:** Pre-Training Assessments - either written or through direct interviews with participants - should be conducted to asses:

- Participants' existing knowledge, understanding, skills and attitudes;
- 'Good' and 'Bad' practice experiences within the mission / participants' experience and organisations;
- The types of 'actual' or possible challenges they face in the field both related to:
  - implementing capacities addressed in the programme in their **context**; and
  - implementing capacities addressed in the programme in their **mission / organisation / institution**

**In Training Assessment:** In training assessment can be implemented through several means, including exercises or reflective practices which help to illustrate participants knowledge, understanding and grasp of the issues; simulations which can be used to exercise or test skills development and capacity; interviews - either by trainers and supporting staff or other participants with each other; self-reflection and evaluation exercises; or use of gaming and exams. **Post-Training Assessment:** Post-training assessment of PoC should be included in mission and staff/personnel review and performance evaluations.

**Certification:** Certification be appropriate to the actual content, approach and methodology of the training. If the training has been lecture-based and only included exposure of participants to knowledge / understanding, it should not include **certification of competency** but only certification of participation in the training. **Certification of competency / expertise** should only be granted if the training is able to directly include well-developed use of simulations, testing, exercises and experiential or immersive learning experiences which can develop participants' operational and performance capacity.

**Guiding questions for assessment and certification**

- What form of assessment is required (e.g. formal requirements by deployment agency)?
- What form of assessment is appropriate and possible in the conditions of the training - including timing, overall training design and planning, and competencies being addressed?
- What form of assessment best fits the training approach and method?
- What form of assessment best reflects the competence development which the course objectives have outlined?
- What form of assessment best fits the target audience?
- Does the chosen form of assessment accommodate diverse learning styles?
- Can there be more than one form of assessment?
- Does the assessment provide adequate verification of competencies achieved?
- Given the competencies being assessed, do issues such as transferability to the field and degradation over time need to be considered? Should there also be *ex-post assessment* integrated into the practitioner's performance reviews in their mission / organisation?

## STEP 8: Evaluation



Evaluation is recommended to take place at all phases of the training process from planning and design (pre-training) and in-training evaluation to post-training implementation. The most common form of evaluation in peace training is an **immediate post-course evaluation by the participants**, often in form of a questionnaire at the end of a programme. Yet the purpose of evaluation can go far beyond the participants' perceived usefulness of the training content, the trainer performance and the logistical arrangement. Evaluation also serves the purpose of assessing whether a training was effective in preparing practitioners for their tasks in the CPPB fieldwork and / or contributed to improved performance.

### Participant Evaluation

The standard evaluation system of short- and long-term training results is the Kirkpatrick Model of evaluation. The model includes four levels of evaluation, which build upon each other. Kirkpatrick Partners (2009) describe the levels as follows:

#### Level 1: Reaction

The degree to which participants find the training favourable, engaging and relevant to their jobs.

#### Level 2: Learning

The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training.

#### Level 3: Behaviour

The degree to which participants apply what they learned during training when they are back on the job.

#### Level 4: Results

The degree to which targeted outcomes occur as a result of the training and the support and accountability package.

Non-state training providers often do not have the human capacity and financial resources to conduct evaluations up to level four. Therefore, it is crucial that training providers cooperate with deployment agencies and the organisations and staff in the field.

The evaluation level and effort need to correspond to the length, complexity and costs of a training. Thus, for a one-day training, a level four result evaluation is neither useful nor necessary.

This table of course only gives general indication on the purpose of different evaluation levels in peace training. We acknowledge that further research is needed to illustrate and assess the development of the steps of these evaluation methods.

### Trainer Process Evaluation

It is recommended that the trainer, trainer team and / or course organizer engages in evaluation before, during and after training delivery to check if something needs to be adapted so that training is most effective and responsive to participants' learning styles and needs (Hamza, 2012). This process evaluation is a form of reflective practice by which trainers monitor and assess progress and process of their own planning and implementation in relation to the participants' learning.

- **In the planning and design phase**, trainers or course organizers can check in with colleagues or other trainers asking for feedback on their training design, especially the training needs assessment, learning objectives and matching methods of delivery.

- **During the course**, trainers can monitor and assess the participant's comfort, engagement, motivation, understanding and progress. The trainer should include a mid-course evaluation orally or written asking the participants:

- ☐ *What was very new to you? What did you like (particular content, method)?*
- ☐ *What has been particularly useful and applicable to your CPPB work?*
- ☐ *What would you like to learn more about? What do you feel you need to learn more about to be prepared for your assignments in the field (skills, knowledge)?*
- ☐ *Where do you see that you can learn from the other participants?*
- ☐ *Was the pace suitable?*

In the case of a trainer team, you can also observe each other's sessions and discuss learning processes and participants' engagement and progress together.

- **After the training**, the trainer can use methods according to Kirkpatrick's evaluation with participants. We suggest a structured and formalized evaluation involving trainers, organisers and participants, in order to identify successful elements and challenges to the training, as well as receiving and giving constructive feedback.



#### Guiding questions for evaluation

##### Participant evaluation

- What form of course evaluation by participants is required (formal requirements, for example)?
- How will the course evaluation be used?
- What resources can be devoted to course evaluation?
- What level of Kirkpatrick's model would be the most ideal level for this particular evaluation considering the course length as well as available budget and human resources?
- What are the benchmarks for participation in the course evaluation?

##### Trainer process Evaluation

- How am I going to evaluate the training event (e.g. trainer(s) together with the course organizers) ?
- Is there a systematic way in which I can log successes and challenges of the training?
- Is there any way in which colleagues can provide feedback on the training?



#### Further Reading

Mindtools (ND). [Kirkpatrick's Four-Level Training Evaluation Model](#). *Analysing Training Effectiveness*. Hamza, M. (2012). Chapter 6 Evaluation. [Developing training material guide](#)

## STEP 9: Trainer Profile



### Tips on Determining trainer profile fitting curriculum content, learning objectives, target group and methods

Selecting the right trainer or training team is a key ingredient for a successful programme. There are several factors you may wish to consider, from expertise on the topic and fields covered by the training to the 'identity' of the trainer and how they will be perceived by the participant group, to the trainer's own competency with approaches and methods of training that may be required in the programme. As the Trainers Guide Unit in the Handbook explores, today many trainings and training providers have gone beyond 'single trainer' courses. Trainings may be provided by teams of trainers and may also include a range of other support roles - including invited experts and practitioners. When selecting the composition of your 'training team' capability you need to assess whether the programme can best be delivered by one or more trainer, whether different modules or competencies addressed in the programme require different types of trainers or training support, and what is possible within the timeline and resources available for the programme. Training institutions and deployment agencies contracting trainers should also take into consideration gender- and cultural-sensitivity and empowerment. Would it help to have a female trainer or mixed training team? This is not only relevant for trainings on gender but should be considered for all programmes. If the training is taking place outside of Europe, do you need to bring in *external / foreign* trainers - as is often done - or can you find well qualified trainers within the context? What is the professional background and experience you are looking for from the trainer? Is it enough for them to be a 'knowledge expert' or do they need to also have *training* capability and skills, and to have practical knowledge and experience on the topic. These are all some issues you may wish to consider. In many contexts, a trainer should be brought on early in the process. While listed here as 'Step 9', you may wish to identify and bring on the trainer or training team already from Step 1 to be involved in the training needs assessment and contribute actively to the creation, development and design of the programme.



#### Guiding Questions Trainer Profiles

- What types of competency and subject matter expertise are you looking for in the trainer or training team?
- Is it possible to have a single trainer or are you looking for a training team? If a training team, have you considered gender, cultural, sectoral and age inclusion?
- What expertise in terms of approaches and methods that may be used in the training should the trainer have?
- Do you need to consider the language capabilities depending on the language group of participants?
- At what stage do you want to engage the trainer? Is it possible to have the trainer or training team engaged from the earliest stages of needs assessment or at what point will you bring them in?

## 2.5. Final Checklist for Developing a Training

### CONTEXT & CONDITIONS

Identify and spell out the context and conditions for the training:

- ✓ Is the training on-site, online or blended?
- ✓ What criteria are set by the donors of the training?
- ✓ Which level is it?
- ✓ Is the course accredited? If so, what are the implications for curricula design?
- ✓ How will I promote self-care in the training?
- ✓ Have I designed my training to fit the length, level of the training and group composition?

### TRAINING NEEDS & REQUIREMENTS

- ✓ How can the training contribute to this? What is the overall goal of the training? Keep in mind: What are the limits of the training, considering its duration, trainers, experts etc.?
- ✓ Have I examined lessons learned and best practices about implementation from prior experience, observation and research? Have I devised plans for responding to risks within the training?
- ✓ Have I conducted a training needs assessment? Have I shaped the training for the objectives of the mission and location? Have I consulted with local partners working in the field?

### TRAINERS / FACILITATORS / EXPERTS

- ✓ Is there a trainer team? Have I synchronized my training modules to avoid duplications and to build content complementing each other's?
- ✓ Are additional experts (e.g. policy maker, diplomat) for particular sessions invited? How does the expert input fit the overall learning objectives?

### PARTICIPANTS

- ✓ Have I recruited participants appropriate for the training? Do I have diversity among participants? Have I consulted with participants in the planning phase? Do I know participants' backgrounds and do I know of any specific learning needs?
- ✓ What are the criteria for the selection of participants and who sets them? Do participants have special learning requirements set by the training organizer?

### LEARNING OBJECTIVES

- ✓ What do the participants need to be able to know and do to fulfil their function in CPPB missions and projects effectively, successfully and context / conflict sensitive?
- ✓ Have I clearly defined learning objectives for the course and each session?
- ✓ Do the learning objectives match the training context, content and methods?  
Are the learning objectives appropriate to the target audience, what are their profiles, professional experiences and cultural and educational backgrounds?

### CURRICULA CONTENT & PROGRAMME

- ✓ Did I refer to core concepts of conflict prevention and peacebuilding, and have I placed the content in the overall CPPB categories?
- ✓ Is the content based on the needs assessment, learning objectives and participant goals?
- ✓ Is the content gender mainstreamed?
- ✓ Did I consider possible biases / discrimination / structural or cultural violence elements?

### METHODS

- ✓ Are curriculum and methods informed by adult learning and peace education theory?
- ✓ Do the methods fit the learning objectives and the target audience?
- ✓ Are they sensitive to conflict, culture, gender, power relations etc.?

### MATERIALS



- ✓ Have I researched / developed and sent out relevant materials to the participants?
- ✓ Have I prepared handouts, slides and worksheets? Check if they are gender mainstreamed.

## 2.6. References

### Further Reading

We recommend the following resources to assist in e-learning curriculum design and course development:

*Handbook of the FAO:* <http://www.fao.org/docrep/015/i2516e/i2516e.pdf>

### References from the Curricula Framework Section

- Curran, D., Annan, N., Tunney, E., Tanase, A., The PeaceTraining.eu Curricula Framework and Model. (Deliverable 4.2). PeaceTraining.eu.
- Wolter S., Tunney, E. (2017). Integrated Assessment Report on EU's CPPB Capabilities. (Deliverable 3.5). PeaceTraining.eu.
- Wolter, S.; Tanase, A.; Brand Jacobsen, K.; Curran, D. (2017). Existing Peacebuilding and Conflict Prevention Curricula Report (Deliverable 3.2). PeaceTraining.eu
- Abu-Nimer, M. (2001). Conflict Resolution, Culture, and Religion: Toward a Training Model of Interreligious Peacebuilding. *Journal of Peace Research*, 38(6), 685–704.
- Anderson, L. W. & Krathwohl, D. A. (2001). *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.
- APFO, CECORE, CHA, FEWER, International Alert, & Saferworld. (2004). *Conflict-sensitive approaches to development, humanitarian assistance, and peacebuilding: A resource pack*. Colombo: Consortium of Humanitarian Agencies.
- Australian Agency for International Development (2006). *Gender Guidelines: Peace-Building*. AusAID Gender and Peace-Building Guidelines.
- Barsalou, J. (2005). *Trauma and Transitional Justice in Divided Societies*. Special Report 135. United States Institute of Peace (USIP).
- CEDEFOP (2011). European Centre for the Development of Vocational Training. *Glossary. Quality in education and training*. Luxembourg: Publications Office of the European Union. [www.cedefop.europa.eu/files/4106\\_en.pdf](http://www.cedefop.europa.eu/files/4106_en.pdf), retrieved on 15.03.2017.
- Conflict Sensitivity Consortium (2012). *How to Guide to Conflict Sensitivity*. [http://local.conflictsensitivity.org/wp-content/uploads/2015/04/6602\\_HowToGuide\\_CSF\\_WEB\\_3.pdf](http://local.conflictsensitivity.org/wp-content/uploads/2015/04/6602_HowToGuide_CSF_WEB_3.pdf), retrieved on 15.03.2017.
- Costa, A. L., & Kallick, B. (2008). Learning Through Reflection. In A. L. Costa & B. Kallick (Eds.), *Learning and leading with habits of mind. 16 essential characteristics for success*. Alexandria, Va.: Association for Supervision and Curriculum Development, ASCD.
- Dijkstra, H.; Petrov, P. & Mahr, E. (2016). *EU-CIVCAP. Preventing and Responding to Conflict: Developing EU Civilian Capabilities for a sustainable peace. Reacting to Conflict: Civilian Capabilities in the EU, UN and OSCE*. (Deliverable 4.1, Version 1.3). Maastricht: EU-CIVCAP.
- Eastern Mennonite University. (2016). *Common Responses to High Stress and/or Trauma: Self Test: Put a check beside the responses that describe you*. [http://emu.edu/cms-links/cjp/star/docs/Common\\_Responses.pdf](http://emu.edu/cms-links/cjp/star/docs/Common_Responses.pdf), retrieved on 14.05.2017.
- Eastern Mennonite University. (2016). *What You Can Do To Take Care of Yourself*. [http://emu.edu/cms-links/cjp/star/docs/Do\\_For\\_Yourself.pdf](http://emu.edu/cms-links/cjp/star/docs/Do_For_Yourself.pdf), retrieved on 14.05.2017.
- EEAS (2017a). European External Action Service. *EU Policy on Training for CSDP*. <http://data.consilium.europa.eu/doc/document/ST-7838-2017-INIT/en/pdf>, retrieved on 17.05.2017.
- EEAS (2016b). European External Action Service. General Annual Report on ESDC Activities – academic year 2015/2016. <http://www.emilyo.eu/sites/default/files/2016->

- [087%20%5BEEAS.2016.1430%5D%20GAREA%202015-2016%20%5BARES%5D.pdf](#), retrieved on 25.01.2017.
- ENTRI (2011). Europe's New Training Initiative for Civilian Crisis Management. *Course Concept for the Specialisation Course on: Leadership & Gender: Principles & Particularities*. [http://www.entriforccm.eu/certification/assets/pdf/Leadership\\_Gender-concept.pdf](http://www.entriforccm.eu/certification/assets/pdf/Leadership_Gender-concept.pdf), retrieved on 18.03.2017.
- ENTRI (2016). Europe's New Training Initiative for Civilian Crisis Management. Final Narrative Report. Training of Civilian Experts for international civilian crisis management and stabilization-type missions – ENTRi-II. [http://www.entriforccm.eu/assets/pdf/Final\\_Narrative\\_Report\\_ENTRI\\_II\\_2013-16.pdf](http://www.entriforccm.eu/assets/pdf/Final_Narrative_Report_ENTRI_II_2013-16.pdf), retrieved on 05.01.2017.
- ESDC (2015). European Security and Defence College. *EU Concept Core Course on Civilian Crisis Management. Pilot Activity number – 35. Draft Curriculum*.
- Fras, M., & Schweitzer, S. (Eds.) (2016). *Mainstreaming Peace Education Series. Designing Learning for Peace: Peace Education Competence Framework and Educational Guidelines*.
- Gamson, Z.F. (1994). Collaborative learning comes of age. *Change*, 26(5), 44-49.
- INEE (ND). International Network for Education in Emergencies. *Three Steps to Conflict Sensitive Education*. [http://www.iiep.unesco.org/sites/default/files/inee\\_cse\\_graphics.pdf](http://www.iiep.unesco.org/sites/default/files/inee_cse_graphics.pdf), retrieved on 26.03.2017.
- Kamp, M. (2011). *Facilitation Skills and Methods of Adult Education: A Guide for Civic Education at Grassroots Level*. Published under the project: "Action for Strengthening Good Governance and Accountability in Uganda". Uganda Office, Konrad-Adenauer-Stiftung.
- Klot, J. (2007). *Women and Peacebuilding*. UNIFEM; Peacebuilding Support Office (PBSO).
- Knowles, M. S., Holton III, E. F. & Swanson, R. A. (2011). *Adult Learner*. Abingdon: Taylor and Francis.
- Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2005). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*. Burlington, MA: Elsevier.
- Kolb, A. Y., & Kolb, D. A. (2005). Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education. *Academy of Management Learning & Education*, 4(2), 193–212.
- Krathwohl, D. R. (2002). A Revision of Bloom's Taxonomy: An Overview. *Theory Into Practice*, 41(4), 212–218.
- Krewer, B., & Uhlmann, A. (2015). *Models for Human Capacity Development: Didactics Concept of the Academy of International Cooperation. Publikationen zur internationalen Personalentwicklung: Volume 1*. Bonn: GIZ.
- LeBaron, M. (2003). *Bridging Cultural Conflicts*. Jossey-Bass.
- Lederach, J. P. (1995). *Preparing for peace: Conflict transformation across cultures. Syracuse studies on peace and conflict resolution*. Syracuse, N.Y: Syracuse Univ. Press.
- Lederach, J. P. (2005). *The moral imagination: The art and soul of building peace*. Oxford: Univ. Press.
- McCann, J. (2015). Local Ownership - An Imperative for Inclusive Peacebuilding. *Development Dialogue*, 1, 16-27.
- NWCPHP (2012). Northwest Center for Public Health Practice. *Effective Adult Learning. A Toolkit for Teaching Adults*. University of Washington School of Public Health.
- Odoi, N. (2005). Cultural Diversity in Peace Operations: Training Challenges. *KAIPTC Paper*, 4.
- Paffenholz, T. (2009). Civil Society. In V. Chetail (Ed.), *Post-conflict peacebuilding. A lexicon* (pp. 60–73). Oxford, New York: Oxford University Press.
- Pillow, W. (2003). Confession, Carthasis or Cure? Rethinking Uses of Reflexivity as Methodological Power in Qualitative Research'. *International Journal of Qualitative Studies in Education*, 16(2), 175-196.
- Pimentel, D. (2010). Rule of Law Reform Without Cultural Imperialism? Reinforcing Customary Justice Through Collateral Review in Southern Sudan. *Hague Journal on the Rule of Law*, 2, 1-28.
- PSC (2004). Political and Security Committee. *Draft EU Training Concept in ESDP*. [http://www.eeas.europa.eu/csdp/documents/pdf/trainingconcept\\_en.pdf](http://www.eeas.europa.eu/csdp/documents/pdf/trainingconcept_en.pdf), retrieved on 18.12.2016.
- Ramsbotham, O., Woodhouse, T., & Miall, H. (2016). *Contemporary conflict resolution: The prevention, management and transformation of deadly conflicts* (Fourth edition). Cambridge, Malden, MA: Polity Press.

- Reis, A.-B. & Stanca-Mustea, C. (2013). *The Role of Culture in Peace and Reconciliation*. Background Note, High-level Discussion 2. United Nations Educational, Scientific and Cultural Organization (UNESCO).
- Rivers, R & Scotto, G. (Eds.) (2006). *Peace Training: Preparing Adults for Peacework and Nonviolent Interventions in Conflict*, Berlin: Berghof Foundation.
- Savin-Baden, M., & Major, C. H. (2013). *Qualitative Research: The Essential Guide to Theory and Practice*. Abingdon: Routledge.
- Snodderly, D. (2011). *Peace Terms. Glossary of Terms for Conflict Management and Peacebuilding*. Washington, DC: United States Institute of Peace (USIP).
- Sudhakar, N. & Kuehnast, K. (2011). *The other side of gender: Including masculinity concerns in conflict and peacebuilding*. Washington DC: United States Institute of Peace (USIP).
- Susskind, L. E. & Coburn, J. (1999). Using Simulations to Teach Negotiation: Pedagogical Theory and Practice, *Working Paper 99–1*. Cambridge, MA: Program on Negotiation, Harvard Law School.
- Tunney, E. (2017, confidential). *Stakeholder Interview Summary Report*. (Deliverable 3.3). PeaceTraining.eu.
- Tunney, E. (forthcoming). *Report on current Training Methods for Peacebuilding and Conflict Prevention*. (Deliverable 3.4). Peacetraining.eu.
- UNESCO – IBE (2013). United Nations Educational, Science and Cultural Organisation - International Bureau of Education. *IBE Glossary of Curriculum Terminology*. [http://www.ibe.unesco.org/fileadmin/user\\_upload/Publications/IBE\\_GlossaryCurriculumTerminology2013\\_eng.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/Publications/IBE_GlossaryCurriculumTerminology2013_eng.pdf), retrieved on 15.02.2017.
- UNSC (2015). United Nations Security Council. *Report of the Secretary-General on the United Nations and conflict prevention: a collective recommitment*. [http://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/s\\_2015\\_730.pdf](http://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/s_2015_730.pdf), retrieved on 25.01.2017.
- van der Laan, F., van de Goor, L., Hendricks, R., van der Lijn, J., Meijnders, M., & Zandee, D. (Eds.). (2016). *Clingendael report. The future of police missions*. The Hague: Clingendael Institute.
- Westwood, P. (2014). *What teachers need to know about teaching methods*. Australian Council for Educational Research.
- Wolter, S. & Leiberich A. M. (2017). *Baseline research and stakeholder report on conflict prevention and peacebuilding training*. (Deliverable 3.1). PeaceTraining.eu.
- Wolter, S.; Tanase, A.; Brand Jacobsen, K.; Curran, D. (2017). *Existing Peacebuilding and Conflict Prevention Curricula Report* (Deliverable 3.2). PeaceTraining.eu.
- Yoder, C. & Zook Barge, E. (2011). *STAR—The Unfolding Story, 2001-2011*.
- Yoder, C. (ND). *STAR – Strategy for Trauma Awareness and Resilience. Trauma-sensitive development & aid*. [http://emu.edu/cms-links/cjp/star/docs/Yoder-Trauma-Sensitive\\_Development\\_and\\_Aid.pdf](http://emu.edu/cms-links/cjp/star/docs/Yoder-Trauma-Sensitive_Development_and_Aid.pdf), retrieved on 12.04.2017.

### Manuals and Handbooks

- CAMP & Saferworld (2014). *Training of trainer's manual: Transforming conflict and building peace*.
- CCIM. (ND). *Facilitator Manual: Educator Role and Guidelines, Adult Learning Principles*. Community Care Information Management.
- Community Support Services Common Assessment Project. (ND). *Facilitator Manual: Educator Role and Guidelines Adult Learning Principles*. <https://www.ccim.on.ca/CSS/CA/Private/Document/Education%20and%20Training/Adult%20Learning%20Principles/Adult%20Learning%20Principles%20Facilitator%20Manual.pdf>, retrieved on 12.06.2017.
- De Zwaan, N. & Feenstra, E.D (2015). *Gender, Peace and Conflict Training Manual*. Cooperative for Assistance and Relief Everywhere, Inc. (CARE).
- Elroy, G. (2016). *A Gender Perspective in CSDP. Training Manual*. Folke Bernadotte Academy.
- Hamza, M. (2012). *Developing training material guide*. Karlstad: Swedish Civil Contingencies Agency (MSB).

- Lauffer, S. & Hamacher, J. (2016). *ENTRi Handbook In control: A practical guide for civilian experts working in crisis management missions*. (3rd edition). Berlin: Center for International Peace Operations, for Europe's New Training Initiative for Civilian Crisis Management (ENTRi).
- Mishnick, R. (ND). *Nonviolent conflict transformation: Training Manual for a Training of Trainers Course*.
- Neufeldt, N., Fast, L., Schreiter R., Starken, B., MacLaren, D., Cilliers, J. & Lederach, J.P. (2002). *Peacebuilding: A Caritas Training Manual*. Vatican City: Caritas Internationalis.
- OECD (2013). *Why integrate a gender perspective into state-building? Gender and Statebuilding in Fragile and Conflict-Affected States*. Paris: OECD Publishing.
- Rehrl, J. (Ed.). (2017). *Handbook on CSDP: The common security and defence policy of the European Union* (Third edition). *Schutz und Hilfe: Vol. 1*.
- Reimann, C. (2013). *Trainer manual: Mainstreaming gender into peacebuilding trainings*. Berlin, Eschborn: Center for International Peace Operations (ZIF); Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ).
- Schilling, K. (2012). *Peacebuilding & conflict transformation. Methods & games to facilitate training sessions*.

### Websites

- BMZ & GIZ (2017). Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung; Gesellschaft für Internationale Zusammenarbeit. *Gender Knowledge Platform. Gender Mainstreaming*. <http://www.genderingermandevelopment.net/gender-mainstreaming4.html>, retrieved on 22.05.2017.
- EEAS (2016a). European External Action Service. *Military and civilian missions and operations*. [https://eeas.europa.eu/topics/military-and-civilian-missions-and-operations/430/military-and-civilian-missions-and-operations\\_en](https://eeas.europa.eu/topics/military-and-civilian-missions-and-operations/430/military-and-civilian-missions-and-operations_en), retrieved on 22.04.2017.
- ENTRi (2017a). Europe's New Training Initiative for Civilian Crisis Management. *Origins and background*. <http://www.entriforccm.eu/certification/origins-and-methodology.html>, retrieved on 12.03.2017.
- ENTRi (2017b). Europe's New Training Initiative for Civilian Crisis Management. *Course Calendar. Archive. Negotiation & Mediation course*. <http://www.entriforccm.eu/training/archive/mediation-und-negotiation-12-2015.html>, retrieved on 15.06.2017.
- Fractus (2017). *Bloom's Taxonomy Verbs – Free Classroom Chart*. <https://www.fractuslearning.com/2016/01/25/blooms-taxonomy-verbs-free-chart/>, retrieved on 20.06.2017.
- Jukka Husu, A. T. & Patrikainen S. (2006). *Guided Reflection: Promoting Ways to Advance Reflective Thinking in Teaching*. Paper presented at European Conference on Educational Research. <http://www.leeds.ac.uk/educol/documents/157892.htm>, retrieved on 22.05.2017.
- Kirkpatrick Partners (2009). *The Kirkpatrick Model*. <http://www.kirkpatrickpartners.com/OurPhilosophy/TheKirkpatrickModel>, retrieved on 1.12.2016.
- Liebegott, R. (2015). *Delivering Training That Works for Different Employee Learning Styles*. Knowledge Wave. <http://www.knowledgewave.com/blog/training-for-employee-learning-styles>, retrieved on 11.06.2017.
- Mindtools (ND). *Kirkpatrick's Four-Level Training Evaluation Model. Analysing Training Effectiveness*. <https://www.mindtools.com/pages/article/kirkpatrick.htm>, retrieved on 12.05.2017.
- Online Teaching Strategies for Adult Learners (ND). *Adult Virtual Icebreakers*. <https://sites.google.com/site/adultonlineteachingstrategies/virtualicebreakers/adult-virtual-icebreakers>, retrieved on 12.06.2017.
- Reed, J. & Koliba, C. (1995). *Facilitating Reflection - A Manual for Leaders and Educators*. [http://www.uvm.edu/~dewey/reflection\\_manual/](http://www.uvm.edu/~dewey/reflection_manual/), retrieved on 3 March 2017.
- Simon Fraser University (2015). *Intercultural Communication and Diversity - Training Materials*. <http://www.lib.sfu.ca/help/research-assistance/subject/intercultural/training>, retrieved on 28.06.2017.

Simply Psychology (2013). *Kolb Learning Styles*. <https://www.simplypsychology.org/learning-kolb.html>, retrieved on 12.04.2017.

The New Social Learning Blog (2009). *10 online icebreakers*. <http://joitskehulsebosch.blogspot.co.uk/2009/03/10-online-icebreakers.html>, retrieved on 12.06.2017.

UMass Dartmouth (2017). *Tips for Educators on Accommodating Different Learning Styles*. <http://www.umassd.edu/dss/resources/facultystaff/howtoteachandaccommodate/howtoaccommodatedifferentlearningstyles/>, retrieved on 24.05.2017.

UN SG Policy Committee (2007) in UN PBSO (United Nations Peacebuilding Support Office) (2017). *Peacebuilding & The United Nations*. <http://www.un.org/en/peacebuilding/pbso/pbun.shtml>, retrieved on 20.01.2017.

## UNIT 3: Approaches

### 3.1. In this Unit: Approaches to CPPB Training

An approach towards Conflict Prevention and Peace Building (CPPB) training, or the construction of CPPB training programmes, concerns the broad understanding of what guides the training. Often, such understanding remains implicit and grows from evolving practices within training institutes and practitioners' organisations such as international organisations, state governments, NGOs and other civil society actors. Training approaches guide the type of content delivered, how the content is delivered (the methods), trainer-trainee interactions, how participants are engaged in learning, and types of evaluations, but also the timing and sequencing of training moments, and competencies addressed – whether these are Attitudes, Knowledge, and/or Skills (ASK) or any combination therein.

Though training approaches often remain implicit, several approaches can be analytically discerned from each other. In practice, however, aspects of several approaches may be brought together in training. In this Unit we have identified 13 major training approaches relevant to the modern CPPB training field. Some of them are closely linked / overlapping. They have been identified 'individually' here as they have their own sources of origin and have developed as specific approaches, even if sharing significant characteristics.

In addition to the summaries presented here 9 of the 13 Approaches have also been developed into 'Notes' for CPPB training practitioners and stakeholders. The list here presents the 13 approaches addressed and indicates which have existing Notes. Notes for all 13 will be developed for the 2<sup>nd</sup> Version of the Handbook:

Approach	Hyperlink to Notes
<b><i>Prescriptive and Elicitive Training</i></b>	<a href="#">Click Here</a>
<b><i>Adult Learning</i></b>	<a href="#">Click Here</a>
<b><i>Single- and Multi-Stakeholder Approaches</i></b>	<a href="#">Click Here</a>
<b><i>An Ecological or 'Own Knowledge Systems' Approach</i></b>	<a href="#">Click Here</a>
<b><i>Student-centric learning</i></b>	Coming Soon
<b><i>Differentiated Instruction</i></b>	Coming Soon
<b><i>Experiential Learning</i></b>	<a href="#">Click Here</a>
<b><i>Immersive Learning</i></b>	Coming Soon
<b><i>Sequenced Learning</i></b>	<a href="#">Click Here</a>
<b><i>Synchronous and Asynchronous Learning</i></b>	<a href="#">Click Here</a>
<b><i>Work-Based Learning</i></b>	<a href="#">Click Here</a>
<b><i>A Coaching Approach</i></b>	<a href="#">Click Here</a>

Each of the 13 approaches are addressed in the following section with brief summary descriptions. Two more approaches – the Competency-based Approach and the Integrated Learning & Capacity Building Approach – will be added for the 2<sup>nd</sup> Version of the Handbook in September 2018.

The final section of this Unit addresses the 'PeaceTraining.eu (PT) Approach'. Rather than a 'distinct' or new approach, the Peace Training Approach builds upon the strengths of different approaches and indicates how these can be used in CPPB training.

### 3.2. 13 Approaches to Contemporary CPPB Training: An Overview

This section of Unit 4 presents summary descriptions of 13 major or principal approaches in CPPB training in use today. Often, training programmes may integrate or use more than one approach at a



time. Several of the approaches are complementary. Importantly – as discussed above: different approaches to CPPB training will achieve different impacts on attitude, skills and knowledge development. Of these, experiential and immersive approaches and approaches which enable participants to practice and apply skills in as ‘close to real world circumstances’ as possible are important for moving beyond purely ‘top-down’, ‘lecture-based’ presumed transfer of knowledge (see the Prescriptive Approach below) to trainings ‘fit-for-purpose’ and able to actually contribute to the development of operational capabilities and competencies which can be transferred and implemented in the field. The point here is not an ‘either-or’ approach, as shall be seen in the presentation of the Peace Training Approach in the next section, but rather that trainers and training institutions need to develop the ‘right’ or ‘fit-for-purpose’ approach which can best prepare, equip and empower participants (trainees) with the skills, knowledge, and attitudes they need to achieve peacebuilding and prevention impact in the field. In Version 2 of the Guide a Criteria Checklist which can be used to assess different approaches and their applicability to competency development will be presented.

### **3.2.1. Prescriptive and elicitive training**

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.

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.

### **3.2.2. 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 elicitive approaches.

### **3.2.3. Performance-Oriented Design / Approach**

*A performance-oriented design or approach refers to aligning the individual’s eLearning experience (and results) with organizational performance and learning needs, connecting learning and work performance, and connecting organizational and work performance with measurable impact objectives*

for contributing to and achieving change in the conflict context.<sup>2</sup> This concept is relevant and connected to those of *work-placed learning*, *activity systems* and *competency-based learning*, and links to the need to achieve *performance targets* (impact) in actual CPPB in the conflict context. While this may seem self-evident or obvious, much of the CPPB field suffers from a lack of rigorous analysis and understanding of what competencies and performance capabilities/levels are needed to improve operational, programmatic and strategic *impact* in the field. Many actors are still dealing with generic levels of concepts or understandings. For example: if we know ‘gender’ is important we send staff to a gender-training, without: i. identifying *what* skills, capabilities, attitudes and knowledge are needed *specifically* a. for that staff member b. in that exact context; or ii. identifying what exact goals and performance targets staff should apply those skills to when they are then again in the field. This reflects a general challenge in the field today. Increased engagement with *performance-oriented design / approach* in both on- and off-line training will require also increased, rigorous engagement with identification, mapping and understanding of the skills and capabilities needed for specific roles, tasks, missions and achieving *impact* in the field *in CPPB*.

### 3.2.4. Single- and Multi-Stakeholder Training Approaches

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. 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.

### 3.2.5. An Ecological and ‘Own Knowledge Systems’ 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.

<sup>2</sup> A *Performance-Oriented Approach to E-Learning in the Workplace* Minhong Wang, Weijia Ran, Jian Liao and Stephen J.H. Yang, Educational Technology & Society, 2010. P. 171



### 3.2.6. Student-centric learning

Student-centric learning is 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. This enables the learner to take a more active role in transforming learning into a “process of discovery and knowledge construction” more than “merely a transfer of knowledge from instructor (or electronic medium) to student.” (NATO 2014) With advances in e-technologies and learning functions this enables providers to develop increasingly customised and tailor-made learning experiences suited to the specific needs and context of individual learners while better enabling them to achieve performance competencies needed for the field, and at lower costs.

### 3.2.7. Differentiated Instruction

Differentiated instruction is an approach to learning and training stemming from the understanding that people have multiple approaches to learning competencies and skills development. ICT enables a high degree of customisation of learning platforms and processes to serve different learning needs and approaches to learning. The point is: this can be built into the system and doesn't require additional effort – after initial design – to improve provision of customised training to each participant. This includes the ability to select and customise levels of interactivity, modalities for delivery of content, timing of learning and more. Kathleen Scalise in the International Journal of Learning Technology identified 5 ‘Types’ of Differentiation including differentiation of: content, process, product, affect and learning environment. Differentiation – selecting what learners should receive or how their learning experience should be crafted – can be (Scalise, 2007):

- Diffuse: with learners receiving the same content but having multiple opportunities and different approaches for ‘making sense’ of the materials provided;
- Self-Directed: with learners themselves choosing preferred content and methods of learning;
- Computer or model-based differentiation: in which the learning system itself differentiates the learning path based upon information received and learning (being able to adapt based upon information) from the patterns and needs of the individual learner

The need for differentiation has been recognised in both traditional learning, training and eLearning. With the evolution of artificial intelligence and SMART technologies, opportunities for improving customisation through differentiation are becoming more and more realistic and achievable. In this way, eLearning can provide improved opportunities for assisting learners to achieve necessary competencies and performance capabilities for the field by intelligently learning and knowing their needs and ‘best approaches’ to learning.

### 3.2.8. 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).

### 3.2.9. Immersive Learning

“Immersive training uses ... simulated environment to replicate a real-life or hypothetical situation in a graphically rich and dynamic setting. Students are immersed and involved in the training and learning process through interactive simulations and game-based applications. Immersive training supports one student or multiple small teams working together to solve a problem, rehearse techniques or enhance their skills. Through the use of enabling objectives and scripting, student actions and responses can be monitored and tested to ensure the objectives have been met. It can be web-based utilising distributed training or downloaded to standalone computers or mobile devices.” (NATO, 2014)

Immersive training represents one of the critical and exciting new frontiers for CPPB training. While recent literature focuses on immersive training mainly in the context of ICT approaches, it can also be developed in onsite trainings. “Serious Games”, examples of which are explored in Unit 6 of the Handbook on e-innovations, and “virtual worlds” are two of the most common current examples of immersive training. They can be used to exercise, develop and test capabilities and skills engaging with ‘real life’ scenarios and interactive, immersive simulations.

### 3.2.10. Sequenced Learning

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.

### 3.2.11. Synchronous & Asynchronous Learning

This is a basic distinction in eLearning approaches. Synchronous programmes refer to those in which learners follow an instructor, coach or provider-determined timeline and schedule while in asynchronous programmes learners are able to choose their own pace (Zornada 2005). Specific programmes may combine synchronous and asynchronous elements. Differentiated impact and value for learning needs to be considered when designing courses and deciding whether and how to make them synchronous, asynchronous or a combination.

### 3.2.12. 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.

### 3.2.13. A Coaching Approach

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.

### 3.3. The Peace Training Approach

Different approaches to training exist and can be used in CPPB training. In our overview of training approaches, we emphasize that each approach has both strengths and drawbacks. Here we draw on the approaches discussed previously and develop the 'Peace Training Approach' to CPPB training. This approach takes elicitive, adult learning, experiential and immersive approaches as starting points and then explores how to build further on other approaches to develop an integrated, evidence-based and practical approach to developing and improving performance capabilities and operational competence for personnel deployed in the field.

We take a holistic perspective in defining the Peace Training Approach (PTA) by looking at different aspects of a training, including the methods, trainer-trainee interactions, the environment of the training and more. While the PTA is not necessarily a conceptually unique learning approach, its value lies specifically in the concrete guidelines it offers training and training organizations. The insights offered demonstrate how to apply PTA in practice addressing the specificities of CPPB as a field. This is important. Many training and learning approaches are developed outside of the CPPB field. While they may provide interesting references and sources of inspiration and learning for CPPB training, it is important to also identify a framework of approaches which meets the specific needs, learning objectives and requirements of the CPPB field. These should relate to an overall CPPB Competency & Curricula Framework and Professional Practice Model. The Peace Training Approach takes steps towards addressing this. This will be further refined and developed for V2 of the Handbook. To this end, we invite you as readers, practitioners, professionals, trainers and stakeholders in the field to share your experiences and insights on peace training here!

#### The Peace Training Approach: Why?

Conflict Prevention and Peace Building (CPPB) is a unique field of practice characterized by high diversity, in terms of

- Nationalities and cultures
- Gender
- Political, economic, military contexts
- Actors involved: international organizations, states, civil society
- Levels of policy: local, national, international
- Sectors: military, police, judiciary, humanitarian, civil society, local communities and authorities
- Quality and Performance Capabilities

The contexts in which personnel trained are deployed are often high-stress, dynamic, fluid and conflictual, with a broad ecosystem of stakeholders and actors involved all of whom may have their own methods, approaches and agendas.

Any training in the CPPB field needs to take this diversity -and associated complexity - into account. In this regard, it does not matter whether a specific function is an 'in the field'-position. The need to be *trained to purpose* and to the nature of the CPPB field should permeate training for all CPPB roles, functions and actions. This implies that attitudes such as respect for diversity, openness, and equality are crucial underlying competencies for any CPPB practitioner, as are the abilities to handle complexity, work well with others, and problem solve. These are some of the building blocks for any particular action, task, or job function. A training in the CPPB field should aim to develop and strengthen these competencies regardless of the specific topics addressed in the training.

While attitude-development is crucial for CPPB practice, so are the right knowledge and skills-sets, both those for the field as a whole and those which may be mission or task-specific. Training

participants require competencies relevant to their specific function, as well as those required for *any* function or role in the CPPB field. These often include (technical) knowledge and know-how for both:

- ☐ Applied peacebuilding and prevention practice
- ☐ Effective functioning and professional job performance in the field

PeaceTraining.eu studies have found that while many trainings in the CPPB field focus extensively on knowledge (e.g. legal frameworks, organizational procedures, peacebuilding principles), less attention is often devoted to core CPPB skills-training (e.g. how to *do* peacebuilding in practice, how to facilitate community-based reconciliation and healing, how to do *mediation* and *peacemaking*, support practically local ownership and empowerment, mainstream gender and more). In fact, it is astonishing how little training in Europe (and internationally) today properly prepares participants with core CPPB skills and capabilities. To effectively prepare CPPB practitioners for their tasks, additional attention should hence be devoted to the development of CPPB skills and competencies to a level needed for effective performance and impact in the field. This means that the approach used in CPPB trainings needs to achieve not only knowledge development but also skills and attitudes. It can also not be limited to only one specific set of competencies but needs to address the necessary breadth of competencies required for effective CPPB performance in the field. The approach taken to training should thus address this tripartite of developing appropriate attitudes for CPPB together with the knowledge and skills to perform one's CPPB task. This insight promotes the use of adult learning, elicitive approaches, and experiential learning to training as these target different competencies, while solely prescriptive approaches are often limited to the transfer of knowledge. The three former approaches are associated with collaborative or participatory learning methods.

In the Peace Training Approach is designed to:

- Promote respect, equality and a value of diversity
- Be responsive to participants' needs and learning goals,
- Meet the specific needs of the mission,
- Ensure that learning is practically applicable, fun, and participant-centred,
- Prioritise sensitivity to culture, gender, conflict, trauma, and learning styles.

### 3.4. The 5-CPPB Sensitivities Framework

Drawing upon best practice frontiers in the CPPB field, the Peace Training Approach also addresses what are defined here as the 5-CPPB Sensitivities Framework. The Framework requires trainings to engage with core competencies relating to peace and conflict, cultures, gender, trauma care and learning styles. The 5 CPPB Sensitivities are five types of awareness and understanding that should be central considerations in development of CPPB trainings and throughout the entire training cycle and approach. They address:

#### Peace & Conflict Sensitivity

Peace & 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 (Conflict Sensitivity Consortium, 2012). In peace training, peace and conflict sensitivity means ensuring that participants develop awareness of dynamics of a conflict and learn how to cooperate with local stakeholders so they can intervene appropriately. It equally addresses training participants to understand the dynamics and drivers of peacebuilding and peace consolidation, what is being done to address the conflict, what has been done before, and lessons identified and good and bad practice. Drawing upon the *ecological or own knowledge systems* (OKS) approach is also directs participants (and their agencies and organisations) to understand the particular values, traditions, cultures and approaches related to conflict-handling, peacebuilding and related fields (such as dealing with diversity, handling trauma and grief) in the context and culture in which they are deployed. It

involves sensitising participants about potential unforeseen consequences of an intervention and ways to work with local populations as well as how they can positively impact and best support CPPB.

Peace and Conflict sensitivity should begin already in the preparation phase of a training, where trainers conduct a needs assessment in consultation with local stakeholders and partners or the broader CPPB field. Trainers should as much as possible consult with the local populations, local partners, and previously deployed colleagues and agencies when designing a training. Key literature and other resources should be consulted and assigned to the participants as required reading prior to the training. Moreover, when choosing subject matter experts (SMEs), videos and readings, trainers are advised to ensure that a variety of perspectives on the conflict and CPPB instruments are represented. Fostering an attitude that values the capacity of local people and recognises the importance of working with rather than dictating to those in the field is crucial for peace and conflict sensitivity approaches (see INEE, ND; APFO et al., 2014; Conflict Sensitivity Consortium, 2012). A central goal of all CPPB training should be to best enable CPPB practitioners and policy makers to authentically support local and national ownership in peacebuilding and prevention in the field.

### Cultural Sensitivity

“Cultural sensitivity means being aware of cultural differences and how they affect behaviour, and moving beyond cultural biases and preconceptions to interact effectively” (Snodderly, 2011, p. 17). It involves recognising and valuing differences in the way cultures perceive and approach an issue (Abu-Nimer, 2001; LeBaron, 2003). In peace training, it means increased awareness on how cultural differences influence the learning environment and learning process, as well as perception and knowledge of conflicts and CPPB. The following are tips for increasing cultural sensitivity in training:

- Be mindful that CPPB solutions are not one size fits all. What works in one country may not work in another. For example, approaches to Security Sector Reform in the Balkans may not be directly applicable to the context in sub-Saharan Africa.
- Bring in comparative examples of best practices and lessons learned to show how interventions can be tailored for specific settings. For instance, when examining rule of law in Sudan, explore the role of customary law in promoting human rights.
- Include exercises (e.g. case studies), in which practitioners learn that cooperating with locals and integrating local knowledge is more likely to succeed, rather than imposing intervention (Pimentel, 2010). Train participants how to support local ownership through trust-building and dialogues, inclusive decision-making processes (McCann, 2015).
- Use non-Western concepts, examples and models. Encourage critical reflection from participants about opportunities and limitation of Western-centric models, concepts and approaches to CPPB. Through such examples, participants can learn to integrate local traditions and work with local populations (Barsalou, 2005). Moreover, they can learn how aspects of culture can be used to promote reconciliation (Reis, 2013). This recommendation fits in with an ecological training approach.
- Adapt to the needs of non-native language speakers. Be mindful that they may not feel comfortable asking questions in a large group and adjust activities. It may also be helpful to present material in written form as well as verbally. Most importantly, ask non-native speakers about their needs. Listen to marginalised voices.
- Budget for and utilise interpreters if needed, and if it is possible. Interpreters are also valuable for needs assessment and meeting with local groups in the field. Ensure diversity in the locals with whom you consult. While cost may preclude the regular use of interpreters for participants, organisers may choose to bring in a subject matter expert, who may need an interpreter. In addition, organisers and trainers may consider conducting training in the field in local languages for local personnel.
- Acknowledge limitations in information available and do not make assumptions. Ensure that participants understand limitations of ‘objectivity’.

- Ensure gender, cultural, age and experience diversity of participants when breaking into small groups where possible and the exercise does not require otherwise.
- Develop own skills in intercultural communication.

### Gender sensitivity

Gender sensitivity is about being aware of the history of gender inequalities and the impact of those inequalities today (Australian Agency for International Development, 2006; Klot, 2007; OECD, 2013). This includes recognizing that women and men experience conflict (and CPPB) differently (Sudhakar, 2011), and that masculinities and feminine identities may be interlinked with conflict and violence. As such, men and women have equal responsibility in promoting gender equality in CPPB. Rather than simply adding a women's programme to peace work, gender sensitivity requires individuals to use gender as a lens of analysis. "Gender sensitivity is considered the beginning stage of gender awareness, leading to efforts to address gender-related impacts of conflict and peacebuilding" (Snodderly, 2011, p.25). Within a training, it involves:

- During planning, ensure a balance of male and female trainers, experts and participants, and if possible seek a gender balance of authors of materials. If no balance is possible discuss with participants why this might be the case.
- Checking if the curriculum and methods are gender mainstreamed, and follow legal and organisational guidelines for non-discrimination.
- Not simply including a brief unit on gender at the end of a long day. Rather, evaluate the gendered features of all aspects of the training. For example, if a training explores peace processes, evaluate women's roles within peace process and the degree to which gender issues have been considered in them.
- Consult with experts and peers on gender to ensure you have considered a gendered lens throughout the training.
- During the training, promote equality of participation and ensure a gender balance among group leaders. When exploring peacekeeping missions, discuss women's experiences with peacekeeping missions and the extent to which a gendered division of roles among peacekeepers exists.
- Emphasizing the importance of women and men in questions on gender in CPPB. Promote the positive role that men can play in promoting gender equality.
- 

### Trauma Sensitivity

Sensitivity for trauma requires trainers to reflect on the challenging nature of CPPB practice and its impact on personal psycho-social wellbeing, and be aware of participant traumas and how they can affect training experiences. This involves all stakeholders, trainers and course organizers, being aware of symptoms of trauma, how to avoid re-traumatizing an individual, and how to respond to a person whose traumatic experience has been triggered. In addition to educating on trauma and self-care in training content, you should be sensitive to the potential of triggers within a training. You should speak about trauma sensitively and be mindful of possible histories of trauma. You can invite participants to speak to you privately if they have any needs in this regard and discuss together ways to address them. You can take extra care in the selection of images, media, and topics. Lastly, when introducing sensitive materials, advise participants on self-care if they experience a trigger.

### Sensitivity to Diverse Learning Needs

This encompasses a broad range of issues, including different personalities, different physical and mental abilities, learning styles, and level of prior experience with a resource. It links with *differential instruction approaches* to training.

- Tailor training (methods) to diverse learning styles – visual, auditory, tactile learners. Recognise that some people learn through sharing ideas, while others learn through doing or through observing others (Hamza, 2002, p. 20).
- Introverts may become more drained from group work and need time for individual activities, such as time for reflection and processing learning experiences.
- Be aware that participants may have differing levels of expertise with technology and accommodate such diverse backgrounds. At the same time, do not rely on stereotypes and assumptions regarding technological experience based on gender or age.
- Adjust activities based on needs. For example, make adaptations to an ice-breaker that involves standing when a participant has a physical limitation.
- Ask participants, which may have a disability, confidentially to approach you for special accommodations, e.g. a person with hearing or eyesight difficulties may need to sit in the front.
- Be aware that language is sensitive.

The 5 sensitivities are also incorporated into our advice on how to use specific methods in the CPPB field. You can find more information here!

### 3.5. The Peace Training Approach: 10 Components

The PTA takes a holistic perspective on training and the training process. This means that a PTA addresses the integrated elements of a training, including content, training methods, the training environment and more. The figure below provides an overview of the 10 components of the PTA. Click on each of the components for further guidance on peace training design!

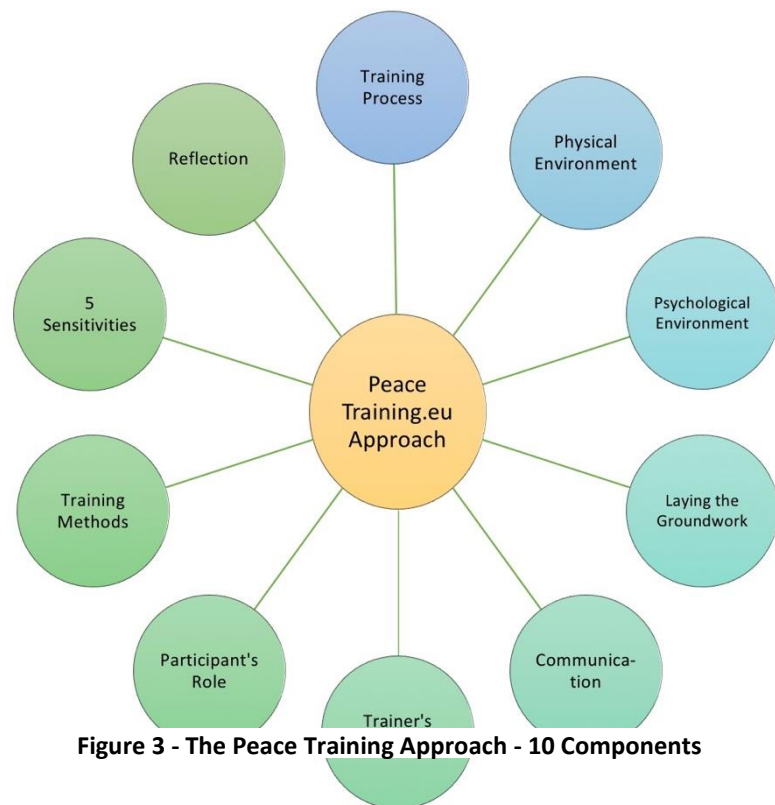


Figure 3 - The Peace Training Approach - 10 Components

A PeaceTraining.eu approach to training recognizes the value of single training moments, but also acknowledges their potential limitations. A single training moment, no matter how well conducted, is only one part of the necessary competence development in the CPPB field. They should hence not be seen as

a solution to all capacity-related problems. This requires re-valuing training as a process, or a continuous cycle, with space for re-training or sequenced training, on the job training, and coaching. A PeaceTraining.eu approach at the level of the training organization will more likely follow the first conceptualization of comprehensive training, while deployment and practitioner organizations themselves are recommended to follow the second understanding. In the discussion of the other components of the PT-approach, we mostly focus on the perspective of training organizations and individual trainers in the classic single training moments prevalent in the field today.

#### 3.5.1. Physical Environment

The physical environment of the training should aim to put participants at ease. The room set up, music, lighting, refreshments, room temperature etc. can all make participants feel welcome and comfortable. Where possible, the room set up should promote openness and inclusion. For instance,



a circle or semi-circle can promote equality and open discussion, while a setting with rows and the trainer at the front often promotes hierarchy and makes conversation difficult. Tables for group work can enable participants to easily move into breakout groups. Moreover, facilitators can arrange the room walls with the results of participants' work to show appreciation for their contributions. Through these measures, the environment can stimulate interaction, collaboration, openness and respect.

### **3.5.2. Psychological Environment**

A training should create a safe space characterized by inclusion, respect, and support mechanisms:

- Trainers should be respectful of participants, accepting, and supportive (e.g. being open to individual consultation when problem arises).
- A trainer or coach is available for extensive periods of time during the training or all throughout the training (e.g. there is a constant factor in the trainer, which is especially important if various guests or Subject Matter Experts are invited to a training and many person changes occur).
- A trainer's enthusiasm and openness are important to making learning fun.
- An accepting, supportive and respectful environment is crucial for ensuring group cohesion and the comfort of individual participants.
- Sensitivity to culture, conflict, gender and power dynamics amongst participants throughout the training can help promote equality while simultaneously valuing diversity.
- Trainers are aware of the possibility of re-traumatisation through content or the certain use of training method.

How this atmosphere is created is further described in 'Laying the Groundwork' and 'Communication' sections.

### **3.5.3. Laying the Groundwork**

It is necessary to create a safe space from the outset of the training. Introductions in the form of icebreakers can foster a sense of community amongst the group, begin the process of building trust between participants, and create a fun and playful dynamic. Additionally, ground rules set collaboratively between participants and the trainer create a safe space for participants. Some ground rules may include confidentiality, no judging, no interrupting, respectful communication (e.g. Chatham House Rules). Such ground rules can promote respect, openness...

### **3.5.4. Communication**

Respectful communication is also essential for creating a safe psychological environment. Trainers can promote respectful communication throughout discussion and model values of empathy, respect and being non-judgemental. They can promote equal power dynamics by ensuring that no one dominates the discussion and encouraging quieter people to speak. The trainer can facilitate learning by stimulating reflection and dialogue, using open-ended questions. Trainers display sensitivity through challenging any discriminatory behaviour or comments. Problematic and challenging topics should not be avoided but given the space for discussion. Furthermore, materials used should be representative of diverse perspectives and promote understanding and empathy (e.g. for different cultures, marginalised populations).

### **3.5.5. Role of Trainer**

The trainer directs the training process and ensures that participants are involved in the planning, debriefing and evaluation. During the planning phase, a trainer may choose to liaise with participants in advance of the training if necessary to gather information about their backgrounds and training needs. In addition, she/he plans and executes the agenda, ensuring that learning objectives and methods are appropriate for the participants. A trainer sets the tone for a training through promoting values of equality, respectful communication, and respect for diversity. In order to effectively accomplish this, self-reflexivity and awareness of one's own biases is important. Such awareness can allow the trainer to model the values put forth in the training and mentor participants.

While trainers may monitor time and keep the agenda moving, she/he is also sensitive and responsive to group dynamics and participants' needs. Such responsiveness requires careful facilitation (e.g. the use of a 'car park' technique). Respecting knowledge and experience of participants is crucial for participant engagement, and trainings can be enriched through providing opportunities for participants to work together and learn from each other. When a trainer invites Subject Matter Experts (SMEs) to share their expertise, it is the trainer's responsibility to ensure that the SMEs fits the learning objectives and appropriately integrates their materials into the training.

#### **3.5.6. Role of Participants**

Participants should have ownership and agency in the training process. Ownership can be achieved through consulting with participants in advance, being responsive to participants needs during the training, respecting the knowledge that participants bring to the training, and gaining feedback where necessary. Participants can make each training unique because they bring knowledge and experience to the training. The critical engagement among participants and between participants and the trainer promotes agency within learning. The diversity of participants can be another critical aspect of learning within the group, so a training can benefit from discussion of difference and sensitivity to diversity.

#### **3.5.7. 5 Sensitivities**

Trainers, training organiser, and SMEs are aware of the specific nature of CPPB. This includes having attention for diversity in the CPPB field, as well as the training context, and being aware of the potentially high-risk nature of CPPB practice.

They are particularly sensitive to

- Conflict Diversity
- Cultural Diversity
- Gender Dynamics
- Diversity in learning styles
- The presence of trauma at the level of participants/trainers/SME(s)

For more guidance on including the 5 sensitivities in the training process, please visit the 5 Sensitivities page.

#### **3.5.8. Training methods**

The trainer has expertise in using multiple techniques with different and diverse audiences. The methods are used appropriately to accomplish particular learning goals, and the type of competency covered (knowledge, attitudes, skills). There is sufficient variation in the use of methods to accommodate different learning styles and participants' attention spans/energy levels.

More guidance on using methods in peace training can be found [here](#).

#### **3.5.9. Reflection**

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 pairs, or individually. Usually, participants are prompted by a series of open-ended questions designed to stimulate thinking.

While reflection stimulates participants' learning, reflection is also needed to evaluate the course. This can be part of participants' reflection process, but also the trainer's!

### 3.5.10. PTA: Towards a Comprehensive approach to Capacity Building for the CPPB Field

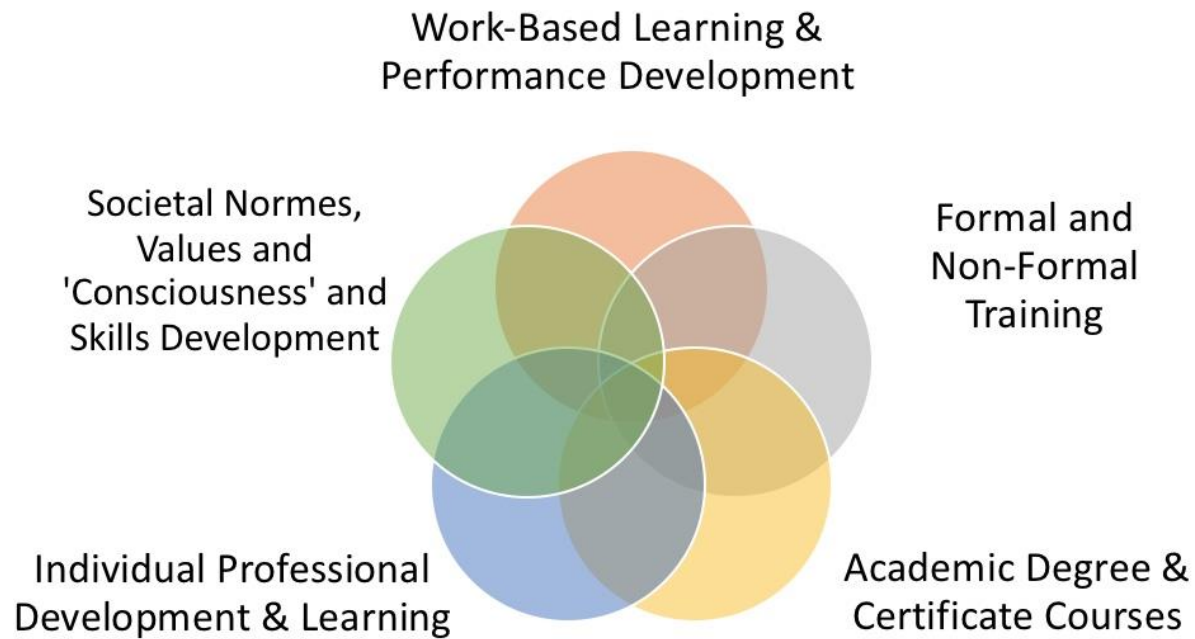
Training generally includes 6 phases: needs assessment, training design, delivery and implementation, assessment, evaluation and learning, and utilisation – or implementation of the training results. During the preparation phase, the needs the training should address are identified. The content and learning objectives are developed, and the course structure and methods are designed. At this point, the course developer may work closely with field staff to identify necessary competencies and meet with participants to assess their level and training needs. The Peace Training Curricula Design Process provides a step-by-step guide to how this can be done.

The Peace Training Approach emphasises the importance of properly implemented needs assessments, together with the broader need for a Competency and Curricula Framework for the field. These are important to ensure training matches the needs in the field and both i. builds on competencies of participants; and ii. ensures participants have the competencies and performance capabilities needed for the field. Implementation and delivery of a training involves creating a safe environment for collaborative learning and ensuring appropriate methods. Evaluation and learning involves reflection from the training team – as well as other stakeholders who can be engaged on this process – on the i. the effectiveness of the training, what went well, what can be improved; and ii. how to then implement what is learned in the evaluation in future trainings. It can utilise data from participants regarding their change in knowledge or attitude and requires personal reflection from the training team. The planning and follow-up of these stages forms one part of a comprehensive training process. Importantly – assessment of participants can take place both *in or during* the training as well as *in-field / in-deployment* later. Today there are very few training and performance development systems in which competencies addressed in training are later assessed in performance evaluations and reviews or field-based testing. This is one area that could be improved to strengthen the link between training and performance in the field. Another instrument is the use of ex-post evaluations by participations some months to some years after trainings, in which participants may also engage in self-assessment and reflection.

A comprehensive approach to capacity building in the field also recognizes that professional development and performance improvement are not necessarily limited to one moment (e.g. a single training of 2 days, 1 week, 1 month). It is a life-long process that should be closely integrated in practitioners' deployment and engagement in the field. In this context, individual trainings need to be continuously evaluated to ensure they are best serving practitioners, policy makers and the CPPB field as a whole. Also, participants may require retraining or next level training (sequenced or layered approaches) to keep up with advancements in the field and changes to practice. Retraining training and further can also provide an opportunity for participants to refresh knowledge, practice skills, and reflect on issues from different places in their careers.

The Peace Training Approach, while emphasizing the critical importance of *each* training and the need to ensure that every training in the field is designed, developed and implemented with proper attention to good practice and strengthening participants capabilities for the field, also recognises clearly that training and any single training are not enough. Training should be one element of a comprehensive approach to capacity building and professional development in the field.

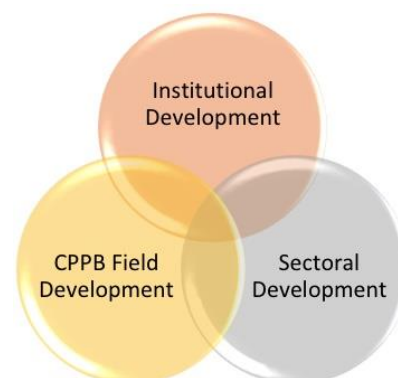
When approaching this from the point of view of individual practitioners, policy makers and experts in the field, 5 'spaces' of learning and professional development can be identified:



The Peace Training Handbook engages primarily with 2 of these: Formal and Non-Formal Training and Work-Based Learning and Performance Development.

When approaching this from the point of view of the *field* as a whole 3 additional levels should be taken into account:

1. *Institutional and Organisational Development*: Improving performance, approaches and CPPB impact of organisations, institutions, agencies and missions in the field;
2. *Sectoral Development*: improving performance and impact 'sector-wide' (e.g. DDR, Early Warning and Prevention, Mediation & Peacemaking);
3. *Improving Capabilities of the CPPB Field*: A whole-of-field approach including not only deployment agencies and practitioners but also local and national government and authorities, regional and international organisations, donors, and the *ecosystem* of stakeholders and actors involved in CPPB.



While the capacity building approaches for *individual practitioners and policy makers* which is the principal focus addressed in CPPB training is also the primary focus of the Peace Training Handbook, the Handbook and Peace Training Approach also recognise the need for the development of a comprehensive approach to capacity building and improving capabilities in the field – from individual practitioners to organisations, sectors, and the CPPB field as a whole.

## UNIT 4: Methods

### 4.1. In this Unit: Methods in CPPB Training

Methods are used to transmit, engender, or enhance particular learning objectives of a training. These learning objectives commonly include the development of competencies including attitudes, knowledge, and skills. Methods can typically be associated with particular training approaches. For instance, a prescriptive approach to training will commonly make use of lecturing, while an elicitive approach will make use of participatory methods such as group work.

Each particular method has strengths and weaknesses or challenges. In contemporary CPPB Training, a training may include use of range of different methods. In the table, you find specific examples of methods that are used in the CPPB training field and links to further guidance on how to use them. While some methods are well-known, such as lecturing and group work, others are perhaps less familiar, including reflective interviewing and arts-based approaches. These methods offer promising avenues for peace training. Their inclusion reflects one of the guiding principles behind the Peace Training Handbook, to support practical innovation and development in the Peace Training field to improve the value and effectiveness of CPPB training to prepare and support practitioners for achieving impact in the field. In Unit 5 of the Handbook we look at 7 methods in CPPB Training today. The following section presents summary descriptions of these 7 methods. You can also click here to visit detailed Notes providing an introduction and overview, including brief description, strengths, challenges and use in CPPB training for each Method.

Method	Hyperlink to Notes
<b>Lectures</b>	<a href="#">Click Here</a>
<b>Group Work</b>	<a href="#">Click Here</a>
<b>Case Studies</b>	<a href="#">Click Here</a>
<b>Role Play</b>	<a href="#">Click Here</a>
<b>Simulations</b>	<a href="#">Click Here</a>
<b>Reflective Interviewing</b>	<a href="#">Click Here</a>
<b>Arts-based Methods</b>	<a href="#">Click Here</a>

This is not a comprehensive review of all major methods used, but addresses 7 of the methods most commonly used in the field. The authors of the Handbook hope to add additional methods for Version 2 of the Handbook following consultation and feed-back from the field. As stated above, training programmes will often incorporate more than one method in a training. As with approaches, different training methods will achieve differential impacts on attitude, skills and knowledge development. A brief 'Guide to Selecting Methods' is also included in this Unit, followed by a discussion on novelty and innovation in use of training methods in the field. In addition to the discussion of CPPB Methods here, Unit 6 of the Handbook focuses specifically on innovations in the use of digital technologies to enhance learning. To visit this section now please click here: [Unit 6: E-innovations in CPPB Training](#)

It can be quite a challenge to think of and try out new methods in CPPB training. This can be due to organizational and personal constraints (e.g. lack of funding, lack of time). To encourage the development of new ideas on training methods, we encourage you to think about which factors facilitate and impede the use of new methods in your working context. Please consult the section on Novelty in methods for further guidance.

We further invite you and your organization to think and reflect on how you use methods and to share your experiences here!

## 4.2. 7 Methods in Contemporary CPPB Training: An Overview

### 4.2.1. Lectures

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). 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 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). 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.

### 4.2.2. Group Work

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. Group work fits principally in elicitive approaches to training. 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.

### 4.2.3. Case Studies

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 event 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.

#### **4.2.4. Role Playing**

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. Role Plays as a shorter, less-elaborated method than simulations are extensively used in peacebuilding and prevention training in various sectors (civil, military, academia, diplomacy) and with different target groups (children, youth, adults, multi-stakeholder groups etc.). Role Plays can be used for different levels of participants' experience as well as for different topics.

#### **4.2.5. Simulations**

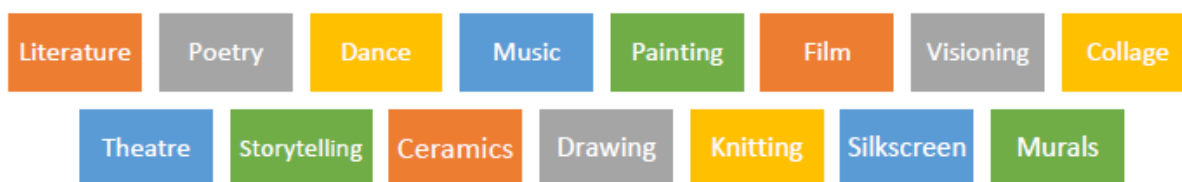
Simulation or simulation-based gaming is an experiential method of training. The method enables trainers to immerse participants in a particular scenario they may encounter during deployment. They can practice their response to a situation and experience the effects of their response within the simulation. 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. 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. 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.

#### **4.2.6. Reflective Interviewing**

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 as 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. 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.

#### 4.2.7. Arts-based methods

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 4 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. 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.

#### 4.3. How to select a method or methods for CPPB Training

The Peace Training Handbook recommends that trainers consider the following when selecting which methods to use:

- Methods should be diverse in order to cater to different learning styles and maintain the attention of the participants.
- Methods should be selected to match the learning objectives. Trainers may be attentive to whether the learning requires the development of attitudes, skills, or knowledge.
- Methods should be consistent with the Peace Training Approach and customised for participant group needs and to achieve operational skills and performance competency for the field
- Methods should take into account group composition and group needs.
- Methods should prioritise the Five CPPB Sensitivities.
- Trainers should consider strengths of a particular method – What can this method do that others cannot?; as well as weaknesses or challenges – what difficulties might arise or what might be missed or lost by using this method?
- Trainers should be aware of pitfalls of specific methods and determine how to avoid them.
- Consider opportunities such as evolving trends in CPPB practice and how different training methods can best address these, as well as evolutions in training methods themselves and how these may best support competency development for the field
- Consider challenges such as obstacles / constraints to implementing methods appropriately (funding, bureaucracy, time, participant 'push back')

Trainers and training developers should be familiar with reports of best practices and lessons learned and use these to help guide selection of appropriate training methods.

Innovations and Novelty in CPPB Training Methods

#### 4.4. Novelty in methods



Novelty and innovation in any sector are important for continuous improvement of performances. In the CPPB training field, the use of new methods in the training process can hold important values for the fostering of core CPPB competencies. Novel methods can develop within the CPPB field but can also be inspired from evolutions in related –or entirely different- fields of knowledge and practice.

To support training organizations and individual trainers in the development and use of new methods in CPPB training, PeaceTraining.eu has developed the below framework to visualize what constraints development of novel methods and what facilitates it.

The framework is based on the three factors:

- Factors from within your own organization - Referring to organizational factors within the organization that a CPPB trainer may work for
- Factors from outside your organization - Referring to factors external to the organization that a CPPB trainer works for
- Implementation factors — practical factors of implementing novel ideas in the training environment.

For each factor, constraints and facilitators are identified. ‘Constraints’ refers to those aspects which will slow down or stop novelty developing, ‘facilitators’ are those ideas and actions which can help new ideas spread amongst trainers. Feel free to explore and use the framework to analyse where you and your organization stand and how you can encourage creativity and innovation! You can share your experiences here.

**Table 1 Novelty in methods: facilitators and constraints**

	Facilitators	Constraints
Factors from within your own organisation	<ul style="list-style-type: none"> <li>• Funding</li> <li>• Resources</li> <li>• Lack of expertise</li> <li>• Bureaucracy</li> <li>• Workload management across staff</li> <li>• An organisational culture which does not encourage staff to take risks with new ideas</li> <li>• Negative experiences of incorporation of new ideas amongst colleagues/staff</li> <li>• Staff Turnover</li> <li>• Technological expertise</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Free spaces’ inc. workshops, away days, training, networking</li> <li>• Technology as forum in which to network (online forums, social media)</li> <li>• An organizational structure which prioritizes staff development and incorporation of new ideas</li> <li>• Positive experience of new ideas shared amongst staff/colleagues</li> </ul>
Factors from outside your organisation	<ul style="list-style-type: none"> <li>• Short term Funding cycles (private and public)</li> <li>• Donor priorities</li> <li>• Location of institute/trainer</li> </ul>	<ul style="list-style-type: none"> <li>• Positive attitudes from donors, including how ideas are ‘sold’ to them</li> <li>• Positive partnerships with other organisations</li> <li>• Identification of trends in broader field</li> </ul>
Implementation factors	<ul style="list-style-type: none"> <li>• Lack of Confidence</li> <li>• Lack of training in skills which would help to implement new idea</li> </ul>	<ul style="list-style-type: none"> <li>• Positive reception from participants</li> <li>• Willingness amongst participants to accept change</li> </ul>

	<ul style="list-style-type: none"> <li>• Poor attitudes from participants and lack of buy-in</li> <li>• Language, socio-economic differences, contextual differences</li> <li>• Lack of technological know-how</li> </ul>	<ul style="list-style-type: none"> <li>• Development of 'toolkits' amongst training communities</li> <li>• Good time management and workload management</li> </ul>
--	---	--

#### 4.4.1. Factors from within your own organization

##### Constraints

Organizational constraints can relate to a range of structural challenges. Firstly, they may include a lack of funding or resources to embrace new approaches. New methods may incorporate new technologies, then there are cost implications for development and maintenance. This will have a knock-on effect for how organizations build and sustain new methods (such as investment in new technologies). New methods may also require the hiring of new staff (thereby incorporating additional costs). Secondly, a lack of expertise within an organization to fully embrace novel approaches can have a negative effect. A lack of knowledge among organisational staff can create aversion to retraining and adoption of new methods. Thirdly, a slow bureaucracy may mean an organisation is slow to react to the pace of change. This can be particularly true if purchasing of equipment is concerned. Fourthly, there could be incompatibility between new ideas and organisations' traditional methods of measuring the impact of training. Fifth, pressures on staff time may impact a trainer's ability to learn a new method in a comprehensive manner. Overarching this is the importance of the culture of an organisation, and those who work in it. Organisations with traditional mindsets that are reluctant to change can have a significant effect on 'push-back' or resistance to novelty, resulting in a lack of encouragement to adopt novelty, a lack of wider management processes to incorporate new technologies, and differing expectations within an organisation as to what the use of novelty can bring.

In the peacebuilding field these constraints appear within different types of organisations. Smaller organisations have demonstrated a lower resistance to novelty yet higher funding constraints and staff turn-over, and larger organisations having more financial and resource stability yet are unable to develop novel approaches quickly.

##### Facilitating factors

Considering the CPPB field as a whole, the space for creativity, innovation and change is relatively wide. Some organisations have created 'free spaces' to assist in new, creative thinking about CPPB training. This has been facilitated through sending staff on training courses and networking events as part of their professional development. Funding would be supportive for this.

Yet among organisational staff, there can also be important facilitators for new methods. Personal interests among staff members in creative expression or gaming can engender a pull for new initiatives and ideas in these domains. Often organisational staff, trainers, and practitioners are also connected in social networks that are used to share experiences (e.g., Facebook, WhatsApp) and which can also facilitate a move towards using social networks to actively create learning experiences. Such developments do not necessarily require high costs in terms of technology, for instance.

#### 4.4.2. Factors from outside your organization

##### Constraints

Most pertinent to this area is the role of funding. Funding (be it from the state, or private donors) has a considerable impact on an organisations' ability to engage in new ideas, approaches and methods. As many training organisations are dependent on donor funding, proposals for new methods also need to coincide with donor priorities. Donors can be averse towards the unknown, which can be considered risky and unproven. Alongside funding, the location of organisations impacts on their ability to incorporate novel approaches. This can be in relation to ICT approaches, as the lack of reliable access to the internet can hinder sustainable e-learning approaches. Methods need to be adapted to context. What works for certain groups and cultures, does not necessarily work for others in using creative expression. This can be especially important when bringing different cultures together (e.g., international practitioners and local populations). Methods also need to be able to adapt to changing realities on the ground and in conflict-settings, as well as changing doctrines and operational rules of international organisations. Partnership is also a challenge, whereby consideration should be made for potential partner institutes, and their working methods. This could influence the speed and efficiency of introducing novel methods.

#### **Facilitating factors**

The implementation of novel methods could be facilitated were donors to offer support for new ideas. In this case organisations require staff with expertise in marketing new ideas to donors and building relationships with partner organisations.

Identifying trends in training practice can assist the incorporation of new methods. For instance, as international organisations are increasingly funding Arts-Based Methods in, this could support change in the use of such methods for personnel training. Also, terms of incorporating e-learning methods, important donors have actively supported novel approaches in e-learning. This is because for international organisations, such as the UN, the EU, and the OSCE, e-learning is more cost-efficient with an increasing number of missions being deployed and staff to be trained.

#### **4.4.3. Implementation Factors**

#### **Constraints**

Here issues of confidence in one's own ability are pertinent, such as the fear of looking 'stupid' or standing out, a lack of time to be fully trained in an area, or to get a full theoretical foundation as to why a new idea may be more useful than an old one, and concern over the stress which may be related to incorporating novel ideas. The second aspect of these implementation challenges is that of the 'process' of training. Here, challenges include learners not being interested in a new approach and limited 'buy-in' to new terminologies and concepts. Learners themselves can also place constraints on the use of new methods, with attitudinal dispositions making certain participants averse for instance. This may be the case with methods which are more open to 'uncertainty' and unforeseen dynamics, developments and outcomes. Trainers who are not adept, poorly experienced, too rigid in their approach, or unable to introduce the method well to participants, may find the result that some participants lose trust in the method, lose confidence in the programme, as well as potentially being sceptical towards the trainer for using it. Additionally, barriers in language, socioeconomic or personal situations of participants may influence their perspectives of novel approaches.

For the implementation of new methods reliant on technology, attitudes towards technology can also play a role towards their positive reception, with potential age, gender, and cultural differences. Technological know-how as such also plays a role.

#### **Facilitating factors**

To facilitate the introduction of new ideas, issues of time and workload management may allow staff to find time to acquire new skills. Additionally, the possibility of staff developing 'toolkits' could help

spread new ideas and their implementation. In addition, trainers may engage in 'co-creation' whereby they seek to develop novel approaches alongside their trainees.

Facilitators for implementation can, however, also be found among learners. New types of training methods could give participants a new, different, and exciting experience. Positive reception is arguably one of the best change facilitators when testing a 'product'. Ongoing technological development and the mainstreaming of social network usage among training participants (for instance, Facebook) can also further stimulate the adoption of such methods for learning.

## UNIT 5: E-innovations

### 5.1. In this Unit: E-innovations & ICT approaches to CPPB training

As information and communication technologies and approaches to eLearning continue to develop and evolve, so too do the opportunities to integrate or use e-learning methods, approaches and platforms to improve CPPB training and preparation of staff and personnel for working in the field. Though eLearning approaches have now been around for more than three decades, recent years have seen an exponential growth in innovation and development of technologies, as well as how they are being applied to learning and capacity development, opening potential new frontiers for the advancement of CPPB training. Particularly from the early 2000s eLearning and e-approaches had already begun to enter the CPPB training field. Today, utilisation of eLearning courses, training and platforms can be seen at the European institutional level (e.g. EEAS), in international organisations (UN, OSCE etc.) and in the NGO and private sectors.

This Unit identifies and explains existing concepts and technologies in eLearning and ICT-based approaches to training, explores the state-of-art of their implementation in the CPPB training field and draws recommendations for their further utilisation and ‘future evolution’ frontiers for how e-learning and ICT can improve training and performance and operational competencies of both practitioners and organisations / missions in the field.

The Unit provides a typology of eLearning approaches and explains blended-learning, technology-rich instruction as well as full online training in a formal and informal settings. The second section looks at e-approaches to learning and training in the CPPB field and briefly explains how these modules are built, what functionalities they contain and to whom they are targeted. The third contains an overview of key concepts in e-learning and ICT approaches to CPPB training that can help in the further development and use of ICT in the field. The fourth section looks deeper into web rosters for training and providers, observing how they are built and their structures. In addition, more detailed Notes on the following e-Approaches and Methods have been developed to support trainers and training institutions in the field, building on this Unit and providing further definition of characteristics, strengths, challenges, and issues to consider when using in CPPB training. Readers may click on the links to visit the Notes.

<b>E-Approaches &amp; Methods</b>	<b>Hyperlink to Notes</b>
<i>E-Learning Approaches</i>	<a href="#">Click Here</a>
<i>Learning Management Systems</i>	<a href="#">Click Here</a>
<i>Online Courses</i>	<a href="#">Click Here</a>
<i>Gaming and Simulation</i>	<a href="#">Click Here</a>

It is hoped that this unit of the Peace Training Handbook will help provide practitioners, trainers, training institutes and the full spectrum of stakeholders in CPPB training with a concise, effective and clear overview of both existing and potential uses of ICT to strengthen and improve CPPB training and give indications to *next generation* frontiers for further development of the field.

### 5.2. State-of-Art eLearning Forms and Technologies

The term eLearning which stands for “electronic learning” can refer to distance learning approaches as well as to educational technology used either to facilitate learning on 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.

This section describes the typology of eLearning concepts and technology types behind each of the concepts - as observed across a range of teaching and training disciplines including CPPB, medicine, business and military training and education. It further discusses the benefits and challenges of implementing some of the most advanced technologies and approaches in the CPPB training context.

### 5.2.1. 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 (*Defining Blended Learning*, 2012). The combination of both approaches can happen in different forms and varies from one educational or training context to another. One of the most comprehensive taxonomies for blended learning in the educational context was developed by Staker and Horn in 2012 (see. Figure 1).

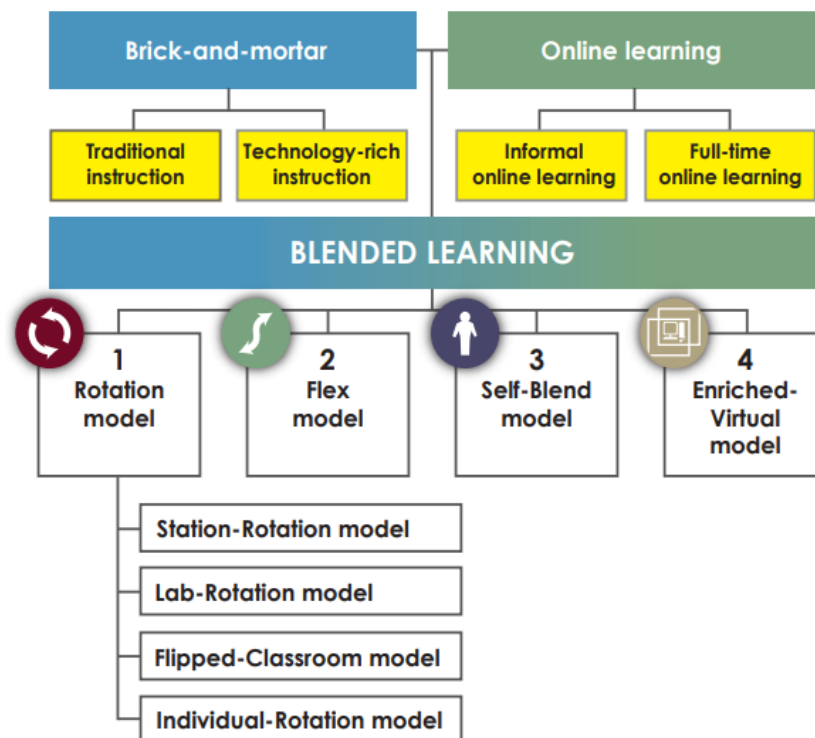


Figure 5 Blended-learning taxonomy in relation to other educational forms (Starker and Horn 2012)

As the picture shows the taxonomy includes at least four existing forms of blended learning briefly described below:

1. **The rotation model:** online engagement and face-to-face forms are combined in a cyclical (or layered or sequential) manner.
2. **The flex model:** most of the leaning takes place through an online platform but the teacher/trainer is also available physically.
3. **The self-blending model:** learners choose to take additional online courses independently.
4. **The enriched-virtual model:** the entire course is online but periodical physical meetings are arranged.

Figure 2 illustrates a scheme that seeks to enhance the understanding and categorisation of courses as blended learning or otherwise.

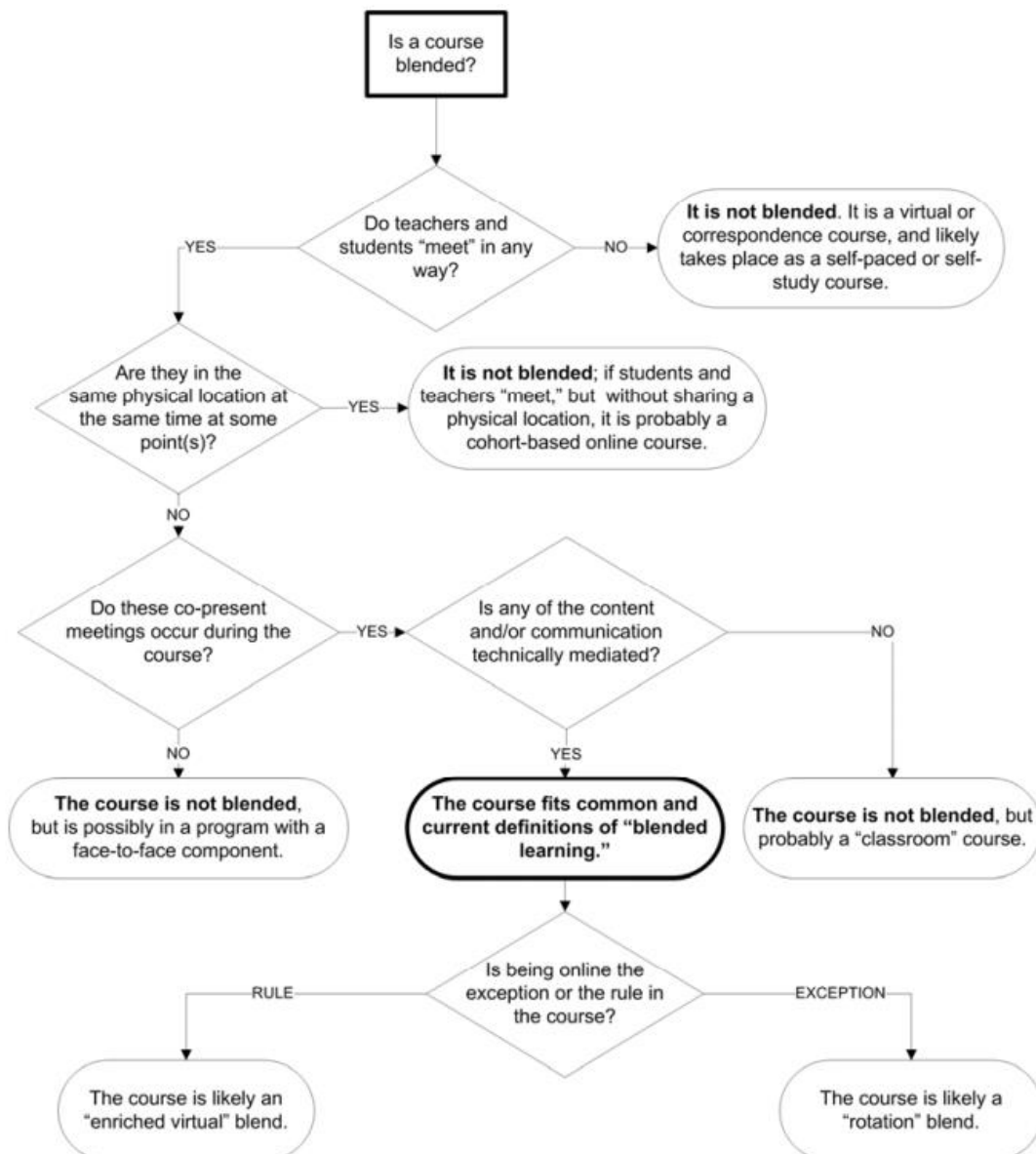


Figure 6 Is a course blended-learning? (Friesen 2012)

Besides this taxonomy of blended learning, Figure 1 also draws a distinction with other traditional forms: traditional instruction, technology-rich instruction as well as informal and (formal) full-time online learning. Traditional instruction is face-to-face based while **technology-rich instruction** involves face-to-face instruction combined with the use of multimedia and other technologies such as whiteboards, tablets and other Internet devices etc. The following sections describe the concepts and technologies behind technology instruction (Computer Supported Training), fulltime online learning (Traditional online courses, Webinars and Massive Open Online Courses) and informal online learning.

### 5.2.2. Computer Based Training

Computer-based training (CBT) is one of the most traditional eLearning forms involving 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 involved 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 tablets 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).

### 5.2.3. Mobile Learning (m-learning)

m-Learning refers to “the use of portable computing devices, such as iPads and other tablets, laptops, personal digital assistants (PDAs) and smart phones connected to wireless networks.”<sup>3</sup> With increased memory and storage capacity on smart devices, devices also no longer require to be connected to a wireless network or even have internet access but can download learning resources for use when out of range. This enables teaching and learning to extend across both space and time including in remote locations or areas where learners lack access to traditional training rooms and facilities. Relevant to the CPPB field, 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 and templates and guided application of tools and processes such as peace and conflict analysis or planning a dialogue or training programme. As the NATO e-Learning Concept notes: “With the GPS capabilities of phones and other mobile devices, courses can be dynamic in nature and guide students during familiarisation training or provide immediate access to support on demand, whether in the workplace or in the field.” (*NATO e-Learning Concept*, 20140) There are a breadth of exciting potentials for better integration of mobile learning in CPPB and ensuring improved access to learning opportunities and resources for practitioners in the field or wherever they may be.

### 5.2.4. Fully online learning

Fully online learning implies courses that are fully conducted online. Online courses can differ in both the technologies and methodologies used, objectives of the learning and in the audience. An interesting evolution in online learning over the last decade has been the rise of free education and Massive Open Online Courses (MOOCs) described further below. While there are only a limited number of MOOCs specifically in the field of CPPB, their relevance for enabling large numbers of people to become familiar with core concepts, competencies and knowledge areas in the field holds interesting potential.

### 5.2.5. Traditional Online Courses

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 and other interactive materials have become more commonly used. Many training institutes in the CPPB field offer traditional online learning courses in which the curriculum is available online together with an assessment method, however with little or no interaction to the instructor or among the participants (see following sections).

### 5.2.6. Learning Management Systems (LMS)

An LMS is a software application used either in the form of blended-learning or to conduct fully online courses. Main modules and functionalities of an LMS include sharing documents (Learning Content Management System), collaborating with the instructor and with other peers through a forum, assessment through quizzes or open questions (Computer-aided assessment), progress tracking and reporting (Electronic performance support system) etc. In a fully online course, the LMS also includes audio and video materials that replace the face-to-face training. According to the Global LMS Software market size which analysed market shares of LMS software providers covering almost all world regions, the main providers of LMS worldwide include SumTotal Systems, Blackboard, Cornerstone OnDemand, NetDimensions etc. In the European and North American market, Moodle and Canvas are also positioned in the first places for market shares<sup>4</sup>.

<sup>3</sup> NATO e-Learning Concept, 2014, p. 8

<sup>4</sup> <https://www.wiseguyreports.com/reports/3005320-global-lms-software-market-size-status-and-forecast-2025>



In the corporate field the concept of ‘corporation-wide learning content management systems’ has been in use for some time.<sup>5</sup> In CPPB, standardisation of training in areas such as pre-deployment training for military has also seen the uptake of ‘sector-wide content management systems’. *Learning Content Management Systems*, whether for a *mission, organisation* or *sector* (in contrast to a ‘company’ in the corporate field’) 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 (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*. Again, this is an area of incredible potential and *value / need* for improving CPPB performance in the field, where ICT capabilities to vastly improve what can be achieved.

### 5.2.7. Massive Open Online Courses

Massive open online courses (MOOCs) are an evolution of Open Educational Resources (OER) with the aim to make educational materials accessible to everyone. As such the number of participants attending one course is unlimited. 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. The existence of a collaborative environment, a course facilitator and open assessment differentiates among two types of MOOCs:

- **Self-paced courses (asynchronous)** are 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.
- **Instructor-paced courses (synchronous)** have a definite starting and ending date and are facilitated by an instructor who take 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. All materials remain online accessible also after the end of the course, however receiving a certificate is no longer possible since the instructor cannot evaluate open assignments. The collaborative environment is also active only during the course duration. After the termination enrolled users can view all discussion boards but no longer contribute to the content.

According to the pedagogical model employed, MOOCs can also be divided into two further categories first defined by Stephen Downes<sup>6</sup>:

- **cMOOCs:** The “c” in this term refers to the connectivist pedagogy based on the practice of having open and collaborative materials that enable learners to shape the content by opening discussions and working on joint projects. The collaborative aspect means that such courses are not self-paced and have a start and end date. The four major sorts of activities that can have a benefit for learners are defined by Downes as: aggregating information (rather than predefining it), remixing, re-purposing, and feeding-forward (or making it relevant for future use). Ravenscroft<sup>7</sup> argues that connectivist MOOCs can better support collaborative dialogue and knowledge building.
- **xMOOCs:** or expert-led MOOCs follow the traditional pedagogy of having a fixed syllabus and materials predefined by an expert who is the course instructor. The interaction between the course participants is limited to technical questions and discussion forums for the participants to

<sup>5</sup> *E-Learning and the Changing Face of Corporate Training and Development* Max Zornada, 2005. P. 6

<sup>6</sup> ‘Connectivism’ and Connective Knowledge”, 2011

<sup>7</sup> *Dialogue and Connectivism: A New Approach to Understanding and Promoting Dialogue-Rich Networked Learning* International Review of Research, 2011

collaborate may not exist. Prpić et al.<sup>8</sup> argue that xMOOC are courses that employ elements of an MOOC but in effect are branded in IT platforms that offer content distribution.

Both forms of MOOCs, but especially the cMOOCs are a modern phenomenon of the early 2000s, with the OpenCourseWare (OCW) movement first started by the University of Tübingen in Germany ([Tübingen Multimedia Server](#)), followed by the Carnegie Mellon University ([Open Learning Initiative](#)), Massachusetts Institute of Technology ([MIT OpenCourseWare](#)), Harvard university ([HarvardX](#)) and other Ivy League universities. Though the MOOCs phenomenon started in the academic field many international organisations and initiatives are now embracing it on issues of global importance. One example of this is the [SDG Academy](#) which, among others, offers CPPB related courses.

Many no-profit and for-profit consortia or universities, foundations or corporates have built extensive platforms offering MOOCs on a broad spectrum of fields. The most worth mentioning and rich on CPPB related course include edX and Coursera. A longer list of MOOC platforms with links can be found in Annex 1. [MOOC-LIST](#) on the other hand is portal that lists courses from a big variety of providers and enable fast searching and filtering options.

### 5.2.8. Webinars

Webinars stand for a combination of the terms “Web” and “Seminar”. In other words, they are traditional seminars broadcasted live on the web seeking to reach massive audiences. Webinars might mean that the seminar is held in front of a physical audience and also broadcasted online to a broader audience which can participate by typing questions online, or it can be held from a referent to a fully online audience thus creating the so-called **virtual classroom**. Contrary to Webinars are **Webcasts** which involve streaming the educational session online however without giving opportunity to the viewers to be engaged by asking questions or making suggestions that are integrated in the conversation. Technological tools enabling webinars are so-called **videoconferencing tools** such as AdobeConnect, Cisco Webex etc. Such tools allow the referent to share slides or the screen, stream a video stored in the computer or online (YouTube videos), talk to the audience and simultaneously type in a chat, conduct surveys and polls etc. A list of the highest rated videoconference tools can be found online at the software platform Capterra<sup>9</sup>

### 5.2.9. (Informal) Web-based learning

With the evolution of the Internet and the development of Web 2.0 as a virtual space where users no longer just receive and digest information (Web 1.0) but instead are producing as much as consuming it, several platforms and functionalities with relevance to learning and training have emerged. Benefits of using Information and Communication Technology (ICT) in the CPPB context have been pointed out by several initiatives such as the [ICT4Peace Foundation](#) or the [PeaceTechLab](#). While a typology of ICT for peace approaches may extend as well to many aspects of conducting CPPB operations in the field, many of these aspects are also relevant to training. ICT or web-based tools may include **knowledge platforms, blogs, wikis, social media channels, virtual games and simulations** etc. These tools and approaches have gained attention from research not only on specific to peace training but also for training on other fields such as medicine. Much of the research observes their benefits to training while also pointing out challenges. Since one of the main aims of PeaceTraining.eu is to enhance CPPB training through ICT-based approaches, the next sections present the some of the ICT approaches most relevant to peace training and look deeper into the potentials and challenges.

### 5.2.10. Transmedia Collaborative Learning (TLC)

*Transmedia Collaborative Learning* (TLC) is a new eLearning concept referring learning which involves collaboration and utilisation of a range of available social and multi-media platforms.<sup>10</sup> The combination of *collaborative* and *transmedia* refers to learning and training models in which learners

<sup>8</sup> “MOOCs and crowdsourcing: Massive courses and massive resources”, 2015

<sup>9</sup> <https://www.capterra.com>

<sup>10</sup> NATO e-Learning Concept, 2014, p. 8-9

*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.

#### 5.2.11. Virtual worlds

Virtual worlds are one of the exiting ‘new frontiers’ in eLearning and immersive training.<sup>11</sup> They cover 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. New developments are also seeing increased integration of virtual worlds with traditional eLearning approaches where learners can move back and forth between the two, “jumping” into virtual worlds and then out again to test skills and capabilities and then acquire further knowledge and understanding to contribute to improved performance capabilities. The potential of virtual worlds to enable learners to ‘experience’ situations they will face in the field and exercise, test and develop skills is significant. It can also improve learner’s capabilities to interact across stakeholder groups and improve core ‘employability’ or CPPB-assets. Another potential application is the use of virtual worlds to facilitate communities of practice – a key professional learning and competency development approach in the field – when practitioner learners are separated across distances.

#### 5.2.12. Field simulations based on cloud resource planning (CRP) systems

This links with the range of concepts explored above 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*. Here, 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.<sup>12</sup> Data gathered from this can then be fed into the development of eLearning (and off-line) training and modules, gaming and virtual world simulations.

#### 5.2.13. Serious Games

*Serious games* are designed to engage students with ‘real world’ situations and experiences using game-play to educate and develop understanding and capabilities. Examples of current, already existing serious games in the CPPB field are detailed further on in this report. 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. One value of serious games is they can be replicated and engaged with ‘on demand’ both prior to and during field deployment – and can be used to make real world situations available to a wider-range of learners including both current and future practitioners and professionals in the field.

### 5.3. eLearning Concepts and Considerations relevant to CPPB

The previous section provided a brief overview of some of the key eLearning concepts more widely discussed and known in both the education and eLearning fields. In this section we go further into exploring key eLearning concepts specifically relevant for current and future developments in CPPB training. Three levels or dimensions of eLearning concepts relevant to the CPPB training field are addressed related to: practitioner learners; organizational-field performance, knowledge management and learning; and learning technologies and approaches. These are concepts in many cases widely engaged with and known by experts in ICT and eLearning, but which may be less familiar or engaged with in the CPPB training field. The purpose of this section is to begin identifying some of the key elements / nodes in the ecosystem of concepts and approaches to eLearning that can feed into next generation thinking and evolution of ICT and eLearning support for CPPB training, both by training

<sup>11</sup> NATO e-Learning Concept, 2014, p. 11

<sup>12</sup> *Improving Concepts of E-Learning by Using ERP Systems for an Interactive Knowledge Diffusion*, 2017, p. 200.

providers and trainers and deployment agencies – to improve the quality of training, capacity development and professional support available to their staff. The specific concepts listed have been selected for their centrality to the field and relevance to providing improved CPPB training methodologies and approaches. Taken together they form a ‘landscape’ for thinking through an improved approach to CPPB training which can better equip participants with capabilities and competencies needed for improved field performance. Their value can be if they assist trainers and designers of online platforms and learning technologies to think through key dimensions and approaches which can improve CPPB training and eLearning provision.

### 5.3.1. Student-Centric Learning

*Student-centric learning* is 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. This enables the learner to take a more active role in transforming learning into a “process of discovery and knowledge construction” more than “merely a transfer of knowledge from instructor (or electronic medium) to student.”<sup>13</sup> With advances in e-technologies and learning functions this enables providers to develop increasingly customised and tailor-made learning experiences suited to the specific needs and context of individual learners while better enabling them to achieve performance competencies needed for the field, and at lower costs.

### 5.3.2. Levels of Interactivity

When designing eLearning platforms and modules / trainings, training designers need to think through the *levels of interactivity* needed to achieve performance competence and learning. The following table is adapted and developed from the NATO e-Learning Concept which initially identified levels 1 – 4, with level 5 added by PeaceTraining.eu:

**Table 2 Level of Interactivity**

#	Level	Description
1	Passive	Learner participants act solely as receivers of information.
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.
3	Complex Participation	Learner participants engage in increasingly complex response and interaction with learning materials and instructional guidance and cues. Learning becomes increasingly interactive with the learner no longer only ‘receiving’ but also interacting, creating and contributing to knowledge internalisation and development.
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.
5	Collaborative Participation	Varying degrees of collaborative participation may be involved in Levels 1 – 4 above. This level has been added by PeaceTraining.eu as key for learning designers and platform creators to consider. Collaborative participation refers to joint response and interactive problem solving, learning and participation by <i>multiple learners</i> working / interacting with each other in responding to learning clues and processes.

<sup>13</sup> NATO e-Learning Concept, 2014, p. 11

### 5.3.3. Customised Learning Profiles

*Customised learning profiles* 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. Learning profiles can also be *customised* for learners by intelligent computers / learning systems able to identify patterns and draw upon previously provided information to better differentiate and customise each individual learner's experience.

### 5.3.4. Differentiated Instruction

Differentiated instruction is an approach to learning and training stemming from the understanding that people have multiple approaches to learning competencies and skills development. ICT enables a high degree of customisation of learning platforms and processes to serve different learning needs and *approaches to learning*.<sup>14</sup> The point is: this can be built into the system and doesn't require additional effort – after initial design – to improve provision of customised training to each participant. This includes the ability to select and customise levels of interactivity, modalities for delivery of content, timing of learning and more. Kathleen Scalise in the International Journal of Learning Technology identified 5 'Types' of *Differentiation* including differentiation of: *content, process, product, affect* and *learning environment*.<sup>15</sup> Differentiation – selecting what learners should receive or how their learning experience should be crafted – can be<sup>16</sup>:

- **Diffuse:** with learners receiving the same content but having multiple opportunities and different approaches for 'making sense' of the materials provided;
- **Self-Directed:** with learners *themselves* choosing preferred content and methods of learning;
- **Computer or model-based differentiation:** in which the learning system itself differentiates the learning path based upon information received and learning (being able to adapt based upon information) from the patterns and needs of the individual learner

The need for differentiation has been recognised in both traditional learning, training and eLearning. With the evolution of artificial intelligence and SMART technologies, opportunities for improving customisation through differentiation are becoming more and more realistic and achievable. In this way, eLearning can provide improved opportunities for assisting learners to achieve necessary competencies and performance capabilities for the field by intelligently learning and knowing their needs and 'best approaches' to learning.

### 5.3.5. Work Place Learning

The concept of *work-place learning* has been standard for years in the business sector but is still relatively new to CPPB, where the traditional concept is that staff either are hired with the existing competencies needed or that 1) they are sent to training to develop competencies or 2) training is arranged on site for competency development. In *work-place learning*, learning and the acquisition of skills and competencies takes place in / at the work place – often integrated into or parallel to the learners' job performance. This can include both *on-line* and *on-site* components. *Work-place learning* emphasises aligning individual and organisational learning needs, and the "connection between learning and work performance."<sup>17</sup> eLearning can be an integral component of *work-place learning*. At the moment, however, there is very little customisation of CPPB eLearning for specific, actual work contexts. While the UN and others have developed a range of online courses or 'learning modules' for basic level knowledge development on some aspects related to 'in the field work', very little has been done by most organisations, agencies or missions to provide customised eLearning platforms and opportunities to develop or improve staffs' knowledge, capabilities and skills. This represents a *frontier*

<sup>14</sup> Kathleen Scalise, *Differentiated e-learning: five approaches through instructional technology*, 2007. p. 1

<sup>15</sup> Kathleen Scalise, *Differentiated e-learning: five approaches through instructional technology*, 2007. p. 4-5

<sup>16</sup> See Kathleen Scalise, *Differentiated e-learning: five approaches through instructional technology*, 2007 for very useful and more developed discussion of different approaches to differentiation

<sup>17</sup> *A Performance-Oriented Approach to E-Learning in the Workplace*, 2010. P. 167

that should be more actively engaged with to ensure staff are able to gain the precise CPPB skills, attitudes and knowledge they need to improve job and organisational performance in the field, and to contribute to peacebuilding and prevention impact.

### 5.3.6. Activity Theory / Activity System

*Activity theory* directs focus not towards individual learners but to the ‘activity system’ in which individual learners operate. An ‘activity system’ is made up of a group or constellation of actors or ‘stakeholders’ of any size “pursuing a specific goal in a purposeful way”.<sup>18</sup> 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. In this way, eLearning courses and approaches might be developed which would (for example): engage staff from different agencies in the same learning platform to improve shared knowledge, understanding and inter-agency performance and collaboration; involve staff from the same agency/organisation in joint eLearning approaches or courses to improve overall staff/team capability to achieve targets (KPIs) in a certain activity. These are only some of the ways these concepts can relate to CPPB eLearning. The concept of an *activity system* is particularly relevant to the identified need to improve core CPPB skills and capabilities at a ‘system’ or ‘field’ level *across* institutions, agencies and stakeholders, and not only for ‘individual’ participants.

### 5.3.7. Competency-Based Learning

*Competency-based learning* is another concept central both to traditional learning approaches and the evolving field of eLearning. In *competency-based learning* 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.<sup>19</sup> 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.

### 5.3.8. “Employability” or CPPB-Assets

Mayes and de Freitas, in their *Review of e-learning theories, frameworks and models* define *employability assets* as “generic outcomes / competencies – not dependent on declarative knowledge – and include analytical and flexible learning capabilities, but also emphasise qualities that are much harder to specify as part of a curriculum: confidence, self-discipline, communication, ability to collaborate, reflexivity, questioning attitudes. These outcomes start to suggest a crucial role for the community of practice approach, and turn our attention to learning environments that provide maximum opportunity for communication and collaboration, such as networked learning environments.”<sup>20</sup> While again more commonly engaged with in the business field, in CPPB the concept of ‘employability assets’ – or more specifically ‘CPPB-assets’ – is relevant as well. Evolving utilisation of *communities of practice* and increasing recognition of the breadth of adaptive and flexible capabilities and ‘character skills’ needed for CPPB indicate the importance of first identifying and secondly considering what would be key CPPB- assets when designing eLearning courses and approaches and identifying competencies needed for the field.

<sup>18</sup> *Review of e-learning theories, frameworks and models* Mayes, T. and de Freitas, S., Published version deposited in CURVE September 2013, p. 17

<sup>19</sup> *A Performance-Oriented Approach to E-Learning in the Workplace* Minhong Wang, Weijia Ran, Jian Liao and Stephen J.H. Yang, Educational Technology & Society, 2010. P. 177

<sup>20</sup> *Review of e-learning theories, frameworks and models*, Mayes, T. and de Freitas, S., Published version deposited in CURVE September 2013

### 5.3.9. 360-degree Feedback

*360-degree feedback* is a concept used in both business and sports. It has been taken up in eLearning for businesses and is relevant to CPPB as well. 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.<sup>21</sup> This can be in addition to standardised evaluation and testing methodologies – from on-the-job performance and achievement of KPIs, tasks and responsibilities to testing, performance on simulations and more. Course designers are also looking at how to integrate *360-degree feedback* into online learning platforms (enabling learners, peer-learners, coaches, trainers, and testing systems to provide scheduled and live/real-time feed-back) *and* to incorporate on-site (offline) feed-back into design of customised learning profiles.

### 5.3.10. Immersive Training

"Immersive training uses a computer-based simulated environment to replicate a real-life or hypothetical situation in a graphically rich and dynamic setting. Students are immersed and involved in the training and learning process through interactive simulations and game-based applications. Immersive training supports one student or multiple small teams working together to solve a problem, rehearse techniques or enhance their skills. Through the use of enabling objectives and scripting, student actions and responses can be monitored and tested to ensure the objectives have been met. It can be web-based utilising distributed training or downloaded to standalone computers or mobile devices."<sup>22</sup> Immersive training represents one of the critical and exciting *new frontiers* for CPPB training. "Serious Games", examples of which are explored later in the report, and "virtual worlds" are two of the most comment current examples of *immersive training*. They can be used to exercise, develop and test capabilities and skills engaging with 'real life' scenarios and interactive, immersive simulations. Immersive technologies can include<sup>23</sup>:

**Table 3 Immersive Training**

Vision	Auditory	Tactile	Olfaction
<ul style="list-style-type: none"> <li>▪ <a href="#">3D display</a></li> <li>▪ <a href="#">Holography</a></li> <li>▪ <a href="#">Head-mounted display</a></li> <li>▪ <a href="#">Fulldome</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">3D audio effect</a></li> <li>▪ <a href="#">Surround sound</a></li> <li>▪ <a href="#">immersive audio</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Haptic technology</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">Machine olfaction</a></li> </ul>

These technologies enable interaction and communication with the virtual environment through [Gesture recognition](#), [Brain-computer interface](#), [Speech recognition](#), [Omnidirectional treadmill](#). Critically, while many trainers and practitioners in CPPB may consider this far beyond what is 'feasible', possible or realistic in CPPB training, pioneering early initiatives are already being made, while rapid development of technologies and application of immersive training in sports sciences, military training, space training and business education open for the potential for cross-fertilisation and adaptation and integration of technologies for the CPPB field. Importantly, *immersive technologies* can facilitate a significant advance in application of *simulations* and training learners to real-world situations and scenarios, helping to rapidly improve capabilities as well as 'test' emotional and psychological responses to challenging situations and contexts in safer environments. This can also improve resilience when later deployed in the field. The potential for development of *immersive training* in CPPB should be one of the key frontiers for the field over the coming years.

### 5.3.11. Performance-Oriented Design / Approach

A *performance-oriented design* or *approach* refers to *aligning* the *individual's* eLearning experience (and results) with *organizational* performance and learning needs, connecting *learning* and *work*

<sup>21</sup> *A Performance-Oriented Approach to E-Learning in the Workplace* Minhong Wang, Weijia Ran, Jian Liao and Stephen J.H. Yang, Educational Technology & Society, 2010. P. 171

<sup>22</sup> *NATO e-Learning Concept*, 2014, p. 11

<sup>23</sup> For a concise and valuable overview see [https://en.wikipedia.org/wiki/Immersive\\_technology](https://en.wikipedia.org/wiki/Immersive_technology)

*performance*, and connecting *organizational* and *work performance* with measurable *impact objectives* for contributing to and achieving change in the conflict context.<sup>24</sup> 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. While this may seem self-evident or obvious, much of the CPPB field suffers from a lack of rigorous analysis and understanding of what competencies and performance capabilities/levels are needed to improve operational, programmatic and strategic *impact* in the field. Many actors are still dealing with generic levels of concepts or understandings. For example: if we know ‘gender’ is important we send staff to a gender-training, without: i. identifying *what* skills, capabilities, attitudes and knowledge are needed *specifically* a. for that staff member b. in that exact context; or ii. identifying what exact goals and performance targets staff should apply those skills to when they are then again in the field. This reflects a general challenge in the field today. Increased engagement with *performance-oriented design / approach* in both on- and off-line training will require also increased, rigorous engagement with identification, mapping and understanding of the skills and capabilities needed for specific roles, tasks, missions and achieving *impact* in the field *in CPPB*.

### 5.3.12. Organizational (or sectoral or field) Learning & Knowledge Management

“Organizational theory implies that learning occurs and should be addressed beyond the individual level. Its pedagogical focus is on organizational systems, structures, and policies, along with institutional forms of memory to link individual and organizational learning.”<sup>25</sup> *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*.<sup>26</sup> Much current CPPB training focuses on *individual-level* skills and competency development – while at the same time the field as a whole experiences relatively high levels of turnover and movement of staff between organisations and positions. A focus on *organizational learning and knowledge management* would add a dimension of engaging with how *organizations* and *institutions* learn, and the potential – as yet still rarely explored – opportunity of seeing how to better link internal and inter-organizational *knowledge management* with *training* and professional development.<sup>27</sup> Going a step further, in the CPPB field the concept would also be relevant to apply at the level of *sectors* (e.g. early warning, crisis management, gender and peacebuilding, DDR, etc) and *the field as a whole*, including across all sectors and agencies involved. As noted in *A Performance-Oriented Approach to E-Learning in the Workplace*: “Recent research has motivated the integration of knowledge management with e-learning for organizational development (Wang & Yang, 2009). How knowledge management and e-learning apply to and affect organizations is a complicated, yet important question that requires a variety of conceptual, methodological, and technical approaches.”<sup>28</sup> It is also an important frontier for improving both *individual* and *organisational performance* as well as *sectoral* and *whole-of-CPPB-field performance*, requiring careful examination and exploration of how to better engage with it through CPPB training and eLearning approaches.

### 5.3.13. Shareable Content Object Reference Model (SCORM)

This 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

<sup>24</sup> *A Performance-Oriented Approach to E-Learning in the Workplace* Minhong Wang, Weijia Ran, Jian Liao and Stephen J.H. Yang, Educational Technology & Society, 2010. P. 171

<sup>25</sup> *A Performance-Oriented Approach to E-Learning in the Workplace* Minhong Wang, Weijia Ran, Jian Liao and Stephen J.H. Yang, Educational Technology & Society, 2010. P. 168

<sup>26</sup> *A Performance-Oriented Approach to E-Learning in the Workplace* Minhong Wang, Weijia Ran, Jian Liao and Stephen J.H. Yang, Educational Technology & Society, 2010. P. 168

<sup>27</sup> Knowledge management here refers to the “approaches and practices used by organizations to identify, create, represent and distribute knowledge for reuse, awareness, and learning.” Nonaka, Ikujiro, and Hirotaka Takeuchi. 1995. *The Knowledge-Creating Company: How Japanese Companies Create the Dynamics of Innovation*. Oxford University Press.

<sup>28</sup> *A Performance-Oriented Approach to E-Learning in the Workplace* Minhong Wang, Weijia Ran, Jian Liao and Stephen J.H. Yang, Educational Technology & Society, 2010. P. 168

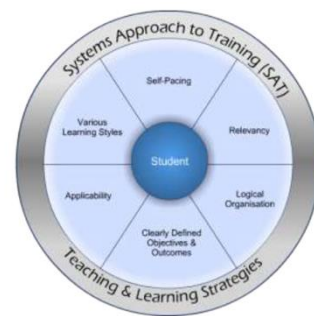


SCORM-specifications are adopted and adhered to, there can be interchange of lessons, learning materials and curricula content across providers. As explored in the *NATO e-Learning Concept*: “New courses can be developed using new material as well as SCOs [Sharable Content Objects] developed by other institutions and can be combined to form a new course entirely restructured and packaged to appear as a single course. The ability of disparate knowledge objects to work together in unanticipated ways creates opportunities to design unique courseware that can be customised to specific learning needs. SCORM supports various levels of complexity from simple text-based pages to rich interactive media content.”<sup>29</sup> This could open for the CPPB training field a situation in which learning materials and resources could be shared across providers and courses with high-quality materials developed which can be adapted, customised, integrated and re-configured for need and context.

#### 5.3.14. Systems Approach to Training (SAT)

Standard within much of the corporate approach to eLearning, SAT provides an integrated approach to instructional strategies and learning technologies intended to aid in the transfer of learning – of knowledge, skills and attitudes – to implementation and performance in the real world. The model 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.

<sup>30</sup>



**Figure 7 Systems Approach to Training**

<sup>29</sup> *NATO e-Learning Concept*, 2014, p. 16

<sup>30</sup> *NATO e-Learning Concept*, 2014, p. 11

#### 5.4. State-of-Art e-Approaches in the CPPB field

This section looks deeper into the CPPB training field and related areas and describes how the tools and concepts in the previous chapters are being implemented. In doing so it seeks to create a typology of existing e-approaches in CPPB training classified by their audience.

##### Online courses for practitioners/mission staff

These include eLearning options for practitioners applied by the organisations deploying them. The trainings are mainly offered in CPPB-related areas (e.g. Security Awareness in the Field). Some of these courses are delivered completely online while other approaches use an LMS as a blended method to support physical training.

**European Security and Defence College (ESDC) e-learning (IDL/ILIAS):** ILIAS is the eLearning system used by the European Security and Defence College. The ILIAS acts as a classical LMS enabling users to access materials and interact with fellow course participants online prior to and after completion of the course, as a supplement to physical training. It represents a form of blended-learning combining both online and on-site learning. Registering a profile on the platform is open to everyone. As a registered user one can see the list of members that are currently online, access basic information and weblinks on CSDP missions and policy frameworks. Yet to fully register for courses, access course materials and discussion boards users need the password provided from the course organizer as participation is fixed by nominations from all national nominators. The eLearning functionalities of ILIAS are thus only open CSDP mission staff and not to a general public.

**European External Action Service – Security E-learning:** The EEAs has a dedicated online module which provides three online courses: BASE (Basic Awareness in in Security – offered for staff and family members), SAFE (Security Awareness in Fragile Environment) and eHEST on high risk areas. Registration with an EU or EEAS account provides users automatic access while external email accounts require validation in order to acquire access to the materials. The courses are supported by Moodle, as a classic LMS and also include the option of online certification upon completion. All the training is completed online so these courses represent a classical fully-online course.

**United Nations Department for Safety and Security:** similar to the EEAS, the UN Department of Safety & Security offers fully online courses on Security Awareness, Security in the Field and Information Security. The courses are mandatory for staff members using ICT (information security courses) or for field missions staff (Security in the Field). The modules are also developed by an LMS software including computer-based assessment and certification upon completion.

**United Nations System Staff College:** The UN System Staff College, an institution dedicated specifically to training UN Staff also runs a platform with fully online learning modules in many areas including Safety & Security and Sustaining Peace. The online modules are also supported by Moodle (LMS), integrate computer-based assessment and enrolment is only open to staff members.

#### 5.5. Self-learning free online courses

Other courses relevant for field practitioners are offered by organisations involved in the CPPB programmes and also training institutions with a free access to the wide public.

**ENTRI eLearning:** The Europe's New Training Initiative for Civilian Crisis Management (ENTRI) offers two eLearning courses on Stress Management and Intercultural Competence. The course on Stress Management by the Center for International Peace Operations (ZIF) is developed in a website structure, enabling fast navigation through the lessons which are based on texts, videos and infographics. At the end of the materials a short quiz and a list of downloadable materials are offered. The Inter-Cultural Competence course developed by ENTRi, the Centre for European Perspective (CEP) and MORE EUROPE uses a more complex tool (Lecturio) which includes more quizzes and a linear

navigation through the lessons. Both courses involve very traditional eLearning technologies and lack any sort of collaboration or interaction.

**United Nations Office on Drugs and Crime Global eLearning**; The Global eLearning of UNODC is a programme following its CBT forerunner that offer open courses from a wide spectrum of topics such as human trafficking, gender issues, human rights, risk management etc. The courses are built on traditional modules such as videos or text files and are open to the public, however without assessment and certification options.

**United Nations Women Training**; Similarly, the Training Centre of the United National Women, the UN entity for Gender Equality and Empowerment of Women, runs an eLearning module which offers training courses on gender related issues open to public registrations. The courses are offered in three categories: as self-paced, scheduled or customized. An additional offering of the online training platform are two communities of practice open to the public to join. Some of the training courses can be compulsory for UN staff the main objective of the platform is however offering self-learning to the wider public.

**European Commission and United Nations Development Programme Partnership on Electoral Assistance**; This is another eLearning module run by the partnership of the EC and UNDP offering fully online courses open to the public and with integrated assessment and certification methods.

**Organisation for Security and Cooperation in Europe /Office of Democratic Institutions and Human Rights**; Other online courses on electoral assistance for electoral observers are offered by OSCE/ODIHR on a Moodle (LMS) supported system as self-paced traditional learning. The courses are tailored for OSCE/ODIHR election observation missions staff; however, their contents are open to any interested professional as a self-learning tool.

**Geneva Center for the Democratic Control of Armed Forces (DCAF) – International Security Sector Advisory Team (ISSAT) E-Learning**; The ISSAT team at DCAF has developed several short duration and self-paced traditional online courses that seek to enable self-learning for practitioners working on or interested in Security Sector Reform (SSR) and closely related topics. Upon completion of the assessment part, certificated are obtained. The overall pool of registered users on the module is described as a “community of practice” on SSR.

**United Nations Office on Drugs and Crime and United Nations Funds International Children’s Emergency Fund**; UNDOC and UNICEF offer a single self-paced traditional online course on “Justice in Matters involving Child Victims”. The course itself is described as an online self-learning tool available to any interested professional upon registration.

**International Committee of the Red Cross (ICRC)**; Another single course on “International Humanitarian Law” is offered by ICRC as free self-learning tool in a self-paced manner. The overall materials are directly accessible online without the requirement to create a log in profile, though without any assessment methods or

**United Nations Institute for Training and Research (UNITAR)**; As the main training body of the UN, UNITAR cover the whole range of training options from traditional face-to-face training to blended forms to fully online courses in self-paced of collaborative and also MOOCs. The reason for grouping it under this category is that besides having a strictly practitioner audience many of the trainings are also in free self-paced format as self-learning tools (e.g. Conflict Series courses).

## 5.6. Payed online courses for practitioners and interest groups

[United States Institute for Peace \(USIP\)](#); offers a series of paid (full-) online collaborative courses covering different CPPB aspects. All online courses have predefined timeframes, are usually facilitated by more than two instructors and involve other guest experts to whom it can be interacted through a forum, web conferencing tools and other interactive modules.

[\(UN-related\) University of Peace \(UPEACE\)](#); UN mandated UPeace also offers paid courses conducted fully online in a virtual interactive classroom. The courses have a six or nine-week duration and can be taken either as part of the UPeace academic programmes or by practitioners. Indeed, many of the courses are strictly dedicated to practitioners such as “Human Rights for Peacekeepers”.

[Peace Operations Training Institute \(POTI\)](#); Courses for UN peacekeepers offered by POTI can also be taken in a traditional online format which includes purchase of the textbooks and video materials. Besides English, the courses are also available in Spanish, French, Arabic and Portuguese. They do not involve any assessment or certification option and can be best described as CBT.

[Tech Change](#); is a social enterprise that offers online training on the implementation and efficient use of technology on issues and activities such as public health, emergency response, monitoring and evaluation etc. Some of its courses are available for free in a self-paced format. Others such as the “Technology for Conflict Management and Peacebuilding” have fixed starting and ending dates (instructor-paced) and offer several interactive and collaboration modules. Besides the fixed syllabus it features live interactive expert presentations with practitioners and other stakeholders. The trephining methodology also includes many practices such as simulations and projects that can be described as novelty in the field.

## 5.7. ICT tools related to training and learning

Besides the classical formal online training and learning approaches in CPPB described so far, this section looks deeper into ICT tools existent in the CPPB context that have a relation to the development of knowledge and improved field understanding, and which can be utilized in conjunction with training. These tools involve information on the specific conflict-torn areas, lessons identified in the field, and resources including analysis, toolkits, handbooks and key publications in the field.

### 5.7.1. Wikis and Knowledge Hubs

[UN Peacemaker](#); was developed by the United Nations Department of Political Affairs and is dedicated to peacemaking professionals but also to any interested professional. It is described as an online mediation support tool that offers a freely accessible and extended database of peace agreements, guidance material and information in UN’s mediation support services.

[Peace Insight on Conflict](#); is published by Peace Direct and contains extensive information on 45 conflict areas by more than 1600 local peacebuilding organizations.

[Eldis](#); is a knowledge hub aggregating knowledge on a myriad of global issues among which peace and security. The knowledge is categorized on topics and countries and a blog module is also available.

[Global Issues](#); is a crowd-sourced hub relaying news and materials on global issues seeking to provide an alternative to mainstream media.

[Humanitarian Response](#); provides information on humanitarian support operations and long directory of support materials and toolboxes.

[\*\*Peace and Collaborative Development Network\*\*](#); involves a large international community of more than 37000 members and lists crowd-sources information on events, training, knowledge etc.

[\*\*Professionals in Humanitarian Assistance and Protection \(PHAP\)\*\*](#); provides online learning sessions, knowledge materials, calendars of events and trainings on humanitarian assistance.

[\*\*Devex\*\*](#); is a massive online community of experts and organisations working on development containing organisations', experts' and jobs' directories.

### 5.7.2. Interactive Maps

Interactive maps with a crowd-sourced features are currently on the rise. One of the pioneering providers for this field is the India-based social enterprise [\*\*Ushahidi\*\*](#). They help field practitioners acquire a better understanding of the conflict zones and types while also engaging the community. Some examples of such approaches are listed as follows:

[\*\*Peacebuilding Map in Nigeria\*\*](#); is a crowd-sourced interactive map that provides information to local peacebuilders on conflict risks in Nigeria. Categories of entries include insecure situations, human rights violations, collective violence, economic pressure etc.

[\*\*Ghana Conflict Map\*\*](#); is also a crowd-sourced map providing information on the conflict areas in Ghana.

[\*\*Orthodox Peace Fellowship – Interactive Conflict Map\*\*](#); provides recent news updates on conflicts.

[\*\*KAICIID Peace Map\*\*](#); is a collection of organisations active in interreligious and intercultural dialogue and also showing connection among organisations working together.

[\*\*Build Peace Database\*\*](#); is a collection of peacebuilding projects that use technology or have a technological component

Similar maps and initiatives include: [\*\*Hate Speech Database\*\*](#); [\*\*Poverty Maps\*\*](#); [\*\*Map Server\*\*](#); [\*\*Flood map\*\*](#); [\*\*Cyprus Community Media\*\*](#); [\*\*Digital Globe\*\*](#)

### 5.7.3. Peace Indexes

Peace indexes are additional tools that help field practitioners better understand the nature and intensity of conflict in the area they are deployed or working on. Some attempt to measure peace and conflict aspects and making them available through ICT are the following:

[\*\*Global Peace Index\*\*](#); [\*\*Humanitarian Data Index\*\*](#); [\*\*Social Cohesion and Reconciliation Index\*\*](#); [\*\*Social Peace Index \(Peace & Development Index\)\*\*](#)

### 5.7.4. Serious games and simulations

[\*\*Mission Zhubia\*\*](#); is one of the most recent contributions to this field. It brings the player to an imaginary conflict-torn country on a mission to bring peace and develop the rule of law.

[\*\*Battle4Humanity\*\*](#); is a game developed by Search for Common Ground which seeks to inspire young people to become local peacebuilders. The game is designed in three missions, first taking the players in a humanisation journey in learning to respect diversity, then to a becoming a peacebuilder, and finally in taking transformative action in conflict prevention and resolution in their society.

[\*\*The Peacemaker\*\*](#); is a simulation of the Israeli-Palestinian conflict, letting the players act as the Prime Minister of one of the countries or as a media professional using real news footage.

**Minecraft**: is developed by the Games for Peace and is also related to Israel-Palestine conflict. The games consist on joint sessions of playing in a virtual environment.

**Peace Park**: inspired by Minecraft, this game seeks to implement the practice in the Caucasus setting by challenging players to restore peace in a communal park, by understanding visitors' interests and making wise decisions. The game was developed by ELVA, a social enterprise which among others produces the Social Peace Index.

**Senaryon**: is an online simulation tool developed by PlanPolitik that allows players to act as political decision-makers and mediators to understand the high complexity and challenges of political negotiations.

**People Power**: is a game on civil resistance simulating a scenario in which the player is the leader of a popular movement fighting against tough adversaries who control the police, the army and bureaucracy and the media.

**PeaceApp Competition**: Was a competition launched by the United Nations Alliance of Civilizations (UNAOC) and UNDP to promote digital games and gamified apps "as venues for cultural dialogue and conflict management". The winner includes a series of games designs and application primarily for peace education but also involving more advanced levels.



## 5.8. Web Rosters of Training Courses and Providers

Another field of e- or ICT-based support for CPPB training has been the rise of web rosters that include course calendars and provider directories on CPPB and related fields. These online tools help training seekers find courses tailored to their needs and requirements, allow practitioners to share materials and experiences and, for some, facilitate communities of practice. While not themselves e-approaches or ICT technologies used directly in the delivery or implementation of training, web rosters are tools that contribute both to formal and informal web-based learning and are part of the improving architecture surrounding the provision of CPPB training in the field. One of the primary objectives of the PeaceTraining.eu web platform is to provide an innovative ICT contribution to the field specifically designed to address gaps and needs identified in the WP 3 desk review, survey and interviews with practitioners. This section assists that goal by reviewing existing platforms and identifying relevant lessons and insights which should be drawn upon in development of the PeaceTraining.eu web platform. Other fields such as humanitarian affairs and development or youth training provide good examples and reference points which can be learned from. This section looks deeper into similar platforms and illustrates them with screenshots from their main modules. It concludes by drawing recommendations on modules and features that might be of consideration for development in Work Package 5 – development of the PeaceTraining.eu web platform.

### 5.8.1. Goalkeeper

The Goalkeeper platform runs by the European External Action Service, was already presented in Deliverable 3.1 *Baseline research and stakeholder report on conflict prevention and peace building training*. The platform is exclusively dedicated to training organizations who provide ESDC courses tailored for CSDP missions. Of the four features of the Goalkeeper platform, the Schoolmaster, Registrar, Headhunter and Governor presented in Deliverable 3.1, this document looks in depth of the Schoolmaster which acts as the information hub on available courses including relevant course details (Figure 8).

The screenshot displays the 'Schoolmaster' dashboard of the Goalkeeper platform. At the top, there is a navigation bar with links for 'Home', 'About', 'EEAS', and 'Contact'. Below this, a search bar is labeled 'All courses...' with a 'Q' button and an 'Advanced Q' button. The main content area is titled 'Course List' and includes a 'sorted by:' dropdown menu set to 'Start Date'. A pagination bar shows '1 - 24 of 67 items'. The dashboard features a grid of 12 course cards, each with the following details:

- Course Title:** 13th CSDP High Level Course 2017-2018 'Johan Wille...', Masters in International Peacebuilding, Security and ..., 9th Vienna Course on International Law for Military Le..., Generic Basic Peacekeeping Training (UN and ENTRI) ...
- Network:** ESDC
- Provider:** ESDC (EU)
- Other Provider(s):** Rakovski National Defence College (Bulg...), National University of Ireland Maynooth ..., Federal Ministry of Defence and Sport (A...), Baden-Wuerttemberg State Police Colleg...
- Start Date:** 01/08/2017 - 01/06/2018, 01/09/2017 - 31/10/2018, 09/10/2017 - 19/01/2018, 15/01/2018 - 26/01/2018
- Application Deadline:** 24/07/2017, 31/07/2017, 29/05/2017, 01/12/2017
- Venue:** Brussels, London, Sofia, Larnaca Belgium, Maynooth University Ireland, Vienna Austria, Boeblingen Germany

Below the grid, there are four more course cards:

- CSDP Orientation Course (CSDP TP EaP 2017/18):** Network: ESDC, Provider: ESDC (EU), Other Provider(s): Federal Ministry of Defence and Sport (A...), Start Date: 22/01/2018 - 26/01/2018, Application Deadline: 26/11/2017, Venue: Brussels Belgium
- Basic Safety & Security Course (HEAT training):** Network: ESDC, Provider: Centre for Safety and Development (Net...), Other Provider(s): Centre for Safety and Development (Net...), Start Date: 25/01/2018 - 27/01/2018, Application Deadline: 23/01/2018, Venue: Soesterberg Netherlands
- Advanced Modular Training - Module II Comprehensive...:** Network: ESDC, Provider: European Union Military Staff - EUMS (EU), Other Provider(s): ESDC (EU), Start Date: 30/01/2018 - 01/02/2018, Application Deadline: 09/01/2018, Venue: Brussels Belgium
- Basic Safety & Security Course Light:** Network: ESDC, Provider: Centre for Safety and Development (Net...), Other Provider(s): Centre for Safety and Development (Net...), Start Date: 01/02/2018 - 02/02/2018, Application Deadline: 30/01/2018, Venue: Soesterberg Netherlands

At the bottom, there are four more course cards:

- Refresher Course:** Network: ESDC, Provider: Centre for Safety and Development (Net...), Other Provider(s): Centre for Safety and Development (Net...), Start Date: 05/02/2018 - 05/02/2018, Application Deadline: 02/02/2018, Venue: Soesterberg Netherlands
- Introduction to Rule of Law:** Network: ENTRI, Provider: ASPRI (Austria), Other Provider(s): Ecole Nationale d'Administration (ENA) (...), Start Date: 05/02/2018 - 09/02/2018, Application Deadline: 19/11/2017, Venue: Stadtschlaining Austria
- CSDP Orientation Course:** Network: ESDC, Provider: ESDC (EU), Other Provider(s): Romanian National Defence University C..., Start Date: 05/02/2018 - 09/02/2018, Application Deadline: 09/01/2018, Venue: Bucharest Romania
- International Standards for Protection of Individual an...:** Network: ENTRI, Provider: Scuola Superiore Sant Anna (Italy), Other Provider(s): Egmont Institute (Belgium), Start Date: 08/02/2018 - 16/02/2018, Application Deadline: 11/11/2017, Venue: Addis Ababa Ethiopia

Figure 8 Goalkeeper Schoolmaster dashboard

Figure 1 shows that the course directory also includes courses and programs not directly related to CSDP trainings such as a Master's Program in International Peacebuilding, Security and Development by the National University of Ireland Maynooth. This is because recently training institutes have been invited to register courses on the platform, while previously they have been listed by the Member-States (Wolter, Leiberich 2017). This limited the platform to only a small range of providers known to

and with connections with the Member-States. Recently the platform has been enriched, nevertheless many major training providers are yet unlisted.

The course directory of the Schoolmaster directory allows advanced searching options including searching by: keyword, course venue, course topics, course title, course status (published or withdrawn), date from, date to, training institutions, training audience, network and type of course (differentiating among: advanced/specialized training; basic training/orientation course; In-mission training; pre-deployment training and pre-posting training).

[Courses](#) [Subscription](#) [About Schoolmaster](#)

All courses...

**Advanced Search**

Keyword <input type="text" value="enter keywords"/>	Course Title <input type="text" value="enter search text"/>	Training Institution <input type="text"/>	Network <input type="text"/>
Course Venue <input type="text" value="any"/>	Course Status <input type="text" value="any"/>	Training Audience <input type="text"/>	Type of Course <input type="text" value="any"/>
Course Topics <input type="text" value="any"/>	Date From <input type="text" value="any"/>	Date To <input type="text" value="any"/>	

**Figure 9 Goalkeeper Advanced Search Options**

Figures 10 and 9 provide an in-depth look into the categories of courses and programs listed in Schoolmaster. These include: The network in which the training organization may belong to, the name of the provider, or other providers co-organizing the course, the start and end time, application deadline, venue, aim, methodology, learning outcomes, the regional focus, type of course, training audience, additional specifications, topics, audience, levels, languages, fee, certification, as well as contact information and relevant links and attachments.

The same categories are valid for the ESDC courses as for other courses or programs such as the recently listed Master study program.

#### CSDP Orientation Course (CSDP TP EaP 2017/18)

<b>Network</b>	ESDC	<b>Regional Focus</b>	Eastern Partnership
<b>Provider</b>	ESDC (EU)	<b>Type of Course</b>	Basic Training/Orientation Course
<b>Other Provider(s)</b>	Federal Ministry of Defence and Sport (Austria)	<b>Training Audience</b>	Civilians, Military, Police
<b>Start - End Date</b>	22/01/2018 - 26/01/2018	<b>Additional Specifications</b>	
<b>Start - End Time</b>	13:30 - 12:30	<b>Topic</b>	Generic CSDP
<b>Application Deadline</b>	26/11/2017	<b>Audience Levels</b>	
<b>Venue</b>	Brussels Belgium	<b>Additional Specifications on Audience Level</b>	
<b>Overall Aim</b>	The course aims to provide participants with a broad understanding of CSDP. In particular, participants will be exposed to the CSDP institutional framework, current policies, as well as structures and processes. Participants will have opportunity to create a network of people working in the field of CSDP. The final goal of the CSDP Orientation Course is to support EU Member States and EU Institutions and Agencies in training own personnel in order to be able to work in CSDP-related fields at operational and strategic level.	<b>Language</b>	English, French
<b>Methodology</b>	Lecture, (panel-) discussions, workshops, group work, study trip	<b>Other Languages</b>	
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>• explain organisational structure, decision-making processes in the EU and the relevant European Union bodies</li> <li>• identify the elements of the EU integrated approach to external conflict and crisis</li> <li>• knows the objectives of the EU Global Strategy</li> <li>• summarize the principles of CSDP missions and operations</li> <li>• summarize the capability development mechanism</li> <li>• explain the partnership and cooperation with third countries and other players</li> </ul>	<b>Fee</b>	
<b>Pre-Requisites</b>	NO	<b>Course Certification</b>	ESDC certificate
		<b>Attachments</b>	<a href="#">2017 11 09 - Invitation CSDP TP EaP - final.pdf</a>
		<b>Registration / Info Page</b>	

**Contacts**

<b>Type of Contact</b>	Registration , Administrative Matters , Training Content
<b>Name</b>	Dr. Jochen Rehr
<b>Address</b>	Avenue Cortenbergh 115
<b>Town / City</b>	Bruxelles
<b>Country</b>	Belgium
<b>Postal Code</b>	1046
<b>E-mail Address</b>	<a href="mailto:jochen.rehr@eeas.europa.eu">jochen.rehr@eeas.europa.eu</a>
<b>Telephone Number</b>	
<b>Fax Number</b>	

**Figure 10 Schoolmaster ESDC Course**



## Masters in International Peacebuilding, Security and Development Practice

<b>Network</b>		<b>Regional Focus</b>	
<b>Provider</b>	National University of Ireland Maynooth - Edward M Kennedy Institute for Conflict Intervention (Ireland)	<b>Type of Course</b>	Advanced/Specialised Training
<b>Other Provider(s)</b>		<b>Training Audience</b>	Civilians, Military, Police
<b>Start - End Date</b>	01/09/2017 - 31/10/2018	<b>Additional Specifications</b>	
<b>Start - End Time</b>		<b>Topic</b>	Conflict Analysis and Early Warning, Crisis Management/Peacekeeping, Gender, Human Rights, Mediation and Dialogue, UN-specific
<b>Application Deadline</b> 	31/07/2017	<b>Audience Levels</b>	All
<b>Venue</b>	Maynooth University Ireland	<b>Additional Specifications on Audience Level</b>	
<b>Overall Aim</b>	The MA in Peacebuilding, Security and Development Practice is an interdisciplinary degree programme providing a critical understanding and analysis of peace and security issues within a wider development context. This programme empowers actors and practitioners from development, security and other peace and security related institutional backgrounds involved in international peacebuilding with the knowledge, skills and competencies that will enable them to provide leadership to reduce and ultimately eliminate violent conflict. This master's programme will provide a challenging learning experience for those who wish to develop and integrate mediation and negotiation knowledge and skills with their awareness of wider conflict and development issues while providing students with a critical insight of the entire spectrum of international conflict intervention.	<b>Language</b>	English
<b>Methodology</b>	Modules in: Conflict, Development and Security; Political Economy of Development; Introduction to Development Theory and Practice; Gender and Development; Health and Development; Sustainable Livelihoods and Climate Change Adaptation; Human Rights and Advocacy; Mediation Theory + Conflict Analysis; Mediation Knowledge and Practice; Resolving Protracted Conflict Applied Concepts and Peace Process Theories; Post Conflict: Challenges of Implementing Peace Agreements; Negotiation Theory and Skills; Conflict Intervention, stabilisation and the comprehensive approach; Research and Minor Thesis	<b>Other Languages</b>	
<b>Learning Outcome</b>		<b>Fee</b>	Full-time: €9,750 Part-time: €5,550
<b>Pre-Requisites</b>		<b>Course Certification</b>	
<b>Contacts</b> 		<b>Attachments</b>	
<b>Type of Contact</b>	Registration	<b>Registration / Info Page</b> 	<a href="https://www.maynoothuniversity.ie/international-development/our-courses/ma-international-peace-building-security-and-development-practice">https://www.maynoothuniversity.ie/international-development/our-courses/ma-international-peace-building-security-and-development-practice</a>
<b>Name</b>	Roisin Smith		
<b>Address</b>	Edward M. Kennedy Institute for Conflict Intervention		
<b>Town / City</b>	Maynooth University		
<b>Country</b>	Ireland		
<b>Postal Code</b>			
<b>E-mail Address</b>	<a href="mailto:roisin.smith@nuim.ie">roisin.smith@nuim.ie</a>		
<b>Telephone Number</b>			
<b>Fax Number</b>			

Figure 11 Schoolmaster Master program profile

## 5.8.2. ENTRi

A similar but much more specialised information source for training-seekers in the European context is the ENTRi website (Europe's New Training Initiative for Interactive Civilian Crisis Management). As a major network of training organizations in the European CPPB training landscape, described more in depth in Deliverable 3.1, ENTRi's website provides information training provided by member organisations in its network. Figures 5 and 6 show the course components shown on the ENTRi website and the overall view of the course directory.

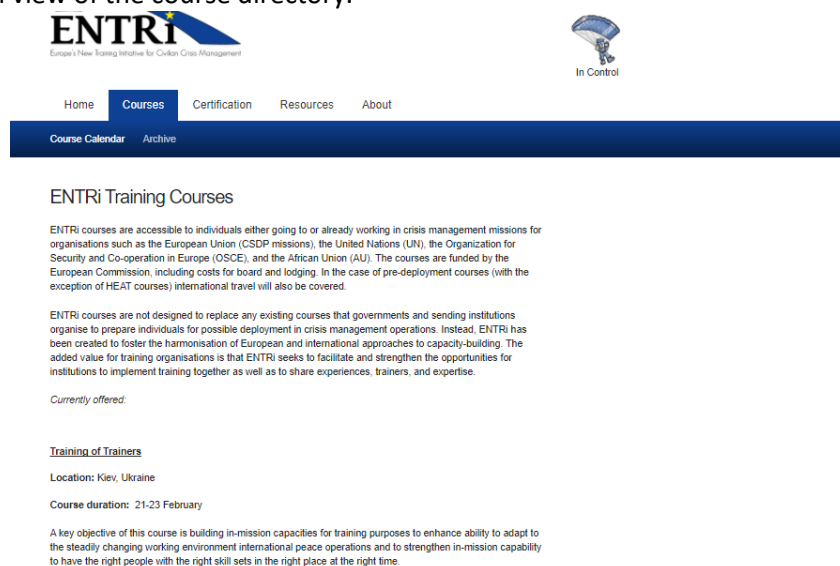


Figure 12 ENTRi Course Calendar

The list format used for the training calendar – though not containing many entries – requires users to go through the whole list to find the information they are looking for. The categories for the listed ENTRi course are the following: Location, Course duration, Target audience, implementing partners

(course co-organizers), learning outcomes, application, registration fee (together with what is included in the fee, accommodation details etc.).

#### Training of Trainers

Location: Kiev, Ukraine

Course duration: 21-23 February

A key objective of this course is building in-mission capacities for training purposes to enhance ability to adapt to the steadily changing working environment international peace operations and to strengthen in-mission capability to have the right people with the right skill sets in the right place at the right time.

This training aims to strengthen the didactical and methodological skills of members of international Missions, particularly in Ukraine and the wider Eastern Europe region, in designing and delivering Train the Trainer courses.

You may find an indicative course agenda [here](#)

You may find the logistical note [here](#)

#### Target audience:

Civilian experts working in crisis management missions who conduct trainings and coaching sessions as subject matter experts or trainers. Maximum 20 participants, preferably from international civilian crisis management missions (OSCE, EU etc).

#### Implementing Partners:

The course is organized by the **Austrian Study Centre for Peace and Conflict resolution (ASPR)** in cooperation with the **Centre for European Perspective (CEP)**

#### Learning outcomes

After completion of the ENTRi ToT participants should be able to:

- i. Describe how learning theories can be applied to design high impact sessions;
- ii. Practice advanced training design skills in preparing sessions on a range of learning topics related to their training courses/sessions;
- iii. Reflect on their own training style and their own biases towards different training methods;
- iv. Upgrade facilitation skills in a range of participatory training activities;
- v. Refine the delivery of course material based on the guidelines in the draft ToT Facilitation Guide and Participants Manual relevant to their area of expertise;
- vi. Identify course design methods applicable to their training needs;
- vii. Deliver positive and constructive ideas:
  - a. to further strengthen the ENTRi draft ToT course package materials;
  - b. on how to further harmonize the future ToT training in ENTRi III;
  - c. on how to pass on lessons learned and good practices to training staff working in civilian crisis management missions.

The last outcome is deliberately referring to the second and future ToTCourses that are to be implemented by the ENTRi ToT working group next year and focusing on training/capacity enhancement of staff in international missions.

#### Application:

The course is open for applications via the link below. Final date for applications is Monday 29th of January.

<https://www.surveymonkey.de/r/ToT2018Kiev>

The selection of participants will be done by the ENTRi Secretariat.

#### Registration Fee:

There is no registration fee. Short-listed candidates will have to cover their own travel expenses.

Full board accommodation (in single rooms) will be provided free of charge.

Please note that while ENTRi courses are primarily geared toward civilian personnel working in international crisis management missions, police and military candidates are welcome to apply. Please also note that course participants from the military are required to cover their own expenses during the course, including accommodation, board, and travel costs.

**Figure 13 ENTRi Course Description**

### 5.8.3. SALTO-YOUTH

The Baseline research on the European CPPB Training landscape briefly described also the provided by SALTO-YOUTH, a project supported by the European Commission, however not directly related to CPPB. Deliverable 3.1 presented this platform as a good example for the development of PeaceTraining.eu modules. This section thus provides a loop view to its features.

Figure 14 shows the Search and Browse menus of the European Training Calendar of the SALTO-YOUTH. The further illustrations show the general course view including categories, although these may not fully match in the CPPB training context.

Figure 15 shows the categories of some calendar entries. As it can be seen, beside some main categories, other categories of information differ from one entry to the other. This mainly due to the different types of trainings entries listed there (e.g. new youth projects that may offer training, symposia, workshops, youth events etc.) that have different characteristics. Due to the varying nature of the CPPB training courses and programs, setting the option or including additional categories of information might also be useful for the Peacetraining.eu platform.

## Search the Training Calendar

**Find your kind of training!**  
Focus your search for training activities, e.g. by looking for a particular type of training or a training set to take place in a certain time period.

Search by keyword

Activity organised by

Activity funded by Youth in Action

Country where the activity will take place

For participants from

Activity type

Activity date

Application deadline

## Browse a list of all trainings in the Training Calendar

1 2 3 4 Next page

Sort by Application deadline

**Training Course** 9 February - 27 May 2018 | Czech Republic and, Italy

**A KIND OF MAGIC: long-term project promoting diversity**

Are you working with marginalised youth? Do you see diversity as a source of inspiration? Apply for A KIND OF MAGIC: long-term project (February-May 2018) with 2 residential training courses (9-16.2. & 21-27.5.2018) + coaching & practice phase in between.

Application deadline (24h CET): **19 January 2018**

This activity is for participants from Czech Republic, Greece, Hungary, Italy, Slovak Republic, Spain, United Kingdom

**Seminar / Conference** 26 February - 1 March 2018 | Kayseri, Turkey

**International Symposium on Youth Employment Challenges (ISYEC) 3rd Edition**

To gather, learn about/share good practices and get inspired for developing cross-sectoral strategies for employment and for the future of youth.

Application deadline (24h CET): **19 January 2018**

This activity is for participants from Erasmus+ Youth in Action Programme countries, Other countries in the world, Partner Countries, Neighbouring the EU

Figure 14 SALTO-YOUTH European Training Calendar

## The Power of Non Formal Education 2018

Training Course  
7-12 March 2018 | Madeira, Portugal

Improving the impact of Non Formal Education (NFE), principles and methods in creating empowerment opportunities for young people as real actors of the society (from local to Europe).

## Why this Training Course?

- To stimulate the participants to feel and reflect about the power of non-formal education (NFE) by experimenting different kind of non-formal educational methods.
- To analyze the role and reception of NFE in our different countries within a common Europe.
- To discover and debate the European strategy of NFE.
- To fight against the growing consuming approaches towards young people in the non-formal education field.
- To explore meanings, roles and complementarities of different educational approaches and methods (formal, non-formal, informal).
- To reconsider daily youth work practices.
- To understand the principles of program building and NFE within Erasmus + Youth in Action.

## How it will be done?

In order to have real impacts, the participants experience an innovative approach, using a full immersion in the experiential learning cycle: doing/ feeling, reflecting, transferring...

To have profound impact, we need to go further than classical running of training courses. The participants are encouraged to really build their own training and learning process, supported by a fine tuned pedagogical programme. We consider that this is the condition to understand the real power of NFE.

## The pedagogical process

A fundamental flow during the training is based upon:

- Experiencing: different educational settings, different non formal education methods (role play, simulation exercises...)
- Reflecting: on the methods and its impacts, on the power and limits of NFE, on building a pedagogical process...
- Transferring: to the own reality of participants, in order to improve ways of working with young people
- Sharing: different perceptions, current situations and experiences.
- Developing: the building capacity of the participants, by including them in the decision process of the project designing (participants will decide some sessions they feel they need to have) but also in the implementation of the program ('Power to the People' moments).

Participants should be at least 18 years old and should have a good level of English.

## Your kind of training?

**Apply now!**  
Application deadline (24h CET): 21 January 2018  
Date of selection: 29 January 2018

## Training overview

http://trainings.salto-youth.net/7031

This Training Course is for 30 participants from Erasmus+ Youth in Action Programme countries

and recommended for Youth workers, Trainers, Youth leaders, Project managers, Youth Policy Makers

Working language(s): English

Organizer: Portuguese National Agency for Erasmus + Youth in Action (National Agency)  
Co-organizer(s): Spanish National Agency for Erasmus + Youth in Action (National Agency)  
BELGIUM - FR National Agency for Erasmus + Youth in Action (National Agency)

## Contact for questions:

Carla Marques  
E-Mail: [carla.marques@juventude.pt](mailto:carla.marques@juventude.pt)  
Phone: +351253204260

Before applying please contact the NA of your residence country to check if it is involved in this concrete project and committed to cover travel costs. NB! Learn about possible participation fee and other relevant rules.

## Costs

This project is financed by the Erasmus+ Youth in Action Programme. Being selected for this course, all costs (accommodation, travel, visa, etc.) relevant to participation in the course will be covered by the NAs or SALTO involved in this project - except a participation fee which varies from call to call and country to country. Please contact your Erasmus+ Youth in Action NA to learn more about the financial details, and how to arrange the booking of your travel tickets and the reimbursement of your travel expenses. If you come from a country other than Erasmus+ Youth in Action Programme Countries please

## International Symposium on Youth Employment Challenges (ISYEC) 3rd Edition

Seminar / Conference  
26 February - 1 March 2018 | Kayseri, Turkey

To gather, learn about/share good practices and get inspired for developing cross-sectoral strategies for employment and for the future of youth.

## Dear colleagues and partners,

After the successful second edition in 2016 that gathered many international experts from the public, educational and private sectors, we would like to invite you to the 3rd edition of the International Symposium on Youth Employment Challenges (ISYEC'18) which will take place on February 26th - March 1st 2018, at AGU facilities, Kayseri, Turkey.

ISYEC is the premier international event enabling corporate professionals, youth workers, youth policy makers, social entrepreneurs, educational representatives and experts to gather, learn about/share good practices and get inspired for developing cross-sectoral strategies for employment and for the future of youth.

This International conference is organized with the partnership of Turkish National Agency (on behalf of the Ministry of EU of Turkey), French National Agency, Italian National Agency, SALTO-YOUTH Euromed and Good Practices Resource Centre (on behalf of the European Commission) as well as SALTO-YOUTH Participation.

Apply for ISYEC'18 as a:

Panelist: <https://goo.gl/M4cWL3>  
Workshop Leader: <https://goo.gl/n6vxdz>

For participants the application form via SALTO webpage will be used.

Application Deadline is 19th of January, 2018 23:59  
For more information, do not hesitate to contact us: [isyec@agu.edu.tr](mailto:isyec@agu.edu.tr)

## Available downloads:

ISYEC'18.pdf

## Your kind of training?

**Apply now!**  
Application deadline (24h CET): 19 January 2018  
Date of selection: 26 January 2018

## Training overview

http://trainings.salto-youth.net/7042

This Seminar / Conference is for 220 participants from Erasmus+ Youth in Action Programme countries, Other countries in the world, Partner Countries, Neighbouring the EU

and recommended for Youth workers, Trainers, Youth leaders, Project managers, Youth Policy Makers, Private Sector, Academics

Working language(s): English

Organizer: Turkish National Agency (National Agency)

Co-organizer(s): SALTO-YOUTH Euromed, Good Practices & Resource Center & Participation (SALTO) Italian & French NAs (National Agency), Abdullah Gül University (NGO/Others)

## Contact for questions:

Yunus DUMAN  
E-mail: [isyec@agu.edu.tr](mailto:isyec@agu.edu.tr)  
E-Mail: [yunus.duman@guu.gov.tr](mailto:yunus.duman@guu.gov.tr)  
Phone: +90 312 409 61 77

Before applying please contact the NA of your residence country to check if it is involved in this concrete project and committed to cover travel costs. NB! Learn about possible participation fee and other relevant rules.

## Costs

This project is financed by the Erasmus+ Youth in Action Programme. Being selected from Programme Countries for this course, all costs (accommodation, travel, visa, etc.) relevant to participation in the course will be covered by the NAs involved. Please contact your Erasmus+ Youth in Action NA to learn more about the financial details, and how to arrange the booking of your travel tickets and the reimbursement of your travel expenses. For the applicants from the regions of SALTO

Figure 15 SALTO-YOUTH Training Description

Through registering on MySALTO, users may directly apply to courses and training advertised on the European Training Calendar. A special section on the calendar is dedicated specifically to the list on open and past applications (Figure 16).

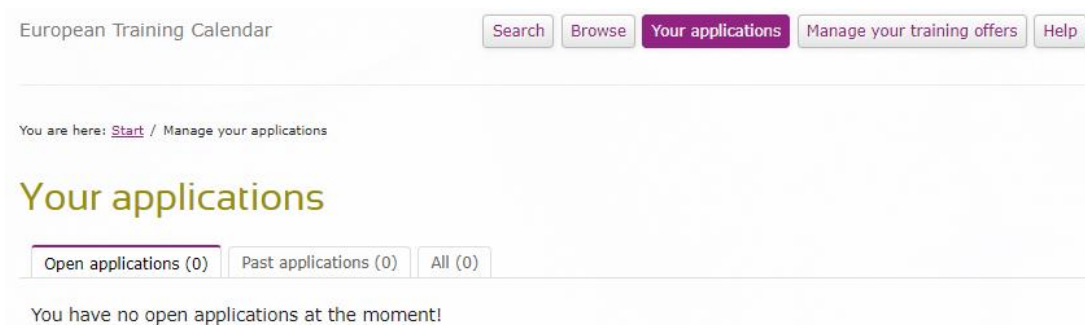


Figure 16 SALTO-YOUTH Training application through the platform

The same functionality is provided for offered trainings (Figure 16). Users may in other words, apply for courses and also offers their own through the same login system.

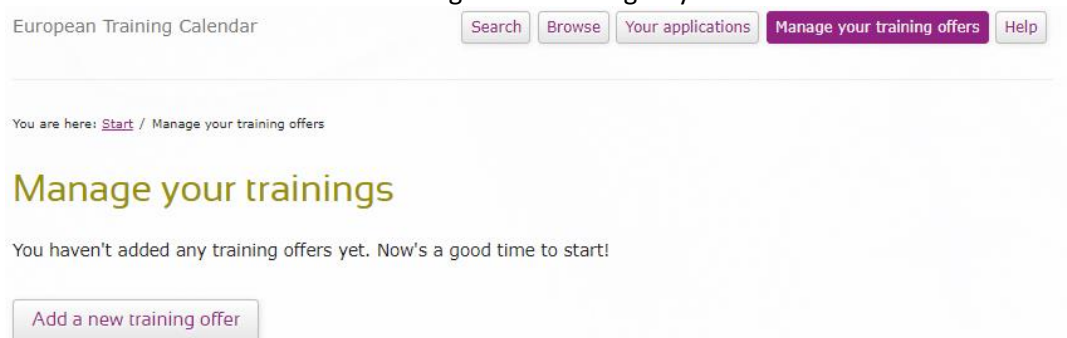


Figure 17 SALTO-YOUTH Offering training opportunity

The Otlas section of the platform provides a vast directory of organisations. The directory can be navigated through searching options per: location, activity, predefined keywords and by typing the organisation name. A stakeholder map in this context would however seem easier navigable.

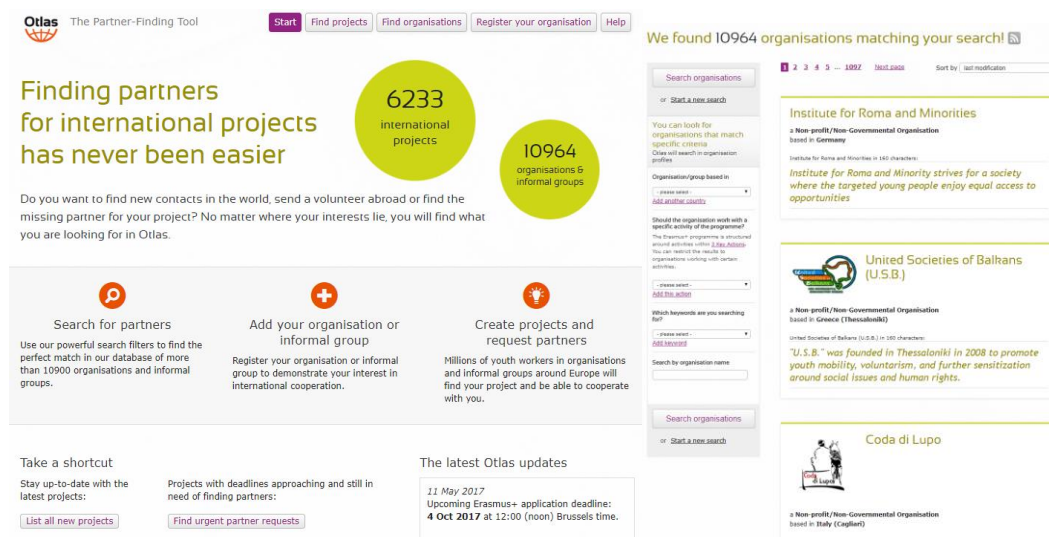


Figure 18 SALTO-YOUTH Training Description

Through the login functionalities users can also list their organization through the form shown in Figure 18.



Figure 19 SALTO-YOUTH Organization Profile Creation

The last worth-mentioning functionality of the SALTO-YOUTH web-platform is the Toolbox for Training directory. This allows user to upload their training materials and search for materials through specific filters.

Figure 20 SALTO-YOUTH Organization Profile Creation

#### 5.8.4. ReliefWeb

*ReliefWeb* is web-based platform primarily dedicated to humanitarian affairs covering all world regions. Besides directories of topics, materials, organizations, jobs etc. the platform also provides a

space for advertising and searching for training on humanitarian programs. More than 1500 organizations use the hub for listing their trainings which can be filtered by: **Type** (Academic Degree/Course; Conference/Call for Papers; Lecture/Discussion; Training/Workshop); **Training Category** (e.g. Administration, Procurement, Monitoring & Evaluation etc.); **Format** (on-site; on-line); **Cost** (Fee-based; Free); **Theme** (e.g. Agriculture, Climate Change and Environment etc.); **Country**; **Region**; **Organization**; **Organization Type** (Academic/Research Institution; Government; Int. Organization; NGO; Other); **Language**; **Registration Date**; as well as **Start and End Dates**. Figure 14 illustrates this by showing the whole training dashboard. The concept of “training” in this context is rather broad by including also webinars, discussions, conferences etc. Besides the humanitarian context, many entries in the roster are also strongly related to CPPB as shown in Figure 15.

**Training**  
Your gateway for humanitarian training programs. Search and/or drill down with filters to narrow down the listings.

For professionals: **713 training programs** | Looking for a training? [Subscribe via email](#)

For organizations: **1,543 organizations** | Hosting a training? [Advertise on ReliefWeb](#)

Keep an eye out for fraudulent training opportunities. [ABOUT FAKE TRAINING OFFERS](#)

**Filter results**

- Type
- Training Category
- Format
- Cost
- Theme
- Country
- Region
- Organization
- Organization Type
- Advertisement Language
- Course/Event Language
- Registration Deadline
- Starting Date
- Ending Date

Filtered results as: [RSS](#)

Search content with keywords

713 entries found | Sort by: **Latest** | [Closing soon](#)

**Zimbabwe** | 14 Jan 2018  
[Bio-statistics in epidemiology research and reporting](#)  
Training — Registration deadline: 05 Apr 2018 — Training date: 09 Apr 2018 to 20 Apr 2018 — TransAfrica Management Development Institute

**United Arab Emirates** | 14 Jan 2018  
[Impact evaluation for development projects](#)  
Training — Registration deadline: 01 Mar 2018 — Training date: 05 Mar 2018 to 16 Mar 2018 — Times Foundation, TransAfrica Management Development Institute

**World** | 14 Jan 2018  
[Doctors Without Borders - Recruitment LIVE Webinar for Technical Logisticians - February 22nd 2018](#)  
Training — Registration deadline: 22 Feb 2018 — Training date: 22 Feb 2018 — Médecins Sans Frontières

**World** | 14 Jan 2018  
[WEBINAR: Sustaining Peace I – The role of conflict-sensitive natural resource management approaches](#)  
Training — Registration deadline: 23 Jan 2018 — Training date: 23 Jan 2018 — Pact, Food and Agriculture Organization of the United Nations

**World** | 14 Jan 2018  
[e-Shelter in Urban Emergencies](#)  
Training — Registration deadline: 01 Jul 2018 — Training date: 02 Jul 2018 to 10 Aug 2018 — RedR UK

Figure 21 ReliefWeb training dashboard

14 Jan 2018

WEBINAR: Sustaining Peace I – The role of conflict-sensitive natural resource management approaches

TRAINING from: [Pact, Food and Agriculture Organization of the United Nations](#)

Registration deadline: 23 Jan 2018 — Training date: 23 Jan 2018 — [More Information](#)

This webinar will examine the linkages between natural resource management, investment in resilient agricultural livelihoods and contributions to peacebuilding and sustaining peace. Interventions supporting food security and nutrition play a critical role in protecting and saving lives and livelihoods and in strengthening resilience in conflict-affected situations. However, interventions supporting livelihoods, particularly those focused on natural resource management, can also play an important role in sustaining peace and in directly preventing conflict, through a number of different pathways.

Some of these pathways are explored in the 2017 State of Food Security and Nutrition in the World report on 'Building Resilience for Peace and Food Security' and are referenced in the 2015 CFS Framework For Action for Food Security and Nutrition in Protracted Crises (CFS-FFA).

This webinar will explore how conflict-sensitive approaches to natural resource access and use can make a contribution to sustaining peace, and how investments in building resilience can help reduce specific conflict drivers. The event will draw on and be illustrated by examples from:

- SIPRI's perspectives on climate security and management of natural resource conflicts, focusing on laying the foundations for socially, economically and politically resilient peace;
- Mercy Corps/Pact's experience on natural resource sharing agreements between the Dodoth and Turkana in Uganda to strengthen communities' capacities to manage interethnic conflicts; and
- FAO's work on natural resource access and use between Mursi and Dinka Ngok communities through a multi-sector livelihood project in the contested Abyei Administrative Area.

Speakers:

- Florian Krampe, Researcher, SIPRI's Climate Change and Risk Project, Stockholm International Peace Research Institute (SIPRI)
- Sarah Othman, Chief of Party, PEACE III program, Pact Kenya
- Julius Jackson, Technical Officer (Protracted Crises), FAO

Moderator:

- Julius Jackson, Technical Officer (Protracted Crises), FAO

HOW TO REGISTER:

Register for the webinar in advance at this link: <https://tinyurl.com/registration-sustaining-peace> or join the event directly on 23 January at this link: [https://fa0.adobeconnect.com/sustaining\\_peace\\_23jan\\_webinar](https://fa0.adobeconnect.com/sustaining_peace_23jan_webinar)

Training ID: #2413619

Training format: online

Country: World

Course/Event language: English

Training type: Lecture/Discussion

Theme: Agriculture, Food and Nutrition, Peacekeeping and Peacebuilding

Advertisement language: English

Cost: Free

HOW TO REGISTER

14 Jan 2018

Impact evaluation for development projects

TRAINING from: [Times Foundation, TransAfrica Management Development Institute](#)

Registration deadline: 01 Mar 2018 — Training date: 05 Mar 2018 to 10 Mar 2018 — [More Information](#)

**Impact evaluation for Dev Projects**

**Course objectives**

By the end of this course, a student should be able to:

- Understand the value and practice of impact evaluation within the development community;
- Understand and apply a variety of quantitative methods for estimating the impact of a development program, including randomized controlled trials (RCTs), quasi-experimental designs (regression discontinuity design and difference-in-differences) and non-experimental approaches (matching and instrumental variables)
- Critically analyse impact evaluation research and gauge the validity of the findings
- Calculate the costs and benefits of different development interventions
- Calculate the necessary sample size to conduct an impact evaluation
- Analyse existing data from a development project using impact evaluation techniques

**Course Content**

- Principles of Management and Leadership
- Overview of Project Management
- Overview of Monitoring and evaluation (M & E)

Dates: 05 – 10 March 2018

Tuition Fees: US\$3300

Venue: Dubai, United Arab Emirates

Duration: 2 Weeks

**Fee information:**

Tuition fee of US\$3300 includes; transport from and to the airport, training materials, teas, afternoon snack, laptop and an excursion.

HOW TO REGISTER:

REQUEST AND APPLICATIONS TO [coordinator@tamadi.co.zw](mailto:coordinator@tamadi.co.zw) or [admissions@tamadi.co.zw](mailto:admissions@tamadi.co.zw) and always cc [tamadi@webmail.co.zw](mailto:tamadi@webmail.co.zw)

Training ID: #2414004

Training format: on-site

Country: United Arab Emirates

City: Dubai

Course/Event language: English

Training type: Training/Workshop

Training categories: Monitoring and Evaluation, Program/Project Management

Advertisement language: English

Cost: Fee-based

HOW TO REGISTER

Figure 22 ReliefWeb training dashboard

### 5.8.5. DEVEX

As the biggest online hub for professionals working on international development, DEVEX is not directly related to CPPB. Some of its modules however might be highly relevant and consultative for the development of the PeaceTraining.eu web platform which also strives for a wide community outreach. Two similar modules to those of PeaceTraining.eu are the organisations roster and the expert map as shown in Figure 16.

FIND ORGANIZATIONS

Search organizations by name, sector, region or donor experience...

Search

Boost your search power by adding AND, OR, NOT, and to your keywords. e.g. gender AND (somalia OR kenya) NOT health

Showing results 1 to 20 of 28,845

International Rescue Committee (IRC)

Offices in United States, Belgium

Implementing NGO, Staff 501-1000

Hiring now

The International Rescue Committee responds to the world's worst humanitarian crises and helps people to survive and rebuild their lives. Founded in 1933 at the request of Albert Einstein, the IRC offers lifesaving care and life-changing assistance to refugees forced to flee from war or disaster.

At work to...

Antea Group

Offices in Belgium, United States, France, Netherlands

Development Consulting, Staff 501-1000

Hiring now

Antea Group is an international engineering and environmental consulting firm. With access to more than 3,000 employees in over 100 offices and experience on 6 continents, we serve clients ranging from global energy companies and manufacturers to national governments and local municipalities.

Antea Group includes...

Department for International Development (DFID) - United Kingdom

Offices in United Kingdom

Funding Agencies, Staff 1001-5000

904587

DEVELOPMENT PROFESSIONALS WORLD-WIDE

More than half a million global development professionals are already Devex members. Isn't it time you were too? Join now to access the latest development news, insights, job opportunities, and project announcements you've been missing.

[Join the Devex community](#)

YOU'RE IN GOOD COMPANY

Maciej Chmielewski

Dents Consulting Group

Frederick Colbourne

Refer to cv

Luca Bonifacio

Spiral Architects and Planners

Moulaye Camara

SAHARA Consulting

FIND DEVELOPMENT PROFESSIONALS FROM AROUND THE WORLD

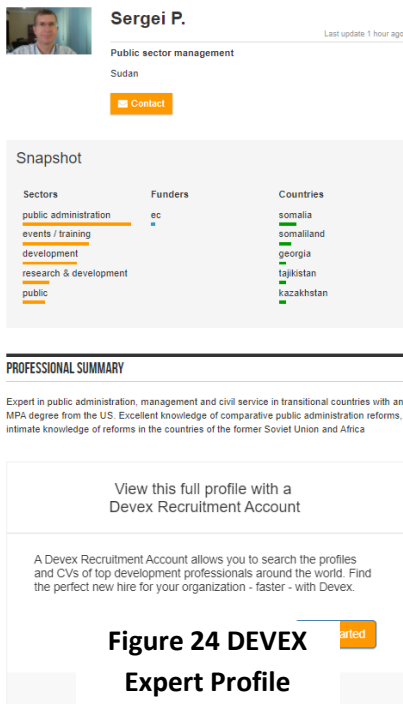
Looking for someone specific?

Search by name, location, or

Show 1,918 professionals in Austria

Figure 23 DEVEX Organisations Directory and Expert Navigator

© 2016 PeaceTraining.eu | Horizon 2020 – BES-13-2015 | 700583



**Sergei P.**  
Public sector management  
Sudan  
Last update 1 hour ago  
[Contact](#)

**Snapshot**

Sectors	Funders	Countries
public administration	ec	somalia
events / training		somaliland
development		georgia
research & development		tajikistan
public		kazakhstan

**PROFESSIONAL SUMMARY**

Expert in public administration, management and civil service in transitional countries with an MPA degree from the US. Excellent knowledge of comparative public administration reforms, intimate knowledge of reforms in the countries of the former Soviet Union and Africa

View this full profile with a Devex Recruitment Account

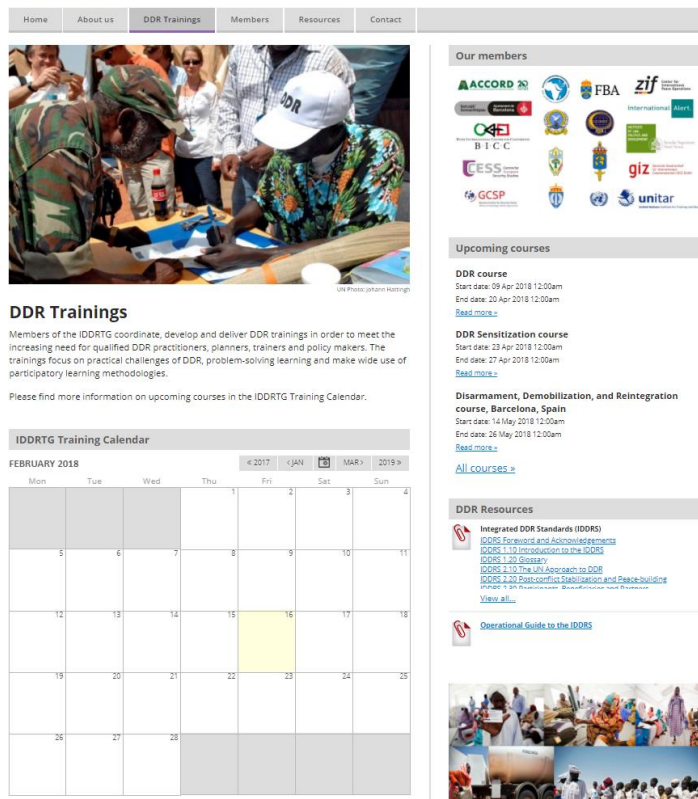
A Devex Recruitment Account allows you to search the profiles and CVs of top development professionals around the world. Find the perfect new hire for your organization - faster - with Devex.

**Figure 24 DEVEEX Expert Profile**

The organisations directory on DEVEEX contains almost 30,000 entries and the filtering options are by: Organisation Type, Location, Organisation size (number of employees), the recruitment location and an option for filtering organisations that are currently hiring. The hiring option could be equivalent to offering courses and calls for applications. The second module similar to the PeaceTraining.eu expert navigator is the “People” directory. This also involves an interactive map which shows the number of registered professionals for each country. Featured experts (additional paid service) appear in the upper part as an image carousel with their name, picture and organisation. Clicking on one country opens a directory of the listed experts residing in it. An expert profile contains an open part with basic information and a closed part that is available only to upgraded recruitment accounts (see Figure 17).

### 5.8.6. Integrated DDR Training Group

The Integrated Disarmament, Demobilization and Reintegration Training Group (IDDRTG) is another course calendar platform run by a consortium of international organisations and training institutes for sharing information and training materials based on the United Nation’s DDR standards.



Home About us **DDR Trainings** Members Resources Contact

**DDR Trainings**

Members of the IDDRTG coordinate, develop and deliver DDR trainings in order to meet the increasing need for qualified DDR practitioners, planners, trainers and policy makers. The trainings focus on practical challenges of DDR, problem-solving learning and make wide use of participatory learning methodologies.

Please find more information on upcoming courses in the IDDRTG Training Calendar.

**IDDRTG Training Calendar**

FEBRUARY 2018

Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

**Our members**

ACCORD 20 FBA zif  
BICC  
GIZ  
unitar

**Upcoming courses**

**DDR course**  
Start date: 09 Apr 2018 12:00am  
End date: 20 Apr 2018 12:00am  
[Read more](#)

**DDR Sensitization course**  
Start date: 23 Apr 2018 12:00am  
End date: 27 Apr 2018 12:00am  
[Read more](#)

**Disarmament, Demobilization, and Reintegration course, Barcelona, Spain**  
Start date: 14 May 2018 12:00am  
End date: 26 May 2018 12:00am  
[Read more](#)

[All courses](#)

**DDR Resources**

[Integrated DDR Standards \(IDDRS\)](#)  
[IDDRS Overview and Acknowledgements](#)  
[IDDRS - 10 Introduction to the IDDRS](#)  
[IDDRS - 40 Glossary](#)  
[IDDRS - 10 The UN Approach to DDR](#)  
[IDDRS - 40 Disarmament, Demobilization and Reintegration](#)  
[View all](#)

[Operational Guide to the IDDRS](#)

Figure 25 IDDRTG Training Calendar

One of its main modules, IDDRTG trainings, is composed of a course calendar showing the timelines of the listed courses and a list sorting from the closest upcoming ones. While the upcoming courses for



2018 are already listed and appear on the calendar, other sections on the web like a document including a yearly course overview timeline and training materials are no longer up to date. This presents a challenge for in need of consideration for the future sustainability of the PeaceTraining.eu platform as well.

### **5.9. ICT & E-Innovations in CPPB Training**

ICT and innovations in e-learning represent a crucial and exciting frontier in CPPB training. Together with front of the field 'on site' practices they can enable enhanced approaches and *approaches of scale* to improve performance competencies and capabilities for the field. We hope this section of the Handbook has helped to provide a thorough overview of methods, concepts and ICT tools that can support trainers and training institutions in continuing to develop and improve engagement with ICT and e-approaches in CPPB training.

## 5.10. References

### Literature:

- Downes, Stephen "'Connectivism' and Connective Knowledge", Huffpost Education, 5 January 2011, accessed 27 July 2011 [https://www.huffingtonpost.com/stephen-downes/connectivism-and-connecti\\_b\\_804653.html](https://www.huffingtonpost.com/stephen-downes/connectivism-and-connecti_b_804653.html)
- Friesen, Norm (2012). *"Report:Defining Blended Learning"* [http://learningspaces.org/papers/Defining\\_Blended\\_Learning\\_NF.pdf](http://learningspaces.org/papers/Defining_Blended_Learning_NF.pdf)
- Fischer Marcus, Winkelmann Axel, Heim David (2017) *Improving Concepts of E-Learning by Using ERP Systems for an Interactive Knowledge Diffusion*, Springer International Publishing AG
- Lothridge, Karen; et al. (2013). "Blended learning: efficient, timely, and cost effective". Journal for Forensic Sciences.
- Mayes, T. and de Freitas, S (2013), *Review of e-learning theories, frameworks and models.*, CURVE
- Minhong Wang, Weijia Ran, Jian Liao and Stephen J.H. Yang (2010) *Educational Technology & Society A Performance-Oriented Approach to E-Learning in the Workplace*
- NATO e-Learning Concept, 2014
- Prpić, John; Melton, James; Taeihagh, Araz; Anderson, Terry (2015). "MOOCs and crowdsourcing: Massive courses and massive resources". First Monday. 20 (12). doi:10.5210/fm.v20i12.6143
- Ravenscroft, Andrew (2011) *Dialogue and Connectivism: A New Approach to Understanding and Promoting Dialogue-Rich Networked Learning International Review of Research in Open and Distance Learning* Vol. 12.3 March – 2011, Learning Technology Research Institute (LTRI), London Metropolitan University, UK <http://www.irrodl.org/index.php/irrodl/article/view/934/1829>
- Scalise, Kathleen (2007) *Differentiated e-learning: five approaches through instructional technology*, International Journal of Learning Technology
- Stalker, H., & Horn, M. B. (2012). *Classifying K–12 blended learning*. Christensen Institute, <https://www.christenseninstitute.org/wp-content/uploads/2013/04/Classifying-K-12-blended-learning.pdf>
- Wolter S. & Leiberich M. (2017) *Baseline Research and Stakeholder Report on Conflict Prevention and Peacebuilding Training*
- Zornada Max(2005), *E-Learning and the Changing Face of Corporate Training and Development*

### Websites:

- <http://www.entriforccm.eu> , retrieved on 15.02.2018
- <https://goalkeeper.eeas.europa.eu/course/list.do> , retrieved on 15.02.2018
- <https://www.salto-youth.net/tools/european-training-calendar/search/> , retrieved on 15.02.2018
- <https://ocw.mit.edu/index.htm> , retrieved on 15.02.2018
- <https://harvardx.harvard.edu/> retrieved on 15.02.2018
- <http://oli.cmu.edu/get-to-know-oli/learn-more-about-oli/> retrieved on 15.02.2018
- <http://timms.uni-tuebingen.de/> retrieved on 15.02.2018
- <https://courses.sdgacademy.org/> retrieved on 15.02.2018
- <https://www.lifewire.com/what-is-a-webinar-3486257> retrieved on 15.02.2018

## UNIT 6: Trainers

### 6.1. Introduction to Unit 6: Trainers' Guide

As the field of CPPB training develops and improves the role of 'trainers' is evolving. In this Unit we look at this evolving role and how it is growing to include more than just traditional approaches to training. We also look at the Mandate and Responsibilities of Trainers, Training in Teams, and take some first steps towards the creation of a CPPB Trainers Competency Model.

### 6.2. The Role of Trainers in Peace Training

A number of different roles are undertaken by trainers in conflict prevention and peacebuilding, including that of a facilitator, coach, mentor, expert, testimony, peer-learner etc. At the same time, we can note that there has been an 'evolution' in how we approach training, and what roles we undertake. In the 60s and 70s when 'training' in CPPB was first becoming established, training was almost always done by a single trainer, though at times training would be undertaken by or sometimes two or more trainers together. As the field grew, 'training teams' became more standard. Parallel to this, there was an increase in courses which would have a lead trainer or training coordinator but would invite many experts/guest trainers (like many CSDP courses). More recently there's been increased focus on 'inclusive' training teams – emphasizing 'gender inclusion' (more regular) and more recently cultural/geographic inclusion – to have trainers from different cultures/regions including from the country that participants are being deployed to. Over the last decade, there has also been a gradual increase in specialized training institutions such as the ESDC, Folke Bernadotte Academy (FBA), ZIF, UNITAR etc. This development has led to a whole 'support architecture' to training with researchers, pedagogical experts, counsellors and others involved in designing case studies, simulations, and much more.

#### Trainer Role

When CPPB training was first beginning in the 50s and 60s, training was normally developed by a single trainer or sometimes 2 to 3 trainers working in a team. Training 'methods' were often top-down and lecture based, as many 'trainers' themselves came principally from academic backgrounds. Today the role of trainers has evolved, diversified and, to a certain extent, professionalized. There are still many programmes characterized by 'top down' lecture-based presentation and delivery, but at the front of the field training methods are increasingly practical, experiential, operational and aimed to improve participants competencies for performance in the field. The role of those involved in 'development' and 'design' of training has also expanded. Today rather than just single trainers inputting from their experience and approach, entire training support teams exist (amongst larger training organisations), while consortia of organisations, universities, training institutions and other stakeholders are increasingly collaborating to improve the quality of curricula, approaches and methodologies for CPPB training.

The first table in this Unit looks at characteristics of different 'approaches' to training. While these can be seen as 'evolutions', they are not mutually exclusive, and all 7 can be found in the field today. The first two (Single Trainer, Training Teams (basic)) have been in evidence since the early years of the field. Inclusive Training Teams are more recent. While they have made headway amongst many training institutions / training providers – with greater gender inclusion and, gradually, greater geographical and cultural inclusion – there is still a long way to go. Some of the larger training institutions in the field today include Training Support Teams and Training Departments. Institutions such as UNITAR, the International Peace and Development Training Centre (IPDTC), the Folke Bernadotte Academy, ZIF and many staff colleges often have substantial teams of staff working on development of training methodologies, case studies, and supporting roles for training programmes. The last two categories – Mixed Capacity Building Roles, Integrated Professional Development Roles – represent the 'frontier' of the field today. While we are increasingly seeing the evolution and take-up

of ‘coaching’ and ICT in CPPB training, these phenomena are still in their early stages. They represent significant and important developments and will continue to strengthen CPPB training in the years ahead. The idea of the Integrated Professional Development Roles, where the different ‘roles’ and ‘functions’ associated with capacity building – for both individuals and institutions – are more effectively ‘linked’ and integrated, is still a ‘next frontier’.

**Table 4 Evolutions in ‘Training’ and Capacity Building**

Key Characteristics	Examples
<b>Single Trainer</b>	Trainings provided by a single trainer
<b>Training Teams (basic)</b>	Trainings provided by two or more trainers working together
<b>Multi Trainer / Expert Teams</b>	Variation on basic training teams involving a lead trainer or course facilitator and often a series of invited experts/trainers/lecturers
<b>Inclusive Training Teams</b>	Training teams specifically developed to ensure either / both <b>gender</b> inclusion and <b>geographical/cultural inclusion</b> . Includes mixed gender training teams and training teams where trainers come from different regions / cultures.
<b>Training Support Teams and Training Departments</b>	<p>Addition of people working on lessons learned, developing case studies, creating training exercises and methodologies, coaching, counselling – not only the ‘trainers’.</p> <p>Among the functions fulfilled in these departments we can count:</p> <ul style="list-style-type: none"> <li>- Course Leader / Programme Coordinator</li> <li>- Institutional Capacity Building &amp; Development Support</li> <li>- ‘Author’/Developer: Handbooks &amp; Training Manuals / Materials/ Online Courses/Online Simulations / Games</li> <li>- Needs Assessment and Identification of Competency Requirements</li> <li>- Evaluator / Tester: Performance Competencies</li> </ul>
<b>Mixed Capacity Building Roles</b>	Moving beyond just ‘trainers’ in training programmes to designers of ICT programmes, coaches, and multiple roles that can now be identified in capacity building.
<b>Integrated Professional Development Roles</b>	Here the ‘mixed’ roles would be ‘integrated’ / linked, seeing how the different roles each contribute to capacity building but doing so in an integrated way.

Many trainings in Europe (and internationally) today are still characterized by ‘top-down’ provision of lectures, briefings and presentations. Many would actually question whether this is in fact ‘training’. While lectures and presentations may provide essential information and support knowledge development, in and of themselves they are insufficient / unable to develop *operational skills* and *performance competencies and capabilities* for the field. As greater and greater attention is given to *how to make CPPB trainings actually useful* and to *support capacity development for professionals in the field*, trainers are increasingly expanding their approaches (Unit 4), methodologies (Unit 5) and skills set. Today, many of the trainers and training providers in the field – together with training participants and deployment agencies whose personnel are being trained – expect trainers to have a skills and competency set which enables them to assist practitioner participants to develop competencies which can actually improve how they work and perform in the field. To this end, approaches to training and capacity building in the field increasingly incorporate a range of roles and contributors. The second table in this unit is one of the first attempts in the CPPB field to identify these.

Table 5 Towards A Typology of Trainers' Roles

Trainer	Trainer is the traditional 'role' associated with those who provide training in CPPB and other professional fields. The trainer facilitates and delivers the programme, exercises, and modules or sessions which are aimed at developing, strengthening and supporting the participants' competency development (learning process).
Facilitator	Typical for the elicitive approach to training, facilitators 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.
Teacher /Lecturer	The more traditional function which involves a more uni-directional approach to capacity building with the emphasis on knowledge delivery and 'transferring' to participants what they 'need to know'.
"Expert"	Many programmes invite subject matter experts (SMEs) to share their knowledge and experience. These may be representatives of formal institutions, senior personnel, diplomats, representatives of other sectors, external trainers, journalists, academics or others, who are invited to speak about a specific area of expertise addressed by the training.
Testimonials / "Voices from the Field"	Increasingly trainings engage conflict stakeholders, leaders, current or past field personnel and veterans to share their expertise, experience and insights. This can be through invitation to speak and share experiences in specific modules/sessions – in person or live – or through recording of 'testimonials' that are then used and shared in programmes (through written or video formats). Alternatively, or additionally, programmes may engage personnel currently deployed through video link / Skype and enable their interaction with participants.
Course Leader / Programme Coordinator	Training courses, which are implemented over several weeks (either consecutive or at set points) will often have a 'Course Leader' or 'Programme Coordinator'. This person holds responsibility for the overall 'management', <i>facilitation</i> and support for training programmes. The <i>Course Leader</i> or <i>Programme Coordinator</i> helps to link modules, support participants as they engage in different components of the overall training design, planning and implementing, by assisting incoming trainers.
Mentors	<i>Mentors</i> are a relatively under-utilized in capacity building and professional development in the CPPB field. The exception can be found in policing, where when deploying personnel to the field, sometimes a more senior / experienced officer takes on the role of <i>mentor</i> to a junior colleague during the first period/phase of in-country engagement. Some NGOs also use <i>mentor</i> systems to help staff and/or partners improve <i>capacities</i> in the field. The use of <i>mentors</i> in PATRIR's support to Syrian professionals as a dedicated capacity building component/support following trainings is an example of this practice.
Coach (Distance and Field-Based)	<i>Coaching</i> is somewhat different than <i>mentoring</i> and is becoming increasingly recognised as an important role in capacity development – usually applied for more advanced or executive level programmes. Whereas <i>mentors</i> will often be deployed personnel / practitioners themselves, usually within the same institution/sector/mission, <i>coaches</i> are senior practitioners / trainers, usually external, who have a <i>dedicated function</i> of providing coaching, feed-back, guidance and support – and acting as 'listening boards' or facilitating/assisting reflective practice – for practitioners and policy makers in the field. Coaches may be <i>in the field</i> with personnel or provide coaching <i>online</i> - or a combination of the two. The Swedish

	model of using coaches for senior leadership to improve <i>gender</i> -understanding and competency, and the increasing engagement of experienced trainers in <i>coaching</i> for senior practitioners in the field, are examples of this.
--	--

Additional to these roles, there are also others involved in the modern field of training delivery and in the broader fields of CPPB personal and institutional capacity building. These include:

**Table 6 Additional Roles in CPPB Personal and Institutional Capacity Building**

Evaluator / Tester: Performance Competencies	As <i>central</i> as this role should be to assessing performance competencies of participants / alumni, it is largely unheard of / not existing in many CPPB trainings today – where participants take part in programmes and receive certificates but are not <i>tested</i> on actual competency. In those programmes where <i>testing</i> is performed this is normally limited to written, often multiple-choice tests/exams. The role of <i>evaluators</i> / <i>testers</i> in professional development and capacity building, however, is essential. Integrated into training, capacity building, mentoring and coaching it can enable programmes to better assess <i>actual</i> performance competency of participants, whether they are indeed ready / fit for field deployment, and / or see how to best provide further training and capacity building support to improve competence. It can also assist trainers and training programmes to reflect and learn from experiences to better assess which training methods and content do in fact contribute to improved performance capability.
Curricula Creation and Development	In the early phases of CPPB training, curriculum development for much of the field was in the hands of the ‘expert’ or ‘trainers’ providing the programmes – or dedicated training institutions / staff colleges. Military and Police were pioneers in <i>integrating</i> needs assessments and lessons identified from field deployments with evolutions and improvement in training. This is now taking steps further with increasing evaluation and lessons identified in CPPB missions from the field, gradually filtering into the creation, development and improvement of curricula and training. Frontiers of the field like recognise the need to engage <i>not only trainers</i> but to work in particular with professionals and practitioners deployed to the field <i>and</i> – especially – <i>local</i> stakeholders, communities and institutions. There is a need to learn and draw more upon context and cultural-specific knowledge and expertise of national and local communities and institutions. <i>Co-development</i> of curricula by key, local stakeholders and greater engagement with <i>deployment agencies</i> and <i>practitioners</i> in curricula design and creating feedback loops to ensure evaluation and learning from past trainings can improve future CPPB training. From the ‘hands of the trainer’ to an ecosystem of key stakeholders (from the field), who should be involved, the <i>role</i> of curricula design is evolving richly.
Needs Assessment: Identification of Competency Requirements	There is no single ‘role’ or profession today for identifying competency requirements of the field – i.e. identifying the competencies that training programmes should be created to address. There is a need for the performance requirements of the field and lessons from practice to better inform the development and provision of training. These mechanisms need to be <i>standing components</i> of training development and design, not one-off or short-term funded projects. <i>Identification</i>

	and <i>assessment</i> of the needs of the field and the <i>competencies</i> trainings should develop is critical to improving CPPB training.
Developer: Handbooks & Manuals	<i>Training</i> and <i>capacity building</i> are more than just the job of trainers in a training room or field exercise. The creation of <i>handbooks</i> , <i>manuals</i> , <i>guides</i> and <i>training materials</i> are also important to development of practitioners' / personnel's' competencies and performance capabilities. An important role in development of capacity is the authoring of quality handbooks, training manuals and materials.
Developer: Online Courses	Since the early 2000s an increasing array of programmes have been developed for online delivery. These may be stand-alone on-line courses, MOOCS, or integrated with on-site training. Designers, developers and facilitators or trainers involved in on-line courses also have important roles in capacity development.
Developer: Online Simulations / Games	An evolving frontier for the CPPB training field is the development of <i>online simulations</i> and <i>games</i> for capacity building and performance competency. A wide range of training institutions, deployment agencies and trainers are giving greater attention to online simulations and gaming as tools in CPPB capacity building.
Institutional Capacity Building & Development Support	Improving CPPB performance and competency is about much more than just training <i>personnel</i> . How institutions, agencies, organisations and missions <i>function</i> is also critical to performance in the field. From absence of proper operational procedures, lack of good practice, guidelines or mechanisms for proper needs assessments, peace and conflict assessments, or design and implementation of programming to evaluation and poor capabilities for coordination with other stakeholders, <i>institutional gaps and performance challenges</i> significantly hamper potential impact, quality, effectiveness and sustainability of CPPB programming and missions. The role of <i>institutional capacity building, change management and development support</i> is integral to a comprehensive framework and landscape of training, capacity building and development of competence for effective CPPB.

### 6.3. Training in Teams, Training Teams and Training Architecture

Given the complexity and sensitivity of the tasks and content which need to be 'held', delivered and addressed in CPPB training, it is rare for one trainer alone to be able to address these needs to a satisfactory quality level. This is one of the reasons why training programmes are increasingly delivered in teams. Another reason is the recognition within the field of the value and importance of inclusion and inclusiveness – in training content, training methodology, and also in the composition of training teams. This can include gender inclusiveness, cultural and geographic inclusiveness, sectoral inclusiveness, and also age inclusiveness. Increasingly training institutions and deployment agencies requesting trainings recognise the value and importance of inclusive training teams in which the member trainers bring different skills, competency sets, approaches to training, subject-matter expertise, and also experience fields. This is more than purely symbolic. A trainer with expertise in or coming from a particular country or conflict area will have different insights than one who doesn't. Trainers of different genders can also bring different lenses and perspectives, while modelling and implementing in practice commitment to UNSC 1325 also in the composition of training teams. Trainers of different generations may also bring different experiences and approaches to training, and again put into practice commitment to UNSC 2250 calling for greater inclusion and participation of youth in peace and security. Inclusion of different professional sectors can also help – at least in part – to address the need to improve inter-agency and inter-sectoral cooperation and joined-up approaches – though much more is needed here, as with each of the fields of inclusion mentioned above, in terms of development of improved training curricula and content as well. The use of training

teams is still in its early phase in many CPPB trainings, as limited funding availability restricts its practice in some contexts. From the mid 2000s onwards, however, there has been a significant increase in the use of teams in trainings. Even when there are multiple experts or trainers, collaborative planning, teambuilding and constant feedback between them is rarely practiced. The most common or standardised approach is the use of multiple subject matter experts invited to provide training on distinct, individual modules or units in a programme. Only a few training centres have evolved their practice to include collaborative design, joint preparation and joint delivery of training by training teams. European (and international) peace training practice would gain substantially in quality if there were more trainers working in teams for designing, planning, delivering and evaluating training.

Training teams can be formed according to any or a combination of the following ‘logics’:

- **PROCESS LOGIC:** Division of team members so that some are responsible with preparatory, follow-up and logistical aspects, some with the implementation and delivery of content;
- **DIVERSITY AND INCLUSION LOGIC:** Including in the training teams individuals who reflect and represent key expertise or identity groups and mixed training teams including women/men, regional/international trainers, different sectors, and representatives of the missions for which the participants are trained etc;
- **THEMATIC LOGIC:** Division of the team members according to their expertise in the different themes and sub-topics included in the curriculum;
- **FUNCTIONAL LOGIC:** Division of the team members according to the different training roles or functions (facilitator, subject matter expert, coach, mentor, simulations, peer-support etc.);
- **LEVEL OF EXPERIENCE LOGIC:** Including in the facilitator team senior and junior trainers, and sometimes if possible of former alumni of the same training programme.

Ever since the beginning of the intentional provision of conflict prevention and peacebuilding training, the field has experienced an evolution with respect to the different formulae of training and training infrastructure provided. An important step in this evolution, as identified above, has been the creation in many training centres and staff colleges of Training Units or Departments. This is about building the institutional infrastructure within training centres to support effective training and increase capability to address the full spectrum of roles involved in training delivery (also outlined in the Curricula Design Process in Unit 3) from needs assessment to curricula design and development, improving approaches and methodologies, training deliver, assessment, certification and evaluation. A next step – taken in some consortium projects and training partnerships – has been to ‘pool’ capacities and improve joint identification and assessment of needs, curricula development and design, and improving the field of training and training support tools for the entire CPPB training sector. This is the aim of projects such as ENTRI, WOSCAP, PeaceTraining.eu and others.

#### 6.4. Trainer Mandate

Together with the composition and roles involved in training delivery, the *mandate* of those providing training is be central. In the Peace Training Handbook we suggest the mandate of trainers and those involved in training and capacity building be viewed in a wider sense – as both an ‘authorisation’ and as an ‘ethical and moral responsibility’. As one interviewee in Peace Training expressed it:

*“We owe it to participants to prepare them properly for what they need to do in the field – to be able to contribute effectively to peacebuilding and prevention of armed conflict and wars. Our responsibility as trainers though goes beyond just our responsibility to the participants in our programmes. Our first and foremost responsibility has to be to the communities and people who are affected by and living in the midst of conflict. Our responsibility is to make sure we are training people properly – I mean really preparing them – to be able to help those who need it most, and to serve those whose lives are actually being affected. That’s what it means to be a trainer in the CPPB field. Beyond that, we have a responsibility as well both to ourselves – to make sure that we are doing the best we can and doing it*



*in a way that fits with our own morals, ethics and values – and to other trainers in the field. This is a constantly evolving and developing field. Whenever one of us does it well we can help to improve and develop the field over all. If we do it poorly or irresponsibly, it can also discredit the field. I think it's important for us – as trainers – to reflect more on our mandate and what that means for our own roles, not only in training, but in peacebuilding and prevention overall.”*

Peace Training Interview

This quote led the Peace Training consortium to identify 5 dimensions of a trainer's mandate:



The **mandate to conflict-affected communities** is often not explicitly discussed or considered in CPPB training mandate but is perhaps the most important of all. It includes the trainer's responsibility to contribute through the training process to peacebuilding and prevention, including reduction of violence and healing from the visible and invisible impacts and effects of violence and conflict. The ultimate goal of the training – and *responsibility* – of CPPB trainings and trainers is not only sharing information, skills and stressing attitudes or planning for prevention and peacebuilding interventions but to actually contribute in a measurable and verifiable manner to improving the actual prevention of violence and peacebuilding impact on the ground in conflict affected communities.

The **mandate to participants** represents the trainer's responsibility towards those taking part in the training programme and includes his/her responsibility towards respecting their identities and needs, ensuring participant well-being and safety, and creating supporting conditions that can assist participant learning. Importantly, a trainer's mandate towards participant also includes responsibility for ensuring they are properly prepared and have the necessary capacities for performance in the field. This may also require trainers to take note and appropriate action if participants give signs of being unfit for deployment or show practices (such as harassment or prejudices) which call into question their appropriateness and suitability for the field.

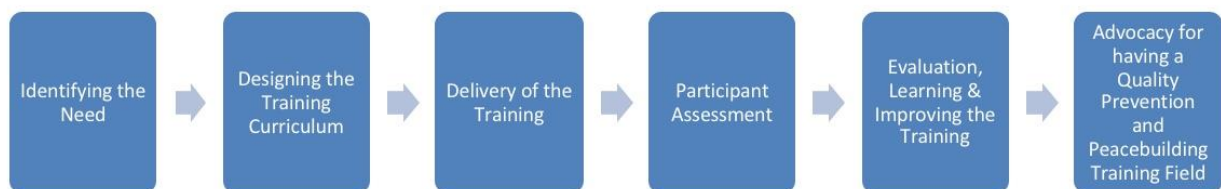
The **mandate to oneself** expresses the trainer's responsibility to adhere to the highest professional standards that one can have as well to respecting one's own principles, values and culture while embarking on the training process. This includes the importance for the trainer also to operate in a safe context – or as safe as possible if providing training in the field – and free from any form of identity, cultural or gender-based violence and discrimination. Trainers may also find themselves in contradicting positions or having contradicting opinions with some of the participants or the institutions that they are working for and in those moments clarity as to how one can meet this mandate to oneself – as well as a responsibility to ensure ethical and good practice in the field – can enable the trainer to act in a responsible, impartial/neutral or multi-partial manner.

The **mandate to the contracting institution** is generally included in the trainer's terms of reference and contract. It may include standard performance requirements and the specific expectations towards the trainer that should be met in provision of training and training support. It may also at times include the trainer's responsibility to respect confidentiality, to reflect in the programme the vision and mission of the contracting institution, and to implement good practice standards of engagement, transparency, respect for legal copyrights, and ethical standards to be met to the contracting body and course participants.

The **mandate to the CPPB training field** recognizes that trainers operate in a professional field of practice in which their conduct and performance reflects upon others and their field more widely. There is, as of yet, no established professional standards for the CPPB training field nor a code of conduct or verification for CPPB trainers. CPPB trainers, however, have a responsibility to the field to ensure both good *ethical* practice and conduct and to contribute to upholding responsible, professional standards of the field. This includes a responsibility to keep abreast of the field, actively learn which methods and approaches may achieve greater impact and performance capability, and constantly seek to improve both their own practice and overall quality standards in the CPPB training field.

## 6.5. Trainer Responsibilities

Trainers take on a range of responsibilities which need to be clearly understood and properly implemented. A *narrow* perception of trainer responsibilities addresses the development, planning for and delivery of training. A broader or more comprehensive definition includes the responsibility of the trainers to engage vigorously and actively with understanding the competency needs of the field, ensuring customisation and tailoring of training approaches and methods to best meet learning and competency objectives, and to actively contribute to or support assessment of participants and both pre-, during- and post-training evaluation, lessons learned and improvement of training programmes.



Looking specifically at the responsibilities of the training within the delivery of the training programme, the following tasks should be considered. This list is not comprehensive but addresses many key points:

- ☐ **Prepare:** trainers need to take seriously their responsibility to prepare for training delivery. This includes being up-to-date on content and training methods and not just repeating what they have done in the past. Proper and responsible preparation is essential for good training delivery;
- ☐ **Customize:** trainers should seek to customise their programme – content and methods – to the exact needs, competency and learning objectives and participant profiles. Good preparation can support customisation, together with use of Pre-Training Needs Assessments (PTNAs) which can be developed and delivered either by the trainer or a training support team;
- ☐ **Host:** create a safe space and foster trust and mutual respect among participants and training team, transforming conflicts that might occur within the group through good CPPB practice;
- ☐ **Model:** provide example through your practice, how you approach the training and how you treat participants, of the values, practices and ethics promoted in CPPB training;
- ☐ **Include:** ensure the training is *inclusive*. This refers to trainer's language, practice, content and methods. Show respect for diversity of participants learning needs and approaches while also ensuring participants maintain necessary standards and good practice engagement;

- ❑ **Do No Harm:** Trainers have a responsibility to ensure that both their own practice and training content and methods do not in any way promote or sanction bad or unethical practices in the field. Trainers also have a responsibility to ensure that participants are properly prepared, and have sufficient skills and capabilities to not 'do harm' when they are in mission / deployment. If trainers have concerns on this they must act upon them in the appropriate way;
- ❑ **Assess:** As necessary and appropriate trainers should assess participants in the programme and be aware if there are any indications of unethical or discriminatory attitudes, prejudices or practices which may affect practice in the field;
- ❑ **Empower:** trainers have a responsibility to empower participants to value what they are doing and to help them take ownership of their performance and engagement;
- ❑ **Serve:** As above in **mandate**, trainers have a responsibility to serve the communities and people affected by conflict. Their primary responsibility as trainers is to assist in developing capabilities amongst stakeholders in the field to achieve actual *impact* in peacebuilding and prevention.

The overall task of the trainer or training team includes 'holding' the entire process, the participants and solutions, while aligning and respecting actively the context and needs of the broader society.

## 6.6. Qualification Standards and Competencies for CPPB Trainers

This section will examine the competencies and qualifications needed for effective peace training and which should be held by trainers or training teams.

### 1. Defining CPPB Trainer 'competencies' and 'qualification profiles'

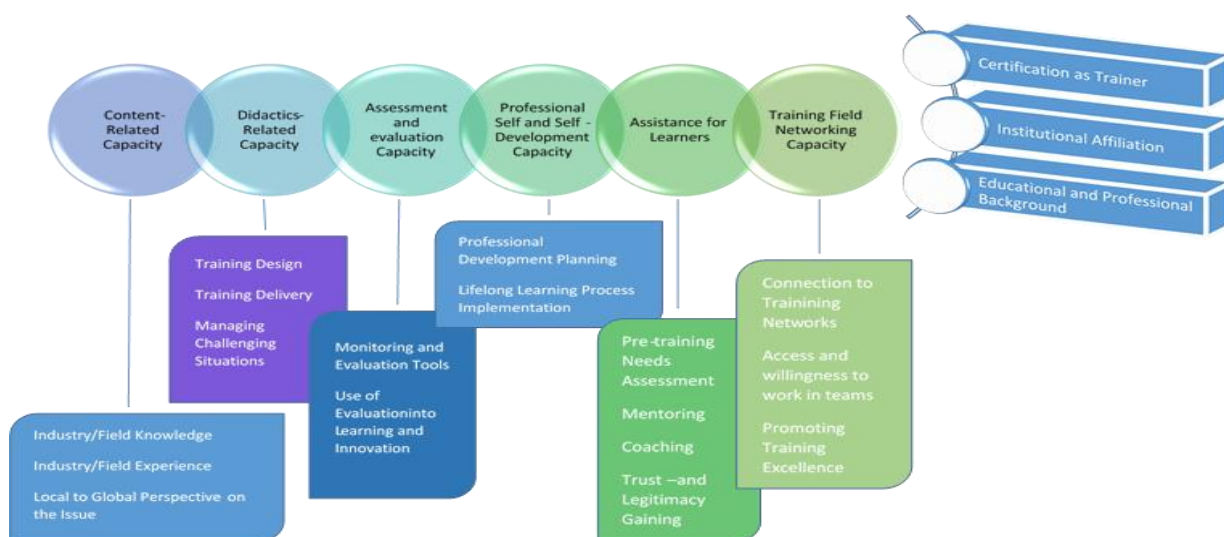
CPPB Trainer competencies refer to the complex of attitudes (the affective domain), skills (the psychomotor domain) and knowledge (the cognitive domain) that enable a trainer to fulfil all of her or his mandate and responsibilities. This includes, following ZIF's competency model, personal, methodological, social and professional competencies as well as competencies needed specific to the different roles undertaken (Jacoby, 2017). The CPPB Trainer Qualification Profile represents the summary of one's competencies, education, training, previous experience and institutional affiliation as required for the successful completion of being a conflict prevention and peacebuilding trainer.

### 2. A look at existing competency profiles in CPPB training

When deriving the specific competencies as well as the professional profile for being a conflict prevention and peacebuilding trainer, our references come from (1) the existing models referring to adult educators and trainers and (2) to the conflict prevention and peacebuilding professionals. Occupational standards for the adult education training profession are also relevant for trainers in CPPB. In spite of increased efforts to analyse and systematize relationships between occupational standards – qualification profiles and educational background and certification (including learning outcomes) – differences still exist among European countries and more broadly internationally both in the description and implementation of occupational standards. A study conducted by the European Center for the Development of Vocational Training (CEDEFOP 2010) notes that there is little evidence in most countries of a unified approach to qualifications and competence requirements for trainers. The study noted that "Trainers are usually not required to hold a particular training qualification, but need to be qualified practitioners or skilled workers and have a certain period of work experience in the field (Cedefop, 2010c)". As a result, trainers "do not usually possess a strong identity as trainers and do not benefit from policy initiatives." Occupational profiles and standards, certification (through ToTs) or other formal recognition certificates (such as Europass or Youthpas), and validation of formal and non-formal learning through credits and certification are currently the main mechanisms for trainer validation in the field. In most cases of formal certification and validation, where these exist, trainer qualification includes both *training* as trainers and at least 100+ hours of training. It should be noted, however, that this practice is not formally or widely adopted in the CPPB field.

### 6.6.1. Towards a CPPB Trainer 'Profile'

Taking into account trainer competency profiles available from different fields and the mandate, roles and responsibilities identified in the previous sections, an overall CPPB Trainer Profile identifying the different capacities and competencies required could include:



### 6.6.2. PeaceTraining.eu Trainer Competency Model

This section provides an overview and description of the competencies needed for effective peace training. It identifies the respective competencies and gives examples of indicators of how these competencies can be recognised within the training process. The typology of competences developed here is a first step towards developing a Trainer Competency Model for CPPB trainers in the field. It is not exhaustive and will be updated following further consultation and feed-back from the field.

The Trainer Competency Model is based on integrating existing trainers' competences with specific competences required for civilian and military peacebuilding personnel. Based on existing models and considering practical experiences as practitioners and colleagues in the field, we propose the following PeaceTraining.eu Trainers' Competence Model.

The model considers 8 core areas of competence, around which specific attitudes, skills and knowledge detail the competence areas, as well as a proposed set of indicators organized on "core" and "advanced" levels. *Adult learning* refers to the ability of the trainer to know and engage effectively in adult-learning processes. *Peacebuilding* refers to those competences that are sector-specific. *Peace training* refers to the set of specific competences that appear in peacebuilding training programmes. *Specialisation* competencies refer to each trainer's specific expertise. *Field-based practice* refers to the competencies that the trainer has acquired during field missions. *Training group specific* refers to the experience the trainer has with the specific sector from which participants come. *Context specific* refers to the trainer's experience with the specific context(s) to which participants are deployed. *Lifelong learning* refers to the competencies that allow the trainer to engage in continuous self-professional development

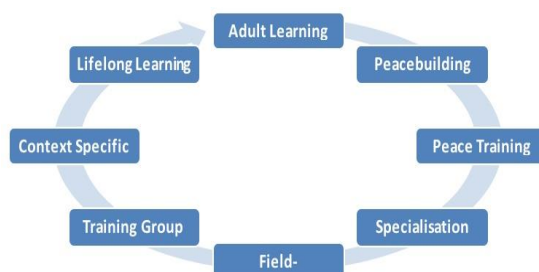


Figure 26 CPPB Trainer Competency Framework

Developing from the Model, the CPPB Trainer Competency Framework includes:

**Table 7 CPPB Trainer Competency Framework**

	<b>Attitudes</b>	<b>Skills</b>	<b>Knowledge</b>
<b>Adult Learning Competencies</b>	Collaborative Learning Respect for trainees as peers	Ability to model learning at cognitive, procedural and emotional levels (ASK) Ability to deal with training-specific conflicts /challenges Providing Feedback Motivating and Mentoring	Andragogy vs Pedagogy Process of the Training (preparation – implementation-follow – through) Bloom, Knowles, ASK model
<b>Peacebuilding and Prevention Competencies</b>	Empathy Multipartiality Proactivity	Active Listening Creativity Nonviolent Action and Nonviolent Communication Dialogue and Mediation	Core terminology and theories / approaches in Peacebuilding History and Developments of the field Conflict Transformation tools and Methods
<b>Peace Training Competencies</b>	Passion and Belief in the Field Motivation Commitment to ideas and concepts underpinning training in CPPB	Appreciative Inquiry 5 ‘sensitivities’ Vision and Projecting Change Guidance and Support Mentoring, Facilitating, Training, Consensus Dealing with stress and trauma Motivation Methodologies	Peace Education Training Institutions and Training Standards in the field Academic and Practitioner Resources on Peacebuilding Stress, Trauma and Self-Care
<b>Specialisation Competencies</b>	Principles and Ethical Standards Specific to the Specialisation (i.e. Respect for Confidentiality in the case of Conflict Sensitive Journalism)	Abilities to Perform Tasks, Exercises and Demonstrated Application of Tools and Instruments Pertaining to the Specialisation (Job Description of the Mission Staff)	Theories, Policies and Laws, Networks, Case Studies, Good and Bad Practices in the Field of the Specialisation (this is related to the specific Job Description and ToR of the mission staff)
<b>Practice / Field-based Competencies</b>	Respect for the realities and circumstances that practitioners experience in the field Humbleness	Cultural Sensitivity and DNH Conflict-Sensitive Research, Monitoring and Evaluation Empowerment and Participation Methodologies Self-Care	Field Case Studies Conflict Profiles of Different Regions Potential Risks and Good Practices from the Field CPPB networks active internationally or locally
<b>Training Group Specific Competencies</b>	Impartiality, Neutrality, Multipartiality	Active Listening Flexibility and Adaptability	Group Profile Contexts of Participants

	Legitimacy in the context of the group of trainees		
<b>Context Specific Competencies</b>	Appreciation for the local cultures/practices Empathic and non-judgemental	Cultural Sensitivity and Fluency in the mission-context Technical expertise needed in the specific context	In-depth Knowledge about the conflict context where the mission is taking place
<b>Lifelong Learning Competencies</b> <b>‘trainers are lifelong learners’</b>	Knowledge of Self-Development Tools, Existing Networks, Available courses Self-Assessment of Professional Development and Professional Development Plan	Integrate new theories, methods and models into own training expertise Communicate challenges and improve performance Self-Awareness, Self-Critique, Self-Motivation	Positive towards continuous learning and networking opportunities  Openness

Sample indicators which can be used to assess or verify these competencies include:

**Table 8 CPPB Trainer Competencies Sample Indicators**

	<b>Competency Unit</b>	<b>Core Level Indicators</b>	<b>Advanced Level Indicators</b>
COMPETENCY QUALITY FRAMEWORK/ STANDARD	<i>Adult Learning and Training Competencies</i>	<p>Trainer provides a full training plan including: preparation, implementation, follow-through thus including resources needed, location specification, needs analysis, trainer profile, learning objectives, session outlines and methods of delivery, training evaluation framework, references and bibliography.</p> <p>Setting Learning Goals and Objectives across several levels of Bloom’s Taxonomy and ASK.</p> <p>Having diversified methodologies and methods and moments of participants’ sharing their own experiences</p>	<p>Having advanced concepts of the course including all levels of Bloom’s Taxonomy and Knowles Learning Cycle, or AIZ fields of competency model</p> <p>Inclusion of a diversified methodology including formal/non-formal methods.</p> <p>Usage of specific/own/novel Pre-Training Needs Assessment Templates, Reflection and Evaluation Processes,</p>

	<i>Peacebuilding Competencies</i>	Referencing core concepts, definitions and theories and theorists in the training and among the references	Applying peacebuilding methods, concepts, practices in the training setting (i.e. mediation techniques) Following the implementation of nonviolent practices in the training setting
	<i>Peace Training Competencies</i>	Awareness of the elicited approach to training Awareness of different conflicts that may affect the training process Allowing time for reflection during the training	Identification of different sensitivity lines and mitigation strategies in the context of the training programme
	<i>Specialisation Competencies</i>	including in the training theories specific to the theme of the course Using in the training methods and tools which are specific to the topic of the course	Applying and creating specific models based on the specialisation
	<i>Practice (Field-Competencies)</i>	A trainer profile listing several missions/projects in conflict settings  Years of field experience	Own case-studies developed from trainers' experience in conflict settings
	<i>Training Group Specific Competencies</i>	Language competencies in the different languages of the group  Trainer background overlaps the participants' profiles or mission mandates	Basing the training programme in participants' contexts and complex needs
	<i>Context Competencies</i>	Ability of the trainer to describe and analyse from a peace and conflict point of view the mission context	

Combining the set of competences needed/offered can support development of CPPB Trainer Profiles, personal development plans of CPPB Trainers, or targeted Terms of Reference to be included in calls for trainers in the peacebuilding field.

## 6.7. Validation and Support for conflict prevention and peacebuilding trainers

Few validation instruments for trainers exist, outside national professional certification mechanisms. One example, not applied specifically to the CPPB Training field, is Vinepac<sup>31</sup>, a Leonardo da Vinci cooperation project of seven partner institutions from Germany, Spain, France, Malta and Romania which was led by the Romanian institute for adult education (IREA).

<sup>31</sup> D'Arcy & Daley, 2010

The project developed a competence profile for adult trainers and instruments for the validation of the competences acquired in non-formal and informal settings. The competence profile is applicable to trainers, tutors, counsellors, curriculum planners and evaluators, irrespective of the sector/domain of their expertise. The profile focuses on the minimum psycho-pedagogical competences needed for an adult trainer. The competences are grouped into five areas:

- **knowledge:** the psycho-social profile of an adult learner, adult learning specificities; the group to be trained;
- **training management:** learning needs analysis of individuals and groups, preparing and delivering a training programme according to defined needs, group dynamics and structure; using relevant technology and resources;
- **assessment and valorisation of learning:** providing advice on learning based on learner needs, strengths and goals; using regular assessment to monitor and develop learning; providing feedback to learners on their performance, supporting learner self-evaluation;
- **motivation and counselling:** sharing information with learners and colleagues on learning resources, education and training opportunities and support services; directing learners to other resources when one's expertise has been exceeded;

Validpac<sup>32</sup> has also developed a set of instruments which validate adult learning competences. Validpac's validation instruments include: mind map, reflection on biography, reflection on competences, "attachment", observation checklist, interview grid, validation sheet. The second edition of the Peace Training Handbook will also include a model of a possible CPPB Trainer Validation and Support system for the Peace Training Field.

## 6.8. Doing CPPB Training Well

There is no 'checklist' that a trainer can apply and be sure that he or she CPPB Training to a level of excellence. The field is evolving continuously, and with it the bar for good quality training is rising. The contents of this Handbook and the Trainers Guide Unit are intended as one contribution to helping support trainers and training institutions improve the quality, delivery and impact of CPPB Training. In Version 2 of the Handbook a guide to help trainers through 'good practice' delivery and preparation of CPPB training will be included. In the meantime, the Units on Curricula, Approaches and Methods, together with the Peace Training Curricula Design Process, should help trainers as we work collectively as a field to improve CPPB training.

## 6.9. Finding the Right Trainer(s) or Training Team

*A guide for Institutions and Deployment Agencies*

As important as *being* a good trainer is for CPPB trainers in the field, *finding* the right trainers or training team is essential for training institutions and deployment agencies contracting trainings. There is no 'standard' mechanism, instrument or set of guidelines adopted across the field to help support institutions in finding the right trainer or training team for their needs. The Peace Training Roster of trainers will help to address this, together with a set of guidelines and criteria training institutions and deployment agencies should consider to ensure they find the right trainers and training teams for their programmes.

<sup>32</sup> HANDBOOK for the use of Validpack for the validation of psycho-pedagogical adult-educator's competences, 2008



## 6.10. References

Cedefop (2010c). *The right skills for silver workers: an empirical analysis*.

Luxembourg: Publications Office. Cedefop Research paper; No 8.

D'Arcy, G., & Daley, N. (2010). *USER GUIDE, Validation of Competencies as Part of Career Counselling*.

Catalin Martin. Retrieved from [http://www.irea.ro/ro/images/publicatii/b2w\\_userguide.pdf](http://www.irea.ro/ro/images/publicatii/b2w_userguide.pdf)

*Dialogue guide, Facilitator Handbook*. (2005). Switzerland. Retrieved from <https://idea.ed.gov/uploads/facilitator.pdf>

*HANDBOOK for the use of Validpack for the validation of psycho-pedagogical adult-educator's competences*. (2008). Retrieved from

[http://asemlllhub.org/fileadmin/www.dpu.dk/ASEM/events/RN3/EU\\_-\\_080000\\_-\\_Validpack\\_1\\_.pdf](http://asemlllhub.org/fileadmin/www.dpu.dk/ASEM/events/RN3/EU_-_080000_-_Validpack_1_.pdf)

Jacoby, V. (2017). *ZIF's Concept „Civilian Expert“*. Retrieved from [http://www.zif-berlin.org/fileadmin/uploads/training/dokumente/ZIF\\_Concept\\_Civilian\\_Expert.pdf](http://www.zif-berlin.org/fileadmin/uploads/training/dokumente/ZIF_Concept_Civilian_Expert.pdf)

Royal Norwegian Ministry of Foreign Affairs. (2004). *Towards a Strategic Framework for Peacebuilding: Getting Their Act Together* (p. 28). Norway.

Titley, G., & Buldioski, G. (2002). *Training essentials* (p. 38). Strasbourg: Council of Europe.

*Typology of national occupational standards*. (2008). Retrieved from [http://www.project-predict.eu/fileadmin/Dateien/Workpackages/WP3/Typology\\_of\\_occupational\\_standards\\_10\\_08.pdf](http://www.project-predict.eu/fileadmin/Dateien/Workpackages/WP3/Typology_of_occupational_standards_10_08.pdf)

## UNIT 7: Training Centres

### 7.1. Quality Standards for CPPB Training Centres: Why they matter

Quality standards and quality assurance systems for training providers (more broadly) and CPPB training providers specifically have multiple objectives. They are established to increase transparency in the sector, guarantee a minimum of quality and coherence and to ensure support for participants taking those courses.<sup>33</sup> This includes providing minimal standard guarantees enabling participants and deployment agencies requiring CPPB training – as well as governments, donors, and EU institutions supporting training – to better identify and assess which training institutions are quality providers. Adherence to quality standards can therefor improve trust in CPPB training and in the qualifications, diplomas and certificates provided by CPPB training institutions.<sup>34</sup> Quality provision is also increasingly guaranteed as a legal right for citizens in the EU in educational acts, and should be a standard for the field.<sup>35</sup>

Minimal qualification standards for CPPB training institutions across Europe would also support the European Union's objective of improving performance capability of available personnel for deployment by improving coordination, quality and coherence across training sectors and levels.<sup>36</sup> It could also provide greater stimulus to the sector to ensure lessons identified in the CPPB field are "systematically taken into account in training" so that they may be "considered learnt."<sup>37</sup> As the experience of the CPPB field continuously grows and develops with increasing emphasis on evaluation and learning from experiences in the field, there is a need to ensure that training be continuously improved and up-dated to ensure relevance and to be 'fit for purpose' and the needs of

#### ***EU Policy on Training for CSDP***

"Effectiveness is the essential requirement of the EU's Common Security and Defence Policy (CSDP). To perform its different tasks, including disarmament, humanitarian and rescue tasks, military advice and assistance, conflict prevention and peace-keeping, crisis management and security sector reform, peace-making and post-conflict stabilisation, or the fight against terrorism, CSDP must be sustainable, adaptable and capable of influencing the course of events.

Essentially, however, CSDP is judged by its ability to have the right people with the right skill sets in the right place at the right time. Training is fundamental to this, and thereby to providing the EU with the means to act effectively. A culture of learning underpins the preparation of personnel for CSDP Missions and Operations."

practitioners on the ground and communities affected by conflict. Ensuring CPPB training institutions place a focus on turning requirements of the field and practitioners into "training for strategic, operational and tactical needs" can help to improve preparedness of deployed personnel and ensure they have the skills, knowledge, attitudes and competencies to make them better fit for the roles they perform.<sup>38</sup> The requirements of *quality practice in the field* should guide development and provision of training by CPPB training institutions to ensure the validity of content and programming.<sup>39</sup> This would involve the definition, review and evaluation of training programmes with the aim of better

<sup>33</sup> Panteia. (2013). *Developing the adult learning sector: Quality in the Adult Learning Sector* (Final Report: EAC/26/2011) pp. 42 - 44.

<sup>34</sup> Panteia. (2013). *Developing the adult learning sector: Quality in the Adult Learning Sector* (Final Report: EAC/26/2011) pp. 42 - 44.

<sup>35</sup> Panteia. (2013). *Developing the adult learning sector: Quality in the Adult Learning Sector* (Final Report: EAC/26/2011) pp. 42 - 44.

<sup>36</sup> European External Action Service (2017) *EU Policy on Training for CSDP*. Brussels: Council of the European Union

<sup>37</sup> European External Action Service.(2017) *EU Policy on Training for CSDP*. Brussels: Council of the European Union

<sup>38</sup> European External Action Service.(2017) *EU Policy on Training for CSDP*. Brussels: Council of the European Union

<sup>39</sup> European External Action Service.(2017) *EU Policy on Training for CSDP*. Brussels: Council of the European Union

understanding the common outcomes they should produce.<sup>40</sup> Of particular relevance to the CPPB training field would be the “development of common core curricula for each training discipline, derived from the analysis of the performance in training required to properly accomplish” CPPB in the field.<sup>41</sup> Here Training Standards could address “learning outcomes / learning objectives that have to be attained by the relevant audience.” This could assist in the development of benchmarking / referencing against which quality and gaps in training provision could be better assessed “so as to optimise impact, and identify genuine gaps where further coordination or additional courses are required.”<sup>42</sup> In this regard, the EU also calls for the application of a *Comprehensive Approach* where training across levels for deployable staff of EU delegations, CSDP missions and operations and other field activities – and we would extend this to include for NGOs and other CPPB actors – is better aligned.<sup>43</sup>

Development of a *quality culture* is also frequently cited as a primary goal of quality standards and quality assurance systems.<sup>44</sup> A ‘quality culture’ is one in which learning providers themselves “demonstrate the drive to develop themselves continuously, just like staff working for learning organisations.”<sup>45</sup> Evidence from comparative research shows that educational and training institutions which are well managed and themselves seek to adhere to quality standards in training show better results than those who do not.<sup>46</sup> Developing a *quality culture* across CPPB training institutions in Europe can also help to foster a culture of “cooperation as the basis of quality development rather than competition.”<sup>47</sup>

Contributing to fostering a shared *quality of culture* across the CPPB training field as a whole, quality standards in other areas of formal and non-formal education in Europe have also enabled researchers, auditors and governments – as well as educational and training institutions themselves – to better gather data and publish statistics and lessons identified. This has also improved the necessary data available for comparative studies and analysis of training methodologies and approaches, which can serve to further improve standards and quality of training, transparency and accountability of the CPPB training field in Europe.<sup>48</sup> Adherence to quality standards frameworks could also benefit training institutions by improving access to and accountability of public and EU funding. Greater transparency on which training institutions provide high quality programming could improve the confidence and trust of governments, ministries of education, local authorities and EU and private funding institutions who are all involved in the financing of the CPPB sector – as well as of practitioners and deployment agencies who send staff for training.<sup>49</sup>

<sup>40</sup> European External Action Service. (2017). *Implementing guidelines for the EU Policy on Training for CSDP*. Brussels: Council of the European Union. Retrieved from: <http://data.consilium.europa.eu/doc/document/ST-5199-2017-REV-1/en/pdf>

<sup>41</sup> European External Action Service. (2017). *Implementing guidelines for the EU Policy on Training for CSDP*. Brussels: Council of the European Union. Retrieved from: <http://data.consilium.europa.eu/doc/document/ST-5199-2017-REV-1/en/pdf>

<sup>42</sup> European External Action Service. (2017). *Implementing guidelines for the EU Policy on Training for CSDP*. Brussels: Council of the European Union. Retrieved from: <http://data.consilium.europa.eu/doc/document/ST-5199-2017-REV-1/en/pdf>

<sup>43</sup> European External Action Service. (2017) *EU Policy on Training for CSDP*. Brussels: Council of the European Union

<sup>44</sup> Panteia. (2013). *Developing the adult learning sector: Quality in the Adult Learning Sector* (Final Report: EAC/26/2011) pp. 42 - 44.

<sup>45</sup> Panteia. (2013). *Developing the adult learning sector: Quality in the Adult Learning Sector* (Final Report: EAC/26/2011) pp. 42 - 44.

<sup>46</sup> Panteia. (2013). *Developing the adult learning sector: Quality in the Adult Learning Sector* (Final Report: EAC/26/2011) pp. 42 - 44.

<sup>47</sup> Panteia. (2013). *Developing the adult learning sector: Quality in the Adult Learning Sector* (Final Report: EAC/26/2011) pp. 42 - 44. This is cited as the experience of the Slovenian OQAE Green Quality Logo initiative, the Dutch Quality Seal for folk universities and Luxembourg’s quality label for non-formal continuing education. While applied to non-CPPB training fields the principle and objective would seem to hold.

<sup>48</sup> Panteia. (2013). *Developing the adult learning sector: Quality in the Adult Learning Sector* (Final Report: EAC/26/2011) pp. 42 - 44. This is cited as the experience of the Slovenian OQAE Green Quality Logo initiative, the Dutch Quality Seal for folk universities and Luxembourg’s quality label for non-formal continuing education. While applied to non-CPPB training fields the principle and objective would seem to hold.

<sup>49</sup> In other training and educational fields in Europe the Swiss eduQau certification, CRKBO registration in the Netherlands, and reporting by the UK (Wales) inspectorate on training institutions have been cited as examples improving accountability

The development of the EU Policy on Training together with standardisation of select training curricula by the ESDC and ENTRI has sought to improve minimal quality standards and consistency in training of quality and achievement of learning objectives by CPPB training institutions in Europe. Still, as reflected by the Thematic Working Group on Quality in Adult Learning (2013) addressing Adult Learning across Europe more broadly, there has been “little evaluation of systems and tools developed to assure the quality of adult learning.”<sup>50</sup> There is evidence to suggest, however, that the introduction of quality assurance across different adult learning sectors has “led to better performance, increased learner satisfaction and better outcomes.”<sup>51</sup> In those fields in which quality assurance standards are being implemented, evidence points to improvements in learner satisfaction rates, improvement of internal teaching and training processes, and greater attention to and awareness of the needs of the *fields* providers are training for.<sup>52</sup> There is reason to believe this would hold true for the CPPB training field as well.

As *technologies*, methods and approaches of training as well as of CPPB practice in the field continuously evolve, the development of quality standards in the field could also help to ensure CPPB training institutions better “draw upon the full range of available training methods and techniques in a mix appropriate to circumstances: classroom training, self-study, blended learning (including e-learning), practical modules, mobile training teams, etc.”<sup>53</sup>

Development of quality assurance standards in other fields in Europe can also serve as references and guidance for the CPPB training field. The European Quality Assurance Reference Framework for VET (EQAVET) and Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) quality reference frameworks are particularly relevant. The EU itself has recommended that the EU Qualification Framework be applied for all courses and curricula, with learning outcomes “reflected in terms of knowledge, skills and competences respective to the learning environment.”<sup>54</sup> EEAS basic guidelines and performance standards are also important references.<sup>55</sup>

Importantly, possible *challenges* which could be faced in attempting to implement quality standards for training centres and quality assurance systems should also be addressed. The range of training institutions and providers in the CPPB field is broad, with until recently only limited efforts at coordination and development of coherence across training and programming fields. Lessons from the French Greta-Plus system suggest that unless there are clear, agreed upon objectives and recognition of the value and importance of quality assurance systems amongst all relevant stakeholders – including training providers, users, and governments/agencies funding programmes – standards may be of little practical value.<sup>56</sup>

---

of public funding. Cf. Panteia. (2013). *Developing the adult learning sector: Quality in the Adult Learning Sector* (Final Report: EAC/26/2011) pp. 42 - 44

<sup>50</sup> European Commission, Directorate General for Employment, Social Affairs and Inclusion. (2015). *An in-depth analysis of adult learning policies and their effectiveness in Europe*. Brussels: European Commission

<sup>51</sup> European Commission, Directorate General for Employment, Social Affairs and Inclusion. (2015). *An in-depth analysis of adult learning policies and their effectiveness in Europe*. Brussels: European Commission

<sup>52</sup> European Commission, Directorate General for Employment, Social Affairs and Inclusion. (2015). *An in-depth analysis of adult learning policies and their effectiveness in Europe*. Brussels: European Commission

<sup>53</sup> European External Action Service. (2017) *EU Policy on Training for CSDP*. Brussels: Council of the European Union

<sup>54</sup> European External Action Service. (2017). *Implementing guidelines for the EU Policy on Training for CSDP*. Brussels: Council of the European Union. Retrieved from: <http://data.consilium.europa.eu/doc/document/ST-5199-2017-REV-1/en/pdf>

<sup>55</sup> European External Action Service.(2017) *EU Policy on Training for CSDP*. Brussels: Council of the European Union

<sup>56</sup> Panteia. (2013). *Developing the adult learning sector: Quality in the Adult Learning Sector* (Final Report: EAC/26/2011) pp. 42 - 44.

Equally important is the recognition that “developing skills and competencies cannot be achieved only through formal training.”<sup>57</sup> Training institutions, national governments, the EU and deployment agencies should take this into consideration when developing quality standards for the field. Training institutions themselves should

collaborate with deployment agencies and practitioners to see how best to evolve training and full-spectrum support for the development of performance capabilities to best ensure personnel in the field have the knowledge, skills, attitudes and competencies to be effective in CPPB implementation.

#### **EU Policy on Training for CSDP**

“It has been proven that most of the knowledge and skills acquired during formal training activities begin to fade as soon as they are over. Unless complemented by continuous contact with the subject matter and interactive methods, among which the most important is on-the-job or experiential learning, the investment in classical training produces limited returns.”

#### **The Benefits of Quality Frameworks and Quality Assurance**

In a publication for the World Bank, *Qualifications frameworks and quality assurance of education and training*, Andrea Bateman and Mike Coles identify 10 benefits reasonable to expect from the creation of quality standards.<sup>58</sup> These include:

1. Increased consistency of qualifications
2. Better transparency for individuals and employers
3. Increased currency of single qualifications
4. A broader range of learning forms are recognised
5. A national/external reference point for qualifications standards
6. Clarification of learning pathways and progression
7. Increased portability of qualifications
8. Acting as a platform for stakeholders for strengthening cooperation and commitment
9. Greater coherence of national reform policies
10. A stronger basis for international co-operation, understanding and comparison.

## **7.2. The Concept of Quality in Standards for Training Centres**

The *Vocational education and training institutions Management Handbook* developed by the International Labour Organisation identifies three definitions of quality relevant for the development of quality standards for educational and training institutions.<sup>59</sup> These include:

1. Quality as *excellence*
2. Quality as *fitness for purpose*
3. Quality as *value for investment*

<sup>57</sup> European External Action Service. (2017) *EU Policy on Training for CSDP*. Brussels: Council of the European Union

<sup>58</sup> Andrea Bateman, Mike Coles. (2013) *Qualifications frameworks and quality assurance of education and training*. Bateman and Giles Pty Ltd

<sup>59</sup> International Labour Office Geneva. (2006). *Vocational education and training institutions: A management handbook and CD-ROM*. Geneva: International Labour Organization

## Quality as Excellence

Quality as excellence is a *comparative attribute*. It provides a reference for quality in relation to other training providers, qualifications and courses in the field. This can enable comparison across training providers according to a set of shared standards or criteria. It can also provide benchmarking to assist training providers in seeking to improve the quality and standards of their programming and operations, and support identification and development of good / best practices to improve training provision and quality in the field.

## Quality as Fitness for Purpose

Quality as fitness for purpose measures providers and their programmes against set performance standards. This enables evaluation of providers qualifications, courses, learning outcomes and operational performance against a common / standard set of criteria. The criteria themselves should be developed to ensure courses and training provided achieve necessary standards and learning outcomes required for the performance of personnel trained in the field. In this regard, the EU Policy on Training for CSDP argues for the need for training to be coherent and consistent with the external aspects of EU policies and the work of the Commission and Member States, including the EU Global Strategy on Security and Defence, the EU-wide strategic framework supporting Security Sector Reform, and the EU's 'Strategic Framework and Action Plan on Human Rights and Democracy'.<sup>60</sup> Another assessment lens would be to ensure that CPPB training is effective in developing trainees competencies for CPPB performance standards in the field. Given the dramatic underdevelopment of CPPB capabilities amongst personnel in the field, criteria for assessing training institutions, courses and certification to better achieve this should be prioritised.

## Quality as Value for Investment

Quality as value for investment measures courses and training providers in relation to costs and time required to achieve quality standards / competence in CPPB. This measure can assist deployment agencies and practitioners knowing which courses and centres provide them with the best 'return on investment' of their time and resources in development of their competence and CPPB performance standards. Given the current opacity of much of the CPPB training field in Europe (and globally), quality as value for investment can help practitioners, deployment agencies and institutions funding/supporting training provision better identify which training institutions and courses provide 'value for investment'.

In *Developing the adult learning sector: Quality in the Adult Learning Sector*, Simon Broek and Bert-Jan Buiskool identify two major approaches to understanding and thinking about quality in adult learning: (1) an *economic* approach and (2) a *humanist/progressive* approach.<sup>61</sup> These are consistent with, not contradictory to, the three definitions of quality identified by the ILO above, and are relevant when considering development of quality standards for CPPB training institutions. The *economic approach* is concerned primarily with the efficiency and effectiveness of training institutions and training programmes / approaches / courses, and the "achievement of learning outcomes at reasonable costs." The *humanist/progressive* approach is "characterised by a broader concern for the development of the learner, human development and/or social change. This approach tends to place more emphasis on the learning process. Hence, characteristics such as learner-centred pedagogies, democratic schools and inclusion are included in notions of quality education."<sup>62</sup> In the CPPB field, this would include particular orientation to and engagement with the needs of CPPB training to best support achievement of CPPB outcomes in the field, including commitment to what the PeaceTraining.EU project has

<sup>60</sup> European External Action Service.(2017) *EU Policy on Training for CSDP*. Brussels: Council of the European Union

<sup>61</sup> European External Action Service.(2017) *EU Policy on Training for CSDP*. Brussels: Council of the European Union

<sup>62</sup> European External Action Service.(2017) *EU Policy on Training for CSDP*. Brussels: Council of the European Union



hitherto termed ‘sensitivities’ of peace and conflict sensitivity, local ownership and empowerment, gender, trauma, and diverse learning needs.

### 7.3. Standards and the Need for Improving CPPB Training Quality

The European Union, United Nations, World Bank, World Economic Forum and other leading think tanks and institutions across Europe and internationally have recognised we are living in a time of:

- Increase systemic challenges to social, economic and political systems;
- Multiplicity of crisis and conflicts characterised by complex dynamics which are not amiable to simplistic measures or solutions;
- Failure of many current / conventional measures and policy responses to effectively prevent conflicts and crisis or to effectively address and ameliorate the causes, drivers and conditions giving rise to conflicts and crisis

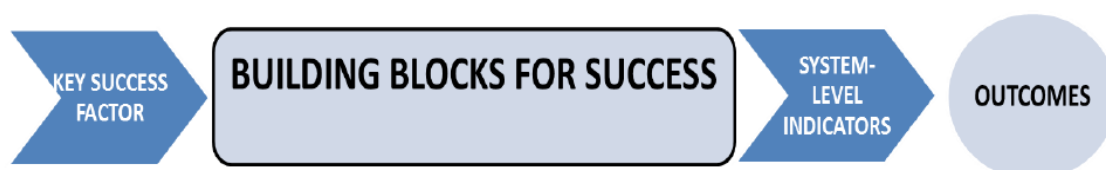
Assessments of CPPB *capabilities in the field* of both institutions and personnel have consistently shown a *low level of development* of knowledge, competencies and skills required in core areas of prevention and peacebuilding amongst *both* field-level personnel and mission leadership, as well as amongst political leadership and policy makers. Given this, there is a strong need for quality standards which can both:

1. Improve the *quality* of training on conflict prevention and peacebuilding provided to practitioners, policy makers and leadership; and
2. Improve trust, recognition and understanding of the *value, quality and importance* of CPPB training.

In an in-depth analysis of adult learning policies and their effectiveness in Europe – and the need to coordinate adult learning with other public policies - the European Commission, Directorate General for Employment, Social Affairs and Inclusion identified six key ‘success factors’ which we have adapted here for relevance to the CPPB field.<sup>63</sup> They address the need for policies and standards for training to:

1. Improve learners’ (practitioners, leadership, policy makers) disposition towards learning;
2. Increase employers’ (deployment agencies and institutions) investment in learning;
3. Improve equality of access for all;
4. Deliver learning that needs the needs of employers (deployment agencies) and learners (practitioners, leadership, policy makers) *and* of identifiable CPPB objectives and outcomes;
5. Deliver high quality adult learning; and
6. Coordinate an effective lifelong learning policy – or a *culture of learning* and improving CPPB performance across career/field engagement and rank and position in the CPPB field

These ‘success factors’ are in turn identified as the ‘building blocks for success’ for which system-level indicators (quality assessment criteria) should be developed and against which learning and operational outcomes and performance can be assessed.



<sup>63</sup> European Commission, Directorate General for Employment, Social Affairs and Inclusion. (2015). *An in-depth analysis of adult learning policies and their effectiveness in Europe*. Brussels: European Commission

## 7.4. Quality Assurance Systems: Steps for Assuring Quality

Requirements for ensuring quality standards of training providers across Europe are increasingly standardised, though clear divergences remain in practice and application. Different terms are used for (public) interventions assuring the quality of learning provision, including “quality frameworks, quality policies, quality systems, quality approaches, quality instruments, quality methodologies and many more.”<sup>64</sup> Quality Assurance Systems should include a “recognisable repertoire of policies, procedures, rules, criteria, tools, verification instruments, and mechanisms that together have the purpose of ensuring and enhancing the quality of any learning institute.”<sup>65</sup>

The *Developing the adult learning sector: Quality in the Adult Learning Sector* Final Report provides the following useful definitions, distinguishing between three levels of quality *frameworks*, *systems* and *instruments* in place:

### Quality Systems, Frameworks and Instruments

*Developing the adult learning sector: Quality in the Adult Learning Sector* Final Report<sup>66</sup>

“Quality framework is defined as an overarching reference for recommended quality concepts, models, criteria and indicators that can be included in the quality systems (this framework could be embedded in legislation, but also in policy documents or agreements between stakeholders).

Quality systems are subsequently defined as concrete systems that are implemented on national, regional or sectoral level, such as accreditation systems or quality labels for which individual providers need to apply for or get awarded. Also, here quality criteria and indicators are in place, as well as procedures. In addition, providers have their own quality assurance systems in place (falling under an accreditation system, quality label or on own initiative) including processes and procedures on organisational level to assure quality. Each system has its own structures, processes and outcome (on system as well as providers level).

Subsequently, we have quality instruments that are implemented on system as well as on providers level, including self-evaluation and external evaluation. Self-evaluation, or self-assessment, includes processes or methodologies that are carried out on providers’ level to evaluate its performance or position in relation to their services and wider environment. Self-evaluation also applies to professionals themselves. External evaluations are carried out by external experts (inspectors, evaluators, or peers) and often take place in the context of accreditation or inspection.

The Report goes on to identify three groups of countries in Europe according to their quality assurance systems currently in place<sup>67</sup>:

1. Countries that have elaborate quality systems in place on macro levels for adult learning (including formal as well as non-formal strands);
2. Countries that have fragmented quality systems on macro level for non-formal adult learning, while having quality systems in place for formal adult learning;
3. countries with no or limited quality systems in place on macro level for non-formal learning, while having quality systems in place for formal adult learning

### Developing the Ault Learning Sector – Quality in the Adult Learning Sector<sup>68</sup>

“In reviewing the quality assurance systems in place, this study identified three groups of countries:

- 1) countries that have elaborated quality systems in place on macro level for adult learning, formal as well non-formal learning often determined in a specific strand (such as AT, BE, CH, DK, EE, FI,

<sup>64</sup> Panteia. (2013). *Developing the adult learning sector: Quality in the Adult Learning Sector* (Final Report: EAC/26/2011).

<sup>65</sup> Panteia. (2013). *Developing the adult learning sector: Quality in the Adult Learning Sector* (Final Report: EAC/26/2011).

<sup>66</sup> Panteia. (2013). *Developing the adult learning sector: Quality in the Adult Learning Sector* (Final Report: EAC/26/2011).

<sup>67</sup> Panteia. (2013). *Developing the adult learning sector: Quality in the Adult Learning Sector* (Final Report: EAC/26/2011).

<sup>68</sup> Panteia. (2013). *Developing the adult learning sector: Quality in the Adult Learning Sector* (Final Report: EAC/26/2011).



HU, IE, LU, LV, NO, SE). Most of these countries are also the better performing countries in terms of participation in adult learning and have higher educational attainment levels (with the exception of BE, HU, and IE).

- 2) countries that have fragmented quality systems on macro level for non-formal adult learning, while having quality systems in place for formal adult learning (such as DE, EL, ES, CZ, IS, MT, NL, PL, PT, SI, UK);
- 3) countries with no or limited quality systems in place on macro level for non-formal learning, while having quality systems in place for formal adult learning (such as BG, CY, FR, HR, IT, LT, RO, SK, TK). Overall these countries are general lacking quality systems for the non-formal part of adult learning and, at the same time, show a relatively low performance on the ET2020 benchmarks.”

This refers to quality assurance systems regarding adult education and learning across all sectors, and is not specific to CPPB.

‘Quality assurance systems’ address the set of policies, practices and systems by which national or EU-level institutions assess, verify and accredit quality labels and certification. These share common characteristics including:

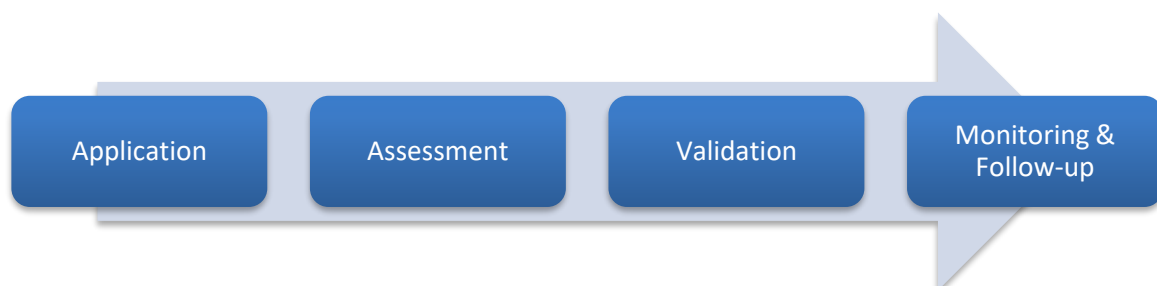
- They are *macro-level systems* establishing procedures and regulations applied to a *group* of providers within or across sectors/fields of training;
- They provide a clear set of standards and ‘minimum quality requirements’ and accompanying criteria against which providers and courses are assessed;
- They include specific procedures for assessment and verification – often including a combination of *self-assessment* and *external-assessment* (either on-site, off-site or a combination)

Holders of quality certification / accreditation are then eligible for specific rights / benefits which others may not have, including often: registration on a data-base/list of recognised or certified providers; increased access to government support/funding in many countries; pre-recognition/certification as credible ‘providers’ for government/agency tenders (simplifying and removing many bureaucratic procedures and speeding up the process of tendering); the ability to feature a quality rating or certification logo for improving user/client trust and confidence.<sup>69</sup>

Quality Assurance Systems generally include a standardised set of procedural steps for quality evaluation/assessment and assurance. These may include (but are often not limited to):

1. Application for Certification by a Training Provider;
2. Assessment by a credited / responsible body or institution;
3. Validation by the credited / responsible body if requirements/standards are met (with some systems providing a ‘range’ of possible quality results/rankings);
4. Monitoring & Follow-up activities by the Training Provider and certified/responsible body

#### **Standard Procedural Steps of Quality Assurance Systems**



<sup>69</sup> Panteia. (2013). *Developing the adult learning sector: Quality in the Adult Learning Sector* (Final Report: EAC/26/2011).

## ASSURING THE QUALITY OF COURSES

The *Vocational education and training institutions* Management Handbook developed by the International Labour Organisation provides a useful overview of possible steps and considerations when assessing quality of courses.<sup>70</sup>

“Assuring the quality of courses delivered by VET institutions is the first step that needs to be taken to assure the quality of learning. VET courses are structured learning experiences with specified outputs. A VET course involves a number of features, the majority of which are the curriculum reflecting the detailed learning content of a course and the way a course is delivered and student progress assessed. Learning content may be structured into modules and research activities.

### Assuring the quality of a course involves assessing the:

- course design (the quality of the way the course is structured and the way the delivery process is designed);
- course curriculum (the quality of the course’s detailed content);
- course delivery.

### Course design

The following major course design features need to be clearly determined:

- the name/title of the course;
- the name/title of the qualification to which the course leads;
- a summary of course objectives (the provision of knowledge and skills recognized by an award);
- anticipated outcomes (for example the relation of the course to employment opportunities);
- the course duration, for example in hours/days/weeks/years;
- the course level (such as pre-entry, entry, graduate, post-graduate, or expressed numerically according to a defined scale of levels);
- a list of course modules (if a modular course) where each module has its own
- credit value, and so on.

Some or all of the above features may be registered on the national qualifications framework.

### Course curriculum

The degree of involvement of VET providers in curriculum development varies from country to country. Within a national qualifications framework, the curricula may be strongly determined by national VET qualifications requirements as they consist of endorsed units of competency standards and skills assessment procedures. This may leave individual providers with little freedom to develop curricula for the national qualifications that they wish to be accredited for delivering.

The curricula of provider courses are developed by a particular VET provider on its own initiative. In this case, a VET institution may establish course/curriculum development committees that cover the relevant vocational fields. The VET institution’s teaching staff are intimately involved in course and curriculum development and the institutional academic board generally exercises academic oversight. It may also be responsible for approving the proposed curricula prior to course delivery.

A VET provider might set up an internal evaluation team, consisting of teachers, managers and companies’ representatives to review the course content and delivery and assess its effectiveness.

### Course delivery

<sup>70</sup> International Labour Office Geneva. (2006). *Vocational education and training institutions: A management handbook and CD-ROM*. Geneva: International Labour Organization

The quality of the course delivery can be assured through the following arrangements:

- the course is leading to a national or provider VET qualification that is quality assured;
- the provider is accredited to deliver the course;
- the skills assessment process for the awarding of the qualification is quality assured.

### Course review

VET courses and the curricula leading to them and the way they are delivered need to be reviewed from time to time. The curriculum is particularly sensitive to changing job requirements, while course delivery processes may need to be reviewed and updated in order to maintain the quality of the course.

The scope of a course evaluation can vary according to its purpose, but the following general issues may be explored:

- Course relevance – Is the course continuing to meet the needs of industry, enterprises and community groups? Are the course objectives appropriate and achievable? Is the content appropriate, both in subject and level? Have there been any changes in national competency standards?
- Course design – How well is the course structured? Did the content fit the time allocated to it? Do additional course modules need to be developed?
- Course delivery – Has delivery been successful? Were the delivery methods appropriate? Have students encountered any unexpected difficulties?
- Skills assessment – Was student assessment appropriate and fit for purpose? Did it deliver what was intended in terms of student success?

Currently, EUMTG and EUCTG are responsible for defining quality assurance standards and overseeing their implementation in CSDP training and education – in accordance with the EU Qualification Framework, civil – military standards developed by the ESDC and EU and international educational standards. Each training provider is responsible for internal quality assurance.<sup>71</sup> The 2016 *EU military training and education: Annual Report* recognizes *training quality assurance* as a shared responsibility between structures coordinating training and training providers themselves – and calls upon the EUMTG to be empowered in the long-term to define and oversee quality assurance standards and their implementation.<sup>72</sup> It would need to be assessed whether this model should apply also for CPPB training as a whole or if another framework or approach would be more appropriate.

One possible model for a standardized set of procedural steps in quality assurance is provided by the *Developing the adult learning sector: Quality in the Adult Learning Sector* Final Report.<sup>73</sup> This has been modified and further developed here to better fit the CPPB field – including also an additional step of *development and agreement of quality assurance standards for the CPPB Training Field*.

Adapted Possible Standardized Procedural Steps for Quality Assurance of CPPB Training Providers	
Development and Agreement of Quality Assurance Standards for the CPPB Training Field by the EU, CPPB Training Institutions and Deployment Agencies	
Consultative and Collaborative Development of Quality Assurance Standards for the CPPB Training Field	
Adoption of Quality Assurance Standards for the CPPB Training Field	
Establishment of National or an EU-wide Quality Assurance System	
Preparation and Application for Certification by the Training Provider	

<sup>71</sup> European External Action Service. (2017). *Implementing guidelines for the EU Policy on Training for CSDP*. Brussels: Council of the European Union. Retrieved from: <http://data.consilium.europa.eu/doc/document/ST-5199-2017-REV-1/en/pdf>

<sup>72</sup> European External Action Service. (2017). *EU military training and education: Annual Report 2016*. Brussels: Council of the European Union. Retrieved from: <http://data.consilium.europa.eu/doc/document/ST-8601-2017-INIT/en/pdf>

<sup>73</sup> Panteia. (2013). *Developing the adult learning sector: Quality in the Adult Learning Sector* (Final Report: EAC/26/2011).

Self-Assessment and Internal Review by the Training Provider according to the Quality Assurance Standards for the CPPB Training Field	
Internal implementation of steps for improvement in response to the Internal Review and to better meet the Quality Assurance Standards for the CPPB Training Field	
Filling in the Application Form / Submitting a Request to be Quality Assured	
<b>Assessment (external evaluation) by responsible body</b>	
Control Self-Report	
On-Site Checks	
Expert Involvement	
Inspection	
Process of Programme Validation	
<b>Validation &amp; Approval by the Responsible Body</b>	
Assessment & Recommendations for Improvement	
Necessary Steps for Improvement implemented by the Training Provider (if required)	
Validation of Programmes (if necessary quality standards are met)	
Registration as a Quality Provider	
<b>Monitoring &amp; Follow by Training Provider &amp; Responsible Body</b>	
Reporting & Monitoring	
Renewal of the Procedure	
Follow-up Activities	

### 12 key components of Qualification Systems

Bateman and Coles, in *Qualifications frameworks and quality assurance of education and training* identify 12 key components of Qualification Systems, including:<sup>74</sup>

1. An institutional infrastructure for governance, financing, operations and quality assurance;
2. A basis in standards for the development of curricula;
3. Providers of learning provision (including organisations providing work-based learning);
4. Procedures for assessment of learning outcomes;
5. Moderation procedures for assessed outcomes;
6. An awarding process that links qualification with assessed learning outcomes;
7. A certification process;
8. An accreditation process for qualifications;
9. A hierarchy of qualifications that define vertical progression within the qualifications system;
10. A credit system that enables learning to be transferred from one setting to another;
11. A means of validating learning that is achieved outside formal instruction; and
12. A quality assurance system that includes reference to international benchmarks.

An overview of existing National Quality Assurance Systems in Europe Reproduced from Panteia (2013) *Developing the adult learning sector: Quality in the Adult Learning Sector* (Final Report: EAC/26/2011) is provided below in the Annex.

## 7.5. Why Accreditation Matters for CPPB Training Providers

Several of the reasons for ‘why accreditation matters for CPPB Training Providers’, both from the point of view of training providers and other key CPPB stakeholders (EU, Member State Governments, Deployment Agencies, Practitioners) have already been identified above in **Quality Standards for CPPB Training Centres: Why they matter**.

<sup>74</sup> Andrea Bateman, Mike Coles.(2013) *Qualifications frameworks and quality assurance of education and training*. Bateman and Giles Pty Ltd

*Accreditation* of Quality Standards would indicate that a training provider has achieved an appropriate – minimum (or higher) – standard in the quality of its training provision and operations. This can increase / validate the reputation, trust and credibility of an Institution.

As a field, CPPB Training may also share several of the benefits identified by the EU Military Training and Education Annual Report of ‘assessments’ and ‘training requirements analysis’ (TRA) – a key step in ensuring training content, curricula and delivery methods meets the needs of competencies / performance standards required for the field.<sup>75</sup> These include improving:

- Sharing of Common Training Requirements
- Sharing Common Training Solutions
- Pooling Training Experts
- Sharing an EU-wide / Global Training Architecture

These 4 ‘benefits’ – individually and together – would contribute significantly to improving the quality of CPPB training in Europe.

## 7.6. Assessing the Value of a Qualification Framework for Standards

The European Commission, Directorate General for Employment, Social Affairs and Inclusion 2015 *An in-depth analysis of adult learning policies and their effectiveness in Europe* identifies 5 criteria Qualification Frameworks for Standards should meet to be of value<sup>76</sup> :

1. Conceptual Insightfulness to Policy Makers & Experts
2. Usability
3. Transferability
4. Practicality and Usefulness
5. Ease of Understanding

### 1. Conceptual Insightfulness to Policy Makers & Experts

The Framework should assist policy makers and experts to better understand the policies and activities that lead to effective adult learning in CPPB. It should be able to demonstrate clearly to policy makers and experts / leadership the *linkages* between inputs and activities in support of and implementation of CPPB training and professional development / capacity building and outputs and outcomes achieved. This in turn should reflect the evidence of which policies and measures of support by the EU, Member States and training providers best deliver successful learning outcomes and performance capabilities of CPPB institutions and practitioners in the field.

### 2. Usability

To be of value a Quality Framework needs to be usable. The Framework should provide a clear, relevant and applicable model which training providers, relevant EU institutions, member states and deployment organisations, agencies and practitioners can use to better understand, measure and monitor effectiveness, quality of trainings and achievement of key standards and requirements on CPPB training outcomes and objectives.

<sup>75</sup> European External Action Service. (2017). *EU military training and education: Annual Report 2016*. Brussels: Council of the European Union. Retrieved from: <http://data.consilium.europa.eu/doc/document/ST-8601-2017-INIT/en/pdf>

<sup>76</sup> European Commission, Directorate General for Employment, Social Affairs and Inclusion. (2015). *An in-depth analysis of adult learning policies and their effectiveness in Europe*. Brussels: European Commission pp. 27 – 28

### 3. Transferability

It should be possible to use the Framework to analyse CPPB training providers across geographic space, sectors and levels and the connections between different levels and sectors of CPPB training in Europe / globally.

### 4. Practicality and Usefulness

The Framework should be a useful, practical tool which can help training providers, deployment agencies and policy makers best understand and identify pathways to improving standards and quality of training.

### 5. Ease of Understanding

The framework should 'make sense' to those using it and be easy to understand. The linkages and relationships between criteria and their relevance to the value and quality of CPPB training should be easy to identify.

### 7.7. CPPB Training Quality Standards: 'Categories' & 'Criteria'

The development of a specific set of categories and criteria for assessing the quality standards of CPPB training will be done for Version 2 of the Handbook. A review of categories and criteria for qualification standards for formal and non-formal education and training providers carried out in the Desk Review for development of this Note identified a few consistent fields or categories, including<sup>77</sup>:

- **Organisational Quality Criteria:** The need for the training provider to have a recognised legal status and specific reference to training and capacity building activities, role and mandate in the organisational statute and by-laws;
- **Quality of Didactics and Performance Competency Development Process:** Clear description of training programmes provided including explicit development of stated learning outcomes, outputs, content and training / capacity building methodologies and approaches with reference and consistency to EU or national standards and certified / professional curricula; Minimum number of training hours and verification and assessment procedures to evaluate levels of competency/qualification acquired by trainees; minimum and maximum number of participant requirements;
- **Quality of Staff and Infrastructure:** Proof of logistical and human resource capabilities (training location, competence and quality of trainers and support staff and processes) and minimum space requirements; and
- **Quality of Measuring Results & Improvement Framework:** A verifiable system for testing and evaluating training needs, curricula methods and approaches including measures for development and improvement of training methods, curricula and courses

Training providers often undergo a period of trial and testing to ensure consistency in achievement and compliance with recognised standards.

An overview of quality areas covered by quality assurance systems in the *Developing the adult learning sector: Quality in the Adult Learning Sector* Final Report and adapted slightly in this Note for the CPPB field identifies the following categories:

Quality Areas / Categories Relevant to Quality Assurance Systems in CPPB
Quality of the Organisation / CPPB Training Provider

<sup>77</sup> Panteia. (2013). *Developing the adult learning sector: Quality in the Adult Learning Sector* (Final Report: EAC/26/2011) pp. 42 - 44.

Mission Statement of Provider	
Organisational Structure & Management	
Administration	
Finance	
Establishment of a quality plan	
Physical infrastructure / equipment (building, training location, ICT infrastructure)	
Anticipation to new developments	
<b>Quality of Didactics and Learning Process / Performance Competency Development</b>	
Communication & Engagement with Stakeholders, Practitioners & Deployment Agencies	
Education and Training / Competency Development Methods and Didactics	
Learner Rights & Needs and Dispute Resolution and Learner Care and Protection Procedures	
Procedures assessing Learning Outcomes and Participant Effects of Learning & Verification Methods	
Continuing / Further Support and Performance Development Assistance for Participants / Deployment Organisations	
Coaching & Counselling Support	
<b>Quality of Staff &amp; Infrastructure</b>	
Professional Development / Adult Learning Staff, Trainers & Coaches (competences; gender; training; qualifications)	
Support / Guidance for Staff & Training Personnel / Teams	
Recruitment Policies	
Professional Development and On-Going Learning and Improvement Support Policies & Measures	
Training Location & Infrastructure (including ICT)	
<b>Quality of Measuring Results &amp; Improvement Framework</b>	
Measuring results of training / professional development courses and services provided	
Self-evaluation of education / training programmes and professional development support	
Participant-evaluation of education / training programmes and professional development support	
Field, Deployment Agencies & Partners or Authorised Body-Evaluation of education / training programmes and professional development support	
Established & Implemented Mechanisms and Procedures for further development and improvement of programmes learning from own experiences, other training providers and needs of the field	

When considering the standards or quality criteria for CPPB training providers a few domains of observation can be included. This section is adapted and developed drawing upon Churruca, C. (2017). *Concept Note for the Workshop on Addressing Standards for Training Centres*. Bilbao PeaceTraining.eu Workshop<sup>78</sup>:

#### Quality of the organisation

Most quality assurance systems focus on the organisational aspects of training. Is the mission of the training centre well described? Is the organisation well-structured to work towards the stated mission? There are different quality criteria related to organisational issues. Indicators might include:

<sup>78</sup> Adapted and developed from Churruca, C. (2017). *Concept Note for the Workshop on Addressing Standards for Training Centres*. Bilbao PeaceTraining.eu Workshop. P 4-5

- Mission statement of the organisation/ guiding principles describing the criteria and goals of the provider
- Programme offer with a description of the target groups, needs and interests, general information and data of the target groups and educational sector and information management, diversity and gender issues
- Management of the learning provider organisation (quality profile)
- Quality of staff (quality profile)
- Definition of quality, management of quality development, and culture of feedback (error management)
- Quality of the infrastructure (resources), best conditions for learners
- Quality of public relations and feedback culture (outreach work)

### Quality of didactics and the learning process

It should monitor the way providers organise the delivery of adult learning and whether the educational offer responds to the needs and demands of adult learners as well as to the professional standards of specific fields (in our case conflict transformation, peacebuilding fields).

The quality of didactics can also include indicators such as:

- Complexity of curricula (i.e. number of aspects of the curriculum model covered in the offered curricula)
- Innovation (number of unique courses offered, innovative methodologies used or own manuals/materials developed and trained on)
- Correspondence of hours of training to recognized training standards

### Quality of Staff

This involves setting requirements of minimum qualifications or competence levels of employees (training providers) and offering possibilities for the professional development of staff members. Quality criteria for staff are not only put in place for training staff, but affects other staff members as well, such as guidance staff, organisational staff (i.e. management, secretariat, support staff) and even volunteers and freelance staff.

### Quality of results

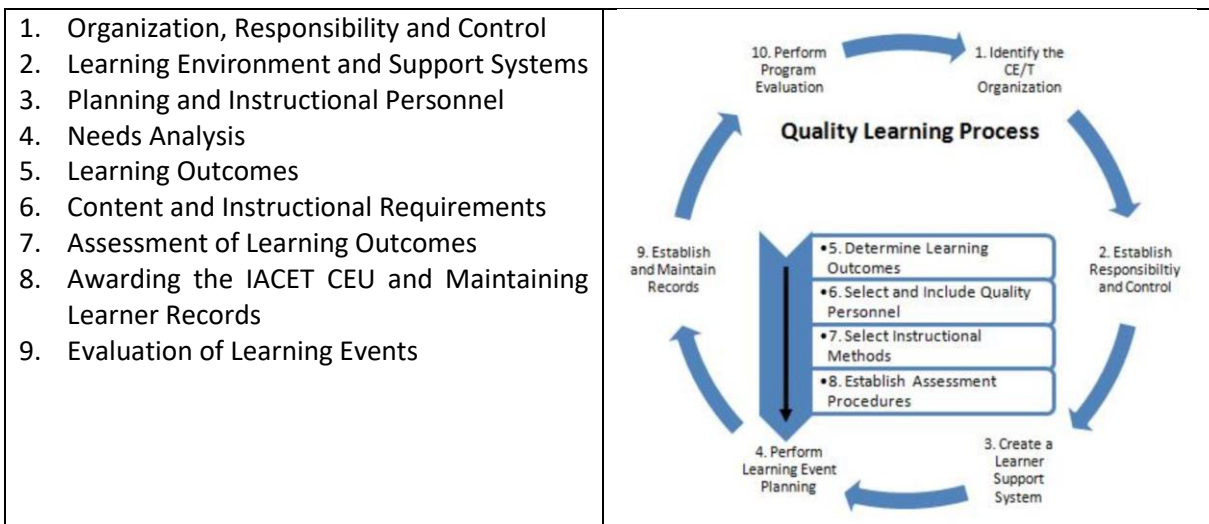
One way of measuring results is to see whether the quality assured by providers comply with the criteria and indicators set in the quality assurance system.

Current indicators / descriptors include:

- the number of adults attending the courses;
- the number who succeed in gaining a qualification;
- learning outcomes achieved;
- feedback from students
- involvement of social partners in the development courses

The ANSI/IACET Standard for Quality Learning Processes measuring provider's program development across 10 categories is also relevant for consideration. These complement / parallel those included above and address:





In 4.5, these categories and criteria and others will be further developed to produce a tailor-made, customised draft set of criteria for assessing standards for CPPB training as part of a CPPB Training Quality Assurance Framework, following further consultations and joint engagement with key training providers in the field.

### 7.8. Standards for Training Centres: Next Steps

The purpose of this Unit within the Peace Training Handbook is to provide a preliminary identification of many of the key issues pertinent to the development of Standards for CPPB Training Providers. The Unit will be used as a basis for consultation and feed-back from leading experts and providers in the field. This feed-back will then be incorporated into the 2<sup>nd</sup> Version of the Handbook.

## 7.9. References

- European Commission, Directorate General for Employment, Social Affairs and Inclusion. (2015). *An in-depth analysis of adult learning policies and their effectiveness in Europe*. Brussels: European Commission
- European Centre for the Development of Vocational Training. (2011). *Assuring quality in vocational education and training: The role of accrediting VET providers*. Luxembourg: Publications Office of the European Union
- Panteia. (2013). *Developing the adult learning sector: Quality in the Adult Learning Sector* (Final Report: EAC/26/2011).
- European Commission.(2016). *Study on international sectoral qualifications frameworks and systems*. Brussels: European Commission
- International Labour Office Geneva. (2006). *Vocational education and training institutions: A management handbook and CD-ROM*. Geneva: International Labour Organization
- European External Action Service.(2017) *EU Policy on Training for CSDP*. Brussels: Council of the European Union
- Thematic Working Group on Quality in Adult Learning. (2013). *Thematic working group on quality in adult learning. Final Report: Policy Summary*. Retrieved from: [https://www.hm.ee/sites/default/files/thematic\\_wg\\_quality\\_report.pdf](https://www.hm.ee/sites/default/files/thematic_wg_quality_report.pdf)
- European Quality Assurance in Vocational Education and Training. *Quality assuring work-based learning*. Retrieved from: <http://www.eqavet.eu/Eqavet2017/media/publications/EQAVET-Quality-assuring-work-based-learning.pdf?ext=.pdf>
- European External Action Service. (2017). *Implementing guidelines for the EU Policy on Training for CSDP*. Brussels: Council of the European Union. Retrieved from: <http://data.consilium.europa.eu/doc/document/ST-5199-2017-REV-1/en/pdf>
- European External Action Service. (2017). *EU military training and education: Annual Report 2016*. Brussels: Council of the European Union. Retrieved from: <http://data.consilium.europa.eu/doc/document/ST-8601-2017-INIT/en/pdf>
- ‘Descriptors defining levels in the European Qualifications Framework (EQF)’.Retrieved from: <https://ec.europa.eu/ploteus/content/descriptors-page>
- Andrea Bateman, Mike Coles.(2013) *Qualifications frameworks and quality assurance of education and training*. Bateman and Giles Pty Ltd
- European Commission: Supporting and improving education and training in Europe-Glossary’. Retrieved from: [http://ec.europa.eu/education/ects/users-guide/glossary\\_en.htm#ectsTop](http://ec.europa.eu/education/ects/users-guide/glossary_en.htm#ectsTop)