

PeaceTraining.eu – The Platform

Strengthening the Capabilities and Training Curricula for Conflict Prevention and Peace Building Personnel with ICT-based Collaboration and Knowledge Approaches

Conference Workshop
Vienna, 01/10/2018



Horizon 2020
Coordination and Support Action

BES-13-2015 - Conflict prevention and peace building topic 2: Training curricula for Conflict Prevention and Peace Building personnel
Project number: 700583

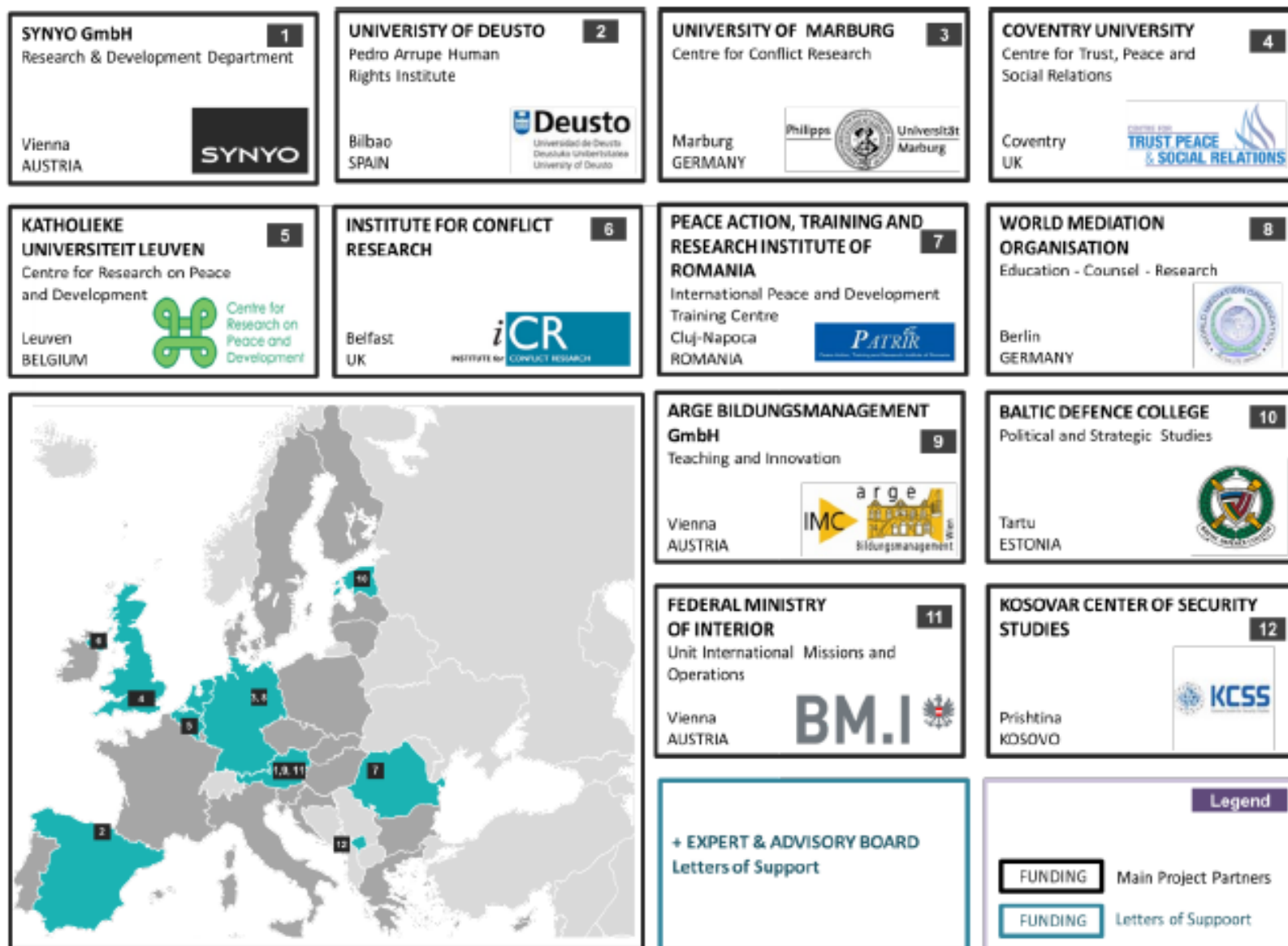


Strengthening the Capabilities and Training Curricula for Conflict Prevention and Peace Building Personnel with ICT-based Collaboration and Knowledge Approaches

- Project number: **700583**
- Topic: **BES-13-2015 - Conflict prevention and peace building topic 2: Training curricula for Conflict Prevention and Peace Building (CPPB) personnel**
- Funding Scheme: **CSA – Coordination and Support Action**
- Partners: **12** (from 9 different countries)



Project Consortium





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LEVERAGE, PROVIDER INTEGRATION, MATCHMAKING, VERIFICATION AND NETWORKING



Long-term goal of the project

Optimise training activities in peacebuilding and conflict prevention in order to strengthen the capacities of the EU for training in conflict prevention and peace building



Review of current understanding and training related to Conflict Prevention and Peace Building (CPPB)

- EU and State level CPPB training landscape (overview, challenges, gaps, stakeholders, needs, curricula, methods, certifications, projects)
- CPPB Curricula (learning process and learning objectives, examples from the field, categorization and criteria for analysis, gaps)
- More than 80 Interviews conducted

Comprehensive analysis of training methods and training materials across Europe including exploration of its contents, methods, stakeholder groups ...

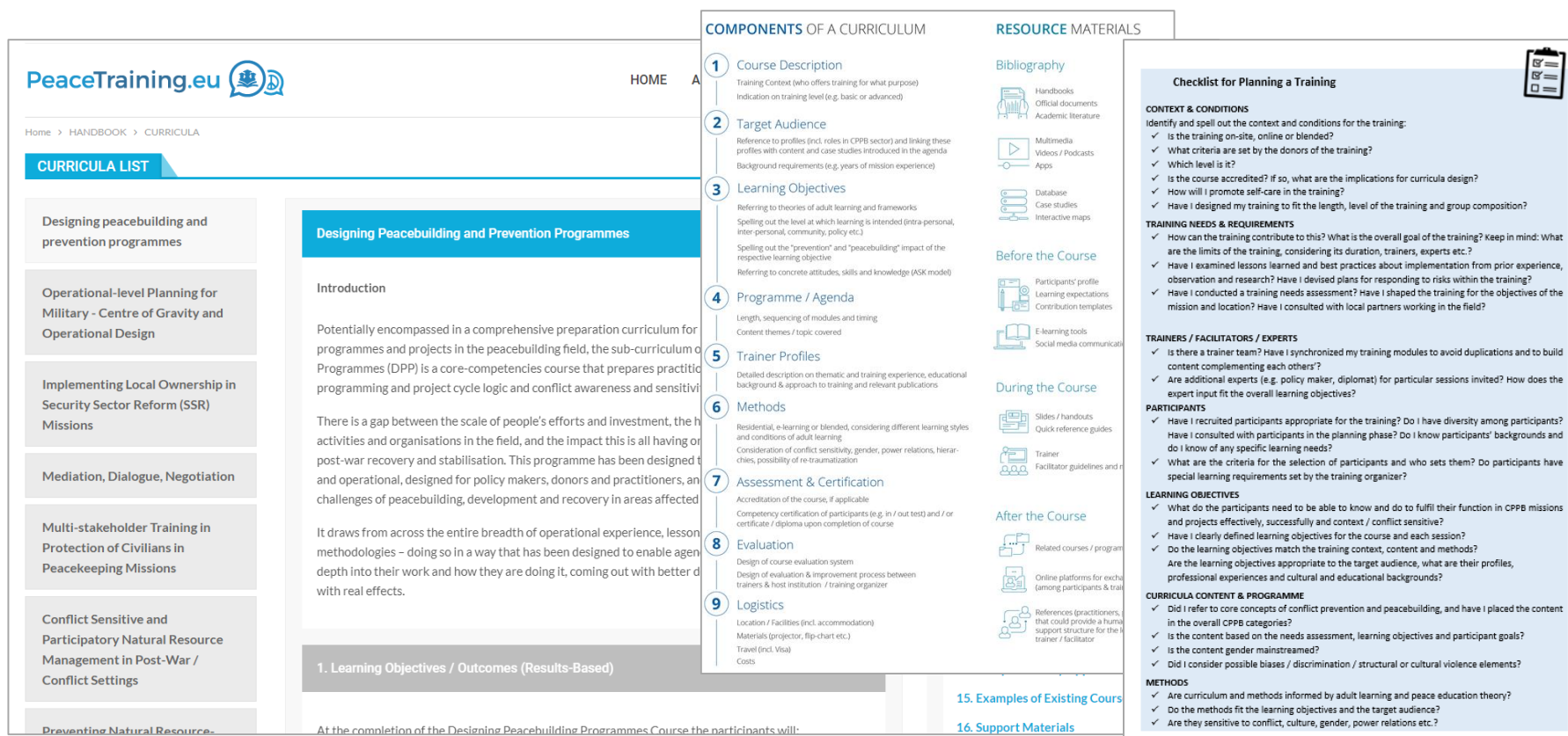
- Analysis of training methods (uses, guidelines, SWOT, recommendations)
- Over 200 training centres collected and annotated
- Over 100 e-approaches screened and analysed

involvement of CPPB experts and actors



INVOLVE CPPB experts and actors along all project phases via surveys, interviews, and focus groups to gather first-hand experiences and knowledge and to identify practices, requirements, specific challenges, and needs

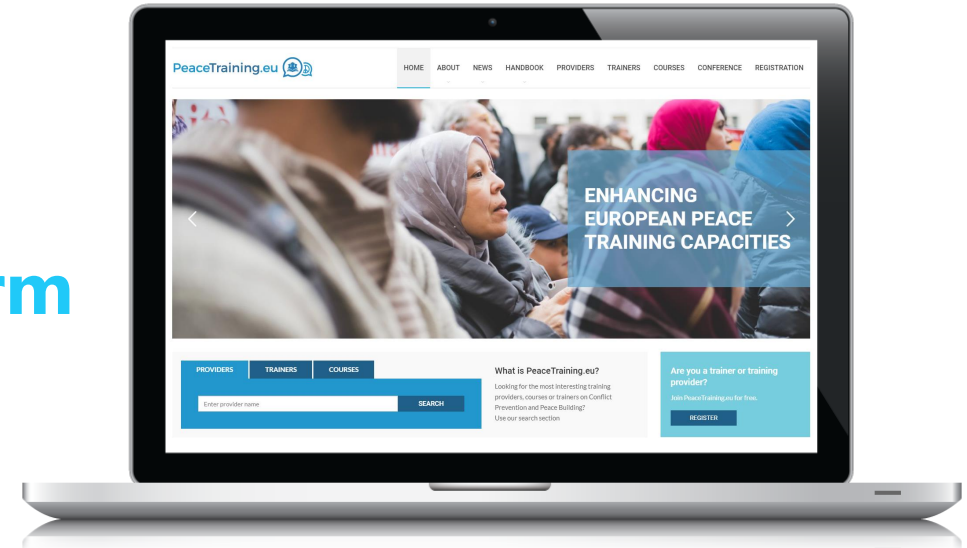
Development of guidelines for training approaches, content and methods in the field of CPPB and creation of a multidimensional PeaceTraining.eu Curricula Model



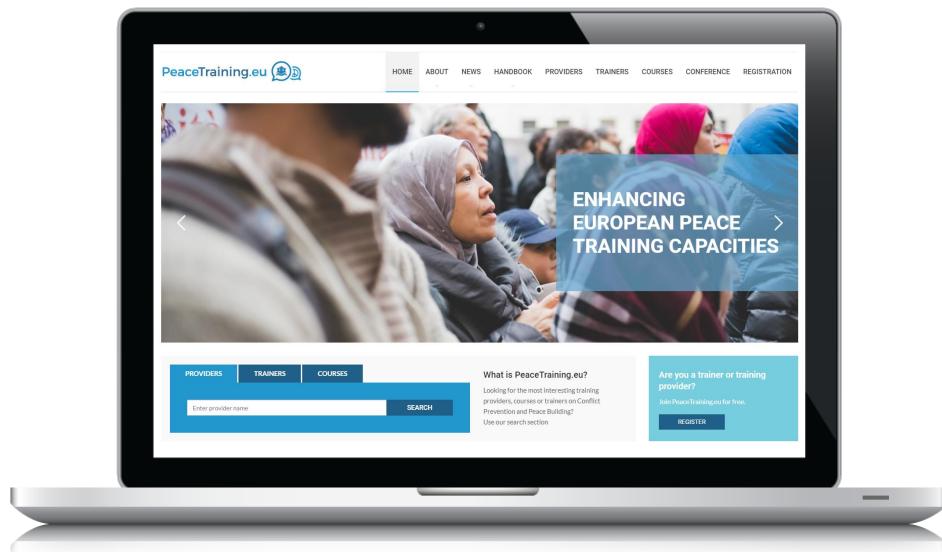
The screenshot displays the PeaceTraining.eu website interface. The main navigation bar includes 'HOME' and 'A'. The 'CURRICULA LIST' is visible on the left, listing various courses such as 'Designing peacebuilding and prevention programmes', 'Operational-level Planning for Military - Centre of Gravity and Operational Design', 'Implementing Local Ownership in Security Sector Reform (SSR) Missions', 'Mediation, Dialogue, Negotiation', 'Multi-stakeholder Training in Protection of Civilians in Peacekeeping Missions', 'Conflict Sensitive and Participatory Natural Resource Management in Post-War / Conflict Settings', and 'Preventing Natural Resource...'. The main content area shows the 'Designing Peacebuilding and Prevention Programmes' course page, which includes an 'Introduction' section and a '1. Learning Objectives / Outcomes (Results-Based)' section. The right sidebar contains 'COMPONENTS OF A CURRICULUM' (1. Course Description, 2. Target Audience, 3. Learning Objectives, 4. Programme / Agenda, 5. Trainer Profiles, 6. Methods, 7. Assessment & Certification, 8. Evaluation, 9. Logistics) and 'RESOURCE MATERIALS' (Bibliography, Before the Course, During the Course, After the Course). A 'Checklist for Planning a Training' is also visible, covering 'CONTEXT & CONDITIONS', 'TRAINING NEEDS & REQUIREMENTS', 'TRAINERS / FACILITATORS / EXPERTS', 'PARTICIPANTS', 'LEARNING OBJECTIVES', 'CURRICULA CONTENT & PROGRAMME', and 'METHODS'.

offer an interactive

PeaceTraining.eu Web Platform



which features a knowledge base, best practices and digital guidebooks to strengthen the information transfer among Peacebuilding society



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Designing and Implementing Effective Monitoring and Evaluation for...




Making Mediation & Peace Processes Work: Peacemaking in Deeply...




Local Governance & Sub-National Stabilization, Peacebuilding...

CALLS




Final Chance – Deadline for Abstracts 9th September
Journal of Peacebuilding and...
 The Journal of Peacebuilding and Development is a tri-annual refereed journal providing a forum for critical...

EVENTS



European Association of Peacekeeping Training Centres
 Members of the PeaceTraining.eu project from UDEUSTO attended the 6th Annual Seminar of the European Association of...

EVENTS



The European Union as a Global Peace Actor: Exchange of views on the EU and...
 Consortium members from PATRIR attended this meeting, organised by the European Peacebuilding Liaison Office (EPLU)...

CURRICULA LIST

Designing peacebuilding and prevention programmes

Operational-level Planning for Military - Centre of Gravity and Operational Design

Implementing Local Ownership in Security Sector Reform (SSR) Missions

Mediation, Dialogue, Negotiation

Multi-stakeholder Training in Protection of Civilians in Peacekeeping Missions

Conflict Sensitive and Participatory Natural Resource Management in Post-War / Conflict Settings

Preventing Natural Resource-Based Conflict at the Community

Designing Peacebuilding and Prevention Programmes

Introduction

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

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

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

1. Learning Objectives / Outcomes (Results-Based)

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

Table of Contents

1. Learning Objectives
2. Mission Relevance
3. Type of Mission
4. Target Audience(s)
5. Training Institution / Trainer
6. Guide to Choose Curriculum
7. Core Competencies Covered
8. Links to other themes / curricula
9. Modules & Content
10. Course Levels
11. Mainstreaming 'Sensitivities'
12. Methodologies & Approaches
13. Innovations
14. Complementary Approaches
15. Examples of Existing Courses
16. Support Materials
17. Stakeholder Specific Course Concepts

APPROACHES

Prescriptive Approaches

Elicitive Approaches

Adult learning

Work-based learning

Experiential learning

Sequenced Approach to Training

Coaching

Ecological or Own Knowledge Systems (OKS) Approach

Single – and Multi-Stakeholder Approaches

Approaches: Introduction

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, and types of evaluations, but also the timing and sequencing of training moments, and the competencies addressed, whether these are Attitudes, Knowledge, and/or Skills (ASK).

Even though training approaches often remain implicit, several approaches can be analytically discerned from each other. In practice, however, aspects of several approaches can guide a training all at once depending on the styles and practices of training organizations and individual trainers. This is often only natural, as each approach has its benefits for training.

PeaceTraining.eu has distinguished several possible training approaches and provides further explanations on them in the following pages. The table below summarizes the approaches and their core principles. Note that the approaches can emphasize different aspects of training. The approaches listed were chosen because of their common usage in CPPB training, or there potential to positively impact future training development.

Approach	Core principles
Prescriptive approach	The trainer acts as the expert and (sole) source of knowledge. Can be considered hierarchical.

Table of Contents

1. Defining characteristics
2. Strengths
3. Challenges or drawbacks
4. Issues in CPPB training
5. References

METHODS

Lectures

Group work

Case studies

Role-play

Simulation

Reflective interviewing

Arts-based methods

Methods: Introduction

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. A prescriptive approach to training will commonly make use of lecturing, for instance, while an elicitive approach will make use of participatory methods such as group work.

Each particular method has strengths and weaknesses or challenges. Typically a training will make use 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, however, which supports their inclusion here. If you are particularly interested in the use of digital technologies to enhance learning, please visit our E-innovations page!

Method	Core principles
Lectures	A trainer or expert delivers a lecture with limited interaction with participants.
Group Work	Participants work together on a particular problem or task. They learn from each other, as well as how to work with each other.
Case Studies	In-depth analysis of a historical or fictional event. A case study allows training participants to investigate the workings of particular mechanisms and approaches in action by referencing real or fictional events. It is typically combined with other methods.

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[1. Method in CPPB](#)

[2. Strengths](#)

[3. Challenges or drawbacks](#)

[4. Doing it well](#)

[5. Who is doing it](#)

[6. References](#)

E-APPROACHES & METHODS

E-Approaches

Learning Management Systems

Online courses

Gaming and Simulation

E-Approaches & Methods: Introduction

The use of Information and Communication Technology (ICT) to enhance learning experiences is making increasing headway in lower and higher education as well as professional organizations. This also applies to the field of Conflict Prevention and Peace Building (CPPB) as international organizations, state institutions, and civil society actors are increasingly willing to make use e-approaches in peace training.

ICT can be used in different ways, however, also in CPPB training. Our section on 'e-approaches' offers readers a first glimpse of this fast developing field and familiarizes the reader with concepts such as blended learning, e-learning, multimedia etc. It explains how ICT can be used both inside the classroom and as a way to transcend the time and geographical constraints of the classroom. We also discuss general strengths and drawbacks of the use of ICT in peace training. Furthermore, we offer links to a range of useful texts and websites for readers to explore the use of ICT further.

For trainers and training organizations interested in venturing into the use of e-learning for peace training, we refer to the sections on Learning Management Systems, Online Courses, and Gaming and Simulation for further guidance on how to use these e-learning options.

E-Approaches

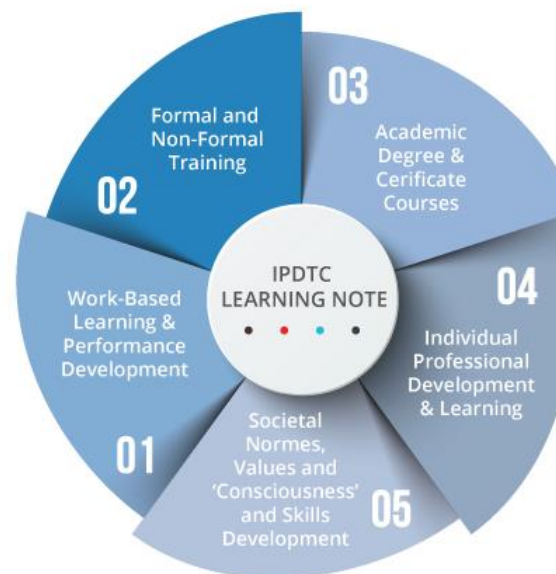
E-approaches to training adopt Information and Communication Technology (ICT) to deliver, or enhance the delivery of, training programmes. This includes educational technology used to facilitate learning on-site (e.g. use of multimedia tools such as instant class surveys, video's etc); to complement on-site

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- [1. Defining characteristics](#)
- [2. E-learning training programmes](#)
- [3. Strengths](#)
- [4. Challenges or drawbacks](#)
- [5. Issues in CPPB training](#)
- [6. References](#)

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:

- Institutional and Organisational Development: Improving performance, approaches and CPPB impact of organisations, institutions, agencies and missions in the field

1. Physical Environment
2. Psychological Environment
3. Laying the Groundwork
4. Communication
5. Role of Trainer
6. Role of Participants
7. Sensitivities
8. Training methods
9. Reflection
10. PTA: Towards a Comprehensive approach to Capacity Building for the CPPB Field

APPROACHES TO CONTEMPORARY CPPB TRAINING

Approaches to Contemporary CPPB Training

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.

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

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1. Prescriptive and elicitive training
2. Adult learning
3. Performance-Oriented Design / Approach
4. Single and Multi-Stakeholder Training Approaches
5. An Ecological and ‘Own Knowledge Systems’ Approach
6. Student-centric learning
7. Differentiated Instruction
8. Experiential Learning
9. Immersive Learning
10. Sequenced Learning
11. Synchronous & Asynchronous Learning
12. Work-Based Learning



THE 5-CPPB SENSITIVITIES FRAMEWORK

The 5-CPPB Sensitivities Framework

Overview

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:

1. 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

Table of Contents

1. Peace & Conflict Sensitivity
2. Cultural Sensitivity
3. Gender sensitivity
4. Trauma Sensitivity
5. Sensitivity to Diverse Learning Needs

PEACE TRAINING GLOSSARY

Concept/Term	Definition	References & Further Information	Alphabetical order
Accreditation	It is a means of objectively assessing an institution based on commonly agreed principles or standards of practice to enhance institutional credibility and quality performance.	-	A
Activity theory/Activity system	Activity theory directs focus not towards individual learners but to the 'activity system' in which individual learners operate. An example would be of agencies engaged in peacebuilding in a specific conflict context, or staff in an organisation or mission engaged in specific CPPB activities or working towards a precise specific objective or impact goal. It could also refer to the constellation of actors / stakeholders involved in a specific 'sector' in a conflict context – e.g. working in DDR and Security Sector Reform. Activity Theory and Activity Systems as concepts in eLearning draw attention towards the competencies and performance capabilities needed at the level of the system – constellation of actors – and the roles, responsibilities and functions they have to achieve CPPB goals.	-	Accreditation Activity theory/Activity system Adult Learning Andragogy Arts-based Methods ASK Model Asynchronous e-learning Attitude Approaches
Adult Learning	Adult learning assumes adults learn differently than children and that they must be engaged in the learning process	-	B
Andragogy	A concept which defines the framework for adult learning. The concept was popularised by Malcolm Knowles	Knowles, M. (1980). The modern practice of adult education from Pedagogy to Andragogy. Revised and updated ed. Englewood Cliffs, NJ: Cambridge Adult Education, p. 43. See www.metrostate.edu	C Case Study Certification CEPOL Change Management Cloud Resource Planning Systems (CRP) Coaching

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8 Providers

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- ☐ India
- ☐ Pakistan
- ☐ Switzerland

Topics

- ☐ Conflict transformation
- ☐ Culture and identity
- ☐ Diplomacy
- ☐ Gender / Gender mainstreaming
- ☐ Human rights (in conflict)
- ☐ International Humanitarian Law



Co-operation Ireland

<http://www.cooperationireland.org>

Co-operation Ireland is an all-island peace building charity. Established in 1979, we work to promote interaction, dialogue, and practical collaboration within Northern Ireland and between Northern Ireland and the Republic of Ireland. While our role...



Cranfield University

<https://www.cranfield.ac.uk/centres/centre-for-defence-management-and-leadership>

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LOGO

Herbert C. Kelman Institute...

<http://www.kelmaninstitute.org>

The Herbert C. Kelman Institute for Interactive Conflict Transformation (HKI) is an independent non-partisan, nongovernmental organisation registered in Austria. The Institute is engaged in civil society conflict transformation and peacebuilding in...




Institute for Peace &...

<http://www.ipdinstitute.ch>


Institute for Peace & Dialogue, IPD is one of the leading organiser of many successful international academic trainings and research programs in Switzerland in the field of peacebuilding, conflict...





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Overview

swisspeace is a practice-oriented peace research institute located in Bern and Basel, Switzerland. It aims to contribute to the improvement of conflict prevention and conflict transformation by supporting Swiss and international actors in their peacebuilding activities.

Courses









Image Placeholder

Training of Trainers in Human Rights

Contact data


 Sonnenbergstrasse 17, 3001 Brussels, Switzerland
 +43 15823697
 <http://www.swisspeace.ch/>
 info@swisspeace.ch



Sectors	Academic Community-based
Topics	Mediation Dealing with the past Statehood Business & peace Policy & Platform Analysis & Impact
Target Audience	Staff of NGOs
Foundation year	1988
Higher or secondary education establishment	<input checked="" type="checkbox"/> Yes
Accreditation	<input checked="" type="checkbox"/> Yes

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Ermia Anvari

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Organisation name

Delivery: Europe




Ali Kazemi

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Organisation name

Delivery: Europe




Dan Prihoi

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Organisation name

Delivery: Europe



Iulia Luca

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Organisation name

Delivery: Europe





Mr Graham Flood-Hunt

 Dompierre, Switzerland



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About

Security risk and crisis training specialist for humanitarian aid organisations, relief workers and peacekeepers. A broad range of expertise and an established international reputation, specialised in field security; risk and crisis management; predeployment security briefings and training.

Specialties: Field Security Management | Risk & Crisis Management Training and Incident Support | Mine Awareness Training | Field Communicating & Negotiation | Stress Management | Personal Security | Hostage & Kidnap Survival | Field Trip Planning | Travel Safety | Incident Reporting | Information Gathering & Analysis | Security Planning | Team Building | Course Design | Simulated Field-Security Exercises

Trainings Offered

Topic	Levels	Languages
Mediation & negotiation	Basic	English
Personal safety and security (incl. stress management and such)	Advanced	English
Pre-deployment training for military	Advanced	English

Target Audience

[Military](#) [Police](#) [Civil servants in governments](#) [NGO staff](#) [Other](#)

Certificates

[Not available](#)

Customised Trainings

☒ Yes

Skills

[Not available](#)

Education

University of leicester

MSc - Risk, crisis and disaster management,
Graham flood-hunt
9/2010 - 10/2012
Leicester, United kingdom

University of northampton

PhD - Security risk management (Impact of
training in PK & HA), Graham flood-hunt
10/2017 - Present
Northampton, United kingdom

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☐ Advanced

Education delivery:

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☐ Online
☐ Blended

Course disciplines:

- ☐ Peacebuilding
☐ conflict sensitivity
☐ Human Rights

	<p>Institute for Peace &...</p> <p>Discipline: Peacetraining</p> <p>Course level: Advanced</p> <p>Delivery mode: On campus</p>	<p>School of Conflict Management, Cross Cultural Communication, Leadership, Mediation and Trauma Healing 8 days Autumn Training Program: 27 October - 03 November, 2018</p>
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Training of Trainers in Human Rights



swisspeace

APPLY NOW

 Application deadline 14.05.2018	 Start 07.05.2018	 End 04.06.2018	 Duration 4 Weeks	 Skill level Advanced	 Type Online	 Costs/Fee 0.00 EUR
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Description

Successful crisis management, stabilisation and peace support missions rely on the availability of well-prepared experts who can transfer their knowledge and skills to their colleagues and counterparts, who in turn depend on high quality training activities designed for specific purpose. This course recognises that training is critical to the achievement of successful operational outcomes. The key objective of this

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Objectives

Upon successful completion of this course, participants will: Apply conflict analysis tools to better understand the context and address key drivers of instability and insecurity in turbulent regions, crisis countries and postconflict settings; Benefit from a conceptual understanding of both theoretical and operational aspects of conflict prevention and sustaining peace; Identify prioritisation and entry points

[Show more](#)

Preconditions

Participants need a computer (or mobile device), a reliable internet connection. No special software is required. There are no further prerequisites to attend and complete the TDC course, only that participants who are currently or likely to be engaged in delivery of UNDSS security training.

Trainers



Dr. Mark Weiss

Documents

[DOWNLOAD DOCUMENTS](#)

Topics

Conflict
Situation Profile
Stakeholder analysis
Conflict Dynamics
Peacekeeping
Sustainable human development
Peacebuilding
Human rights

Languages

English

Type

Online

Evaluation

☒ Final Exam

Target Audience

UN professional staff
UN partners
Civilians
Crisis Management experts
Staff of NGOs

Methods

Synchronized online sessions on virtual classrooms
Expert's input
Interactive group discussions
Skills training
Self-study

No of participants

25

Accreditation obtained

☒ Yes

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Website

<https://www.cepol.europa.eu>

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Your Message

First Name, Last Name*



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- Increase the visibility of the training organisation and reach out to new audiences
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- Connect yourself with influential training providers
- Get more visibility by connecting your profile with upcoming courses

Sign up now. It only takes a few minutes and the service is completely free of charge.

Register

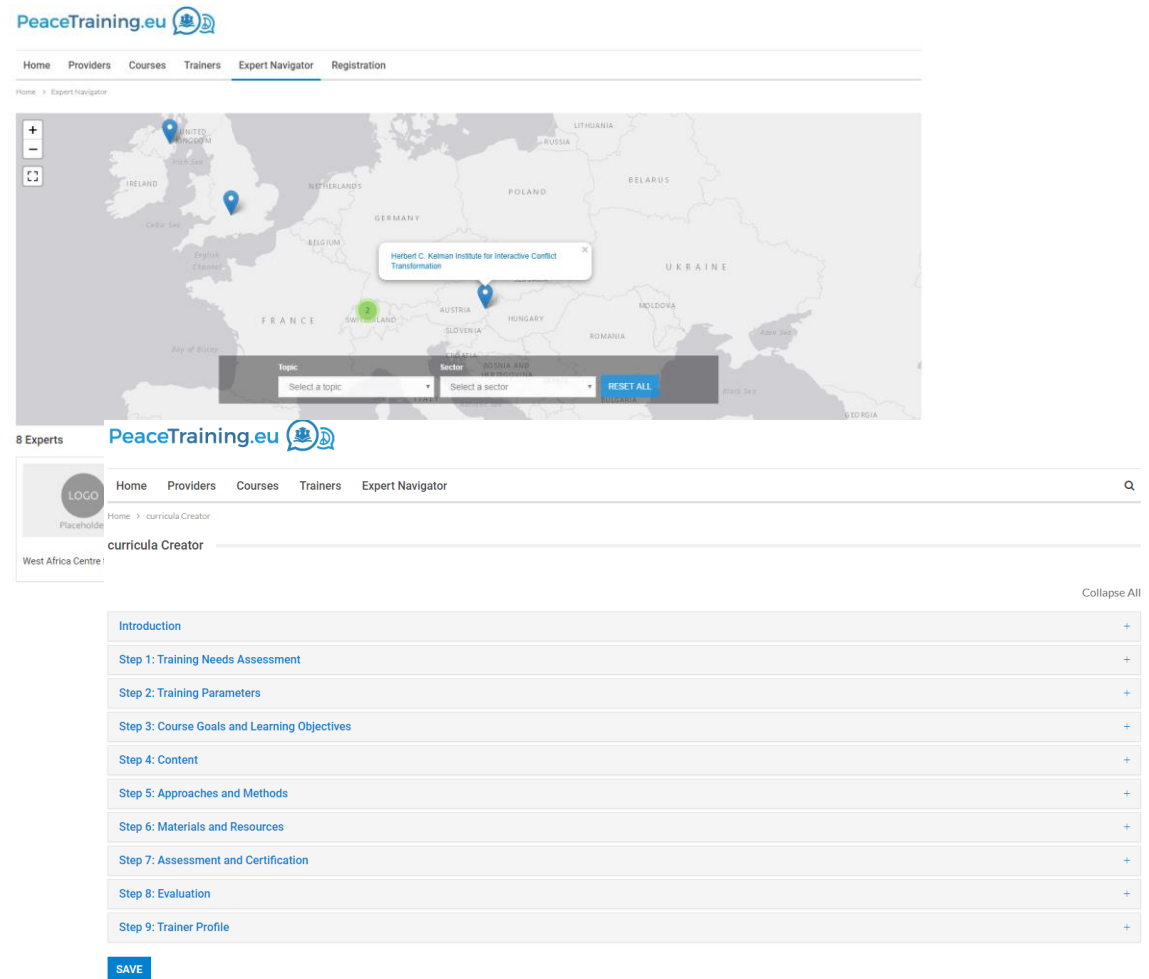
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- **How could the platform support you/your organisation in the best way?**
- **Collaboration ideas?**
- ...

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- More Handbook Content
- Video Content
- Call for trainers
- Stakeholder Map
- Training Creator
- ...



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- **Create a profile and link to information and courses**
- **Community of Practice**
- **Online training / webinars**
- ...

→ More Ideas? Get in contact with us.

office@peacetraining.eu

