PeaceTraining.eu

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

D4.2 Generic multidimensional CPPB curricula framework

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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
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Authors: David Curran, COVUNI
Nancy Annan, COVUNI
Erin Tunney, ICR
Andra Tanase, PATRIR

Contributors: Leila Demarest, KULEUVEN
Svenja Wolter, UMR
Patricia Garcia Amado, UDEUSTO
Ugis Romanovs, BALTDEFCOL
Carmen Munteanu, SYNYO
Bernhard Jaeger, SYNYO
Stela Shiroka, SYNYO

Review: Asta Maskaliunaite, BALTDEFCOL

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Executive summary

The report introduces the PeaceTraining.eu curricula architecture, consisting of a curricula framework and curriculum model. The report, and what it proposes, seeks to build coherence across programmes and sectors in European CPPB, and promote a shared understanding of available tools, systems, methods and approaches in the field. It builds on the previous report published from this project which suggested that trainers in the CPPB field value 'free space' to develop novel approaches, ideas and concepts. It also represents an important step in the overall PeaceTraining.eu process, whereby research findings drawn from the PeaceTraining.eu project, are being operationalised into useable tools for those in the CPPB field. The **curricula architecture** is the guiding structure of the curricula framework and curriculum model, and led by three identified target groups:

- Those seeking training: referring to those who wish to undertake training in the CPPB field. This target group can be further categorised (for instance, military, police and civilian).
- Those providing training: the training organisations who have already developed training programmes and who wish to let potential course participants know about them.
- Those who wish to develop new training programmes: trainers (who may or may not work for training organisations) who wish to develop new, novel approaches to training in the CPPB field.

From this, the **curricula framework** is a tool under which training courses in the CPPB field can be categorized in order that potential training participants can search for them in an easy manner. This is therefore aimed at those seeking training, and those providing training. The curricula framework is based on a process of 'indexing' data gathered from previous PeaceTraining.eu research on CPPB training organisations, CPPB curricula, and methods used in the CPPB training field. The indexing process differentiates the data into two separate categories: 'key questions/essential tags'; and 'detailed information'. The 'key questions/essential tags' are the key filters used to generate the search. The 'detailed information' assists those seeking training to gain a deeper understanding of training courses which appear as a result of their search through the 'key questions/essential tags'.

The **curriculum model** is a step-by-step process of building a course based on a series of the curricula components that have been identified in previous PeaceTraining.eu research, and is aimed specifically at those who wish to develop new training programmes. At its core, the model is a nine-step process that highlights key characteristics of what the PeaceTraining.eu consortium believes to be important in building new training events and courses, with each step containing a series of prompts and questions for the user. These prompts will ensure that the trainer has considered the recommendations from PeaceTraining.eu. Both the model and framework ultimately drive towards the same goal: the development of an 'overall curricula framework and model', but do so in different ways. That is why they are represented as different components of the curricula architecture in this report, and in the forthcoming PeaceTraining.eu platform.

In addition, the role that the PeaceTraining.eu web platform will play in developing the curricula architecture is discussed, including the introduction of the virtual space on the PeaceTraining.eu web platform where trainers use the curriculum mode. This is called the '**ideas lab'**. The report also outlines how future work packages will enable matchmaking between those searching for training and the variety of training offers available in Europe, and how the PeaceTraining.eu project will ensure that the architecture continues to be responsive to the field through a comprehensive engagement strategy.

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List of Acronyms

CPPB	**Conflict Prevention and Peacebuilding**
CSDP	**Common Security and Defence Policy**
DDR	**Disarmament, Demobilisation and Reintegration**
ENTRI	**Europe's New Training Initiative**
ESDC	**European Security and Defence College**
NGO	**Non-Governmental Organisation**
SME	**Subject Matter Expert**
SSR	**Security Sector Reform**

1. Introduction

The purpose of this report is to make the first steps in the development of a 'multidimensional Conflict Prevention and Peacebuilding (CPPB) Curriculum model based on a systematic layer structure including target group-specific elements and levels'. The report's broader aims are to develop the concept of an overall CPPB curricula model and framework that consists of multiple layers following a logical structure so that target groups have flexibility in choosing the right curricula that fits their needs.

With this in mind, the report provides two important contributions. Primarily, this report represents the process of turning research findings drawn from the PeaceTraining.eu project into useable tools for those in the CPPB field. This is undertaken firstly through the creation of a searchable PeaceTraining.eu curricula framework which is built on research into curricula subject areas and curricula components. Secondly, it is a process undertaken through the creation of a 'curriculum model', which provides a step-by-step process of building a training programme.

Taken together, these form a key step in the production of one of the project's main deliverables – the creation of the PeaceTraining.eu web platform that aims to become a knowledge hub for stakeholders involved in CPPB training.

1.1. Who is the report for?

This report has been written with three key target users in mind, all of whom are engaged in training in the CPPB field. Firstly, those who are seeking training in CPPB. This group is constituted of those at all levels of ability and who come from diverse range of professions (including, but not limited to, military, police, judiciary, civil society actors, and Non-Governmental Organisations). Secondly, the report is targeted at training organisations in the CPPB field. This incorporates those organisations who have already developed training programmes and who wish to let potential course participants know about them, and who may also wish to develop new courses in the CPPB field. This links to the third category, those who wish to develop new training programmes. This group includes trainers (individuals, or those who work in training organisations) who wish to contribute to the CPPB field by planning and devising new and novel training programmes. It is further envisaged that all of these target groups will be users of the PeaceTraining.eu web platform. In addition to these three target users, the report is useful for those interested in the broader development of the CPPB field, as it examines how research into curricula can be 'operationalised' into useable models for future practitioners in the field.

1.2. How the report was created

The predominant research approach has been desk-based research. Here the report relied substantially on previous reports undertaken in the PeaceTraining.eu project. This reliance is intentional, as it is the belief of the authors that the project is at a stage where it can begin to rely on its own research and reports as source evidence. Moreover, it is essential that interviews, surveys and workshops undertaken earlier in the project have tangible outcomes.

In addition to the desk-based research, consortium members held internal discussions and working sessions on the potential use of the curriculum model and framework. This allowed consortium members – drawn from academic institutions, training institutions and policymaking institutions (and predominantly with experience in CPPB training) – to understand what challenges exist in the building

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of a curricula framework and model, the limitations of each, and also the challenges in maintaining them. These discussions have been incorporated into this report to demonstrate the consortium's aim to 'future-proof' the platform for the short, medium, and long-term future.

As stated, the report largely relies on research that has been gathered within our project over the past twelve months. Based on desk research, survey research, and interviews, we have undertaken rigorous analysis of current methods in CPPB training; established novel ideas regarding approaches, content, and methods; interviewed practitioners and run workshops, ran baseline surveys on curricula components, curricula topics, and training institutions, and established broader engagement strategies with key stakeholders in the field. This is positive insofar as it begins a new stage within the PeaceTraining.eu project, where research and suggestions are operationalised into a coherent format which, it is hoped, is useable to a broad audience of training practitioners and participants.

However, it is also a 'step into the unknown'. We understand other models exist in the development of curricula, and do not profess to be the first and only organisation proposing this. However, we think that the PeaceTraining.eu CPPB Curricula Architecture is a tool which will:

- interpret our unique findings into current CPPB curricula;
- outline what we think to be comprehensive approaches to defining and developing curricula;
- build a user-friendly interface in which to engage with this approach.

1.3. How this report will progress

Following on from this introduction, the report will be divided into four chapters, each reflecting different aspects of the Curricula Architecture (incorporating Curricula Framework and Curriculum model), as well as the broader role for the PeaceTraining.eu web platform.

Chapter 1 identifies the rationale for the development of a PeaceTraining.eu Curricula Architecture, comprising of the curricula framework and the curriculum model. Here, research undertaken from previous PeaceTraining.eu reports, as well as from further afield, will be utilized to build a convincing case for the architecture to be developed on the web platform. **Chapter two** will examine the curricula framework. It will outline the key aspects of the framework, including how it will use previous research undertaken on curricula development to match the needs of those searching for training to the trainings that organisations provide. Here, the role of 'key questions', 'essential tags' and 'detailed information' will be outlined. **Chapter three** will provide a pathway for how a curriculum model can be developed. This section will outline how previous research undertaken under Work Package 3 provides a series of considerations to trainers who wish to develop new training packages. Moreover, the curriculum model's role in the web platform will be outlined, through a description of how it is operationalized under 'Ideas Lab'. In **Chapter four**, the report will provide a discussion concerning the sustainability of the curricula architecture. This chapter will examine four broad areas: firstly, the 'roll-out' process of the curricula framework and model will be outlined; secondly the importance of both the model and framework being responsive to change; thirdly, the role of the broader PeaceTraining.eu platform will be identified, and; fourthly the formalized engagement strategies will be outlined.

2. Rationale of the Curricula Architecture

This chapter specifically focuses on the rationale and design of what is termed the PeaceTraining.eu 'curricula architecture'. The architecture is the guiding structure of the curricula framework and model, and is led by three identified target groups: those seeking training; those who provide training; and, those who wish to develop new training programmes. From this, the PeaceTraining.eu curricula framework and curriculum model are identified. The framework assists those searching for, and those advertising training; the model is predominantly intended for those planning to develop new training programmes. The chapter will firstly discuss the different target groups who the architecture is aimed for, before outlining the differences between the curricula framework and the curriculum model. By doing so, the chapter will lay a foundation for the development of the further chapters, which deal specifically with the curricula framework, and the curriculum model.

Box 2.1: Definitions

Curricula architecture: the guiding structure of the curricula framework and model, led by three identified target groups: those seeking training; those who provide training; and, those who wish to develop new training programmes

Curricula framework: a framework under which training courses in the CPPB field can be categorized in order that potential training participants can search for them in an easy manner.

Curriculum model: a step-by-step process of building a course based on a series of the curricula components that have been identified in previous PeaceTraining.eu research.

2.1. Target Groups of the PeaceTraining.eu Curricula Architecture

The curricula architecture reflects the target groups of the PeaceTraining.eu project. These target groups are based on previous research undertaken in the PeaceTraining.eu Project, with interviews and workshops undertaken for previous reports (Tunney, 2017a; Curran, Annan, Demarest, 2017), identifying the three constituent groups as being key actors in terms of developing curricula. These target groups are:

- Those seeking training - this refers to those who wish to undertake training in the CPPB field. This target group can be further categorised (for instance, military, police and civilian).
- Those providing training - these are the training organisations who have already developed training programmes and who wish to let potential course participants know about them.
- Those who wish to develop new training programmes - this refers to those trainers (who may or may not work for training organisations) who wish to develop new, novel approaches to training in the CPPB field.

What was apparent in the interviews and workshops is that the groups are not mutually exclusive. For instance, it is entirely feasible that trainers who work for a training organisation both wish to seek out a training event to participate in, and create new courses to run themselves. With this in mind, the benefit of having the curricula architecture hosted on the PeaceTraining.eu web portal means that users can engage with both the framework and model.

Figure 1: The target users of the PeaceTraining.eu curricula architecture

Additionally, within these broad target groups there exists further forms of categorisation. Most pertinent to this project is the user groups 'military', 'police', 'civilian'. This form of categorization has been important throughout the project. As stated in the baseline survey, the courses which have been researched are designed for 'policy makers and practitioners with civilian, military and police background - civilian including civil servants and diplomats as well as non-state, civil society staff' (Wolter & Leiberich, 2017, p.12). This is largely a reflection of the fact that CSDP missions/operations may include the deployment of civilian experts, such as judges and political advisors, law enforcement agents (police) and military personnel (from ground troops to military observers) (Wolter & Leiberich, 2017, p.16). The model which we have outlined above takes a step back from these distinctions, but still allows flexibility for users to structure their experience to suit their professional function.

2.2. The 'Curricula Architecture'

Previous research from this project argued that in European CPPB training there 'is currently **no or limited coherence** across programmes and sectors', leading to an absence of 'shared understanding of available tools, systems, methods and approaches' (Wolter et al, 2017, p.42). It is here where the Curricula Architecture seeks to offer a contribution.

It has become increasingly clear as the PeaceTraining.eu project has progressed that an opportunity exists to build on the project's research on curricula in two ways. Firstly, in the form of a **searchable tool for those seeking training**, and those organisations who wish to advertise courses (the curricula framework); secondly as a **tool to be used by those trainers who wish to develop new courses, events and training** (the curriculum model). Both of these options ultimately drive towards the same goal: the development of an 'overall curricula framework and model', but do so in different ways. That is why they are represented as different components of the curricula architecture in this report, and in the forthcoming PeaceTraining.eu platform.

The curricula architecture is represented in Fig 2.2 (below). As it shows, the three groups of target users are represented as the main drivers of the design of the architecture. As outlined above, these target groups are not independent from each other. However, in considering the curricula framework and curriculum model, they both relate to specific groups.

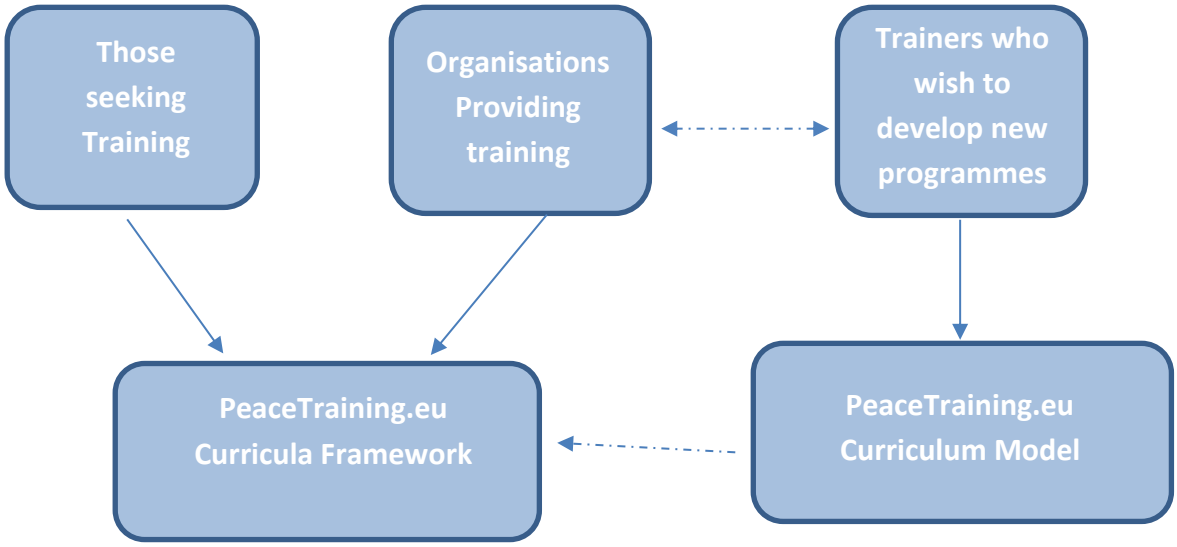

Figure 2: The curricula architecture

The PeaceTraining.eu curricula framework

The first part of the curricula architecture is the 'curricula framework'. We describe this as being *a* framework under which training courses in the CPPB field can be categorized in order that potential training participants can search for them in an easy manner. As the following chapter will outline in greater depth, this report suggests the development of a comparable, searchable curricula framework which will allow those seeking training to search, compare and contrast training programmes. Training programmes will be filtered along a series of variables, based on a curricula framework identified in previous PeaceTraining.eu reports. This will allow programmes to be searchable by anybody interested in participating in training. Once a course has been identified, the course information will include further categories of information which have also been identified in previous work undertaken by the PeaceTraining.eu consortium.

Creating the curricula framework will respond to identified gaps which have been highlighted in previous PeaceTraining.eu reports. Through the provision of a holistic, searchable database, based on a structured framework, the PeaceTraining.eu curricula framework will assist in the provision of a 'shared understanding' of tools, systems, methods and approaches to training, offer a way in which the broad divergence of quality can be visualised in one place, and provide the reference point to identify where training fits in the CPPB landscape. This speaks to recommendations made in our earlier report, which suggests that a tool be created to provide 'a coherent structure' which provides 'a lens through which to understand and analyse peace training in Europe' for training providers, (to "place themselves and their training" within the system), training practitioners, (to understand which training options they have; trainers to network, exchange and learn), and decision-makers (to better understand the European peace training system and curriculum options). (Wolter & Tunney, 2017, p.41).

The PeaceTraining.eu curriculum model

The second part of this architecture is the curriculum model. The description of this is based on the description of a Curriculum model as outlined by Europe's New Training Initiative for Civilian Crisis

Management (ENTRi), which states that model represents 'a coherent format and process in design that the core / specialised training curricula will have to follow (ENTRi, 2017)'. Building on the 'coherent format and process in design', the PeaceTraining.eu curriculum model offers a step-by-step process of building a course based on a series of the curricula components that have been identified in previous PeaceTraining.eu research. This step-by-step process will incorporate aspects such as methods, competencies, and processes of needs identification, which have been studied in some depth previously.

This model offers a strong contribution to the building of CPPB courses and training events, and contributes to a defined need highlighted earlier in the project. The PeaceTraining.eu *Existing Peacebuilding and Conflict Prevention Curricula Report* argued that the 'degree to which training stakeholders make use of existing theories and concepts of adult education and bring those into the context of CPPB training, differs greatly' (Wolter et al, 2017, p.8). The example was given of two European Union and government affiliated entities, Europe's New Training Initiative for Civilian Crisis Management (ENTRi) and the European Security and Defence College (ESDC), which follow different conceptual approaches to adult learning and curricula development, articulating different ideas as to what a curriculum in the CPPB field should contain. (Wolter et al, 2017, p.8). The baseline assessment also found similar challenges in non-governmental, non-profit and research-oriented training providers, who 'practice an array of different approaches to curricula, its definition and (quality) criteria for designing and implementation.' The curriculum model seeks to address these challenges by offering trainers a coherent process towards building curricula. Regarding methods, the curriculum model also seeks to address the recommendation made in the PeaceTraining.eu report *Review of Current Methods in Peace Training*, which advocated 'greater codification of trainer experiences using different methods', through the use of a centralised platform that contains reports on best practices and lessons learned regarding methods' (Tunney, 2017b, p.78).

In addition, the PeaceTraining.eu curriculum model will be represented on the web platform through what we have termed as the 'ideas lab'. The ideas lab will be a practical tool to assist training practitioners developing training programmes that address issues in the CPPB field. We have used the term 'ideas lab' as it best represents a virtual environment where those interested in developing new courses, training, or curricula can use a structured set of ideas (based on PeaceTraining.eu research) to assist them.

2.3. The PeaceTraining.eu web platform

The curricula architecture will benefit from being part of the PeaceTraining.eu web platform, and will address challenges identified amongst trainers in the CPPB field. Interviews with trainers and policy implementers in the CPPB field found that knowledge of and experience with e-learning materials varied, with some having little to no experience with these modalities (Tunney, 2017b). With information about programmes and CPPB curricula often scattered across a variety of websites, challenges in accessing comprehensive platforms which cover all aspects of training exist. Moreover, it can be difficult for smaller organisations to communicate their trainings to a wider public in such a crowded environment (Tunney, 2017a, p. 31).

Therefore, the PeaceTraining.eu web platform is intended to become a 'hub' for training activity in the CPPB field, with the curricula architecture at its centre. The curricula framework will be a searchable tool, and the curriculum model an interactive design process for trainers. With this in mind, supplementary aspects of the web platform which in themselves provide important contribution to

the CPPB training field (the methods library, the database of trainers and training organisations, shared spaces to facilitate networking and discussion) are intended to be related to the efficacy of the curricula framework and model. The platform will be referred to throughout the report, with the discussion chapter outlining specifically how future activities of the PeaceTraining.eu project will be directed towards the web platform.

2.4. Conclusion: A contribution to novelty

This chapter has outlined the rationale of the PeaceTraining.eu curricula architecture, which consists of the curricula framework, and the curriculum model. The architecture represents the present culmination of research into curricula in the CPPB field, and interprets into two usable models which will be the centrepiece of the PeaceTraining.eu web platform. The following two chapters will go into these aspects of the curricula framework more closely.

Importantly, the curricula architecture, developed on the PeaceTraining.eu web platform represents a novel way of approaching challenges in the CPPB field. The previous report released under the PeaceTraining.eu project - *Novelty in CPPB Training: An analysis of approaches, content and method* - explored novelty in CPPB training, particularly for trainers and training providers who wish to investigate how their organisations may undergo processes of change at different levels when incorporating new ideas and novel approaches. As well as proposing novel concepts, approaches and methods, the report also investigated the process that individuals and organisations in the CPPB field undertake in order to adopt novel ideas. It did this through outlining the process of incorporating novelty through outlining 'push' and 'pull' factors in seeking novel approaches, and identifying constraining and facilitating factors for incorporating novelty in the CPPB field.

The report identified 'professional curiosity' as a push factor in encouraging practitioners to develop novel approaches, whereby practitioners undertake their own independent research into new concepts, or are part of broader networks which introduce novel ideas (Curran, Annan, Demarest, 2017, p.20). When discussing what facilitates the adoption of novelty, the report made two important suggestions. Firstly, the report noted that there were benefits in the idea of 'free spaces' to assist in new, creative thinking about CPPB training. Although the report referred to physical free spaces, these can be complemented through an online curricula architecture: the curricula framework provides an opportunity to offer an overview of what courses exist; and the curriculum model offers the tools to develop new training and potentially address current gaps. On this second point, report 'Novelty in CPPB Training: An analysis of approaches, content and method' noted the importance of developing toolkits to be able to help spread new ideas and their implementation, with the role of technology highlighted as a way to facilitate this (Curran, Annan, Demarest, 2017, p23).

The curricula architecture - and more specifically, the curriculum model - will additionally help to address a factor which the report identified as a constraining factor to the adoption of novel approaches, concepts, or methods. The report found that trainers were at times constrained through a lack of confidence in their ability to develop new ideas. This would be born out of concern of 'looking 'stupid' or standing out, a lack of time to be fully trained in an area, or to get a full theoretical foundation as to why a new idea may be more useful than an old one, and concern over the stress which may be related to incorporating novel ideas' (Curran, Annan, Demarest, 2017, p24). The proposed curriculum model, (and the 'ideas lab' on the web platform) is aimed to build confidence, through allowing trainers access to the space, resources, and knowledge gained from our research for them to build novel approaches in a manner which suits them.

3. The PeaceTraining.eu CPPB Curricula Framework

'*"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."* **EU Trainer'**

3.1. Introduction

Curricula framework: a framework under which training courses in the CPPB field can be categorized in order that potential training participants can search for them in an easy manner.

The PeaceTraining.eu curricula framework is designed to provide a structure in which those who wish to seek training can search for training programmes that fit their needs, and select their own trainings sequentially. For those training organisations who provide the training, it is equally important that they are able to use the platform as a means to offer information about their courses, including details on a range of aspects including methods, trainers/Subject Matter Experts, and issues of cost and scholarship.

In order to ensure that this model is sustainable and reflects the needs of both groups, the curricula framework is based predominantly on existing reports undertaken in Work Package 3, including the *Existing Peacebuilding and Conflict Prevention Curricula Report* (Wolter et al, 2017)*, Baseline Assessment Report* (Wolter & Leiberich, 2017), and *Review of Current Methods in Peace Training* (Tunney, 2017b).

The two predominant target user groups who will use the curricula framework on the PeaceTraining.eu platform are *those searching for training,* and *those who provide training*. As stated in the chapter above, these are two out of the three overall target users for the curricula architecture. The two diagrams represented in the chapter (which will form the basis of the curricula framework as it appears on the PeaceTraining.eu web platform) are designed specifically with those target users in mind.

3.2. Creating the searchable Curricula Framework: Crawling and Indexing

In compiling data for the curricula framework, the PeaceTraining.eu platform has undergone a form of 'crawling' and 'indexing'. Both of these terms come from the wider literature on search engines (Fons, 2016, p.2; Google, 2017, Shore, 2013).

Crawling

Crawling is the gathering of data from web pages across the internet, whereby a search engine harvests key data which appears on a webpage. Larger internet search engines use specific automated programmes in which to harvest data from a considerable range of web pages. The data gathered from these pages is then indexed (or coded), much like the index at the back of a book. Therefore, when users search for specific terms on a web search engine, the engine is able to draw on the index of web pages to respond to the specific enquiry. Instead of undergoing the crawling process through an automated system, the gathering of data for the PeaceTraining.eu programme has been undertaken by consortium members, who have structured data gathering around specific research which relates to the CPPB training field. Firstly, as part of the *Baseline Research and Stakeholder Report on Conflict Prevention and Peacebuilding Training*, consortium members gathered a wide array of data from institutes which undertake CPPB training across Europe. This process involved identifying CPPB training institutes across Europe and filling out a questionnaire, which covered topic areas of courses which are

taught by the training organisation, whether forms of online learning are covered, the level of offered trainings, finance models, and target audiences (see Annex 1 for the questionnaire in more detail). In this case, over one hundred CPPB training providing organisations in Europe and its immediate neighbourhood, of intergovernmental, governmental, NGO / non-profit or private nature, were collected. Secondly, the *Existing Peacebuilding and Conflict Prevention Curricula Report* gathered data on existing forms of CPPB curricula (please see Annex 2). In order to do this, consortium partners considered the training cycle of planning, implementation and evaluation as well as logistics, trainers and target group profiles, course content (programme, methods and support materials) and recognition and quality criteria (such as conflict sensitivity, accreditation, quality standards) (Wolter et al, 2017, p.10) Thirdly, the PeaceTraining.eu reports based on interviews with training practitioners (Tunney, 2017a), and *Methods in CPPB Training* (Tunney, 2017b) have both outlined key methods used in CPPB training programmes. Taken together, these three forms of crawling have harvested, a significant amount of data from training organisations in the CPPB field, and the practitioners who work for them.

Indexing the Framework: 'Essential Tags' and 'Detailed information'

The indexing of this data is key to this chapter, and to the logical structure of the curricula framework. The way in which this data is indexed is through differentiating it into two separate categories: 'key questions/essential tags'; and 'detailed information'. This forms the 'indexing' of the training courses in the curricula framework. The division between these two categories stems from the view that the web platform will have to be user-friendly and avoid being too cumbersome.

Key Questions/Essential Tags

For those searching for training, the curricula framework system will be categorised through a series of 'Key Questions' (see Figure 3.1). These correspond to the 'essential tags' that training organisations must respond to when describing the training programmes that are offered (identified in Figure 3.2). These essential tags have been identified predominantly through the 'Existing Peacebuilding and Conflict Prevention Curricula Report', which identified a framework for categorising curricula in the CPPB field. As a reminder, the table which illustrates this is outlined in Table 2.1, on the next page. The key questions/ essential tags are outlined below:

1) Courses defined by profession: This refers to whether the person using the curricula framework is military, civilian or police.
2) Courses defined by thematic area: This is based largely on the curricula framework report (Wolter et al, 2017), which has categorized curricula into core (curricula), skills-based, thematic-based, actor-based, and moment of delivery (see table 3.1, below). The option is also available to choose 'all courses', should the person using the framework wish to do so.
3) Courses defined by career stage/rank: This is to ensure that the career stage is linked to the level to which the target recipient is at, though bearing in mind that some courses cater for all.
4) Courses Defined by organisation who runs the course. This is related to research undertaken in the Baseline Survey. Here, the framework seeks to separate those courses run at a formal/state level (which may be necessary for those who work within governments), and those courses/training events run by NGO/Sub-state actors.
5) Courses defined by location. This reflects wider research undertaken in the PeaceTraining.eu project which has identified approaches based on virtual learning environments, on-site

approaches, and how the two mix in blended environments. If on-site/blended is chosen, the framework will take users to a location search. The location search may either be a) full list of countries; b) clickable map of the EU.

6) Courses defined by moment of delivery. This is linked to the curricula review undertaken earlier in the research, which identified that courses are differentiated by the point at which they are undertaken in terms of the deployment cycle of the participants.

The categorisation of six key questions/essential tags allows a user to generate a search based on his/her own needs and requirements. Therefore, the user will have the opportunity to define the tag they wish to start their search with, and will then be able to freely define the number of supplementary tags they wish to use to narrow the search. For example, a user may start by searching for a course which is 'online', then choose to refine the search by the 'Subject Area', before choosing to focus on courses targeted at those at a particular stage in their career. At each stage of the search, a number of courses will be shown to the user, reflecting the choices they have made. Users are able to combine a search which uses all six tags. In addition to this, there will be a free-text search tool. For example, a user interested in a course on Disarmament, Demobilisation and Reintegration (DDR) can supply this key word in the search tool and will immediately find all available courses related to DDR.

CPPB Curricula Categories
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 j. Preventive Diplomacy, Mediation, Dialogue and 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 1: PeaceTraining.eu CPPB Curricula Categories (Wolter et al, 2017, p27-28)

Detailed information

The category of 'detailed information' has been created for those seeking training to gain a deeper understanding of training courses which appear as a result of their search through the 'key questions/essential tags'. Therefore, when they find a suitable training course, they will be presented not only with information which reflects the 'key questions/essential tags, but information that research from the PeaceTraining.eu project has identified as being important in building curricula.

Data which is to be entered into the 'detailed information' categories has been sourced predominantly from guidance which was identified by PeaceTraining.eu consortium members as being important aspects in analysing curricula components for CPPB programmes across the EU. This guidance was codified into research of CPPB curricula across Europe (Wolter et al, 2017, p.31).

At this point, it should be noted that those seeking training will be unable to undertake their search for courses purely on the basis of the categories under 'detailed information'. Whilst categories in this field are important factors in CPPB curricula, there are reasons as to why they are included at this stage. Firstly, they may be too difficult to classify. Here, for instance, the issue of whether a course has fees or not appears to be a simple binary question. However, baseline research undertaken in the PeaceTraining.eu project noted that certain CPPB training organisations would offer bursaries, others would offer different incentives (discounted accommodation, discounted fees, free course materials) when fees are paid. This was also reflected in the *Existing Peacebuilding and Conflict Prevention Curricula Report*, which had a number of questions related under the heading of 'cost' (Wolter et al, 2017, p.32). Secondly, not all CPPB training organisations who offer courses will have the full range of detailed information. That is why they will be asked to detail *as much as possible*, as opposed to filling all fields. Thirdly basing a search under certain categories of detailed information would not benefit the person searching training. For example, a search for a course which used 'lectures' as a method would have a negligible effect in terms of narrowing and filtering a search down, as the vast majority of courses use lectures as a method. Finally, these variables are much more likely to change on a year-on-year basis, and at times can be changed at late notice (for instance, a Subject Matter Expert, or course trainer being unavailable). Whilst it is the intention to keep the framework as a living document, the essential questions are more 'stable' than the detailed information.

The detailed information outlined in Figure 3.2 focuses on the following areas. These shall be explained below:

- Method of delivery - this relates to previous research undertaken on methods. A list of methods that have been identified during PeaceTraining.eu research will be offered in a 'tick box' format, as will space for methods to be inputted via a text box
- Whether there is a course handbook/reader as part of the course
- Accreditation - whether the course is accredited through an international/national entity (for example, the UN or a Ministry of Foreign Affairs), and whether the course is certified (for instance through ENTRi)
- Assessment - Information inputted firstly with a 'yes/no' tick box. If 'yes' is ticked, then the form of assessment is inputted into a text box.
- Includes Subject Matter Expert(s)? - information inputted into a 'yes/no' tick box. Option to further define SME (with link to SME profile)

- Profiles - Details of trainer profiles, where trainers on the course will be listed, with a clickable link to their trainer profile (should they have one on the PeaceTraining.eu forum). Link to organisational profiles - a clickable link to the profile of the organisation hosting the course
- Cost - This opens up three inter-related areas. Firstly, the cost of the course; Secondly, an explanation of what the costs cover (for instance, meals, accommodation); and Thirdly, 'scholarship options and other schemes', details will be inputted should the course/institute offer scholarships
- Travel/Logistics - this offers information of visa requirements (should there be any), and transport logistics (for instance, airport pick-up)

3.3. Introducing the diagrams

With the above explanation in mind, diagrams 3.1 and 3.2 are presented. It needs to be remembered that the diagrams reflect each other considerably. This is logical for the filtering system.

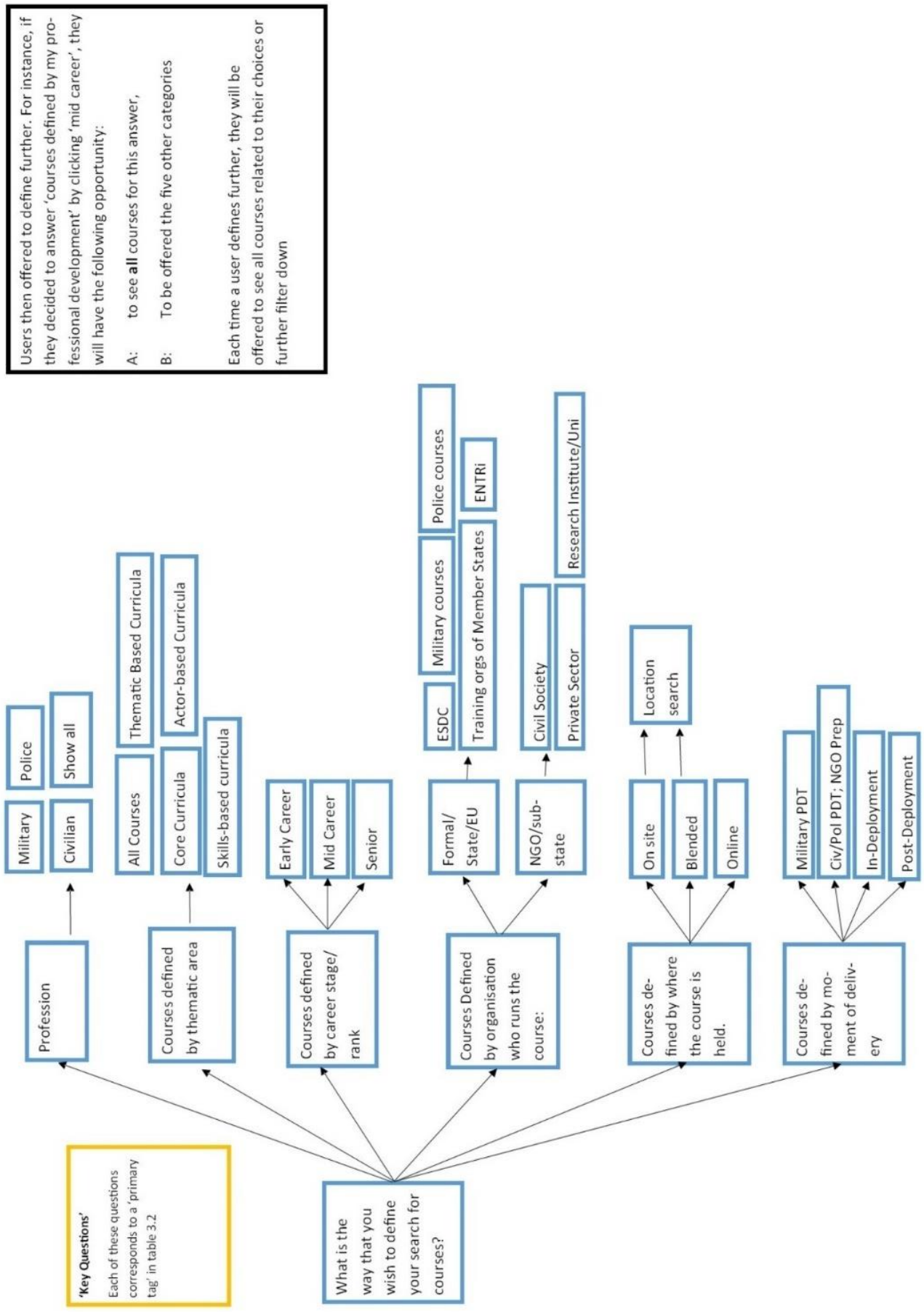

Figure 3: The curricula framework for those seeking training

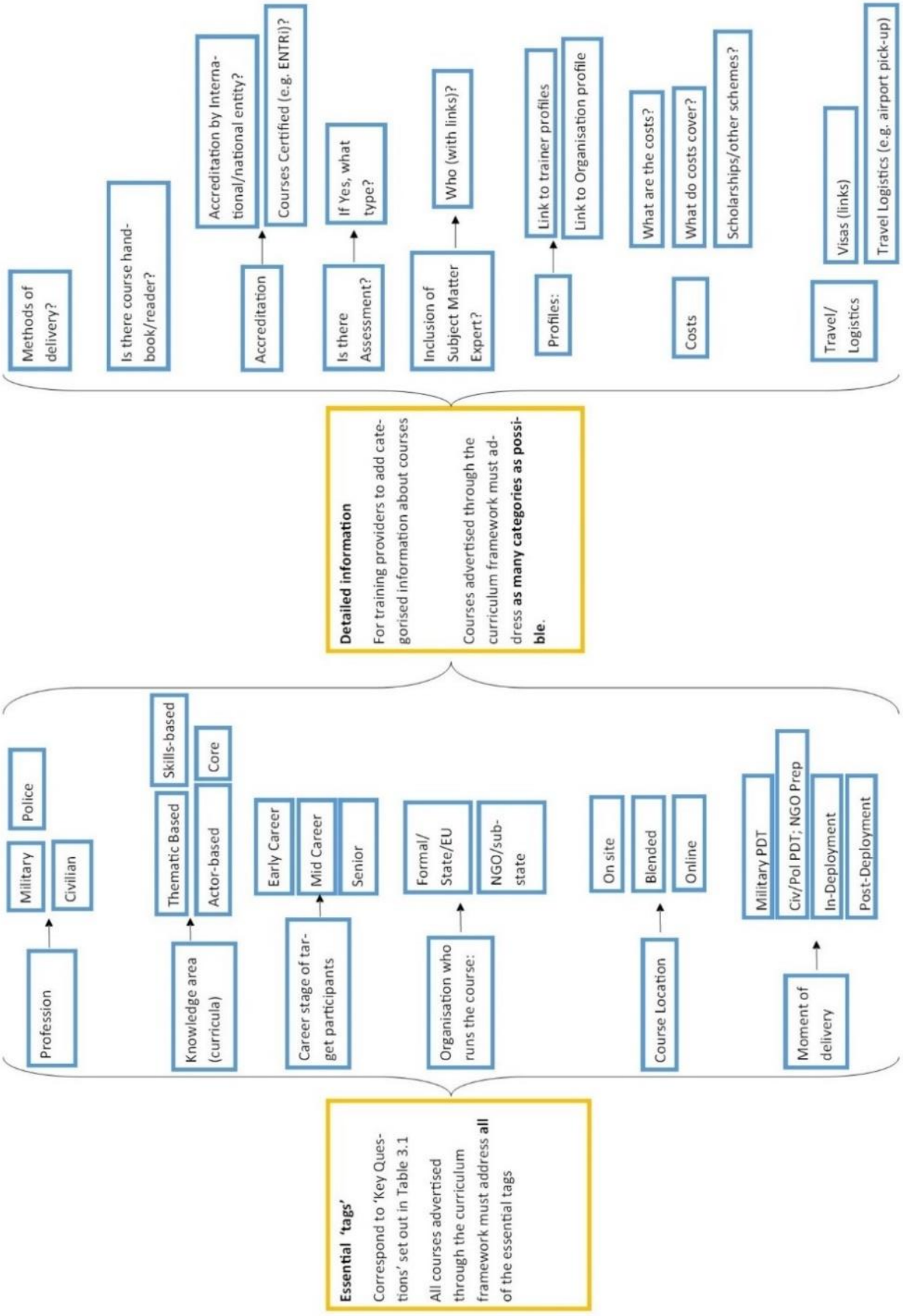

Figure 4: The curricula framework for those providing training

3.4. Curricula Framework Discussion

Within the curricula framework, there are some key points which have been drawn out for further discussion. This is to reflect that the curricula framework is a 'living' document, and will, at times require processes of evaluation and amendment. This is key to ensuring its sustainability in the future.

Ensuring clarity across the field

A broad challenge exists related to coherence across the field. The *Existing Peacebuilding and Conflict Prevention Curricula Report*, offered an important critique of the current CPPB field. It stated:

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

When asking training organisations to enter details of their courses, therefore, it should be expected that a wide range of interpretations will be expected. Although most of the essential tags/Key questions do not have much room for interpretation, there will be some which are more susceptible to subjective interpretation. In addition, those who are searching will also have varying interpretation of certain aspects of the framework. A good example of this can be seen in two of the essential tags/key questions: Career type and career stage

Career type and career stage

The first discussion point relates to the type and stage of career which training is posited at. First, is the extent to which users the curricula framework distinguish themselves between civilian, military and police. There are rational reasons for offering the choice to differentiate oneself along career paths in terms of the curricula framework. For instance, the EU training concept of 2004 stipulates that the target group is personnel with a civilian, police and military background from Member States or relevant EU institutions, and those who are expected to be involved in CSDP crisis management (Wolter et al, 2017, p.21). Within this, some courses will be specifically targeted at one of these target audiences. However, there are also courses which seek joint participants, bridging the civilian/military/police divide (for instance, courses on civil-military cooperation, DDR, SSR incorporate elements of all). Therefore, the question of career type should have the additional answer in which the user can choose to circumvent the question and display courses for all professions.

In addition, the question of 'courses defined by career stage/rank' is also an area where clarity could be difficult to achieve. As outlined in our own research, the stage at which training is undertaken is significant, reflecting the different learning needs in different moments of mission preparation, deployment / intervention, and post-mission for those involved in deployment on CPPB interventions and programming (Wolter et al, 2017, p.26). The curricula framework separates along three stages: early career; mid career; senior. This is similar to the EU Training concept, (PSC, 2004), which stipulates that training is divided into basic and advanced (along with pre-deployment training and in-mission / induction training). This separation however is not the definitive way in which experience is categorised. For instance, the EU planning guide for force Generation for civilian CSDP Missions 2016

defines job requirements in terms of years of experience, and years of experience at the managerial level (EU, 2016, p.6). In a field as broad as the CPPB, clarity in terms of this is therefore essential. In the development of the curriculum framework, definitions as to what constitutes career stages will need to be clear, both for the organisations advertising their training, as well as for those who are using the curricula framework to search for a training event. Although the boundaries will largely be clear (the difference, for example, between senior and basic-level), definitional issues may exist as to when one stage finishes, and another begins.

3.5. Conclusion

The discussion outlined above suggests that the curricula framework relies on two key areas of development. First is a process of registration which allows those organization entering and editing data to do so easily. This will require outreach to the organisations and individuals who provide training. Secondly effective feedback is required in order to fine-tune concepts, adapt to different understanding of key questions, and develop aspects of the framework to reflect changes in the field. Here, engagement with key stakeholders predominantly (but not limited to) those seeking training will be required. Moreover, there will be points where all users of the platform have questions which are relatively easy to address. These issues will be examined in the discussion section of the report.

Nevertheless, the curricula framework is an important tool. It seeks to build on the research undertaken previously in the PeaceTraining.eu project to 'crawl' and 'index' information. This has provided a structure which can be taken towards a stage where it can be tested with key stakeholders.

The next chapter will examine the curriculum model. The curriculum model's key role – to assist trainers to build courses – has the potential to be a complimentary tool to the curriculum model insofar as trainers can use the curricula framework in which to identify the current 'state of the field' in order to help develop new and novel training programmes.

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4. The PeaceTraining.eu CPPB Curriculum model

'"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***

4.1. Introduction

Curriculum model: a step-by-step process of building a course based on a series of the curricula components that have been identified in previous PeaceTraining.eu research.

Ideas lab: Virtual space on the PeaceTraining.eu web platform where trainers use the curriculum model

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

At its core, this chapter outlines a nine-step process that highlights key characteristics of what the PeaceTraining.eu consortium believes to be important in building new training events and courses. Each step contains a series of prompts and questions for the user. These prompts will ensure that the trainer has considered the recommendations from PeaceTraining.eu. Through undertaking this process, we hope to improve quality of trainings through setting standards within the field. It is also envisaged that this model will complement the curricula framework, as trainers will be able to use the framework's data of what courses are available across Europe (including methods, approaches and content) in order to better develop new training programmes.

4.2. The "ideas lab"

It is the intention of the PeaceTraining.eu consortium to have the curriculum model integrated into the PeaceTraining.eu web platform, so that the platform itself works to enhance the model (and framework). This will be done through visualising the model as an 'ideas lab' on the web platform.

The term 'ideas lab' was chosen as this best represents what the PeaceTraining.eu consortium wishes to achieve in its development of the curriculum model. The ideas lab will offer a process which trainers can use to develop a new idea, offering at each stage of the process hints, tips, ideas, and resources based on the research undertaken by the project. It does not bind a trainer to a new course, nor does it offer a comprehensive solution to a particular challenge. Instead, like the broader aims of the curriculum model, it exists to assist a trainer in a process of course development, regardless of the size, scope and length of the proposed course concept. As stated in chapter 2 of this report, trainers appreciate the access to 'free spaces' to assist in new, creative thinking about CPPB training. The ideas lab is intended to be one such 'free space' for trainers to use.

Therefore, upon choosing the 'ideas lab' on the PeaceTraining.eu web platform, the trainer will be directed through a series of questions which will prompt them to reflect on their ideas. Within these prompts will be suggestions drawn from PeaceTraining.eu research on curricula development, outlined in reports delivered on methods in CPPB, curricula formulation, as well as being supplemented through information gathered with interviews with key stakeholders.

The interactive nature of the PeaceTraining.eu web platform will enhance the ideas lab concept. Each question will lead to a drop-down text box which prompts the user to consider key questions in their course development. This could be complemented by a free text box which allows the trainer to input thoughts/responses to each stage, which could be combined to build up a printable set of notes at the end of the process.

Additionally, at each stage of the ideas lab, participants will be given the opportunity to link through to the resources that the web platform has more generally (such as the methods library, or publicly available PeaceTraining.eu reports), to assist them in the development of their concept. There are certain areas where the potential benefits of this are clear. Under the 'PeaceTraining.eu Approach to training', the ideas lab format can link trainers to the report *Novelty in CPPB Training: An analysis of approaches, content and method*, which outlines novel forms of training approaches, including joint training/multi-sectoral cooperation in training programmes, ecological approaches, coaching and sequential approaches to training (Curran, Annan, Demarest, 2017). Moreover, in terms of the section on methods, the ideas lab will offer a link through to the PeaceTraining.eu Methods Analysis Template (Tunney, 2017b, p.10-20), as a way in which to advise the trainer on how to ensure that an appropriate method is chosen and that it is properly implemented. It will also highlight research undertaken by the consortium on specific methods, including lectures, group work and collaborative problem-solving activities, case studies, simulations, methods of reflection, and arts-based methods, and will additionally link to the report *Novelty in CPPB Training: An analysis of approaches, content and method*, which outlines novel forms of methods in Arts Based Methods as a form of training delivery, and e-learning, which includes a focus on collaborative online learning, sandboxing, gaming and simulation.

For the purposes of this report, the term 'curriculum model' will be used when describing this process. This is because the ideas lab is a representation of the curriculum model working in practice.

4.3. The curriculum models

The PeaceTraining.eu curriculum model is a variant of the visualisation of curriculum components, as outlined earlier in this project (Wolter & Tunney, 2017, p. 25). This visualisation can be seen overleaf in Figure 4.1

The curricula model proposed in this report uses the components outlined above, but enhances them so it is anchored to the needs of the target user, in this case somebody who is developing a new training programme. The other significant amendment is to introduce the 'PeaceTraining.eu approach to training', based on what the PeaceTraining.eu consortium believes to be key ideas and approaches in the field. The visualised curriculum model is introduced in Table 4.1 (overleaf), and each stage of the curriculum model will then be discussed in greater depth.

Figure 5: Components of a Curriculum (Tunney and Wolter, 2017, p.25)

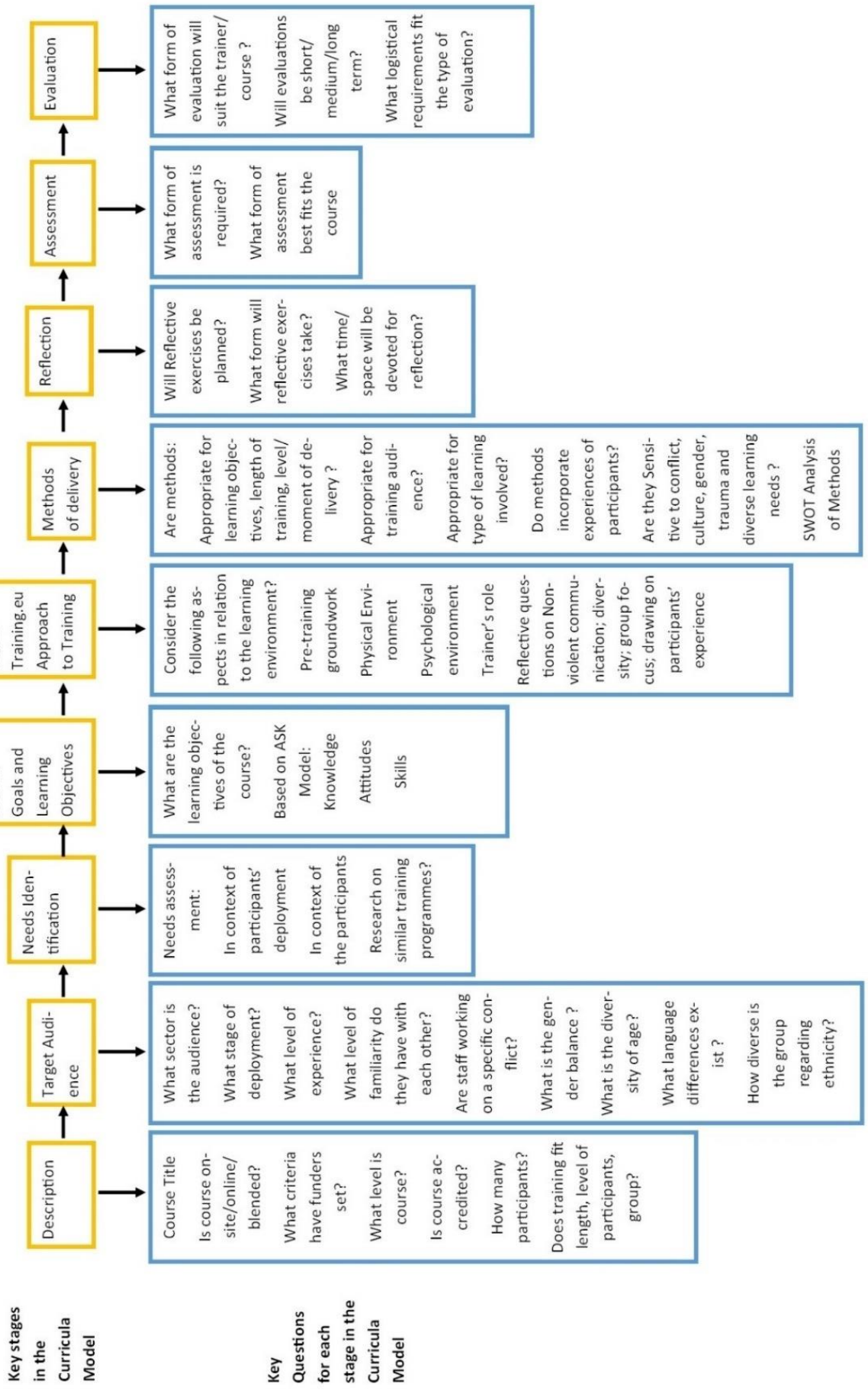

Figure 6: Components of a Curriculum (Tunney and Wolter, 2017, p.25)

Key components of the curriculum model

1) Description

The description section includes asking trainers to consider the parameters of the training programme, including the length of time, type of course, number of participants, and level of course. Setting these parameters first lays the foundation to enable trainers to make future decisions. For instance, knowing the length of the training and number of participants will shape the types of methods that one selects. Key questions prompt trainers to consider will include the criteria set by funders of the training, the level of the training, whether the course is accredited (and what implications this may have), the ideal number of participants, and whether the course is online, blended, or on-site.

While some aspects may be non-negotiable (i.e. that trainers will be designing a training for military personnel), trainers may have decision-making power over some aspects of the course (for instance, the level to which the course is online, the maximum number of attendees).

2) Target Audience

At this stage of the model, trainers are asked to carefully consider their target audience to ensure the programme is designed to meet their needs. There are a number of issues which arise when considering the target audience. These include profession (military, civilian, police); stage of deployment, level of experience, specific focus of work, familiarity with each other, gender balance, age diversity, language diversity, and ethnic diversity.

Additionally, the trainer will be prompted to assess the possibility of consulting with participants in the planning phase, thereby allowing the trainer to know participants' backgrounds as well as any specific learning needs.

3) Needs identification

At this point, the role of background research is highlighted as a strategy to help ensure that the learning objectives meet the needs of the participants. It will identify two types of needs assessment:

- firstly, a needs assessment drawing information from either the local context where participants will be deployed;
- secondly a needs assessment based on the participants.

Under both types of assessment, there will be further information on how they may be conducted. For instance, a needs assessment based on the local context could involve interviews, focus groups, questionnaires of local partners, local field staff and possibly local service users to determine what skills are needed, what attitudes should be embedded within field staff, and what local knowledge they should have. For a needs assessment based on training/course participants, a training audit can determine their background experience as well as their current training needs.

In addition, under needs identification, trainers will be asked to reflect on their own training approaches to understand better how this relates to the participants, and what skills they may require in order to accommodate the identified needs. Trainers will be asked at this stage to also consider the review of reports around best practices and lessons learned regarding similar trainings and integrate findings into the training.

4) Course Goals and Learning Objectives (What type of knowledge is sought)

This reflects the importance of clarity in setting the overall goal of the course as well as the specific learning objectives, ensuring that appropriate participants will be attending the training and that expectations are clear.

Formulating learning objectives is central to any course, and the curriculum model encourages trainers to list learning objectives to offer clarity to trainers and participants on the subject matter. Doing so would serve as a reference to trainers and sets the expectations of the participants. The guidance offered will point to the importance of learning objectives being specifically designed for the target audience and the importance of the SSMART model: specific, sensitive, measurable, appropriate, relevant and timebound.

As covered in the *Integrated Assessment Report on EU's CPPB Capabilities* (Wolter & Tunney, 2017, p.27), learning objectives should be shaped around what knowledge, attitudes, and skills are required for participants undertaking this form of work. PeaceTraining.eu reports have advocated that attitude development is crucial to CPPB because values of equality, respect and social responsibility are necessary to do this work. In addition, it encompasses building a range of practical skills and transferring different types of knowledge. Examples of each component are in Figure 4.1 below. This diagram will be used as a prompt in having trainers to develop their own course concept.

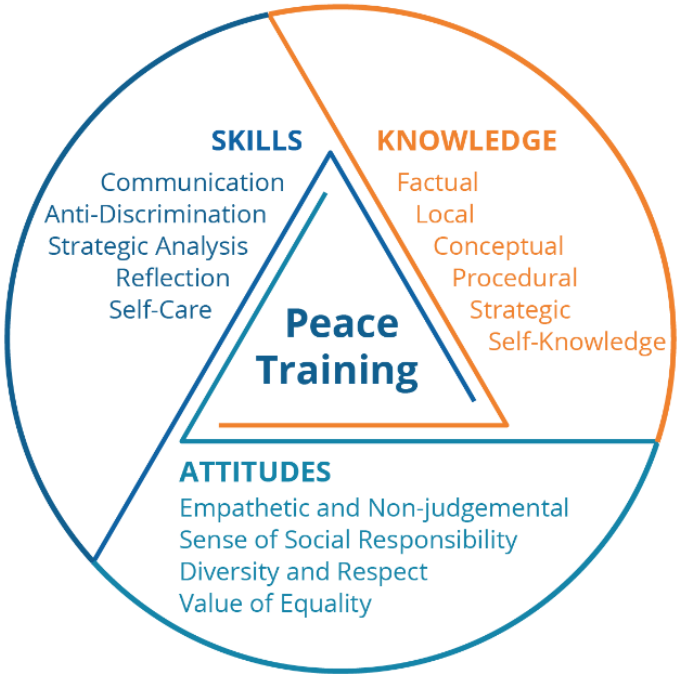

Figure 7: Attitudes, Skills and Knowledge Relevant for Peace Training (Wolter & Tunney, 2017, 15)

5) PeaceTraining.eu Approach to Training

This section refers to overall framework through which a trainer approaches a training, as outlined in Deliverable 3.5, Chapter 4 "Theoretical Foundations of Peace Training" (Wolter & Tunney, 2017, 20). The PeaceTraining.eu methodology is based on Lederach's elicitive approach to training coupled with Knowles' pillars of adult learning. Lederach's Elicitive Approach (Lederach, 1995, 2005) to training values the knowledge and experience that participants bring to a training. This lies in contrast with a

prescriptive approach that views the trainer as the primary source of knowledge. The trainer acts as a facilitator rather than an expert, and empowers participants to play an active role in the process. Sensitivity to and respect for diversity and equality is integral to a training. Knowles' theory on Adult Learning can complement Lederach's approach. He sees the participant as motivated to learn and with the desire to direct his/her learning. A learner wants to be an active doer rather than a passive follower. Adults want to draw on their past experiences within a training. Moreover, they want their learning to be directly applicable to their current work and to relate to issues or challenges that are relevant to them (Knowles 2005, 2011).

The PeaceTraining.eu approach to training therefore is designed to ensure that the trainer creates a learning environment that values mutual respect, diversity of backgrounds and experiences, and productive dialogue based on principles of non-violent communication.

This is represented with a series of questions given to the trainer who is developing a new course, focussed on seven question areas. These are outlined in Box 4.1 (overleaf).

Box 4.1: Key questions under the PeaceTraining.eu approach to training

Pre-Training Groundwork:

- Is the training curriculum based on the needs assessment?
- Are the recruited participants appropriate for the training?
- Am I self-reflexive and aware of my biases?
- How will I promote self-care in the training?

Physical Environment (for on-site/blended approaches):

- Does the room arrangement put participants at ease?
- Does it accommodate for any disabilities?

Psychological Environment

- Will there be a thorough introduction, and development of ground rules to ensure a safe space (virtual or real-life) for debate?
- How will the introduction build rapport and establish comfort among participants?
- What role will I play in the learning experience of the participants?

Trainer's Role

- How will the facilitation process promote nonviolent communication?
- How will I be aware of my form of interaction with participants (use of open-ended questions, active listening, judgements on participants)?
- How will the space be one where all can contribute without dominating?

Sensitivity to diversity

- How can I be sensitive to trauma?
- Will differing language skills impact on the training?
- If the course is online, to what extent will technology, and differing abilities in using a computer, impact group dynamics?
- What do I need to do to be attentive to the needs of participants?
- What considerations should I take into account concerning interaction with participants from different ethnic backgrounds?
- How will I be sensitive to the gender composition of the group?

Participants' focus on the course

- How will I outline the objectives and the process of the course?
- How will I ensure participants understand what is expected?

Drawing on the real-life examples and experience of the participants

- How can I elicit real-life problems from participants in order to frame activities?
- Does the course use activities that replicate the conditions in the field (i.e. case studies and simulations)?
- To what extent do the participants have a say in the learning process?

6) Methods of Delivery

This refers to the means through which trainers convey their training programme, and reflects the substantial body of work undertaken by the PeaceTraining.eu consortium on this topic. The size of this section in relation to others in the curriculum model both represents the level to which research has been undertaken, as well as the importance that methods of delivery play in bringing together wider issues and sensitivities in CPPB training. These have been outlined in the *Review of Current Methods in Peace Training* (Tunney, 2017b).

At this point, trainers will be introduced to the research undertaken in an easy to access format. Methods can be highly varied, with some methods more effective than others in accomplishing learning objectives (for instance, role play exercises and simulations may be better for practicing skills, while lectures may be more valuable when conveying factual knowledge). In addition, the way a trainer implements a method can determine its success in meeting learning objectives, ensuring sensitivity and promoting equality and diversity. The methods section will also reflect research undertaken on e-learning approaches (Curran, Annan, Demarest, 2017, p.48-51).

The template will then offer a series of prompts to the trainer to reflect upon the following aspects when choosing the methods to fit their course:

1) The method is appropriate for the learning objectives, length of training, level, whether the course is online/blended/on-site, and moment of delivery.

2) The method is appropriate for the training audience – size, background, needs.

3) The method is appropriate for the type of learning involved according to the ASK model (attitudes, skills, knowledge).

4) The extent to which the method incorporates the knowledge, experiences, and values of the training participants

5) One core value identified in PeaceTraining.eu is the need for **sensitivity** to diversity at each stage of the implementation process (Wolter & Tunney, 2017, p.34). We have identified five main types of sensitivity. These should be borne in mind when considering methods for the course:

    a. **Conflict sensitivity** involves understanding dynamics of the specific conflict where one is working and ensuring their intervention does no harm. When implementing a training, ensure that diverse perspectives within a conflict are explored.

    b. **Cultural Sensitivity** involves recognising and valuing differences in the way culture perceive the world and moving beyond cultural biases (Snodderly 2011, Abu-Nimer 2001, LeBaron 2003). This includes developing skills in intercultural communication.

    c. **Gender sensitivity** involves awareness of the impact of historic gender inequalities today and how to use gender as a lens of analysis in CPPB. Recommendations include a gender balance among trainers and participants and ensure equality of participants. Also, ensure the curriculum is gender mainstreamed and consult with experts on gender. Finally, emphasize the importance of both men and women in examining gender; do not sideline it as a women's issue and recognise the role that men play.

    d. **Trauma sensitivity** involves awareness of trainers and course organizers, of symptoms of trauma, and how specific methods may trigger such trauma.

e. **Sensitivity to diverse learning needs** includes accommodation to diverse learning styles, diverse personalities, differing levels of expertise with technology, special adaptations that can be made for people with disabilities, and accommodation for different languages. It also involves sensitivity to the way language can be used to marginalise others.

Rather than passing judgement on one method as more sensitive than another, the focus is for the trainer to think about how to implement each method with sensitivity. Prompts will ask the trainer to be aware of inequalities and diverse needs, and to explore ways to be inclusive, accommodating and respectful. It helps to guide trainers in dealing effectively with such issues.

The model also advises the utility of a SWOT analysis to ensure the strengths of the method are utilised. This is based on the SWOT analyses outlined in the *Review of Current Methods in Peace Training*[1]. In addition, it can ensure that weaknesses, risks, obstacles are assessed and that a plan for overcoming them is put in place. Based on PeaceTraining.eu research (Wolter & Tunney, 2017, p.38), the following risks will be highlighted as examples:

- **Risk 1: Disengagement:** How does participant disengagement affect sessions, and what can be done to mitigate disengagement?
- **Risk 2: Inadequate Time Management:** In choosing methods, how can the trainer ensure courses are rich with information, interactive, and completed within a given time frame?
- **Risk 3: Technological Difficulties**: If using technology to enhance a method of delivery, how can difficulties be mitigated, and is there a back-up plan should this happen?
- **Risk 4: Ineffective Group Work**: If undertaking methods related to group work, how does the trainer assist groups of participants to work together effectively, how are group dynamics monitored, and how are group dynamics debriefed?
- **Risk 5: Difficult Participants**: How will the trainer prepare for a participant/participants who impede the learning process of the whole group and prevent a safe space from forming, and what methods would assist this?
- **Risk 6: Difficult Discussions**: To what extent will the chosen method include such discussions, and what can be done to ensure that the training environment is a safe space to explore difficult questions?

7) Reflection

Reflection and debriefings are designed to promote understanding of issues and dynamics that arose during activities and to consolidate learning and consider how one may apply that learning in one's work. Reflection can also promote attitude change through discussion that stimulates self-awareness and raises consciousness (Wolter, 2017. P.53).

At this stage, the trainer is made aware of potential reflective exercises that can be used after individual activities and inputs, at the end of each day of training, online module, and at the end of a training event. The curriculum model asks the trainer to reflect on whether such activities would be in the form of large or small group discussions, interviewing in pairs, or writing in journals, or using virtual forums. It will also prompt the trainer to consider a series of open-ended questions that stimulate thinking around key learning objectives, and to consider when timetabling the training programme to

[1] Found in *Tunney, E. Report on current Training Methods for Peacebuilding and Conflict Prevention. (Deliverable 3.4). PeaceTraining.eu* on pages 26, 34, 42, 50, 65, 73.

ensure adequate time for such activities and that a safe space has been created for participants to share their ideas.

8) **Assessment**

This section asks trainers to consider whether the participants will receive a qualification or certificate upon completion of this course, and if so, what standards can be set for assessing participants. Here, examples are offered of evaluating participants based on:

- attendance and active engagement in the training;
- developing workbooks for students to complete;
- requiring a learning journal;
- trainer observation of participant's performance in simulation.

Here, the curriculum model asks trainers of what their expectations may be, how these would be communicated to the participants, how assessment would be internally (or externally) verified for quality assurance, and whether the course would be linked to external bodies (such as ENTRi).

9) Evaluation

The final step of the curriculum model is in evaluation. Trainers will be asked their expectations as to how evaluations can be used (for example to apply for funding, advertising trainings, creating reports that may feed into academic work or policy development). They will also be exposed to different types of evaluations. For instance:

- Pre- and post-tests to determine the amount of knowledge gained during a training.
- Written course evaluations to develop understanding of the participants' reaction to the training—their degree of engagement in the training, the degree of relevance for their jobs, and their impression of the trainer.
- Longer-term course evaluations can generate data on the extent the participants have applied their learning in their jobs.
- Qualitative interviews or focus groups can be used to determine the impact of the training on the organisation

In addition, trainers are prompted to consider the logistics of evaluations, including how to ensure that adequate time is devoted to the evaluation process, whether longer-term (six, twelve-month) processes would be feasible, what costs would be involved in more advanced forms of evaluation, and how evaluation would feed into further iterations of the course (Wolter & Tunney, 2017, p.40).

4.4. Discussion points of the curriculum model

From the outline of the curriculum model, there are a number of pertinent discussion points. These cover enhancing the interactive nature of the curriculum model through the development of the 'ideas lab', the sustainability of the model, and challenges which should also be considered in implementing the model.

The requirement to ensure the curriculum model/ideas lab remains responsive to the needs of the user

Key to the utility of the curriculum model (and subsequent functioning of the ideas lab) is that it is a sustainable model which is responsive to the needs of the user. A tool like this will require testing with users who are undertaking the process of building a training programme. In considering this, challenges are apparent in the development of the model. There are two main reasons why the model needs to be responsive to the needs of the user.

The first reason concerns the ability of the model (and those who use it) to filter a considerable amount of information into an easy-to-use process. The curriculum model (and ideas lab) contains a great deal of information, built from research undertaken throughout the duration of the PeaceTraining.eu project. Therefore, a challenge exists that a trainer may feel overwhelmed by the amount of information that he or she will encounter when engaging with the ideas lab. There is a fine balance between ensuring that a curriculum model contains enough information to assist trainers in their process of developing new training/courses/programmes, and having a model that a trainer can use in a relatively easy manner. Of course, trainers are expected to understand issues in the field, so the model speaks to an educated audience. However, findings in the report *Novelty in CPPB Training: An analysis of approaches, content and method* noted that a lack of confidence can be a contributing factor in adopting new approaches. Being overwhelmed may therefore have a negative effect. How information in the curriculum model (and ideas lab) is communicated is therefore important.

Second is challenge of ensuring that the PeaceTraining.eu curriculum model remains relevant to an adapting field. As outlined in the previous reports, the CPPB field is constantly evolving, 'from policymakers identifying cross-cutting approaches between sectors, through to practitioners who have to react in novel ways to the different challenges they face on the ground' (Curran, Annan, Demarest, 2017, p.9). Change will be influenced by policy (whereby new issues will emerge which impact on training approaches), but will also be influenced by developments in methods, technology, and type of learner. As the report *Novelty in CPPB Training: An analysis of approaches, content and method* noted, trainers are constantly aware of this. Linking this to the curriculum model, it is therefore important to firstly understand how robust the curriculum model is to an ever-changing field (in the questions it asks and the stages it takes the trainer through), and secondly identifying which areas to change and what effects such changes may have.

In both cases, it is necessary that mechanisms exist for feedback. In the initial stages of the rollout of the curriculum model, feedback from trainers is essential in testing how the model works, the length of time it takes to complete, areas where language can be developed, and where the volume of information can be amended. On a longer term, feedback mechanisms are important in terms of ensuring the model remains relevant, and that any questions that arise through the use of the model can be addressed. This will become increasingly important when the curriculum model is uploaded to the PeaceTraining.eu web platform, and is therefore exposed to a broader constituency.

4.5. Conclusion

The PeaceTraining.eu curriculum model has significant potential in developing a shared understanding tools, methods and approaches for trainers creating new programmes in the CPPB field. It distils a significant amount of research into a step-by-step guide to building a training event, incorporating

consideration on methods, needs analysis, methods of reflection, and the PeaceTraining.eu approach to training.

Importantly, a qualifier to the curriculum model is that the trainer and training participants are still fundamentally important to the process of training, regardless to how well a training programme is built using the curriculum model. Trainers can have positive and negative effects on training, and the relationship and rapport built between trainer and participants will influence the extent to which training goals are met.

The next chapter will discuss the overall sustainability of the curricula framework and model, including outlining further the role of the PeaceTraining.eu web platform. This will link to broader deliverables under the PeaceTraining.eu project, which include engaging with key stakeholders, the creation of trainer and organisational profiles, and the creation of libraries devoted to methods and broader issues in the CPPB field.

5. Discussion and Next Steps

So far, this report has outlined how the curriculum model and framework have been developed, what their main functions are, and what are perceived to be key discussion points in each model. This concluding chapter will outline three important interlinked areas of discussion, which have been prevalent throughout this report. Firstly, how the 'roll-out' of the curricula framework and model are envisaged; secondly, how feedback regarding the framework and model may be managed, and; thirdly how the wider PeaceTraining.eu web platform complements the curricula framework and model. The chapter will conclude as to how the PeaceTraining.eu project has formalized processes to integrate the feedback of stakeholders to facilitate this process.

5.1. 'Roll-Out' of the curricula framework and curriculum model

This report represents the first stage in turning the research undertaken previously in the PeaceTraining.eu project into practical tools which can be used by the training community. Both the curricula framework and curriculum model are intended to be built into the PeaceTraining.eu web platform. In the case of the curricula framework, it is the intention that this will be 'populated' with data from training providers. In the case of the curriculum model, it is intended that this is created under the 'ideas lab' concept. Both of these require an indicative plan of action.

The curricula framework

Following the definition of the PeaceTraining.eu multidimensional curricula framework, the essential tags will be adopted and expanded to use them as the template for the creation of a registration form and annotation system for training institutions and trainers to:

1. Advertise and promote their training courses and experience in PeaceTraining.eu web platform
2. Filter and order the information and enable matchmaking between those searching for training and the variety of training offers available in Europe
3. Facilitate the connection between institutions and entities searching for specific training and the trainers prepared to respond to these formative needs
4. Ease communication among trainers working in the same or different fields and open doors to collaborative engagement

Through this registration forms, training institutions would have the opportunity to easily introduce and update the information relative to the courses they provide according to the components of the curriculum model (course concepts, course programme, target audience, training methods, assessment methods and certification, evaluation methods and logistics -location, duration, cost, scholarships etc.), together with organisations and trainer profiles. This information would be at the same time filtered and ordered according to the Peace Training curricula categories (core, thematic, skills-based, actor-based and mission stage -pre-deployment, in deployment, post-deployment) to feed the web platform's search engine.

Furthermore, the registration form will include several features that would allow for a semi-automatic verification of the content provided by institutions and individual trainers in their profiles, to certify the accuracy and quality of the information displayed. This could include a liability disclaimer on the side of PeaceTraining.eu and a declaration of veracity for the entity/individual certifying that all information introduced in the platform is true, complete and accurate, among other features.

Training organisations and trainers would be invited to upload their information following an engagement strategy which outlines the opportunities the platform provides in terms of novelty, training enhancement, collaboration and promotion. The greater registration of organisations and trainers would allow PeaceTraining.eu to gain leverage as a reference platform in the CPPB training field and increase its chances to become sustainable in the future through the use and maintenance of the PeaceTraining.eu Centres Catalogue and Trainer Search engine. At this stage it is important to recall that this will depend on the capacity of the web platform to remain updated in order not to lose relevance.

The curriculum model

The roll-out of the curriculum model (through the ideas lab) will most probably require coordination with a smaller number of actors than the curricula framework. This is largely because the curriculum model's key units of information have already been developed. Therefore, the key aspect of the roll-out will be in generating user feedback on how the curriculum model works for them. Thus, there will be a two-stage process to how the curriculum model is developed. Stage one will look at the ideas behind the model, and stage two will look at how the model works on the PeaceTraining.eu platform.

The first stage will be through asking key stakeholders to review the process of the curriculum model. This review will predominantly be undertaken through stakeholders reviewing a PDF version of the ideas lab, and outlining where they feel aspects of the step-by-step model can be enhanced. Using a PDF model will serve a benefit for the longer term as it is intended that the ideas lab will cater to those with a more limited internet connection through being able to be downloadable in PDF format. This version of the ideas lab will be less interactive, but has the potential of being available to a much broader audience. As stated, the ideas lab is a tool to *assist* those developing training in the CPPB field, and not a tool which automatically generates courses. Consequently, a version of the ideas lab in PDF format (entitled The Ideas Lab Booklet) could have a significant impact and complement the web platform.

The second stage is reviewing the ideas lab as it appears on the web platform. As it is envisaged that the curriculum model can be a tool that will benefit greatly from being available on the PeaceTraining.eu web platform, it is necessary to understand how people will interact with it. Again, this will be through targeting trainers in the field and asking them to use the ideas lab to virtually 'shape' a training programme to suit their needs, at a pace which suits them. Stakeholders at this stage will also be pointed to broader resources available on the broader PeaceTraining.eu platform (such as the methods library) as a way to deepen their knowledge.

5.2. Post roll out: Sustainability and responsiveness to change

The value of both components of the curricula architecture is the extent to which they can be responsive to change. This section outlines where such change is likely to arise from.

Change from testing of the framework and model

This report has outlined that in theory, there exists the potential to build a coherent curricula framework and curricula model. However, there also exists the possibility that they may require amendments as a result of being used in practice. Therefore, a 'testing' phase is necessary to identify what changes are required (if any) to the model and framework.

In the testing phase, it is important to identify what particular needs will be associated with each component. For example, the curricula framework relies on a great deal of data input from training organisations, so that the database of training programmes is well populated, and that the key questions are answered. Moreover, the target user for the search function of the curricula framework means that it could be used by relative newcomers to the CPPB field (as well as more experienced practitioners). Therefore, the framework may have to be tested by users at different stages in their career.

The fact that both the framework and model are to be uploaded onto the PeaceTraining.eu web platform places additional importance to the testing phase. Firstly is ensuring that the curriculum model and framework are illustrated on the web platform in a user-friendly manner. This relates to interviews with practitioners in the CPPB field found that broader engagement with technological approaches to CPPB training is limited, with, for example interviewees indicating little or no experience of interaction with e-learning (Tunney, 2017a, p.31). Moreover the testing and development phase in this regard will have to incorporate the usability of these functions as they appear on the web platform from a technological point of view. Again, as outlined in interviews with CPPB practitioners, access to reliable internet is variable, and for those living and working in conflict zones or rural settings, access to internet, or funding for technology may not be available (Tunney, 2017a, p.31)

Change from within the field: policy, methods, ideas

The second challenge for the curricula framework and model is the extent to which the models can respond to change from within the field. In terms of the curricula framework, the development of new subject areas within CPPB is important. An increase in new or established topic areas may be led by policy development led from the field (for instance, more nuanced forms of protection of civilians), from nation states (for instance, a government mandating that all staff on international mission be trained in gender awareness), or from the EU itself adopting new strategic goals. Methodological trends may also develop amongst training providers. As was outlined in the report *Novelty in CPPB Training: An analysis of approaches, content and method,* alternative perspectives on approaches, content, and method all exist. This will have effects on the approach adopted by the curriculum model, which will require updating to reflect the emergence of new approaches, content and methods. Moreover, the broader PeaceTraining.eu platform, through its methods library, and reports library should also be a place in which these changes are represented and tracked. This can be done through providing platform users the opportunity to request uploads of new documents, and space for discussion through online forums and social media.

Change from outside the field: new technology

Change may also be influenced from developments outside the CPPB field, in particular technological developments. This links to reflections from a workshop on Novelty in CPPB training undertaken as part of the report 'Novelty in CPPB Training: An analysis of approaches, content and methods'. Workshop participants identified technological change from outside their field as a 'push factor' in seeking to develop novel approaches. In the case of the curriculum model and framework, analysis into where and how new forms of technology will be driven by two considerations. Firstly, in how training is approached by practitioners and participants; and secondly in how new forms of technology (for instance Apps) influence how the target users interact with the PeaceTraining.eu web platform.

5.3. The broader platform and its role in the curricula framework and model

As stated above, the broader PeaceTraining.eu web platform will be centered around the curricula framework and model. After undertaking research into state of the art e-approaches in e-learning in CPPB field, the web platform will be built to include an:

- Interactive Knowledge Base, which contains guidelines, materials, infographics, and publications, to facilitate the development of best practices.
- European Stakeholder Map which outlines different organisations which engage in training programmes in the CPPB field
- Expert Navigator; which provides an overview of the registered and verified users which are certified as trainers.

These aspects of the web platform will directly assist the curricula framework and model. They will also assist a defined requirement as outlined in previous research under the PeaceTraining.eu project. Interviews with practitioners outlined a list of broader areas that would facilitate their work better. This list included best practice library, background information to plan courses, background information for a participant prior to their first deployment, expert database, e-learning courses, networking (particularly with those who are doing work in the same region or on the same type of mission), training manuals, and online tests for easy assessment (Tunney, 2017a, p31).

This need has been reflected in the *Integrated Assessment Report on EU's CPPB Capabilities* which made three interlinked recommendations:

- 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 European Security and Defence College (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 (Wolter & Tunney, 2017, p 41-42).

5.4. The PeaceTraining.eu mechanisms for engagement

In reflecting the changes, and how best to engage with them, the PeaceTraining.eu project has formalised channels for engagement. The *Stakeholder Involvement Roadmap and Engagement Strategy* (Demarest & Langer, 2017, p.24) outlines the importance of approaches to 'engagement', consisting of 'two-way interaction between the consortium and stakeholders'. The range of approaches under the engagement strategy include the institutionalization of an Expert and Advisory Board; the creation of online debates on the challenges of CPPB training via social media channels; the creation of liaisons with relevant FP7 and Horizon 2020 CPPB projects; and the organization of workshops to acquire feedback on project activities. These four activities are essential to the development of the curricula framework and curriculum model. From this report, it is recommended that future engagement incorporates the usability of the curricula framework (in design and process),

the usability of the curriculum model (in design and process), and the emerging changes inside and outside of the CPPB field which will encourage change to these tools.

In addition, the project will look towards less formal approaches, such as a 'help' section of the web platform which will allow users from all target groups to provide feedback on the framework, model and platform.

6. Conclusion

This report represents the first steps in developing the PeaceTraining.eu curricula framework and model. Key to this 'architecture' is the target users that have been identified in the project:

- Those seeking training,
- Those providing training,
- Those who wish to develop new training programmes

From this, a comprehensive curricula framework has been developed to outline how those seeking training can best be matched to the courses that they are looking for. This has been undertaken through the creation of 'essential tags'/'key questions', based on the research undertaken into curricula in the CPPB field. Moreover, organisations are asked to provide 'detailed information' to assist those seeking training in choosing a course which suits their personal circumstances best. The research which guides the question of what constitutes 'detailed information' is again drawn from the PeaceTraining.eu project, through the consortium's work on curricula development.

The curriculum model offers a significant contribution to the development of further training programmes in the CPPB field. Here, those who wish to develop new training programmes are encouraged to use the curriculum model (or 'ideas lab' as it will be known on the web platform) to assist them in a step-by-step process in creating a training programme. The curriculum model has been built using research undertaken on curricula and methods drawn from previous reports and represents an exciting element of this project whereby trainers can use PeaceTraining.eu research to build new and novel training ideas. There is a defined need for trainers to have space to build their confidence in developing training, and it is hoped that the curriculum model contributes to filling this need.

The contribution made by the report is not just in the consolidation of previous research. The report also begins the process of asking how will the PeaceTraining.eu project develop and 'roll-out' the curricula framework and model. Therefore, issues concerning stakeholder engagement, match-making, building trainer and organizational databases will become increasingly prevalent. More so are questions about fine-tuning of the curricula framework and model, particularly focusing on identifying where drivers of change may come from, and what feedback processes there are within the project to encourage critique and reflection.

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Annex 1: Training Providers in Europe - Data Collection Survey

3.1 Training Providers in Europe - Data Collection Survey

Welcome to the data collection on training providers!
Please, fill in the information below on the respective training providers. We wish to collect all organisations in Europe, which offer trainings for practitioners and policy makers (civilian, military and police), who work on conflict prevention and peacebuilding.
If you have any questions please contact working package leader Marburg University at svenja.wolter@uni-marburg.de

1. In which country is the organisation based (HQ)?: _____
2. Organisation's name & acronym *(please fill in)*: _____
3. Type of organisation
   ? an organisation like Caritas is faith-based and an NGO

   Please tick box, more than one answer is possible

   - ☐ Government (state ministry/department)
   - ☐ Military
   - ☐ Police
   - ☐ Nongovernmental (NGO)/ non-profit organisation
   - ☐ University, research institute
   - ☐ Corporation/private sector
   - ☐ Faith-based organisation
   - ☐ Community-based organisation
   - ☐ Not specified
   - ☐ Other: _____

4. The provider offers training on the following sector(s) / topic(s), related to conflict prevention and peacebuilding.

   - Only chose the category *Peacebuilding,* if the course does not relate to any other category, for instance when the programme is called "*Peacebuilding Core Course*"

   - If a course name includes more than one topic: For example, if a training is called "*Gender and Human Rights in Peace Missions*", you tick two boxes: *Gender* and *Human Rights*

   Please tick box, more than one answer is possible

   - ☐ Mediation & negotiation
   - ☐ Conflict management & conflict resolution
   - ☐ Conflict transformation
   - ☐ Diplomacy
   - ☐ Peacebuilding
   - ☐ Conflict analysis
   - ☐ Early warning
   - ☐ Disarmament Demobilization Reintegration (DDR)
   - ☐ Security Sector Reform (SSR)
   - ☐ Rule of law
   - ☐ Anti-corruption

- ☐ (Armed) violence prevention
- ☐ Gender / Gender mainstreaming
- ☐ Youth and children
- ☐ Peace education
- ☐ Food Security
- ☐ Cyber Security
- ☐ Civil-military relations
- ☐ Personal safety and security *(incl. stress management and such)*
- ☐ Protection of civilians
- ☐ Policing
- ☐ (Mission) planning
- ☐ Leadership
- ☐ Transitional justice
- ☐ Human rights (in conflict)
- ☐ International humanitarian law
- ☐ Refugees & IDPs
- ☐ Election observation
- ☐ Environment and climate
- ☐ Sexual exploitation and abuse (SEA) awareness
- ☐ Pre-deployment training for military
- ☐ Pre-deployment training for civilians
- ☐ Pre-deployment training for police
- ☐ Cultural awareness & communication
- ☐ Culture and Identity
- ☐ Religion
- ☐ Scenario development & futures forecasting
- ☐ Peacekeeping and/or civilian peacekeeping and accompaniment
- ☐ Designing peacebuilding & prevention programming
- ☐ Institutional development / capacity building
- ☐ Monitoring, evaluation & improvement of peacebuilding & prevention
- ☐ Conflict-sensitive project *management*
- ☐ Other: _____

5. What are the type(s) of training offered?
Please tick box, more than one answer is possible

- ☐ On-site
- ☐ On-site in the field *(for example the training provider gives training in the mission)*
- ☐ Online/virtual

6. What level do the offered trainings have?
Please tick box, more than one answer is possible

- ☐ Basic (*for example introductory programmes*)
- ☐ Middle (*for example specialization programmes*)
- ☐ Advanced (*for example programmes for experts that require prior specialized knowledge, skills and experience as well as years of experience*)

7. What are the target group(s) of provided training programmes?
Please tick box, more than one answer is possible

- ☐ Military
- ☐ Police
- ☐ Policy makers
- ☐ Civil servants in governments
- ☐ Local authorities
- ☐ Media
- ☐ Youth
- ☐ NGO staff
- ☐ Women
- ☐ General Public
- ☐ Other: _____

8. Finance models
   Please tick box, more than one answer is possible

   - ☐ Fully covered for all participants
   - ☐ Scholarships offered for some participants
   - ☐ Reimbursements for e.g. travel costs, accommodation offered
   - ☐ Participant bears all costs

9. Average number of participants per year *(please fill in)*: _____
10. Network membership in Europe *(please fill in, separate entry with comma):*_____
    (Example: Entri, ESDC, …)

11. Global network membership *(please fill in, separate entry with comma)*: _____
12. Website *(please fill in)*: _____
13. Facebook page *(please fill in)*: _____
14. Twitter account *(please fill in)*: _____
15. Contact person Name, position, email, phone *(please fill in)*: _____
16. Training Programme ofference (course name & duration) *(Please fill in, Example: Course 1 (5days); Course 2 (1day)…)*
17. Training courses are offered in the following languages:
    - ☐ Bulgarian
    - ☐ French
    - ☐ Maltese
    - ☐ Croatian
    - ☐ German
    - ☐ Polish
    - ☐ Czech
    - ☐ Greek
    - ☐ Portuguese
    - ☐ Danish
    - ☐ Hungarian
    - ☐ Romanian
    - ☐ Dutch
    - ☐ Irish
    - ☐ Slovak
    - ☐ English
    - ☐ Italian
    - ☐ Slovenian

- Estonian
- Latvian
- Spanish
- Finnish
- Lithuanian
- Swedish
- Other:_____

18. Your Organisation:_____
19. Comments:_____-

Annex 2: Curricula Review Survey

Curricula on …

Consortium Partner:

Research Area/ Curricula:

Course Name	Organisation

Overview on your curricula topic/area

1. Briefly outline in which way this topic/issue area is relevant and/or related to conflict prevention and peacebuilding. (please give few references to relevant publications documents or academic literature)
2. Give a few, short examples how CPPB actors (EU, states , NGOs, others) engage with it (e.g. t*he EU has x number of CSDP missions doing SSR* or a *large number of NGOs, like xy, do community-based CPPB/protection of vulnerable groups* etc.) Also mention if the EU, European states or NGOs are doing very little regarding this topic

Overview

1. Which type of training providers offer courses in that area? (government, NGOs, military, police etc.?) (you may give examples)
2. What are commonly used course names/ overarching topics? (you may give examples)
3. Are there overlaps/links with other curricula subjects? (e.g. a course on Gender may include Women topics)
4. Are courses mandatory or voluntary?

Certifications

1. Are some/all curricula in that area certified? (ENTRi or ESDC courses?)
2. What is the degree of coherence among different institutions' delivery of training programmes on the same/similar topics in the CPPB field?

Target Group 1. What is usually the target group of these trainings in the issue area? What are their profiles & needs? (base your answer on additional literature, not just course materials)? (you may give specific examples) 2. How diverse/mixed is the group? Refer if there often are police, civilian and military mixed target audience 3. Which level of the course exists? 4. When are the trainings in the subject area usually delivered? (e.g. before, during or after deployment?)
Methods 1. What are common course formats? Blended, e-learning or residential? 2. Which are the proposed methods of delivery for curricula in the issue area?
Course Contents: 1. What are common, recurring course contents, topics, modules, topics and sub-curricula? Are there common terms & concepts referred to? (point out if there are particular skills/competencies taught) 2. Are there similar/same learning objectives of different training programmes within the issue area? Please indicate, which those are by referring to learning goals in Bloom's Revised Taxonomy & Competency Model
Gaps in course contents: 1. Do you find topics, skills other issues that are not covered, that are however important in that issue area? Base your answer on literature, training manuals etc.
Assessment 1. Do many curricula indicate assessments of the participants? e.g. through In and Out tests?
Trainers 1. Is there general information available about trainer profiles in the courses within your curricula issue area?

2. If so, what are the trainer profiles? Remark if there are big differences between different training providers
3. How many courses use in-house and outside trainers?
4. Do you find references to training teams? If yes, do you see a balance in terms of gender, field of expertise, professional / ethnic/ etc link to the target group etc?

Costs

1. How much do the training programmes within your curricula issue area cost? Mention the length of programme and type of provider when giving examples (e.g. *1-week course offered by NGO, fully covered by participants 1500 Euro)*. Indicate if there are stark differences between the different training providers
2. Do many programmes offer scholarships? If so for whom?

Course Evaluation

1. Describe, if you found, the methodology for evaluation of the courses. (including references to baselines, to evaluation during the courses and impact evaluation) e.g. ESDC & ENTRi courses follow Kirkpatrick Model

Supportive Elements

1. Please indicate if you find references to: supportive materials used during the training (course reader, course notes, handouts etc) and references (bibliographic references
2. What were the main categories of support materials that you have encountered during the course analysis?
3. What are generally important materials for the curricula (area, topic) relevant to training in the issue area? (e.g. *UN or CSDP Handbook for trainers*)? (based on literature review)

Challenges

Point out particular challenges regarding training in your particular issue area

- Emphasize and summarize most important findings from above, for example regarding the homogeneity of the target group, gaps in content, lack of skills training, (unavailability of scholarships or other.
- The challenges mentioned can also be based on findings from literature review (other non-training documents), please reference those