

# PeaceTraining.eu



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

## D3.5

### A Guide to Conflict Prevention and Peacebuilding Training in Europe: Insights on Training Design and Methods



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

## Project

Acronym: **PeaceTraining.eu**

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

Coordinator: SYNYO GmbH

Reference: 700583

Type: Coordination and Support Action

Program: HORIZON 2020

Theme: Conflict prevention and peace building topic 2: Training curricula for Conflict Prevention and Peace Building personnel

Start: 01. September 2016

Duration: 26 months

Website: [project.peacetraining.eu](http://project.peacetraining.eu)

Consortium: **SYNYO GmbH (SYNYO)**, Austria  
**University of Deusto (UDEUSTO)**, Spain  
**University of Marburg (UMR)**, Germany  
**Coventry University (COVUNI)**, United Kingdom  
**Katholieke Universiteit Leuven (KULEUVEN)**, Belgium  
**Institute for Conflict Research (ICR)**, United Kingdom  
**Peace Action, Training and Research Institute of Romania (PATRIR)**, Romania  
**World Mediation Organization (WMO)**, Germany  
**ARGE Bildungsmanagement (ARGE)**, Austria  
**Baltic Defence College (BALTDEFCOL)**, Estonia  
**Federal Ministry of Interior (BMI)**, Austria  
**Kosovar Center for Security Studies (KCSS)**, Kosovo

## Deliverable

Number:	D3.5
Title:	Integrated Assessment Report on EU's CPPB Capabilities
Lead beneficiary:	UMR / ICR
Work package:	WP3
Dissemination level:	Public (PU)
Nature:	Report (RE)
Due date:	30.06.2017
Submission date:	30.06.2017
Authors:	Svenja Wolter (UMR) Erin Tunney (ICR)
Contributors:	Iulia Luca (SYNYO)
Review:	Andra Tanase (PATRIR) Asta Maskaliunaite (BALTDEFCOL) Leila Demarest (KULEUVEN) Nancy Annan (COVUNI)

**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.

## About this Guide

As a result of increasing European engagement in international crisis management activities, the landscape of conflict prevention and peacebuilding training has evolved rapidly in the past two to three decades. Today, there are more than a hundred organisations and initiatives in Europe that offer training for practitioners engaged in conflict prevention and peacebuilding (CPPB). This great number and variety of training stakeholders do not share common approaches to training, curricula development or quality standards. The PeaceTraining.eu project was initiated to enhance existing peace training by analysing current approaches, developing course concepts, bringing together stakeholders, and creating a web-platform, offering resource materials and interactive features. This guide contains the combined findings of our analyses, which are based on interviews with training stakeholders and desk research. In our studies, we identify current European stakeholders, their cooperation structures, understandings of peace training, curricula themes, contents and methods of delivery. This integrated document offers answers to the following questions:

- *Who are the main training stakeholders at the EU state and non-state level, and what are their approaches to training?*
- *What is the state-of-the-art for practitioner's training for conflict prevention and peacebuilding in Europe?*
- *What are existing and successful means for curricula design, methods and delivery for peace training?*
- *What are future opportunities to make training more effective and applicable for conflict prevention and peacebuilding practitioners?*

With this publication, our project provides a lens as well as theory-informed and practice-validated insight on peace training. In addition, it offers guidelines and tips on curricula design, training methods and their implementation, which build on existing training frameworks, adult education theory and peace education. Our recommendations may serve to review and understand existing programmes as well as enhance the design and implementation of training activities. The focus lies on the particularities of peace training, which includes, for example, considerations for adequate needs assessment and conflict and cultural sensitive planning and implementation. The insights on current trends and future opportunities as well as the recommendations can serve decision-makers, trainers and training organizers to improve quality and enhance effectiveness to meet the training needs of the conflict prevention and peacebuilding field. Practitioners can use this publication as a guide to contemporary peace training approaches in Europe and understand what competence development through peace training can do for them.

The analyses of PeaceTraining.eu as well as upcoming activities on concept design, networking workshops and web-platform provide a basis, structure aiming to foster developments of the European training scene – to *shaping the future of peace training in Europe and beyond*.

# Table of Contents

<b>Acronyms.....</b>	<b>6</b>
<b>1 Introduction .....</b>	<b>7</b>
<b>2 The European Peace Training Landscape .....</b>	<b>9</b>
2.1 Understanding Conflict Prevention and Peacebuilding .....	9
2.2 EU and State Training Stakeholders .....	10
2.3 Non-State Training Stakeholders.....	12
2.4 Peace Training Thematic Categories .....	13
<b>3 Peace Training Scope .....</b>	<b>14</b>
What Peace Training Encompasses .....	14
<b>4 Theoretical Foundations of Peace Training .....</b>	<b>18</b>
PeaceTraining.eu Approach to Training .....	19
<b>5 Training Design.....</b>	<b>22</b>
5.1 Curricula Components.....	22
5.2 Curricula Design Process .....	24
5.3 Formulating Learning Objectives.....	25
5.4 Checklist for Planning a Training .....	26
<b>6 Methods of Delivery .....</b>	<b>28</b>
6.1 Principals for Methods Implementation .....	31
6.2 The 5-Sensitivities.....	32
6.3 Challenges in Implementation of Methods.....	36
<b>7 Evaluation .....</b>	<b>38</b>
7.1 Participant Evaluation .....	38
7.2 Trainer Process Evaluation .....	40
<b>8 The Future of Peace Training in Europe .....</b>	<b>41</b>
8.1 Recommendations.....	41
8.2 Concluding Remarks.....	43
<b>References .....</b>	<b>44</b>
<b>Annex .....</b>	<b>50</b>

## Acronyms

ASK	Attitudes Skills Knowledge
ASPR	Austrian Study Centre for Peace and Conflict Resolution
AU	African Union
CCIM	Community Care Information Management
CEDEFOP	European Centre for the Development of Vocational Training
CEP	Centre for European Perspective
CEPOL	Collège Européen de Police ( <i>eng</i> European Police College)
CMC	Crisis Management Centre
CPPB	Conflict Prevention and Peacebuilding
CSDP	Common Security and Defence Policy
DDR	Disarmament, Demobilisation and Reintegration
ECTS	European Credit Transfer System
EEAS	European External Action Service
ENTRI	Europe's New Training Initiative for Civilian Crisis Management
EPLO	European Peacebuilding Liaison Office
ESDC	European Security and Defence College
EU	European Union
EUPST	European Union Police Services Training
FBA	Folke Bernadotte Academy
HEAT	Hostile Environment and Awareness Training
HQ	Headquarter
ICT	Information and Communication Technology
IfP	Infrastructure for Peace
INEE	International Network for Education in Emergencies
KAIPTC	Kofi Annan International Peacekeeping Training Centre
LO	Learning objective
MS	Member States
MELI	Monitoring, Evaluation, Learning and Improvement
NATO	North Atlantic Treaty Organization
NGO	Nongovernmental organisation
OSCE	Organization for Security and Co-operation in Europe
OSOCC	On-Site Operations Coordination Centre
PATRIR	Peace Action, Training and Research Institute of Romania
PDT	Pre-Deployment Training
PSC	Political Security Committee
SEP	Swiss Expert Pool for Civilian Peace Building
SME	Subject matter experts
SSR	Security Sector Reform
SU	Stabilisation Unit
TIEM	Training Impact Evaluation Mission
UN	United Nations
UN OCHA	United Nations Office for the Coordination of Humanitarian Affairs
UN SG	United Nations Secretary-General
UNITAR	United Nations Institute for Training and Research
UNSC	United Nations Security Council
ZIF	Zentrum für Internationale Friedenseinsätze ( <i>eng</i> Center for International Peace Operations)

# 1 Introduction

The demand for *trained* civilian, military and police personnel is growing steadily with the rising engagement in conflict prevention and peacebuilding activities of the European Union (EU), EU Member States (MS), civil society-based and private initiatives. Subsequently, the scene for conflict prevention and peacebuilding training (hereafter peace training) has developed rapidly in the past two to three decades. This great number and variety of training stakeholders follow different approaches to training, and operate in the absence of shared standards and structures.

The EU has made good progress in harmonizing training approaches, for example through the adoption of a new Training Policy in March 2017.<sup>1</sup> Yet, this framework does not apply to the European training field as a whole. The Policy only addresses European and state-level training actors and not the several NGOs and other organisations preparing personnel for their tasks in conflict prevention and peacebuilding (CPPB). Even at the EU level, the two major operational training stakeholders at EU-level – Europe's New Training Initiative for Civilian Crisis Management (ENTRi) and the European Security and Defence College (ESDC) – do not fully synchronise activities. Neither do they follow a similar conceptual approach to curricula development, nor do they promote a coordinated understanding of what a curriculum in the CPPB should generally contain.<sup>2</sup> Similarly, non-governmental, non-profit and research-oriented training providers follow different approaches to developing content, integrating adult education principals into their methodology, and implementing curricula. Especially, in the non-state sector, harmonization and quality control is limited.

To date the European training landscape and approaches to peace training curricula have not been systematically mapped out and analysed. The PeaceTraining.eu project helps in closing this gap. Through studies, using desk research and interviews with relevant stakeholders, we answer questions like: *Who offers what type of training for conflict prevention and peacebuilding practitioners in Europe? What are successful approaches to peace training curricula design and delivery? What are future opportunities to make training more effective and appropriate for conflict prevention and peacebuilding practitioners?* This publication provides answers by comprising findings of previous reports of our analysis project phase. The research focus lies on training for practitioners in CPPB, offered by EU, state and non-state actors. Thematically, training ranges from programmes on protection of civilians, non-violent conflict transformation and conflict analysis, to mediation and conflict-sensitive project management, as well as pre-deployment and in-mission training.

This guide can serve policy-makers, trainers, training organizers as well as interested practitioners as it outlines

- relevant **training stakeholders** of the European training system: from EU actors to non-state, civil society training organizations,
- peace training **curricula** approaches and thematic categories,
- the **curricula design process** with concrete tips,
- **methods of delivery** and suggestions for successful implementation and
- **recommendations** to improve peace training.

---

<sup>1</sup> The first EU Training Policy was adopted in 2004.

<sup>2</sup> We do note that the ESDC offers a standardised, ENTRi-certified course on Civilian Crisis Management ([EU Concept Core Course on Civilian Crisis Management](#)). However that is only one standardized, ENTRi-certified ESDC course of the around 70 residential training courses, offered by ESDC members. It also does not imply that ESDC and ENTRi have a similar analytical understanding of curricula in CPPB training.

The publication is structured into six Chapters:

**Chapter 1** comprises the introduction to the content and structure of this report as well as a brief overview of the PeaceTraining.eu project.

**Chapter 2** presents definitions of the terms and activities of conflict prevention and peacebuilding. Moreover, it identifies important training stakeholders in the European peace training field. Lastly, we provide a categorization of the different curricula thematics, from which training organizers can identify under which conflict prevention and peacebuilding training category their own courses fall.

**Chapter 3** clarifies the scope of peace training and defines what peace training encompasses – what we at PeaceTraining.eu take as a reference point for our research and analysis. It helps to place the following practical recommendations for training into the context of peace training.

**Chapter 4** describes theoretical foundations to peace training, linking conditions for learning to the peace training context. Utilising Knowles and Lederach's analytical framework, we present suggestions on how to achieve participant-centred and –driven training in a culture and conflict sensitive manner. It serves all those who are engaged in setting, reviewing and / or evaluating strategic and conceptual approaches to training and basing them on existing research.

**Chapter 5** offers concrete steps on how to design a peace training curriculum, particularly giving tips on training needs assessment and the formulation of learning objectives. This chapter is especially relevant for course designers and trainers.

**Chapter 6** delves into methods and the implementation phase, giving practical recommendations for trainers and course organizers about factors to consider when giving a training. This includes the five 'sensitivities', regarding conflict, culture, gender, trauma, as well as learning needs and how to address them.

**Chapter 7** provides specific recommendations for training stakeholders on coherence, training structures and curricula contents. The concluding remarks include information on upcoming activities of the PeaceTraining.eu project.

### PeaceTraining.eu at a Glance

#### *Shaping the Future of Peace Training in Europe and beyond*

<b>Term:</b>	Sep 2016 - Oct 2018
<b>Funding:</b>	EU Horizon 2020 by the European Commission
<b>Members:</b>	12 Consortium partners from Austria, Belgium, Estonia, Germany, Kosovo, Northern Ireland, UK, Romania and Spain
<b>Aim:</b>	Strengthening the capabilities and training curricula of conflict prevention and peace building personnel with Information & Communication Technology-based approaches and extensive stakeholder engagement.
<b>Activities:</b>	<ul style="list-style-type: none"> <li>- Development of novel concepts, methods, mission-specific sub-curricula and stakeholder-specific course concepts (2017),</li> <li>- Workshops and webinars (2017 / 2018),</li> <li>- Elaboration of trainer profiles and quality standards for training and</li> <li>- Creation of a web platform with training search function and resource materials (2018).</li> </ul>
<b>Publications:</b>	<a href="http://project.peacetraining.eu/project-structure/">http://project.peacetraining.eu/project-structure/</a>



## 2 The European Peace Training Landscape

European CPPB activities have increased significantly in numbers and diversity, and today a whole range of instruments fall under CPPB. The higher number of personnel in CPPB projects and missions has led to a growing demand for training offers. Many training initiatives have been set up and cooperation between stakeholders in Europe and globally has widened, improving cross-fertilization, and exchange. We categorize providers into i) intergovernmental organisation (EU) ii) government iii) military iv) police; and non-state providers, under which fall v) nongovernmental (NGO) organisation, vi) faith-based and vii) community-based organisation), viii) universities, research institutes and ix) private sector providers<sup>3</sup>. This chapter sheds light on the terminologies of CPPB, outlines the numerous training initiatives in Europe and present categories of curricula thematics.

### 2.1 Understanding Conflict Prevention and Peacebuilding

While the UN definitions of conflict prevention and peacebuilding are largely accepted across sectors, their meaning is so broad that they can encompass many activities.

**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).

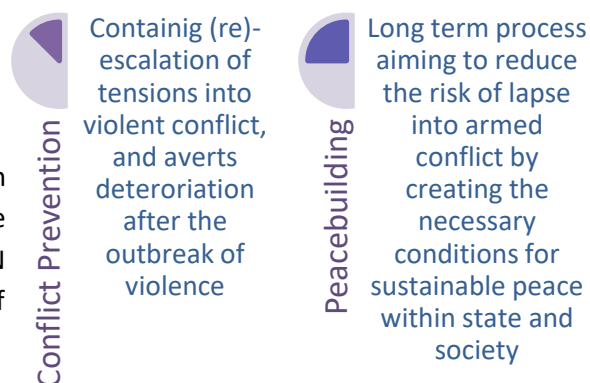
**Peacebuilding** is defined as a long-term process aiming to reduce the risk of lapse and relapse into armed conflict by creating the necessary conditions for sustainable peace within state and society (UN SG Policy Committee, 2007 in UN PBSO, 2017). The EU conflict prevention strategies include i) 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. Development and humanitarian activities may be included under peacebuilding or they may be part of a completely unrelated humanitarian intervention. Activities such as humanitarian aid, development cooperation, post-war recovery, and even sanctions may fall under peacebuilding, conflict prevention, or development.

Our interviews with 80 stakeholders from a variety of sectors indicated a need to arrive at a more detailed consensus of the meaning of these terms (Tunney, 2017 confidential). For example, several interviewees expressed concern that often emphasis in conflict prevention is not placed on long-term, structural prevention and stability through addressing root causes of conflict. They call for greater detail on what prevention as well as peacebuilding should include. Many respondents identified two core dimensions – transforming relationships and facilitating institutional change – as the most significant processes of peacebuilding. The goal of transforming relationships involves promoting mutual understanding amongst key sectors and actors at all levels. Regarding institutional change, peacebuilding should transform economic, social and political structures (incl. laws) through building capacity of police, governments and civil servants, to ensure institutions are democratic, promote human rights and implement provisions set forth in peace agreements. Academic literature

*“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*

<sup>3</sup> Note that these categories are not mutually exclusive.

outlines four dimensions to peacebuilding – security, socio-economic, political, and justice and reconciliation and each dimension includes numerous instruments for peacebuilding (for example Ramsbotham, 2016). It is evident that both concepts, peacebuilding and prevention, are intertwined, as peacebuilding contains elements of prevention. As these broad definitions include numerous activities, it is difficult for actors in the field as well as decision-makers to find a common approach towards them *in the context of training*. In the training scene, the concepts and parameters regarding curricula are interpreted differently, depending on the sector, objectives, expertise and policy perspective. Extensive stakeholder exchange in the training sector, could help to find a common stance on these concepts. For now we use the official UN definitions of CPPB and base our understanding of peace training thematics around this (see chapter 2.4).



## 2.2 EU and State Training Stakeholders

In the 1990s, the EU emerged as a regional actor, increasingly intervening in its neighbourhood and beyond for crisis management.<sup>4</sup> In 2017, fifteen Common Security and Defence Policy (CSDP) missions and operations are ongoing; six are military operations and nine of civilian character. More than 5000 personnel are deployed (EEAS, 2016a). This number includes military, police and civilian mission and operation staff, but excludes hundreds of EU civil servants, diplomats and other staff members working in EU delegations, envoys of Special Representatives and for Conflict Early Warning. Initially, training was decentralized and the responsibility of each EU Member State (MS). The training scene changed in the early 2000s, when countries like Sweden and Germany created governmental bodies to coordinate *civilian* crisis management and organize training. To give training a policy framework, the EU adopted a Training Policy and Concept in 2003 and 2004 (PSC, 2004). A new CSDP Training Policy was adopted in March 2017 (EEAS, 2017a).

### CSDP Training Policy of 2017 at a Glance (EEAS, 2017a)

- The policy lays out EU / CSDP **training architecture** “to foster alignment in training standards and methodologies, thereby contributing to operational effectiveness” (p. 7)
- Recognizes the need to develop and harmonise standards, practices and procedures to contribute to the development of a common **European security and defence culture**.
- Sets **responsibilities**: ESDC provides training at EU level and EU MS set national training standards (reflected in common core course curricula and evaluation criteria).
- Defines **target audience** being professionals involved in CSDP (in capitals, missions or Brussels), potential mission leaders, force commanders and military / civilian personnel.
- Stipulates **methods** including blended learning, self-study and mobile training teams.
- Stresses **pre-deployment training** as **Duty of Care** and prerequisite for all mission staff
- States training should be compatible and complementary with training of UN, OSCE, NATO, AU, other international organisations or individual partner countries. The policy recognizes the possibilities of **cooperation** with NGOs.

<sup>4</sup> The EU uses the term crisis management to refer to the whole spectrum of intervention in intra- and inter-state conflicts.

Under this training framework, different bodies and initiatives at the EU and Member States level, hold divided responsibilities. Here we present a selection of the most relevant operational training stakeholders. For further details on EU stakeholders consult Annex 1.

### ***European Security and Defence College (ESDC): Network of training organizers***

The ESDC, founded in 2011, is responsible for implementing the CSDP training policy. The college liaises with ministries of defence, national military academies and other bodies of the 28 EU Member States in order to harmonise training cultures. ESDC offers around 77 courses for civilians, police and military (EEAS, 2016b), ranging from courses for senior staff in issues like EU comprehensive crisis management and gender, to courses in Security Sector Reform (SSR) and mission planning. National training institutes and sending authorities (EU bodies or MS) cover course fees, travel and lodging.

### ***Training Organisations of EU Member States***

The governmental training structures and institutions vary greatly between Member States. The Nordic countries as well as Germany, Slovenia, Austria and the Netherlands have strong capabilities with unique institutions for training in *civilian* CSDP.<sup>5</sup> In other Member States, like Croatia or Estonia, training is organized through their defence ministries or military academies, and no civilian bodies have been created.

### ***ENTRI: Training for Civilian Crisis Management***

Europe's New Training Initiative for Civilian Crisis Management (ENTRI), created in 2011, has 12 partners.<sup>6</sup> Courses target civilians to be deployed in EU, UN, OSCE or AU peace operations, but also police and military can participate. ENTRi III (2016-2019) has working groups on Certification, Evaluation, Training of Trainers, E-Learning and Course Package Development. ENTRi certifies centres in and outside of Europe ([C<sup>3</sup>MC-label](#)) to align courses with international standards. ENTRi-certified courses include *inter alia* core, pre-deployment and specialization courses e.g. Leadership & Gender, Human Rights, New Media, Hostile Environment Awareness Training, Mission Admin & Support.

### ***Training for Military***

EU Member States hold the primary responsibility for military training of personnel and troops for CSDP missions and operations. ESDC courses for military and on topics around military range from training on protection of civilians, civil-military cooperation to international law. To encourage exchange between young officers, the Erasmus Militaire programme was launched. It relies on the participation of national Naval, Air, and Military Academies of EU Member States (Rehrl, 2017).

### ***Training for Police***

Pre-deployment police training (for missions) lies in the hand of EU MS. However, when deployed in CSDP missions and operations, the European Union Police Services Training (EUPST) and CEPOL provide training. EUPST aims to build up police capabilities in the areas of interoperability harmonise the international police network for participation in crisis management operations (van der Laan et al., 2016). CEPOL trains higher-level police officers e.g. on CSDP, focusing on areas of freedom, security and justice (Dijkstra et al., EU CIV-CAP, 2016).

<sup>5</sup> Examples are [Folke Bernadotte Academy](#) (FBA) Sweden, [Centre for European Perspective \(CEP\)](#) Slovenia, the [Crisis Management Centre \(CMC\)](#) Finland and the [Centre for International Peace Operations \(ZIF\)](#) Germany.

<sup>6</sup> See Annex for full list.

## 2.3 Non-State Training Stakeholders

The peace training landscape in Europe also comprises non-state, civil society actors, including non-governmental organisations, faith- and community-based organisations and research institutes (affiliated with training). We understand civil society as “*the arena of voluntary, collective actions of an institutional nature around shared interests, purposes, and values that are distinct from those of the state, family, and market*” (Paffenholz, 2009). Following World War II, European civil society engagement in CPPB increased significantly. We continue to see a rising number of civil society-based training providers as well as private sector and research institute initiatives. The following list, presents a small sample of relevant non-state training providers in Europe.

Civil Society Training Providers	
<a href="#">Austrian Study Centre for Peace and Conflict Resolution</a> (Austria)	Amongst others programmes on <i>Conflict Transformation, Civil-Military Training Cooperation, Core Course for Peacebuilders, Child Protection</i> . ENTRi member offers ENTRi-certified and ESDC courses.
<a href="#">Academy for Conflict Transformation</a> (Germany)	Programmes on different forms of conflict intervention, conflict analysis, project design and evaluation, and people-related skills.
<a href="#">International Peace and Development Training Centre of PATRIR</a> (Romania)	Programmes and customised training e.g. on <i>Designing Peacebuilding Programmes, Making Prevention Work, Youth and Peacebuilding and Post-War Recovery, Stabilization and Peace Consolidation</i> .
<a href="#">Helsinki España – Human Dimension</a> (Spain)	Courses on <i>Rapid Expert Assistance and Co-operation Teams for Conflict Prevention, Crisis Management and Post-Conflict Rehabilitation</i> and on <i>Preventive Diplomacy</i> .
<a href="#">Swisspeace</a> (Switzerland)	Tailor-made training and courses e.g. on <i>Business, Conflict &amp; Human Rights, Preventing Violent Conflicts</i> , and e-learning offers, such as experience-driven and interactive <i>Peace Mediation Course</i> .
<a href="#">International Centre for Parliamentary Studies</a> (UK)	Certificate courses e.g. in <i>Conflict Resolution, Transformation and Peacebuilding, Electoral Processes in Post-Conflict Environments, Countering Terrorism and Violent Extremism</i> .
<a href="#">Tides Training and Consultancy</a> (Northern Ireland, UK)	Accredited programmes in <i>Conflict Resolution &amp; Mediation, Community Development, Dealing with Contentious Cultural Issues and Leadership Development</i> .
Research Institutes and Universities	
<a href="#">Geneva Academy</a> (Switzerland)	Courses on branches of international law, that relate to situations of armed violence and the protection of human rights in conflict.
<a href="#">International Training Programme for Conflict Management</a> at Scuola Superiore Sant’Anna (Italy)	Training in conflict mapping and management, civil-military cooperation; human rights monitoring and education, and <i>Hostile Environment Awareness Training</i> (HEAT). Also offers ENTRi-certified courses.
Private Sector Training Providers	
<a href="#">Safestainable</a> (Switzerland)	Independent consultancy, offering training e.g. on <i>Business and International Humanitarian Law / Human Rights in Conflict Areas</i> .
<a href="#">Inmedio</a> (Germany)	Institute for mediation and consultancy, offers a range of services including mediation training.

Table 1: List of selected, non-state training providers in Europe

## 2.4 Peace Training Thematic Categories

Before delving into the theoretical background of adult learning and its application in peace training, we lay out the different curricula categories of peace training in Europe (Wolter et al., 2017). This cluster (table below) can be useful for decision-makers and training organizers to fit in their training programmes in the field of CPPB. We outline broader categories of programmes relevant to achieving operational competence for those deployed in the field. Therefore, we addressed both:

- Training thematics and curricula addressing core CPPB-related competences; and
- Training thematics and curricula relevant for practitioners, policy makers and stakeholders working in / deployed in areas affected by or at risk of conflict.

PEACE TRAINING CURRICULA CATEGORIES / THEMATICS		
Core Curricula	a. Conflict Prevention - Early warning and prevention systems (may also fall under theme)	b. Peacebuilding - Conflict Transformation (may also be included in skill-based and thematic curricula) - Conflict Resolution
Skills-Based Curricula	a. Peace and Conflict Analysis – Peace and Conflict intelligence b. Designing Peacebuilding and Prevention Programming c. Managing Mission & Project Implementation d. Monitoring, Evaluation, Learning and Improvement (MELI) e. Capacity Building in CPPB	f. Crisis Management and De-escalation of Critical Incidents g. Security, Self-Care & Well-Being – Working in the Field h. Advocacy and campaigning for CPPB i. Gender Mainstreaming of CPPB activities Preventive Diplomacy, Mediation, Dialogue and j. Negotiation
Thematic-Based Curricula	a. Governance and the State in CPPB (e.g. rule of law, good governance) b. Gender in CPPB c. Societal & Community-Based CPPB d. Security Sector Reform (SSR) and Disarmament, Demobilization and Reintegration (DDR) e. Reconciliation and Transitional Justice f. Preventing and Addressing Radicalization and Violent Extremism g. Environment and Natural Resources in CPPB	h. Mediation, Dialogue in Peace Processes in CPPB i. Economic Dimensions and Business in CPPB j. Protection of Civilians and Vulnerable Groups in CPPB k. International Human Rights Law, International humanitarian law, Refugee Law l. Culture and religion in CPPB m. New media and technologies for CPPB n. Peace Education for CPPB
Actor-Based Curricula	a. Women and men in CPPB b. Security Sector (Military, Police and Judiciary) c. Civil Society in CPPB d. Children and Youth in CPPB	e. Media in CPPB f. Private sector in CPPB g. Health Sector in CPPB
Moment of Delivery	a. Military Pre-Deployment Training b. Civilian and Police Pre-Deployment Training (PDT) / Preparation for NGO Staff	c. In-Deployment (In Field / Mission / Project) d. Post-Deployment

Table 2: Peace Training Curricula Categories / Thematics

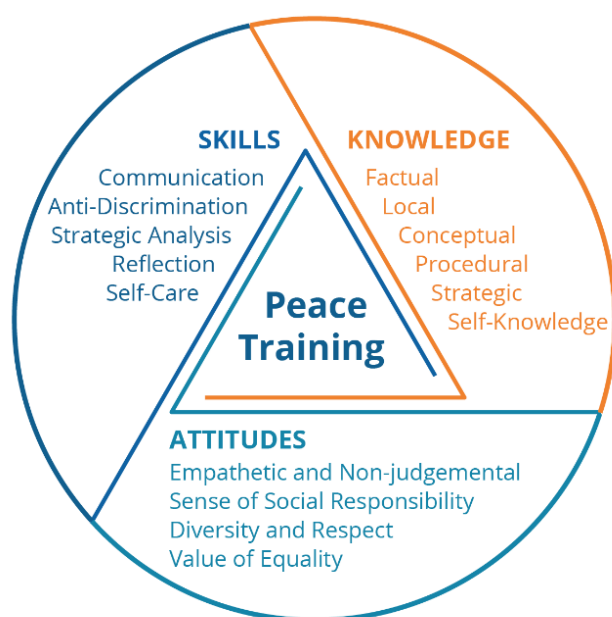
### 3 Peace Training Scope

Having identified training stakeholders and categories of peace training curricula, we now examine the competencies encompassed in peace training. Generally, we understand **peace training** as the process of preparing **practitioners** for their work in CPPB activities. Training can occur before, during, or in-between deployments to conflict zones. Additionally, local stakeholders, who are living and working in conflict contexts, can receive training in order to build peace within local institutions.<sup>7</sup> Practitioners come from a variety of sectors, including military, police, diplomats, civil servants, peace mission personnel and civil society organisations.<sup>8</sup> Fitting this understanding of training for practitioners, we chosen to utilise the ASK model.



#### What Peace Training Encompasses

We frame peace training activities into shaping attitudes, building skills, and developing knowledge, namely the ASK model. Attitudes include what a person thinks or feels about a matter; skills help us



put our knowledge and beliefs into action, and knowledge involves “*the things one knows and understands based on experiences and / or study*” (Fras & Schweitzer, 2016, p.10). The ASK model is helpful in peace training, because being a good practitioner involves more than knowing what to do, but actually putting knowledge into practice. It requires participants to internalise an attitude and belief-system that promotes equality and human rights and develop skills for effective interventions. The figure depicts attitudes, skills and knowledge that we deem central to peace training and CPPB work in general.

Figure 1: ASK Model

<sup>7</sup> Here we refer to our interviews with local stakeholders in Northern Ireland and Kosovo.

<sup>8</sup> Since we focus on training for practitioners, academic university programmes on CPPB are not included within the scope of this study.



## 1. 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. Core attitudes that are essential to CPPB work and may be shaped in peace training may include:

*"In the last years, more and more my training focuses on developing a certain attitude in the training with people... The attitude might be more important than having a very specific tool. Addressing attitude is missing in many trainings."*

**Independent Trainer**

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

Table 3: Attitudes in CPPB (Tunney, forthcoming)

While some participants may espouse these attitudes upon entering a training, others may need to undergo a transformative process to develop them. Moreover, many individuals may hold these attitudes in general, yet may have difficulty applying them to specific situations. For instance, one may believe in equality in general but may not value or be aware of gender equality in particular. Alternatively, one may value gender equality in theory, but may not know how to take action to support it. Attitudes are not simply formed through our upbringing and experiences. Rather, they are formed through the way we process our experiences.

Attitudes can shift as our experiences broaden and scope for reflection is enhanced. For instance, we may grow up learning racist or sexist stereotypes, but when encountering a new social context to reflect differently, our attitudes may shift. Training for example can include activities to stimulate reflection on stereotypes and challenge our thinking. Unfortunately, the process does not end there. When we encounter an unfamiliar situation, we may revert back to attitudes that have been engrained in us (Krewer & Uhlmann, 2015). This means we must develop skills in self-reflection and challenge engrained thinking. Ultimately, undertaking this constant process of self-assessment enables the individual to evaluate their attitudes and behaviours and their effects on people (Pillow, 2003). This is linked to the principles of 'positionality and reflexivity' in social science inquiry, which requires researchers and by extension practitioners, trainers and participants to reflect and assess their position within a given context by interrogating their "*biases, beliefs, stances and perspectives*" (Savin-Baden & Major, 2013, p.71).

## 2. 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 *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. We have identified the following skills as cutting across sectors and CPPB activities.

*“We did a training... to help the internationals understand how to move away from taking action themselves to supporting national actors to act. It’s quite subtle skills that you need in terms of acting in support of national actors, and being able to step back and allowing them to take the lead in the way they think it needs to be done.” Senior Advisor, NGO*

Cross-cutting Skills in CPPB	Examples
<b>Communication</b>	Active listening skills, using de-escalating language, non-verbal communication
<b>Inter-cultural communication</b>	Open-mindedness, avoiding miscommunication, sensitivity, respect and adaptation to local contexts (hierarchies, roles, etc) and cultural rules of communication including non-verbal forms
<b>Anti-discrimination</b>	Challenging stereotypes, prejudice and discrimination, challenging power imbalances, creating spaces to empower and give voice to marginalised populations or co-workers, local partners etc.
<b>Self-care</b>	Personal safety and security, resilience, work / life balance, health
<b>Stress management</b>	Skills for dealing with stress, e.g. meditation, breathing exercises, music, sports, other leisure activities (according to personal preference)
<b>Reflection</b>	Upon self (motivation, interests, biases, behaviour, attitudes), relationships, employer worker etc.
<b>Gender Awareness &amp; Gender mainstreaming</b>	Addressing stereotypes relating to gender, promoting women’s participation and empowerment, challenging gender-based violence and attitudes that promote it, ensuring a gender lens in all work activities
<b>Conflict and cultural sensitivity (incl. Do No Harm)</b>	Building relationships with local stakeholders, conducting a needs assessment with local stakeholders and designing an intervention that reduces risk of harm; mainstream conflict and cultural sensitivity to all CPPB activities, from conflict analysis, project / mission design, implementation to monitoring and evaluation. <sup>9</sup>

Table 4: Cross-cutting Skills in CPPB

As mentioned above, skills put knowledge and beliefs into action. One may have a belief in cultural sensitivity and may know what it is and what the steps for achieving it are. Yet the essence lies in transforming it into behaviour. This involves practicing, the skills and reflecting upon practice to improve further. Knowledge is the cognitive ability to understand, but skill-building enables one to apply it to various settings.

<sup>9</sup> Details in “How To” guide by Conflict Sensitivity Consortium (2012)



### 3. 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. The chart below illustrates types of knowledge relevant to peace training, derived from the theoretical framework (Krathwohl, 2002; Wolter et al., 2017) and interview data:

*When we did evaluations of trainings in Afghanistan, if we went 6 months later and asked people what did they gain from the training they said 'we understand the concepts but we don't know how to do it in practice in our jobs.'"* **Trainer & Peace Consultant**

Knowledge Dimensions	Examples
<b>Factual Knowledge</b> Basic elements needed to be acquainted with a discipline or solve problems within its' context, incl. local knowledge	Terminologies / Definitions Dates, Statistics Details of Historic / Current Events Knowledge of local landscape: Background to conflict, social norms, indigenous knowledge systems, key actors.
<b>Conceptual Knowledge</b> Interrelationships among the basic elements within a larger structure that enable them to function together.	Knowledge of classifications / categories Knowledge of principles and generalisations. Knowledge of theories, models and structures
<b>Procedural Knowledge</b> How to do something	Step-by-Step Guides Guidelines / Protocols Knowledge of specific techniques and methods Conflict Mapping Conflict Analysis
<b>Strategic Knowledge</b>	Identifying and conveying best practices and lessons learned from the field
<b>Self-Knowledge</b>	Consciousness about one's own biases Awareness of personal capabilities, strengths and weaknesses

Table 5: Peace Training Knowledge Dimensions (adapted from Krathwohl, 2002)

According to our interviews with experts, local knowledge, self-knowledge and strategic knowledge are particularly important for peace training. We want to stress that training should adequately convey to (external) practitioners who are deployed in conflict settings the relevance of local knowledge and local capacity for effective and locally owned peacebuilding. This includes factual and procedural knowledge, but of course also language skills and cultural understanding. Our interviewee (NGO Director Afghanistan) is concerned about the UN and foreign government's ignorance of local capacities and knowledge. This criticism goes way beyond training, as it addresses the usefulness of deploying international staff for local peacebuilding. Yet, training can be used to at least adequately prepare the international staff to value and acquire local knowledge as well as effectively make use of it. In turn, this can mean that a head of mission employs more local staff or involves more locals in project planning. Regarding sensitive approaches in peace training the next chapter offers recommendations.

## 4 Theoretical Foundations of Peace Training

The way in which a trainer approaches training can have a great impact on the participants' engagement and motivation in the course, and the degree to which the training will be useful to the participants' future work. Consequently, it is essential to draw from a theoretical framework on education that (1) reflects and models the values of peace training, (2) that is most likely to meet the participants' learning needs, and (3) that values the participants as professionals.

In order to achieve this, our approach merges two bodies of literature that have not previously been used together: peace education theory derived from Lederach and adult education theory from Knowles. Peace education theory ensures the values of peace training are embedded within a training. These may include promoting equality within a training and ensuring cultural sensitivity. Adult education theory helps us to put the learner at the centre and recognise the conditions under which adults tend to learn the best. While Lederach and Knowles are popular within their own disciplines, we find the combined approach offers a fuller, more sensitive and more practical approach to learning. After laying out some basic principles of each theorist, we show what the implications of a combined approach are within a training setting.

Lederach (1995) describes two possible approaches to training and education, the prescriptive and elicitive approaches. A prescriptive approach is similar to traditional educational models, where the trainer acts as the expert and only source of knowledge. The elicitive approach, which is very compatible with Knowles, acknowledges the experience of participants and understands the trainer's role as a facilitator. The following table summarises the differences between the approaches:

Prescriptive Approach	Elicitive Approach
<ul style="list-style-type: none"> <li>- Trainer is primary source of knowledge.</li> <li>- Trainer is the expert.</li> <li>- Participants are empowered through gaining knowledge from trainer.</li> <li>- Assumption that the trainer's knowledge can be applied to any cultural context. It is seen as context-neutral.</li> <li>- Rather than embedding cultural sensitivity, gender sensitivity within the training, such material is seen as an add-on.</li> </ul>	<ul style="list-style-type: none"> <li>- Participants and trainer bring knowledge and experience to a training.</li> <li>- Trainer as catalyst / facilitator of the learning process.</li> <li>- Participants are empowered through problem-solving, reflection and active participation in the training process.</li> <li>- Respect for diversity and equality is modelled within the group and promoted throughout the training. Trainers and participants explore ways to be gender-sensitive and culturally sensitive.</li> </ul>

Table 6: Prescriptive versus Elicitive Approach to Peace Education  
(adapted from Lederach, 1995, p. 65)

An elicitive approach is more compatible with the goals of peace training because they promote group empowerment rather than domination. In addition, they value inclusivity, participation, and the richness of diversity. Trainers in peace training promote these values through modelling them in the training. This avoids *"replicat[ing] the cycles of domination that peace training attempts to transform"* (Rivers, 2006, p. 17). Not only is this approach consistent with the values of peace training, this approach to training, according to adult education experts, is also the best way to

educate adults. Knowles (2005) devised five pillars of adult learning that should form the basis in developing one's overarching methodology / approach to a training. They are:

#### Five Pillars of Adult Learning (Knowles, 2005)

1. The participant has an internal **motivation** to learn.
2. The participant views oneself as a **doer**, rather than a learner. S/he wants to **direct** his / her learning. They do not want to blindly follow a teacher; they want to be involved in the process.
3. The participant comes to the training with **experience** that can be drawn upon during the training.
4. Adults want their learning to be meaningful; to be directly connected to a concern, issue or challenge they have experienced.
5. Participants want to **apply their knowledge** rather than store it for use later in life. They want the material they learn to be immediately applicable to their lives.

Adults, then, may not respond well to a prescriptive model that negates their expertise and that is not relevant to their lives and work. Adults may thrive in an environment where training has real-world applicability and relates directly to problems or concerns in their own lives. Westwood (2014) indicates that these are the exact circumstances to which the elicitive approach would apply. An elicitive approach works well when the learning objective involves inquiry or discovery around real-life problems the participants encounter. It allows participants to learn through practice, problem-solving and reflection on experiences. The facilitator guides the participant in a process of self-directed learning (Susskind & Corburn, 1999) that is relevant to their needs (Westwood, 2014).

### **PeaceTraining.eu Approach to Training**

Based on Knowles (2011) and Lederach (1995), we suggest trainers, training decision-makers and organizers consider the following aspects in their approach to ensure an effective, participant-driven and inclusive peace training – no matter if for military, police or civilian training programmes.

APPROACH TO	CRITERIA / DESCRIPTION
<b>Physical Environment</b>	<b>SAFE. COLLABORATIVE. COMFORTABLE. STIMULATING. ELICTIVE.</b> <ul style="list-style-type: none"> <li>- Put the participants at ease: Room set up should not indicate passivity of learners or superiority of trainer (e.g. seating arrangement in a circle or 'cabaret' style (group tables) and not rows with trainer at the front).</li> <li>- Familiar music or relaxing music on the background can help.</li> <li>- Arranging the room walls with the results of participant's work to show appreciation for their contributions.</li> </ul>
<b>Training Process</b>	<b>COMPREHENSIVE.</b> The training process includes: <ul style="list-style-type: none"> <li>- Preparation phase (including pre-training needs assessment, design &amp; development of course, recruiting participants).</li> <li>- Implementation (including delivery and debriefing / reflection).</li> <li>- Evaluation and follow up, including assessment of outcomes and impact.</li> </ul>

APPROACH TO	CRITERIA / DESCRIPTION
<b>Psychological Environment</b>	<b>SAFE SPACES. RESPECT. AVAILABILITY OF REFLECTIVE / PERSONAL SPACES. MECHANISMS OF SUPPORT.</b> <ul style="list-style-type: none"> <li>- Trainer should be respectful of participants, accepting, supportive (e.g. being open to individual consultation when problem arises).</li> <li>- Trainer should be sensitive to culture, conflict, gender and power dynamics amongst participants and be aware of the possibility of re-traumatisation through content or certain use of training method.</li> <li>- Availability of the trainer to offer support or the availability of a coach</li> <li>- A trainer's enthusiasm and openness is important to making learning fun</li> </ul>
<b>Laying the Groundwork</b>	<b>OPENNESS. ENTHUSIASM. RESPECT. DIVERSITY.</b> <ul style="list-style-type: none"> <li>- The participants need to get to know each other. Introductions (name games, icebreakers) can foster a sense of community amongst the group.</li> <li>- A trainer should set ground rules with the participants in order to create a safe space. Rules can include: confidentiality (Chatham House Rule), no judging, ensuring equal participation and effective, nonviolent communication (i.e. no interrupting, no name calling). This helps to instil attitudes and values of respect and equality within the training.</li> <li>- Trainer respects time (not running over) and allows for breaks.</li> </ul>
<b>Who directs Learning</b>	<b>CO-CREATION. EMPOWERMENT. OWNERSHIP. RESPECT FOR DIFFERENCES.</b> <ul style="list-style-type: none"> <li>- Learning is directed by the participants, trainers and training providers.</li> <li>- Participants have ownership and agency. Listen and adapt to emerging needs.</li> <li>- Methods of delivery are participatory and trainer open for feedback and ideas of participants.</li> </ul>
<b>Role of Trainer<sup>10</sup> and 'Understanding of self'</b>	<b>PROFESSIONALISM. GUIDANCE. EMPATHY. EQUILITY.</b> <ul style="list-style-type: none"> <li>- Trainer models equality and respect for diversity.</li> <li>- Trainer acts as mentor and coach.</li> <li>- Trainer is aware of participants' backgrounds and training needs.</li> <li>- Trainer is sensitive and responsive to group dynamics.</li> <li>- Trainer involves participants in planning, debriefing, and evaluation.</li> <li>- Trainer is self-reflexive and aware of their own biases.</li> <li>- Ideally, work in training teams, especially teams that are gender-balanced and represent diverse backgrounds, can promote self-reflexivity.</li> </ul>
<b>Source of Knowledge</b>	<b>BOTTOM-UP. DIVERSE (NOT ONE-FITS-ALL).</b> <ul style="list-style-type: none"> <li>- Participants and trainers both bring knowledge to the training.</li> <li>- Trainers may invite subject matter experts (SMEs) to share their expertise</li> </ul>

<sup>10</sup> The exact roles of course organisers and trainers can vary from organisation to organisation. Generally, course organisers and trainers design, coordinate and implement trainings. Course organisers and trainers may include personnel from military training organisations, departments within the EU or UN, local or international NGOs or academia. Course organisers may handle financials, hire trainers, publicise materials on training, recruit and select participants, and obtain accreditation. The trainer may design the learning objectives, curricula, methods of delivery, the agenda, assessment criteria and evaluations. In some cases, the organisation design and coordinate and trainers will only be hired to conduct the training. In other cases, trainers play an active role in the entire process.

APPROACH TO	CRITERIA / DESCRIPTION
	in a particular skill, subject area or local context. The SMEs may not have didactical skills, but they may provide valuable input. It is the trainer's responsibility to ensure that the SMEs fits the learning objectives and appropriately integrates their materials into the training.
<b>Training Methods</b>	<b>ELICITIVE. PARTICIPATORY. INCLUSIVE. SENSITIVE. DIVERSE.</b> <ul style="list-style-type: none"> <li>- The training methods model the principles and actions that are described and promoted throughout the content (collaborative, dialogical, reflective etc.).</li> <li>- Methods are sensitive to gender / culture / conflict / learning needs / local context.</li> <li>- Utilise learner's experience and encouraging input from participants through activities such as brainstorming, games, and discussions.</li> </ul>
<b>Communication</b>	<b>RESPECTFUL. NON-JUDGEMENTAL. EMPATHETIC.</b> <ul style="list-style-type: none"> <li>- Trainers can promote respectful communication throughout discussion and model values of empathy, respect and being non-judgemental.</li> <li>- 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.</li> <li>- Trainers display sensitivity through challenging any discriminatory behaviour or comments. Problematic and challenging topics should not be avoided but given the space for discussion.</li> <li>- Materials used should be representative of diverse perspectives and promote understanding of and empathy for marginalised populations.</li> </ul>
<b>Reflection</b>	<b>CONSOLIDATION. INTEGRATION. TRANSFORMATION.</b> <ul style="list-style-type: none"> <li>- Creating a forum that consolidates learning, stimulates self-awareness raises consciousness, and furthers understanding of group processes.</li> <li>- Guided reflection can involve integrating experiences with understanding and creating a space for introspection.</li> <li>- Reflection can occur in large or small groups, in pairs, or individually. The trainer may prepare open-ended questions to stimulate thinking.</li> </ul>

Table 7: PeaceTraining.eu Approach to Training

Peace training theory can inform the approach of a trainer as well as the training design and process. It promotes learner agency, respect, inclusivity, sensitivity and self-respect. In the next chapter, we detail the way a peace training perspective can influence the planning and development of curricula.

## 5 Training Design

Based on the theoretical foundation, we now delve into the components and design of a curriculum. The concepts 'curriculum' and 'curricular framework' are used frequently by training stakeholders without a clear conceptual reference (for the detailed analysis see Wolter et al., 2017). In the absence of a common understanding and guidelines on how to design a curriculum in peace training, this chapter fills this gap, providing suggestions for curriculum design. We offer guiding questions for training needs assessment, recommendations on how to elaborate learning objectives and a practical checklist for trainers and course developers.

### 5.1 Curricula Components

A **curricular framework** is an overarching document, policy or strategy that outlines vision and purpose of particular training activities, sets guidelines and structures for curricula, and prescribes requirements for approaches and curriculum design, implementation and evaluation (UNESCO – IBE, 2013). One example is the EU Training Policy, as it gives guidelines and purpose for curricula implementation of EU peace training. Concretely, the Policy places EU visions, goals and policies for conflict prevention and peacebuilding activities, such as Common Security and Defence Policy, in a curriculum context. It stipulates that training is divided into basic, advanced, pre-deployment training and mission induction training, and defines the broad target audience. It applies to all participating training stakeholders of the ESDC. In the absence of a framework, one can still place the curriculum in a social and political context, clarifying the given conditions, such as donor requirements and training need requirements, thereby placing a curriculum under particular CPPB strategies and approaches.

*"It is so easy to think you are on the same page only to discover you are working from completely different meanings. Clarity around concepts is crucial in working out of people's culture." EU Trainer*

A single **curriculum** is defined 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" (CEDEFOP, 2011, p.43). With the ENTRi curricula model<sup>11</sup> (2017a) and peace education frameworks as reference points, we recommend considering the following nine core aspects plus resource materials in every planning, design and reviewing process of CPPB training curriculum.

<sup>11</sup> ENTRi calls it framework methodology

## 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



## 5.2 Curricula Design Process

The design of a curriculum for peace training follows a similar logic and steps for course development in other fields, as for example disaster preparedness or management training. Yet in the following, we additionally point out particular aspects to consider in peace training. Generally, we recommend following these steps in the planning and structuring of a curriculum:

1. Consider general **framework conditions and (political, donor, other)** requirements of the training in the context of conflict prevention and peacebuilding (e.g. moment of training delivery, funding).
2. Conduct a **needs assessment**, identifying and addressing specific requirements in the CPPB field and of the target audience.
3. Set overall **goal** for the course and specific **learning objectives** for each session.
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** (incl. instructions & work sheets).

(Hamza, 2012)

### Training Needs Assessment

Our research and expert interviews revealed that needs assessments are often not done sufficiently, although it is a prerequisite for ensuring that the training objectives match the needs in the field. According to Hamza (2012) “a “need” refers to the gap between what is and what could or should be within a particular context, leading to strategies aimed at eliminating the gap between what is and should or could be” (p. 16). In peace training, it is primarily about what skills, knowledge and attitudes the practitioners need to have (or learn) to fulfil effectively and sensitively their tasks in their CPPB endeavour – be it in an NGO project or international peace mission. 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). We propose these guiding questions:

*“[Trainers should identify] from communities what the training needs are, what that looks like, what the skills gaps are, and build the training around their training needs rather than follow the diktat of a funder.” Senior Peace Trainer, NGO*

- **Target Audience:** Who is the target audience, what are their profiles, professional experiences and cultural and educational backgrounds? Which prior experiences are potential participants required to have to be eligible for the training?
- **CPPB working context, needs and requirements:** What are the working conditions, requirements, functions and responsibilities of the participant's CPPB activities? What specialised competencies (attitudes, skills and knowledge) are needed for working in the conflict context?
- **Gaps:** What are gaps in skills, knowledge and attitude, considering the participants' experiences? What gaps exist in current performance of the participants and the upcoming CPPB assignment? What do the participants need to be able to know and do to fulfil their function in CPPB missions and projects effectively, successfully and are they context / conflict / gender sensitive?



- **Outcome:** How can the training fill this gap? What is the overall goal of the training? Keep in mind: What are the limits of the training, considering its duration, trainers, experts etc.?

### Suggestions on how to conduct a needs assessment for peace training

- Draw from past experience with similar groups.
- Conduct interviews or online surveys (e.g. Survey Monkey or via email) with course organizers, participants, deployment organisations, mission HQs, field offices or projects in the field.
- Conduct an In-Test (online) with participants to assess prior experience, knowledge and skills.
- Gather information from informal discussions with professionals and trainers in networks.
- Conduct focus groups with course organizer, potential participants, deployment organisations, missions and projects in the field (ENTRi for example has national focal points).
- Learn about the challenges and requirements in the field of CPPB from studies and reports.

### Course Goal and Learning Objectives

Based on the needs assessment, an overall aim of the training has to be set. A clearly set training goal and learning objectives (LOs) are pivotal for a successful training as they indicate

*What do the participants need to be able to do and know (in terms of attitude / behaviour, skills and knowledge) by the end of the course and each training session?*

An example of an overall course goal of a training on Negotiation and Mediation by ENTRi (2017b) is: *“The aim of the course is to enable participants to ameliorate their knowledge, skills, and competencies in negotiation and mediation, and thereby be more successful in their approaches to (civilian) crisis management in missions.”*

To give an overall guideline on the formulation of learning objectives we suggest the following:

### 5.3 Formulating Learning Objectives



- Spell out learning objectives for each module or course session and the overall course.
- Keep in mind the target audience, the group size, experience, background (e.g. diplomats, civil servants, mission staff, senior level, advisors, NGO staff, gendarmerie / military police or police and or military (consider rank).
- LOs need to be **SMART**:
  - **Specific** – Do LOs specify what to achieve, referring to skills, attitudes and knowledge in CPPB?
  - **Sensitive** – Are the LOs conflict, gender, trauma and culturally sensitive?
  - **Measureable** – 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?
- LOs should built on adult learning theory:
  - Which **personal, specialised, social and methodological competencies**, related to people's behaviour in terms of feeling, thinking, communication and action do the participants need to acquire / train? (Krewer & Uhlmann, 2015)
  - Which cognitive stages of learning according to Bloom's Revised Taxonomy do the participant need to fulfil? (Anderson & Krathwohl, 2001):

### Higher Order Cognitive Skills

1. **Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.
2. **Evaluating:** Making judgments based on criteria and standards through checking and critiquing.
3. **Analysing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
4. **Applying:** Carrying out or using a procedure through execution or implementation.
5. **Understanding:** Constructing meaning from oral, written, and graphic messages through exemplifying, classifying, summarizing, inferring, comparing, and explaining.
6. **Remembering:** Retrieving, recognizing, and recalling knowledge from long-term memory.

### Lower Order Cognitive Skills

A list of verbs to phrase LOs is found in Annex 2.

#### EXAMPLES of LOs:

At the end of a training, the participants are able to

- *"Identify the key principles underpinning a successful negotiation or (conflict) mediation;*
- *Practice skills and competencies in negotiation and mediation in real-life situations;*
- *Be more confident and effective in (local) mediations and negotiations in the context of civilian crisis management;*
- *Use tips and tricks for negotiation and mediation;*
- *Recognize and anticipate cultural differences in negotiation and mediation processes;*
- *Develop strategies for negotiation and mediation processes;*
- *Recognize bargaining tactics and respond to them."*

Negotiation & Mediation course, ENTRi 2017b



## 5.4 Checklist for Planning 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 others'?
- ✓ 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 work sheets? Check if they are gender mainstreamed.

## 6 Methods of Delivery

An appropriate choice of methods for training delivery affects the success of a programme. Suitable methods can make learning easy-going and fun. Despite the importance of choosing the right methods, no reports or studies on this by ENTRI, ESDC or non-state actors exist. Some manuals from other disciplines detail advantages and disadvantages of specific methods, but do not devote much attention to implementation (NWCPHP, 2012; Hamza, 2012). They provide a good introduction to the variety of tools, however they do not show a trainer how to make a particular method work, especially as there are no references to the particularities in peace training. In this chapter, we first present types of methods and discuss innovative methods. Finally, we illustrate the method selection process. The table shows methods for residential and e-learning that can be used in peace training:

Classroom / residential learning	Web-based / e-learning with new and social media
<b>Lectures</b> / presentations	E-lectures in video or audio format Massive Open Online Courses
<b>Self-study</b> in class to learn, reflect upon and apply knowledge and skills	Assignments and quizzes to learn, reflect and apply knowledge and skills
<b>Icebreakers and energizers</b> such as Name Bingo	Activities like Miscomm-puter-unication, video messages and Time Machine <sup>12</sup>
Interactive <b>group discussions</b> and exchange for example World Café or Fish bowl	Online discussion forum (guided by administrator or open)
<b>Group work - problem-solving or teambuilding exercises</b> for example on case studies, experience-sharing, project planning, future forecasting and scenario development	Written group assignments, webinars for example like the <a href="#">virtual On-Site Operations Coordination Centre (OSOCC)</a> of UN OCHA
<b>Role plays</b> and other 'game-like' tasks to learn / train group dynamics (team work, leadership), intercultural communication, test stress situations, co-creation spaces	Written group assignments, webinars via audio, video and text for example virtual situation room for crisis management (military & civilian)
<b>Simulations</b>	Virtual simulations
<b>Art-based</b> / creative methods like theatre, graphic facilitation, music, literature, dance and poetry	Inter-active apps, quizzes with graphics, sounds, maps, video etc.
<b>Reflection Exercises</b> for example reflective interviewing, meditation, journaling, focus groups	Blogging, peer interviewing (via Skype), journaling etc.
<b>Evaluation</b> like questionnaires, orally, graphical, (In / Out) <b>tests</b> and <b>evaluations</b> in hard copy	Online Surveys, like (In / Out) tests via surveys, email questionnaires
<b>BLENDED LEARNING</b> The “coordinated combination of virtual offers and face-to-face modules for a longer term process of competence development” (Krewer & Uhlmann, 2015, p.21)	

Table 8: Overview of Methods for Training Delivery

<sup>12</sup> For examples and instructions see The New Social Learning Blog (2009) and Online Teaching Strategies for Adult Learners (ND).

### **Popular Methods**

Our interviews with trainers and training providers indicated that lectures, simulations, case studies, and collaborative problem-solving are the most popular methods.

**Lecturing** is the most common method used in peace training. Interviews indicate that lectures are considered useful to convey large amounts of information to a sizable audience. However, they are also the least participatory and generally do not adhere to adult learning principles outlined above. We maintain that lectures can be one part of a training that also uses more interactive methods.

A **case study** is an intensive analysis of a complex and specific event. It allows the participants to apply their knowledge and skills in order to critically assess and engage in decision-making processes within a particular scenario within CPPB. Participants are given information about a particular situation and they must solve a problem or perform a task under real life constraints of time, partial or flawed information, antagonistic perspectives, and complex variables (Hamza, 2012). A case study can facilitate the use of theories, concepts and tools, but also contribute to enhance behaviours and attitudes required for a successful collaborative CPPB work, such as empathy, restraint, stress management, and confidence.

**Simulation** is an experiential method of teaching. Both live and computer assisted simulations are widely used in peace training settings. The method enables trainers to immerse participants in a particular scenario they may encounter during field work. They 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. Furthermore, they are popular in the military, but they can be used in different sectors as well. In Hostile Environment and Awareness Training (HEAT) for example participants practice driving with 4x4 vehicles through rough terrain, encountering road blockades and administering first aid while avoiding a rioting crowd.

**Group work** is very commonly used in training. Several CPBB training handbooks suggest the method (e.g. CAMP & Saferworld, 2014; Mishnick, n.d.; Neufeldt et al., 2002). Group work can be used to facilitate problem-solving, spur creative, strategic and analytical thinking, and promote cooperation and communication between participants from diverse backgrounds. This method can be used to develop attitudes and skills, conducive to working in groups within multicultural and multi-sectoral environments, such as valuing diversity and conflict resolution skills (Gamson, 1994).

### **Innovative Methods**

Innovative methods can be useful in training practitioners for their work with populations with diverse backgrounds and needs. Some methods, such as arts-based methods or reflective interviewing, may not be commonly used, but have a large potential to bring innovation to the field. Both have been used in recent programmes with success.

#### **Arts-Based Methods**

Arts-based learning refers to any form of art-inspired method – including literature, visual arts, performing arts, media arts and others, used in peace training. It includes but is not limited to

- **Theatre** exercises and methods e.g. participatory theatre,
- **Graphic facilitation** e.g. visioning, (photo) collage, (fast) drawing, creating short films, and
- **Music, literature, dance and poetry** e.g. storytelling, writing and composing.

Although arts-based methods are gaining recognition in business, civil society and academia, they are still not widely used. They can develop key proficiencies for CPPB. Since art works on an emotional level, it can stir up feelings in a way other methods cannot. Artistic expression can enrich and sometimes re-invent identities. It can develop empathy and explore relationships among different characters. After the participant views or creates the artistic medium, individual and group reflection as well as inter-group dialogue can be stimulated.

*"I need more creative, playful tools to reach the communities, who have never learned to think analytically and discuss things - need for tools to make it accessible to the people on the grass-roots."*  
**Peacebuilding Practitioner**

### Reflective Interviewing

In peace training, reflective learning aims at linking the participant's training experiences with previous experiences and future tasks in their CPPB work. It is therefore a bridge between experiences and learning (Reed & Koliba, 1995). Reflection can be used as stand-alone method to stir critical thinking on part of the participants. Reflective interviewing is one such method, which we recommend to be implemented as a core method in peace training in the way lectures and simulations are. In reflective interviewing participants divide in pairs and ask each other questions developed by the trainer. It can serve for a wide variety of topics and involves participants reflecting on their experience and beliefs and articulating that to their partner. To goal is to raise awareness and sensitize about a certain issue, like gender or conflict but, more importantly, to foster skill development and promote attitude changes, for example by reflecting on personal biases. In reflective learning, the learner takes an observing and comparing perspective on their abilities and competencies in relation to their context and social environment as well as the experiences before and during the training (Krewer & Uhlmann, 2015). Furthermore, this provides an opportunity for participants practice skills such as active listening, empathy, understanding other perspectives and clear communication (Costa & Kallick, 2008).

### E-Learning Opportunities

E-learning can be a cost-effective means of training. Through webinars, podcasts, and Skype, training participants can hear from staff in the field and local stakeholders. Moreover, participants can learn more about local contexts through case studies and practice their skills through online simulations. Online courses can expand the scope of the target audience, as participants from around the world can access the programme without worrying about travel costs or obtaining visas. Such increased access can result in greater diversity of participants, which can contribute varied perspectives.

Yet for people living in conflict zones or rural settings, access to technology and internet connection may not be available. The cost of the infrastructure for internet to participate in programmes such as simulations can be prohibitive. We recommend that efforts to expand e-learning include investments in developing informational and communication technology (ICT) infrastructure as well as skills on how to set up and use technologies in field offices of NGOs, EU etc. in order to bridge this resource gap. Furthermore, some see the lack of in-person interaction a downside with e-learning. Many interviewees felt that face-to-face interaction is necessary to building relationships among the group, which is perceived essential for successful training. The reality of whether e-learning hinders relationship building has not been adequately studied, and it is possible that interviewees lacked experience or comfort with online forums.



As discussed above, the way one implements a training method will determine its degree of success. Utilising introductions and ground rules for discussion, a trainer can find ways to facilitate group discussion in an online environment. Courses can still include group work, which however needs to be adapted to an online environment. Generally, **blended learning** is a good compromise. Here, participants engage online, can already get to know each other, then meet in a course setting, and after the residential learning may continue with e-learning modules and tests. Moreover, other new online resources can be developed to facilitate peace training. Interviewees were receptive to the prospect of a web-based platform, including a best practice library, background information for trainers to use when planning a course as well as supplemental materials for participants. Lastly, they felt the internet could be used to promote networking across and between those working within the same region, sector or type of mission.

*"I prefer residential training for interaction, because I learn a lot through experiential methods and using all senses, not just looking at a screen or hearing someone. Sitting in front of a PC I don't have the same experience."*

**Peacebuilding Practitioner**

These methods listed here are all important tools in a training toolbox. Our upcoming publication on methods further explores best practices in implementing these methods (Tunney forthcoming). Moreover, we will further explore ICT-based approaches to training in our upcoming project activities.

### **Method Selection**

After one identifies the learning objectives for a training, a trainer can choose the didactical method to achieving the course goal. Selecting the appropriate method involves, firstly, ensuring that methods **match the learning objective**, which determine the type of competencies the course attempts to develop. Like explained above, competencies involve shaping attitudes, building skills, or conveying knowledge. We recommend the trainer reflects upon how appropriate the method for the objective is. For instance, lectures are not an appropriate for skill testing and building and simulation may not be appropriate for shaping attitudes. Secondly, the trainer should consider whether methods are **appropriate for the target audience**, considering occupation, experience etc. Cultures of military may be different that of civil society, and a trainer can investigate how receptive the participants would be to specific methods. This also involves being sensitive to learning needs and assessing whether any participants have disabilities that may limit participation. Thirdly, we recommend using 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 participants may be dragging. Finally, a trainer may feel more comfortable having multiple methods at hand for a particular learning objective to **select the method flexible** based on what appears to be working well with the group or the given mood or moment.

## **6.1 Principals for Methods Implementation**

In our research we found the following challenges to appropriately implementing methods: i) designing grounding methods in theory and research; ii) ensuring methods are fitting the learning objective; iii) implementing methods with sensitivity to participant experiences with trauma, diverse cultures, gender, learning and needs; iv) ensuring standards are upheld. To respond to those needs, we developed a framework for effective methods delivery. In order to guide trainers and course developers, we have devised this abbreviated framework for implementing methods:



### ***Recommendations for Implementing Methods***

- ✓ Relating method to theory on learning: Bloom, Lederach, ASK Model, Knowles
- ✓ Building method to learning objectives, length of training, level, moment of delivery
- ✓ Ensuring mix of methods, since there are different learn-types (some participants may prefer creative methods than others)
- ✓ Consideration of group composition (size, background, gender, learning needs, special issues)
- ✓ Plan appropriate time for reflection and debriefing
- ✓ Gender is a variable of analysis throughout training, a parity of representation exists
- ✓ Trauma sensitivity
- ✓ Culturally sensitivity – non-Western models, understanding of diverse cultures
- ✓ Strengths – Consideration of what this method does that others cannot
- ✓ Weaknesses – Consideration of risks and consider what can be improved upon
- ✓ Opportunities – Trends in funding schemes, new technology e.g. e-learning
- ✓ Threats – obstacles / constraints to implementing method appropriately (funding, bureaucracy, time)
- ✓ Awareness of pitfalls and how to avoid them
- ✓ Familiarity with existing reports of best practices and lessons learned from practitioners.

This chapter addresses the need to implement methods with sensitivity, as this has been a recurring theme in our research. In implementing the appropriate method, we recommend the application of our Five-Sensitivities Model, which include conflict, culture, trauma and gender sensitivity, and sensitivity to diverse learning styles.

## **6.2 The 5-Sensitivities**

### **1. Conflict Sensitivity**

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, 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 involves sensitising participants about potential unforeseen consequences of an intervention and ways to work with local populations.

Conflict sensitivity can begin in the preparation phase of a training, where trainers conduct a needs assessment in consultation with local stakeholders (see Chapter 5.2). Trainers may want to consult with the local population, local partners, and previously deployed colleagues 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 conflict sensitivity (see INEE, ND; APFO et al., 2014; Conflict Sensitivity Consortium, 2012).





### Further Reading

Conflict Sensitivity Consortium (2012). [How to Guide to Conflict Sensitivity](#).

INEE (ND). International Network for Education in Emergencies. [Three Steps to Conflict Sensitive Education](#).

## 2. 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, the way Security Sector Reform worked 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).
- 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’.

*“There needs to be much more on understanding the mess that we as international actors can make. This has to be a central element in any serious training preparing people to work in peacebuilding and prevention – how can international actors engage and be beneficial to the process rather than a challenge.” **Trainer & Peace***

- **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**.



#### Further Reading

Odoi, N. (2005). [Cultural Diversity in Peace Operations: Training Challenges](#).

Simon Fraser University (2015). [Intercultural Communication and Diversity - Training Materials](#).

### 3. 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 peacework, 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.



#### Further reading

BMZ & GIZ (2017). [Gender knowledge Platform](#) with Tools on Gender Mainstreaming.

Elroy, G. (2016). [A Gender Perspective in CSDP. Training Manual](#).

Reimann, C. (2013). [Trainer manual: Mainstreaming gender into peacebuilding trainings](#).

Zwaan, N. & Feenstra, E.D (2015). [Gender, Peace and Conflict Training Manual](#).

#### 4. Trauma Sensitivity

This involves all stakeholders, trainers and course organizers, are aware of symptoms of trauma, how to avoid re-traumatising an individual, and how to respond to a person whose traumatic experience has been triggered. In addition to educating on trauma in a 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.



##### Further Reading

Eastern Mennonite University. (2016).

[\*Common Responses to High Stress and / or Trauma: Self Test: Put a check beside the responses that describe you.\*](#)

Eastern Mennonite University. (2016). [\*What You Can Do To Take Care of Yourself.\*](#)

Yoder, C. (ND). [\*STAR – Strategy for Trauma Awareness and Resilience. Trauma-sensitive development\*](#)

#### 5. 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.

- 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**.



##### Further Reading

Hamza, M. (2012). [\*Developing training material guide\*](#)

Kolb, A. Y., & Kolb, D. A. (2005). [\*Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education.\*](#)

Liebegott, R. (2015). [\*Delivering Training That Works for Different Employee Learning Styles.\*](#)

UMass Dartmouth (2017). [\*Tips for Educators on Accommodating Different Learning Styles.\*](#)

These suggestions serve as a starting point rather than a comprehensive list of ways to ensure sensitivity in implementing methods. In our checklist for implementation, debrief and evaluation (p.37), we will infuse these considerations into each step of the training. Rather than being a separate consideration, sensitivity should be at the heart of every stage of the training.

## 6.3 Challenges in Implementation of Methods

When delivering training, we suggest trainers to be aware of the following issues. Below, we discuss these challenges and provide suggestions on how to mitigate them.

### Risk 1: Disengagement

Disengagement can stem from lack of interactivity. In the planning stage, ensure adequate variation of methods / activities, including breakout sessions, group work and reflection. During lectures, ensure time is left (during and / or after) for question / answer or discussion sessions. Complement lectures with another, more participatory method in order to apply experience and reflect on knowledge acquired during lectures. In addition, be mindful of the needs of participants for breaks and refreshments. Finally, participants may disengage, because the training is not pitched to their level of or not made relevant to them. Attention to the composition of the group, the level of the training, and the learning objectives is necessary to mitigate this risk.

### Risk 2: Inadequate Time Management

Trainers should not attempt to fit too much material into the course. Seek quality over quantity. Adequate time is needed for instruction, activities and especially debriefing / follow up and self-reflection on learning process.

### Risk 3: Technological Difficulties

Technology should be tested in advance of the training and again when setting up before the training. Have an expert on hand if you are not comfortable and a backup plan if necessary. When utilising methods such as virtual simulation that involves technology, the trainer should assess the level of experience of participants with technology and adjust the training accordingly.

### Risk 4: Ineffective Group Work

Let the participants set the ground rules for participation and behaviour themselves. In doing so, participants develop a sense of ownership over this process that could lead to better enforcement later. If an issue arises, review the ground rules as guidelines for effective group work and emphasize the need for all group members to play a role in the course / exercise. Then, monitor group dynamics and help participants develop an equitable distribution of labour. The trainer should not tolerate demeaning comments from participants. The trainer as well should avoid stereotyping. In case of difficulties, address this in the debriefing sessions and ask the participants to reflect upon the working process.

### Risk 5: Difficult Participants

Trainers must be able to deal with difficult participants. Some examples might include participants who dominate discussion, try to trip up the trainer or other participants, ramble off topic, do not want to participate, or are hostile and angry. Such behaviours can impede the learning process of the whole group and prevent a safe space from forming. It is important for trainers to not personalize these behaviours, stay calm, validate positive behaviour, reorient the discussion to stay on track, actively listen to participants, and model constructive behaviour.

### Risk 6: Difficult Discussions

The groundwork for productive discussions can be laid at the start of the training when the trainer creates a safe space through ground rules, introductions, ice-breaking and promoting a non-judgemental, confidential environment (e.g. Chatham House Rules). When moderating discussion, model respectful communication based on principles outlined above that are consistent with CPPB

values of empathy, inclusion, respect and diversity (CCIM). Moreover, generate questions that are open-ended and stimulate thinking. Do not avoid difficult topics for fear of disagreement. Rather, reframe the issue that arises, highlight needs and feelings involved, and brainstorm possible responses. Emphasize that disagreement can be healthy, but that participants should be respectful.

### Further Reading

CCIM. (ND). [\*Facilitator Manual: Educator Role and Guidelines, Adult Learning Principles.\*](#)

Hamza, M. (2012). [\*Developing training material guide\*](#)

Kamp, M. (2011). [\*Facilitation Skills and Methods of Adult Education: A Guide for Civic Education at Grassroots Level.\*](#)



## Implementation

### IMPLEMENTATION

- ✓ Have I created a safe space through introduction, ground rules, and physical environment? Have I built rapport in the introduction and established comfort among participants?
- ✓ Nonviolent communication: Have I used open-ended questions? Have I modelled active listening? Have I avoided judgements? Have I worked to create a space where all can contribute without dominating? Have I been sensitive to diversity? Have I been sensitive to trauma? Have I kept the group focused and on task? Have I been attentive to the needs of participants?
- ✓ Have I clearly outlined the objectives and the process? Have I ensured participants understand what is expected? In what ways may I need to alter the implementation?
- ✓ Have I drawn on the experience in the room? Have I elicited real-life problems from participants in order to frame the activity? Have I made the training applicable to participant's needs? Have I devised activities that replicate the conditions in the field (i.e. case studies and simulations)?

### DEBRIEFING

- ✓ Have I allotted adequate time and space for participants to reflect on their experiences during the training (in relation to their past and future CPPB work)?
- ✓ Have I prepared reflection questions that relate activity back to the learning objectives?

### EVALUATION

- ✓ Have I chosen adequate methods for evaluation? Have I provided the space for the participants to receive feedback from peers and evaluate themselves? Have I devised questions around content and process of training? Have I documented feedback? Have I planned how I will integrate feedback into the next training?
- ✓ To what extent did the participants find the training favourable, engaging and relevant to their jobs? Did participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training? To what degree did participants apply what they learned during training when they are back on the job? Did the targeted outcomes occur?
- ✓ Will evaluation feedback be shared with training organizers and / or funders? How will this information be used?

### ASSESSMENT AND CERTIFICATION

- ✓ Is there a certification of participation or certification of competence?
- ✓ Are the participants being assessed, and by what mechanism (workbooks, in / out tests)?
- ✓ Has the assessment process been internally verified?

## 7 Evaluation

Evaluation is recommended to take place at all phases of the training process from planning and design to post-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.

*"Evaluations as I see them are about 'reward' and 'punishment' and not about improving the trainings. If you get a bad evaluation, you're not invited to be a trainer again because the participants didn't like you, and if you're given a good evaluation you're invited again. ... if there's one complaint you're given a warning you may not be invited back in the future, but there's no learning involved for the Institute or the trainer."* **Senior Internal Trainer**

### 7.1 Participant Evaluation

The standard evaluation system of short- and long-term training results, for ESDC and ENTRi training is the Kirkpatrick Model of evaluation. The model includes four levels of evaluation, which build upon each other, meaning that information from prior levels feed into subsequent assessment on the other levels. As the implementation of all four types requires time, financial and human resources, most training providers only do the first level. 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. To ultimately assess the training outcomes in the long run a systematic and coordinated approach needs to be followed by training centres and deployment agencies. Generally, the evaluation level and effort needs 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.

#### **Example from the field**

Now we present an example from the field in which all four level of evaluation were completed. The ENTRi evaluation was chose, because it is well documented and transparent about the evaluation



process and results. Other training providers, especially those that are not accountable to EU institutions, mostly keep their evaluation under closure and only use them for internal purposes. ENTRi seeks to ensure its quality of courses through a four-tier evaluation process, according to Kirkpatrick's four levels of evaluation (ENTRi, 2016):

1. **In and Out-test**
2. **Course evaluation by participants, the course director and trainers**
3. **6-month post-course evaluation with alumni**
4. **Training Impact Evaluation Mission (TIEM), one per year through qualitative interviews, (one on Libya and one on HEAT)**

Evaluation Type	Description	Level of Evaluation	Purpose
<b>In- and Out-Test</b>	Participants have to participate in two tests, one before, and one after the ENTRi training course. The focus of the test was not on the individual performance on the respective trainee, but rather on the understanding of the amount of acquired learning.	<i>Learning</i>	Identification of principles, facts and techniques that were understood and absorbed by the participants (cognitive skills, knowledge).
<b>Course-Evaluation</b>	<ol style="list-style-type: none"> <li>1. Course evaluation sheets for trainees: Focus lied on how participants perceived the different trainers and modules (content and methodology), the overall organisation of the course (incl. logistics) and the facilities.</li> <li>2. Course organisers were obliged to ask lecturers on how they perceived the training and were asked to note such feedback in the course director's report</li> <li>3. Peer review by implementing partner organisation.</li> <li>4. Course directors' report.</li> </ol>	Reaction	<ul style="list-style-type: none"> <li>- General estimate of a particular course's success based upon the views of the participants</li> <li>- Addresses the trainers' behaviour and the participants' experience</li> <li>- Reflects participants' opinions ('customer satisfaction')</li> <li>- Measure of feelings, not of actual learning</li> </ul>
<b>6-Month-Post Course Evaluation</b>	The questionnaire served to assess to what degree participants were able to apply the skills acquired in the training courses, once back at work. The following aspects were focused on: the ability to integrate quickly into the mission environment, the ability to become agents of change within their organisations, the ability to enable former participants to better contribute to the implementation of the respective mission mandate.	<i>Behaviour</i>	<ul style="list-style-type: none"> <li>- Estimation of training related transfer of learning / knowledge into behaviour</li> <li>- Feedback to those involved in (re)designing programs to meet future needs</li> </ul>
<b>Training Impact Evaluation Mission (TIEM)</b>	<p>Through qualitative interviews TIEMs analysed the impact ENTRi pre-deployment and specialisation trainings had on</p> <ol style="list-style-type: none"> <li>1. capacity building, i.e. knowledge, skills, attitude, network</li> <li>2. the use of newly acquired skills by the individual in a mission</li> <li>3. the impact of the individual using the skills built by ENTRi to their performance and implementing the mission mandate.</li> </ol>	<i>Results</i>	An assessment of impact of training-related behavioural change on the organisation the trainee was working in.

Table 9: ENTRi's four Steps of Training Evaluation (ENTRi, 2016, p.11-14)

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.

## 7.2 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 others' 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.

Training evaluation is essential to uphold quality standards of an effective and needs-based training. Therefore, we highly recommend decision-makers, trainers and course organizers reviewing training concepts, and if necessary, consulting literature.

### Further Reading

Mindtools (ND). [Kirkpatrick's Four-Level Training Evaluation Model](#). *Analyzing Training Effectiveness*.

Hamza, M. (2012). Chapter 6 Evaluation. [Developing training material guide](#).





## 8 The Future of Peace Training in Europe

This guide has provided insights on training actors, definitions and approaches to core concepts and practical recommendations for curricula design and implementation, addressing issues that are particular to training in conflict prevention and peacebuilding. The recommendations could immediately guide trainers and course organizers to review and update existing programmes as well as serve as a starting point for the design of new curricula. Knowing which actors, structures and training activities exists in Europe, this chapter presents recommendations on future action.

### 8.1 Recommendations

To improve cooperation, quality and meeting the needs of the field, we have identified areas for room for improvement for European peace training stakeholders. Our baseline research (Wolter & Leiberich, 2017), research of existing curricula in Europe (Wolter et al., 2017), research on methods (Tunney, forthcoming) and interviews (Tunney, 2017, confidential) have shown that there are several challenges and gaps in the European training scene in terms of overall issues of coherence and standards as well as matters around curricula thematics and methods. Based on this research, we recommend:

#### **Coherence – Mutual Understanding, Exchange and Coordination**

- The creation and strengthening of existing multi-sectoral **spaces for networking** and **workshops** etc. to review core concepts and competencies within CPPB, fostering mutual understanding and exchange between non-state training providers and EU / state level stakeholders in Europe.
- Related to the above the creation of cross-sectoral platforms for exchange on best practice and **training needs**. This includes learning from the other's experiences in and outside of Europe, including leading institutions for peace training for civilian crisis management from EU Member States, as well as experienced training centres like United Nations Institute for Training and Research (UNITAR) and the Kofi Annan International Peacekeeping Training Centre (KAIPTC) in Ghana. Learning from other sectors and disciplines includes for example the peace education and private sector or civilian CSDP training learning from Scandinavia police pre-deployment training.
- Build stronger **connections and experience sharing between trainers** through virtual platforms and networking events, for example building a formalized Community of Practice.
- The **strengthening of civilian training bodies and organisations** of EU Member States.

*"We need instruments that can help us better capture and learn about what's already existing and what are best practices that can inform and guide our work in the field. People are constantly spending a lot of efforts reinventing the wheel."* **Mediation Trainer, NGO**

#### **Knowledge Management and Resource Materials**

- Creating or strengthening organisational **mechanisms and procedures for knowledge management**, identification, collection and recording of good training practice, methods and materials, such as case studies as well as challenging and maybe unsuccessful experiences. This especially accounts for training organizers hiring external trainers and experts.
- Sharing **resource material** (e.g. trainer handbooks). To that end, PeaceTraining.eu will create a web-platform *inter alia* featuring a library of training materials and relevant literature.
- Increased **transparency** on training, curricula content and learning objectives, by all stakeholders, including an informative web-presence e.g. of ESDC and its training guidelines. All

course websites should offer clear information on their training approach, curricula framework and details about course programmes, especially learning objectives and level.

### Common Standards

- The development of shared **standards for quality and evaluation** beyond ENTRi and ESDC, potentially the creation of an **alliance of CPPB training providers** or a network for non-state training organisations. A model could be the European Peacebuilding Liaison Office (EPLO), which is a civil society platform of NGOs and think tanks, committed to peacebuilding and the prevention of violent conflict.
- An agreement on **shared standards on course levels** in certain sectors, building on each other. With standardised course levels, advanced and specialised training can be developed building upon the material from introductory programmes rather than replicating it. The Bologna System of Bachelor and Master (ECTS points) could serve as a reference.

*“Standardizing training requirements could ensure that the people deployed from different European countries have same knowledge”*

**Trainer, NGO**

### Training Structure and Approach

- An increased offer of **sequenced training**, meaning a phased approach to training, where participants are trained – apply / gain field experience – trained – apply / gain field experience – trained etc. The police in Norway, preparing their peace mission personnel is an example.
- The organisation of **de-briefing** and **post-deployment workshops** with ‘returnees’ to share best practices and lessons identified, which can be included in future training.

### Curricula Content and Learning Objectives

- Offer more curricula on conflict and violence **prevention**, for example on the strengthening of infrastructures for peace (IfP) or the move from early warning to early action.
- Additional curricula on **non-mainstream and / or innovative forms and approaches** to CPPB, such as environmental peacebuilding, sports and games for peace, conflict sensitive reporting and journalism, urban conflict and violence prevention.
- The provision of more content and skill training and tips on **self-care and stress management**.
- A shift of focus to **specific, practical skills**, for example increased training on ‘**how to**’ implement locally owned peace project or ‘**how to**’ practically achieve the protection of civilians or human rights. Often less time should be dedicated to input of new knowledge, but rather train and test

*“Many trainings in this field that are provided at training centres cater for a broad range of people coming from a wide, different set of contexts. They lack the specificity that one would need.*

*When those trainings are then taken to the field there’s typically less context and specialisation specific information then one would ideally see or want, and less ability to adapt those training curricula to specific situations.”*

**Senior Advisor & Researcher, NGO**

the practical implementation of it – thus less lectures more group exercises and role plays.

- A review of content regarding conflict and cultural **sensitivity**, gender mainstreaming, trauma awareness and local / indigenous practices of CPPB.

### Methods

- Basing methods of delivery on **adult learning and peace education theory** (Lederach, Fras & Schweitzer, 2016, Krewer & Uhlmann, 2015 etc.) to ensure that methods foster agency and ownership as well as build upon and use expertise and previous experience of the participants.

- Ensuring that selected methods **link in with the learning objectives** and prompt higher-order learning processes, for example in the repeated application and testing of newly acquired competencies (skills and knowledge).
- Trainers and evaluators can begin to **record and share their experiences** with particular methods and make the analysis available to other trainers and course organizers, hence all can build upon best practices and lessons identified.
- Ensuring that methods are selected, prepared and implemented, applying a conflict, culture, gender, trauma sensitive approach and sensitivity to diverse learning styles.

### ***Verification and Assessment of Skills***

- Courses should **certify competencies** and not only participation, for example by in / out tests.
- The development of a **unified accreditation and certification system**, or at least voluntary references and guidelines, for all programmes regardless the type of training provider.

### ***Research and Research-based Training Development***

- Enhanced and increasingly used research and systems for **training needs assessment** (see tips for needs assessment in below).
- More **research on methods of delivery** in peace training, analysing which methods convey knowledge and skills most effectively for CPPB work and how non-mainstream methods can be used to train skills. Especially, more research is needed on effectiveness, advantages, costs and disadvantages of e-learning methods in peace training.

## **8.2 Concluding Remarks**

This guide integrates findings of our previous desk research and interviews with training stakeholders. Firstly, it gives a comprehensive picture of the European training landscape and secondly offers trainers and training organizers with practical recommendations for review, design and implementation of peace training. We seek to fill in the gap around the diverse approaches to peace training in Eu, defining curricula components, theoretical foundations as well as sensitive training implementation. Hereby, our research also places emphasis on the choice of methods and their role in meeting learning objectives and participant-driven training. We hope that the recommendations contribute to a dialogue between training stakeholders that improves the quality of peace training and its relevance to practitioners in the field.

Within the framework of the PeaceTraining.eu project, this publication provides a significant evidence base for upcoming products and activities. We seek to link in with the recommendations given above, concretely addressing some of them. Our core activities include

- the elaboration of novel concepts, methods and mission-specific sub-curricula, building on practices in other fields and sectors,
- the development of training quality standards in cooperation with training stakeholders,
- the creation of a web-platform with interactive features, resource materials, an expert navigator and training centre map and
- stakeholder engagement through workshops and webinars to test our products as well as learn from the field.

We seek to shape the future of peace training in Europe, setting the stage and fostering cooperation, understanding and mutual exchange to make training effective, needs-based and transparent to all stakeholders, from end-users / practitioners to deployment agencies and organisations in the field.

## References

- 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: Elsevie.

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, Catharsis 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 Calender. 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. Analyzing 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.

## Annex

### 1. Who is who in the European CPPB Training Architecture?

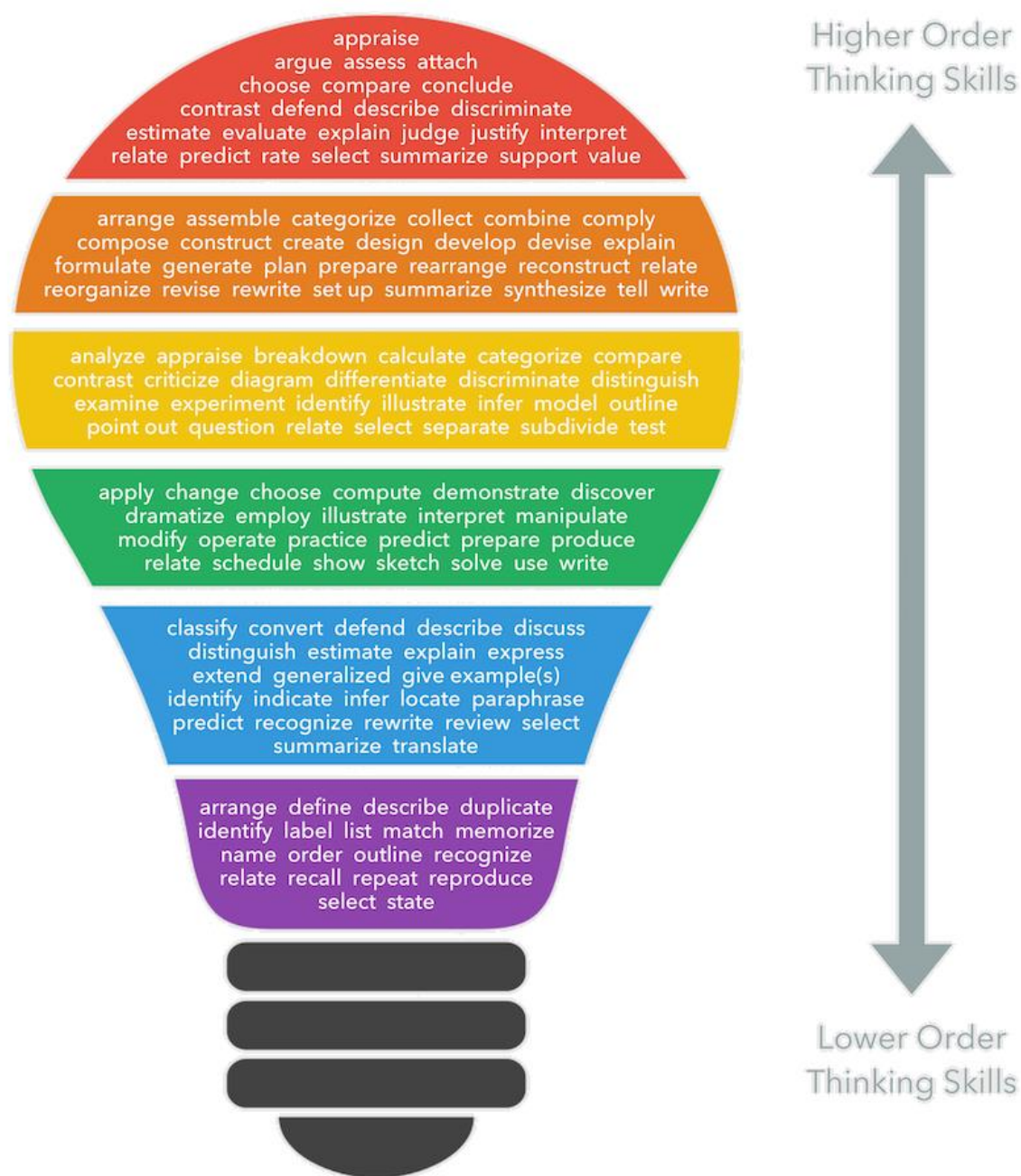
Level & institutional anchoring	Training provider / Stakeholder	Target Group of & Purpose of Training	Programmes, tasks & special features regarding training	E-Approaches
EU Level (operational) under EEAS	<a href="#">European Security and Defence College (ESDC)</a>  network college includes 80 national training centres since 2005 Brussels, Belgium	providing training for <b>civil, police and military</b> personnel of Member States and EU Institutions, in some cases, also non-EU nationals	<ul style="list-style-type: none"> <li>- pool of SSR experts</li> <li>- Military ERASMUS</li> <li>- Pre-deployment training (PDT) for CSDP missions since 2014/2015</li> <li>- Networking events</li> <li>- Kirkpatrick Evaluation Model</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">ESDC IDL</a> (internet-based distance learning system - ILIAS)</li> <li>- 69 e-learning course (2014/2015)</li> <li>- In and out test for PDT</li> <li>- build-up of web platform for <a href="#">Military Erasmus</a> (emilyo)</li> <li>- in-mission e-training SSR for newcomers in EUNAVFOR Somalia</li> </ul>
EU Level (strategic) Military under EEAS	<b>EU Military Staff (EUMS)</b> with the <b>EU Military Training Group (EUMTG)</b> since 2001 Brussels, Belgium	introduction courses for new staff or EEAS, mission HQs	<ul style="list-style-type: none"> <li>- provides training such as CSDP Foundation Training for Operation Headquarters (OHQs) via Mobile Training Teams</li> <li>- maintaining / updating EU Sharing Training Facilities catalogue</li> <li>- EUMTG assess military training requirements</li> </ul>	
EU Level (strategic and operational) under Council of the European Union, body of Common Foreign Security Policy (CFSP)	<a href="#">European Defence Agency</a>  all EU Member States are members since 2004 Ixelles, Belgium	Military staff of EU Member State's military	<ul style="list-style-type: none"> <li>- identifies training requirements (for capability development)</li> <li>- focus: military and technology training (Helicopter, air transport, Communication and Information Systems and Counter-IED, cyber defence training)</li> <li>- support CSDP operations and EU Battlegroups</li> </ul>	

Level & institutional anchoring	Training provider / Stakeholder	Target Group of & Purpose of Training	Programmes, tasks & special features regarding training	E-Approaches
EU Level Police under the European Commission IcSP	<a href="#">European Union Police Services Training (EUPST)</a> 13 Member countries 17 consortium members incl. CEPOL 2008-2018 The Hague, Netherlands	Policewomen and men from EU Member states preparing for operations of EU, UN, AU & other International Organisations	- Life exercise, skills training, interoperability, cross-cutting issues	
EU Level Police established by Council of the European Union	<a href="#">European Union Agency for Law Enforcement Training</a> (former European Police College CEPOL) network of the national training actors Since 2000 Budapest, Hungary	Law enforcement officials for CSDP missions e.g. SSR	Topics: - <a href="#">EU CSDP police command and planning</a> - <a href="#">Freedom, Security and Justice (FSJ)</a> - European Police Exchange Programme - European Joint Master Programme (EJMP)	- Webinars and e-courses - online platforms for communities of practice - elaboration of database on lecturers, trainers and researcher's database - Justice and Home Affairs (JHA) Training Matrix project: tool providing overview of police training in EU
EU Level Diplomatic Programme under EEAS	<a href="#">European Diplomatic Programme (EDP)</a> since 1999	Young diplomats from Member States and officials of EEAS, European Commission and Council Secretariat	Curriculum includes CSDP and EU crisis management (skill development e.g. on diplomacy & understanding of EU External Action)	- virtual workgroup - web conferences available for participants to exchange and receive information and debate

Level & institutional anchoring	Training provider / Stakeholder	Target Group of & Purpose of Training	Programmes, tasks & special features regarding training	E-Approaches
<b>European Network / Project under auspices of European Commission</b>	<a href="#">ENTRI III</a> Europe's New Training Initiative for Civilian Crisis Management (prior European Group on Training (EGT)) 12 partners <sup>13</sup> 2011-2019 (third phase 2016-2019)	Personnel working in <b>civilian</b> crisis management missions under EU, AU, UN, OSCE	<ul style="list-style-type: none"> <li>- Certification of EU Civilian Crisis Management Courses (C<sup>3</sup>MC)</li> <li>- Course offers: Train-the-Trainer, In-country, core and specialisation courses</li> <li>- Working groups on E-Learning, Course Package Development, Training of Trainers (ToT), Evaluation and Certification)</li> <li>- Country focal points</li> <li>- <a href="#">In Control Mission Handbook</a> in French and English</li> </ul>	<ul style="list-style-type: none"> <li>- In / out tests</li> <li>- Blended learning</li> <li>- Existing e-learning modules: <a href="#">Stress management</a> &amp; <a href="#">Inter-Cultural Competencies</a></li> <li>- Code of Conduct e-learning module (mandatory for all CSDP mission / operations staff) currently under development</li> <li>- Provides links for <a href="#">e-learning courses</a></li> <li>- Some courses have online evaluation systems</li> <li>- (App of <a href="#">In Control Mission Handbook</a>, under ENTRi III discontinued)</li> </ul>
<b>Network / Project Youth Supporting European Commission</b>	<a href="#">SALTO-YOUTH</a> Network of 8 Resource Centres working on European priority areas within topic of youth	Youth in Europe and beyond	Training and cooperation resource centre, stands for Support, Advanced Learning and Training Opportunities for Youth (implementing European Training Strategy for youth)	<ul style="list-style-type: none"> <li>- Online European Training Calendar run by SALTO, Erasmus+ and NGOs working with youth</li> <li>- Toolbox for Training with tools and activity ideas for youth work</li> <li>- Atlas Partner Finding connects youth projects, for partnerships and application Erasmus+</li> <li>- Catalogue of over 500 trainers</li> </ul>

<sup>13</sup> Austrian Study Centre for Peace and Conflict Resolution ([ASPR](#)), Austria; Royal Institute for International Relations ([Egmont](#)), Belgium; [Diplomatic Institute](#), Bulgaria; Crisis Management Centre ([CMC](#)), Finland; Ecole Nationale d'Administration ([ENA](#)), France; Center for International Peace Operations ([ZIF](#)), Germany; [Scuola Superiore Sant'Anna \(SSSUP\)](#), Italy; Netherlands Institute of International Relations Clingendael ([NIIB](#)), Netherlands; Centre for European Perspective ([CEP](#)), Slovenia; Folke Bernadotte Academy ([FBA](#)), Sweden; Swiss Expert Pool for Civilian Peace Building ([SEP](#)), Switzerland; Stabilisation Unit ([SU](#)), United Kingdom.

## 2. Cognitive Stages of Learning according to Bloom's Revised Taxonomy



Fractus (2017)