

# PeaceTraining.eu



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

## D2.5

### Workshop Summary Report 1



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## Executive summary

The PeaceTraining.eu consortium has run several workshops between July and December 2017. On the one hand, these workshops were aimed at introducing the project and creating awareness around its end objectives. On the other hand, the workshops aimed to gather Conflict Prevention and Peace Building (CPPB) stakeholders to discuss key challenges in the field, which fed into the consortium's work on developing new training approaches, concept, and curricula. This 'co-creation' was the principal objective of the workshops, which gathered trainers and training institute representatives, as well as CPPB practitioners from civil society and state institutions. Four workshops took place in: Coventry, UK (July); Bilbao, Spain (September); Bucharest, Romania (October); Pristina, Kosovo (November). Besides these workshops, three training events were held by PATRIR between October and December 2017. These events are also discussed in this report as their results feed into the consortium's ongoing work under WP4 in developing CPPB sub-curricula.

The first workshop held in Coventry in July focused mainly on the topic of novelty in training and the drivers supporting and constraining innovation in the field. The input generated through this workshop was to an important extent used as a basis for the consortium's report on novelty in training approaches, content, and methods (Deliverable 4.1.). The Bilbao and Bucharest workshops focused mostly on training standards, quality criteria, and requirements for trainers. This work is related to ongoing research under 4.3. on designing sub-curricula, developing standards, and trainer profiles. The Kosovo workshop focused on the challenges of implementing the principle of local ownership in CPPB, which is a topic taken up in the development of a sub-curricula under task 4.3. Finally the three training events also provided valuable input on the sub-curricula designing process under 4.3.

Based on the standardized feedback form distributed at the end of the four workshop events, it appeared that most participants were positive about the event, the topics addressed, and the PeaceTraining.eu project. In general, a positive picture emerges, which supports the consortium's plans to run a second series of workshops in Spring 2018. These events will focus more in depth on the developed sub-curricula, standards, and trainer profiles, as well as on the web platform PeaceTraining.eu which will be launched in January 2018. Several events will be scheduled to test the usefulness and usability of the platform for various stakeholders, including CPPB trainers and training institutes as well as practitioners.

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## 1. Introduction

The PeaceTraining.eu consortium has run several workshops between July and December 2017. On the one hand, these workshops were aimed at introducing the project and creating awareness around its end objectives. On the other hand, the workshops aimed to gather Conflict Prevention and Peace Building (CPPB) stakeholders to discuss key challenges in the field, which fed into the consortium's work on developing new training approaches, concept, and curricula. This 'co-creation' was the principal objective of the workshops, which gathered trainers and training institute representatives, as well as CPPB practitioners from civil society and state institutions. Four workshops took place in: Coventry, UK (July); Bilbao, Spain (September); Bucharest, Romania (October); Pristina, Kosovo (November).

Besides these workshops, three training events were held by PATRIR between October and December 2017. These events are also discussed in this report as their results feed into the consortium's ongoing work under WP4 in developing CPPB sub-curricula. In this summary report, we discuss the topics of each event, their key findings, and how they feed into the PeaceTraining.eu overall objectives (Section 2). We also provide an overview of the reception of the workshops by participants based on our feedback survey (Section 3). Finally, we discuss the planning of future workshops by the consortium (Section 4). In the Annex, we provide additional information on the events where applicable, including agendas.

## 2. Workshop overview and summaries

### 2.1. General overview

Below we provide an overview of the four workshops and three training events held between July and December 2017, together with date, location, and title of the event. Next, we discuss each of the events and their results more in depth.

#### *Workshops*

- “Pan-European Workshop on Novel Approaches, Concepts and Methods” in Coventry, United Kingdom, facilitated by COVUNI in collaboration with BUILDPEACE project on 3rd of July 2017;
- “Training for Peace: Training Standards and Quality Criteria” Seminar and Workshop, in Bilbao, Spain, facilitated by UDEUSTO on 18th September 2017;
- “Professional Capacities for Peace” Roundtable in Bucharest, Romania facilitated by PATRIR on 27th October 2017;
- “Local Ownership and Interagency Coordination and Cooperation in Kosovo” Workshop in Pristina, Kosovo, facilitated by KCSS on 2nd November 2017

#### *Training events*

- “Designing Peacebuilding Programmes: Improving Quality, Sustainability and Impact” training event in Cluj, Romania, facilitated by PATRIR and held from 30<sup>th</sup> October to 3<sup>rd</sup> November 2017.
- “Making Mediation and Peace Processes Work: Peacemaking in Deeply Divided Societies and Challenging Conflicts” training event in London, United Kingdom, facilitated at PATRIR and held from 4th – 6th December 2017.
- “Designing and Implementing Effective Monitoring and Evaluation for Peacebuilding and Peace Support Operations” training event in London, United Kingdom, facilitated by PATRIR and held from 7th to 9th of December 2017.

### 2.2. Pan-European Workshop on Novel Approaches, Concepts and Methods

The ‘Pan-European Workshop on Novel Approaches, Concepts and Methods’ was held on the 3<sup>rd</sup> of July 2017 in Coventry, UK. The workshop was held in collaboration with the BUILDPEACE project. BUILDPEACE is an Erasmus+ project boost aimed at boosting the skills and competencies of Europeans in the public, third and private sectors to build peace and connect communities. It aims to improve the provision of teaching, learning and training within the peacebuilding industry by bringing together providers from the formal education (FE) and non-formal education (NFE) sectors into a community of practice. The partners investigate current deficits, weaknesses and missed opportunities in educational provision across the field, addressing these with innovative tools for learners, as well as tools and mechanisms for learning providers to facilitate cross-sectoral working. The BUILDPEACE project has clear synergies with the PeaceTraining.eu consortium’s objectives and is managed by Coventry University.

The PeaceTraining.eu workshop was held in the framework of a 3-day BUILDPEACE event held at Coventry. Participants to this event were invited to also participate in a 2-hour PeaceTraining.eu session on whether and how to introduce Novelty in CPPB training, its opportunities and constraints. The list of participating organisations at the Novelty Workshop was as follows:

- Kadir Has Üniversitesi (Turkey)
- Muğla Sıtkı Koçman University (Turkey)
- Xchange Scotland (UK)
- The Coordinating Committee for International Voluntary Service (CCIVS) (France)
- Wings of Hope (BiH)
- Young Researchers of Serbia (Serbia)

The workshop was attended by 29 participants from a range of European countries, 9 men and 21 women, with the majority of participants (18) coming from the non-formal sector and CPPB training institutes.

The workshop was based around the following three themes/key questions

- **Key Question 1:** What experiences do you have of learning novel approaches to ways of working?
- **Key Question 2:** To what extent does your organization facilitate the processing of new ideas, and what ideas/initiatives would make the introduction of novel concepts and methods easier?
- **Key Question 3:** What barriers there may be for organisations in their adoption of novel concepts, approaches and methods?

Apart from the introductory presentation of the PeaceTraining.eu project, the workshop made use of interactive methods in order to stimulate discussion among workshop participants.

The 'Novelty' Workshop principally fed into the PeaceTraining.eu's consortium's work in Work Package 4. The 4.1. report on 'Novelty in CPPB Training: An analysis of approaches, content and method' discusses the output of the workshop more in depth, and how it has built on in the partners' desk-based research of introducing novelty in CPPB training approaches, contents, and methods. The key finding from the workshop is the acknowledged presence of internal and external constraints to novelty in CPPB training common to the work of civil society and NGOs, from which the majority of participants stemmed. These are funding challenges due to the need for external donor-funding and projects limited in time, and as a result, constraints on staff time and an unwillingness of bureaucracy and management to change existing work procedures.



For instance, many participants lamented the lack of time to explore and train on the use of new methods. Rather than approaches and content, new methods were a major concern for participants, including the use of ICT methods. Participants often did not feel supported by management and experienced administrative constraints. Competition in the CPPB training world plays a role in hampering the development of novel methods, even though in principle competition would be expected to lead to innovation. Nonetheless, innovation often stems from exchange within and outside a specific field and as the workshop revealed, it is precisely this lack of exchange and protection of own training formula's that hamper growth (see also the D.3.5. report on current challenges in CPPB training). Indeed, the workshop itself led to exchange of new ideas on methods, demonstrating the usefulness of creating safe spaces for the sharing of experiences. This key finding also supports the PeaceTraining.eu objective of developing a web platform that functions as an exchange hub in CPPB training (see the Deliverable 4.2. report).

### **2.3. Training for Peace: Training Standards and Quality Criteria**

The 'Training for Peace: Training Standards and Quality Criteria' workshop was held on the 18<sup>th</sup> of September 2017 in Bilbao, Spain. The workshop consisted of two sessions open to the public and one closed session with the speakers and selected PeaceTraining.eu representatives. The agenda for the open sessions can be found in Annex. The workshop lasted from 10.00 to 16.00. The open sessions focused on 'Training solutions to challenges confronted by international stakeholders engaged in peace-building missions' and 'Training experience and responses of local stakeholders in conflict-affected countries and territories'. The sessions were open to students and fellow researchers as UDEUSTO as well as the PeaceTraining.eu consortium partners. Invited speakers were:

- Noemí Becerra, Director of Institutional Relations and Training, Helsinki España
- Alfonso García-Vaquero, General of the Spanish Army, former head of EU Training Mission in Mali
- Jesús A. Nuñez, Director, Instituto de Estudios sobre Conflictos y Acción Humanitaria – IECAH
- Cecile Barbeito, Researcher, Peace Education Programme, Escola de Cultura de Pau
- Enrique Eguren, Director, Protection International

- Kristian Herbolzheimer, Director of Transitions to Peace Programme (The Philippines and Colombia), Conciliation Resources

The closed session ran from 14h to 16h and focused more in depth on training standards and quality criteria in CPPB training. The workshop fed into the consortium's work under Work Package 4, in particular, Deliverable 4.3.



The open sessions at the event supported several of the findings of the PeaceTraining.eu consortium under Work Package 3, focusing on current challenges in CPPB training. As such, the debates also support our findings under this Work Package. For example, speakers stressed the need for prevention, recurring gaps in the implementation of local ownership in CPPB activities, as well as funding constraints. Speakers also stressed the need for new (novel) methods, including e-learning approaches that support adult learning processes (see also the Deliverable 4.1. report on Novelty). The second sessions focused on what 'peace training' can learn from on the ground 'peace education', in divided societies. This analytical approach has also been adopted in the consortium's work under Work Package 3, and especially in our work on the introduction of arts-based approaches in CPPB training (see 3.4. and 4.1. reports).

In the closed session, PeaceTraining.eu representatives first introduced the topic by contextualizing how CPPB training fits into wider educational standardization processes in Europe with reference to the Tuning process. Non-formal training including CPPB training tends to fall under European recommendations for vocational training. In terms of quality criteria, 4 categories of types of indicators exist: quality of the organization, of the learning process, of the staff, and of the results.

During the session, it became clear that the concept of 'standardization' caused considerable apprehensiveness among training providers. Indeed, the term 'quality criteria' was soon preferred. The basic tension that exists is that between a recognized need for quality criteria giving the costs of

training for donors such as state governments and participants alike, and a fear of domination and exclusion in the setting of standards in the sector. Power dynamics are important in this. For a small training organization it can be difficult to be included at the table when standards are being set as compared to large-scale and well-funded training organizations. There are severe financial and other practical constraints related to acquiring a seat at the sectoral table, all the more important as the sector of 'CPBB' training is often loosely defined and has no strict boundaries (see also the difficulties in defining the 'humanitarian sector'). CPPB training can, for example, also include driving lessons (e.g. ENTRI Core Course), which is a technical aspect needed in CPPB, but fits into other standardization frameworks.

Furthermore, externally defined standards can be difficult to achieve for smaller organizations. The warning is also outspoken that programmes will be adopted to fit particular certification frameworks, while creativity and uniqueness in training will be negatively affected. Indeed, many organizations have a strong belief in the quality of their own training, and do not necessarily feel the need to adapt according to what others say is better. Indeed, several negative experiences were raised with existing needs to fit external standards (e.g. formal education). Standardization is also feared to reduce novelty in CPBB training. Finally, these issues also connect with the argument raised in the Coventry workshop (see above) on competition between training providers and the potentially exclusionary role standards can play.

Based on the discussion of the workshops, the PeaceTraining.eu consortium recognizes the challenges of defining quality criteria, and most importantly the need to develop inclusive processes in the definition of standards. On the one hand, the consortium aims to achieve this by organizing further workshops aimed at bringing together diverse training actors and practitioners, both from state and civil society actors. On the other hand, we are again strengthened in the belief that the field needs a safe and open, non-restrictive space for discussion on CPPB training, which is what we develop in the PeaceTraining.eu web platform.

## **2.4. Professional Capacities for Peace**

The 'Professional Capacities for Peace' workshop was held in Bucharest, Romania on the 27<sup>th</sup> of October. The workshop gathered representatives from the Romanian military and police as well as representatives from the Ministry of Foreign Affairs.<sup>1</sup> The workshop lasted from 9.30 to 15.30. One of the goals of the event was to bring together actors who before have interacted only limitedly in the field of CPPB training, to share experiences and learn from each other's strengths. As such, the event itself is an example of the need for further networking and exchange in CPPB training. The topic of the event and the workshop sessions focused on identifying key competencies for CPPB training, feeding into the consortium's work under Work Package 4 (in particular the 4.3. and 4.5. reports).

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<sup>1</sup> It is important to note that Romania is one of the largest contributors to the European Union's Common Security and Defense Policy (CSFP) missions.



- Events such as this Round Table are a step forward for the conveners of the meeting and for Romania and the region around ensuring security in the Black Sea Region.
- One envisioned next step could be the creation of a Romanian platform of institutions and organisations with capabilities for deployment in conflict prevention and peacebuilding missions.
- Key questions and comments relate to a) the establishment of a functioning coordinating body for inter-institutional capacity building cooperation; b) the time needed to share and jointly define fundamental terminology and practices in training and capacity building (competences, curricula) as well as frameworks for structuring these competencies according to types of mission, levels of training and preparation and moment of mission; c) the availability of 'learning modules' that would be adapted to the very high volatility and dynamic present in the field; d) the need to establish the trust and validity of so-called 'soft skills' and then the proper and adequate training capacity for those especially in military and police missions; d) the need to understand across institutions the nature and details of peacebuilding/peacekeeping missions in order to enable cooperation and complementarity.

The findings from the workshop in general support the PeaceTraining.eu's focus on networking and coordination, by bringing together a range of actors active in the CPPB (training) field to develop and refine new training standards.

## **2.5. Local Ownership and Interagency Coordination and Cooperation in Kosovo**

The workshop on 'Local Ownership and Interagency Coordination and Cooperation in Kosovo' was held in Pristina on the 2<sup>nd</sup> of November. The workshop lasted from 09.00 to 12.45 and consisted of two open sessions: one on the post-conflict transition in Kosovo, and one on the development of local ownership in Kosovo in the post-independence period. The workshop was attended by about 25 participants, representing both state and international institutions in Kosovo, as well as representatives from civil society organizations. Invited speakers included:

- Mr. Ismail Smakijq, General Director of Kosovo Academy for Public Safety
- Col. Rui Esteves, Assistant Chief of Staff Joint Effects Centre in KFOR HQ
- Ms. Garentina Kraja, Senior Research Fellow, KCSS
- Mr. Rexehp Selimi, Vice Chairperson of the Committee on Internal Affairs and Security of the Kosovo Assembly
- Mr. Pëllumb Kallaba, Security Expert

The workshop on the one hand revealed the positive impression of KFOR by Kosovar stakeholders (in particular when compared to EULEX in Kosovo), but on the other hand also highlighted increasing concerns on the slow progress towards full independence. Interestingly, the EU, and divisions between its members on the recognition of Kosovo's independence have become an external resource for local politicians to advance their goals. These issues rightly demonstrate key challenges with implementing local ownership in conflict-affected settings, and the political objectives of external actors.



Yet, implementing local ownership is also hampered in more subtle ways than as revealed by these larger political questions on the future of Kosovo. For instance, while Monitoring is a key task of international missions (and increasingly so), not all monitors are equally well-trained in engaging with local actors and communities. The example of the UK was offered, and how their staff were received positively by local communities based on the British monitors' experiences in Northern Ireland. Training, another key task in international missions, in particular with regard to Security Sector Reform, is also not free from external transposition of curricula and values. Kosovar stakeholders lamented for instance that police education and reform had been hampered by the rotation of different international actors and their various plans in implementing their home models in Kosovo rather than debating what works for the Kosovar case.

The findings of the Kosovo workshop have principally been taken up in the development of a training curricula on implementing local ownership in SSR missions for international CPPB practitioners (Deliverable 4.3.).

## **2.6. Designing Peacebuilding Programmes: Improving Quality, Sustainability and Impact**

The 'Designing Peacebuilding Programmes: Improving Quality, Sustainability and Impact' training event was held in Cluj-Napoca, Romania from the 30<sup>th</sup> of October to the 3<sup>rd</sup> of November. During this event the sub-curriculum on Designing Peacebuilding Programmes was tested out with an audience of practitioners. This course was enhanced and re-developed in the framework of the consortium's ongoing work on sub-curricula in CPPB training (deliverable 4.3.).

'Designing Peacebuilding Programmes' is an intensive sub-curriculum designed for agencies, organisations and practitioners working in conflict, crisis, peacebuilding and post-war stabilisation and recovery, who wish to improve the quality, effectiveness and sustainable impact of their

programmes – including prevention, peacebuilding, social, economic and political stabilisation, reconciliation in divided communities, and post-war recovery, rehabilitation and development. The sub-curriculum is designed to address the a gap between the scale of efforts and investment in prevention and peacebuilding, the huge number of programmes, activities, missions and organisations in the field, and the impact this is all having on peacebuilding, prevention and sustainable post-war recovery and stabilisation. The training methodology is fundamentally participatory with participants given the opportunity to apply new knowledge directly to their own experiences and working environments.

Training participants provided review and feed-back on the content and methodology of the sub-curricula. Core feed-back included:

### **Content**

- Topics and materials addressed were highly relevant, practical and needed for practitioners in the field;
- The DPP addressed a gap in current training and capacities in the field. Participants reflected that their agencies and current available trainings do not provide the full breadth of applicable, practical tools that can be used by practitioners and agencies/missions working in peacebuilding and prevention to improve the quality, impact, sustainability and effectiveness of their programmes;
- Participants appreciated the design of the sub-curricula and its approach to using their own programmes to apply the methodology. This provided a rich, realistic and ‘real world’ approach to the programme which made it easier for them to engage with and use the templates, tools and methods developed;
- Provision of a fully integrated design and planning model – from needs assessment and peace and conflict analysis through planning and design stages and evaluation, learning and improvement – was seen as unique and providing a highly valuable “integrated approach” which can improve how practitioners do peacebuilding and prevention in practice;
- Participants reflected that the content and sub-curricula covered should be part of mandatory core training for any practitioners, agencies and missions in the field.

### **Methodology**

- Application of the methodology to real life programming and projects substantially increases the ‘use value’ and ‘learnability’ of tools and methods;
- Engagement with practitioners / experts across sectors and fields improves ability to ‘learn from the field’ and strengthen understanding and recognition of the value of multi-stakeholder, cross-sectoral engagement on peacebuilding and prevention;
- Highly relevant case studies helped to illustrate key learnings and ‘good’ and ‘bad’ practice lessons in peacebuilding and prevention relevant for programming design and implementation;
- The peacebuilding and prevention design forum / reflective practice helped to draw out key expertise and learning from participants own contexts, enriching the field;
- Utilisation of ‘Peace Support Teams’ enables participants to engage in assisting/supporting development and improvement of each other’s programming

The verification event provided a valuable and important opportunity to test the *Designing Peacebuilding Programmes* sub-curricula content and methodology proposed in the 4.3. report. Feed-back and results of the event enabled the following:

- Confirmation of the need for sub-curricula on *Designing Peacebuilding Programmes* in the peacebuilding and prevention field;
- Confirmation of the importance of appropriately customised mixed methodologies approaches to training to develop participants' competencies;
- Confirmation of the importance of applied practice – the use of participants' own projects for tool application throughout the training – to ensure relevance and 'usability' of materials trained

Participant feed-back also highlighted the importance of:

- Integrating the methods and materials covered in the training into missions / agencies own methodologies and intervention planning and implementation processes;
- Improving joined-up approaches and cooperation across sectors;
- Improving joint analysis and planning processes;
- Improving joint evaluation and learning processes;
- Re-orienting the field to strengthening local and national capacities and infrastructure for peace

## **2.7. Making Mediation and Peace Processes Work: Peacemaking in Deeply Divided Societies and Challenging Conflicts**

The 'Making Mediation and Peace Processes Work: Peacemaking in Deeply Divided Societies and Challenging Conflicts' training event was held in London, UK from the 4 – 6 December 2017. The course fits into ongoing work on sub-curricula development by the PeaceTraining.eu consortium.

The 'Making Mediation and Peace Processes Work' is an advanced level curriculum designed for governments, EEAS, UN agencies and missions, and national and international organizations working with mediation, negotiations, dialogue processes (from community to national and inter-party levels), peacemaking, and peace processes. The sub-curricula is intended for expert mediators and parties to mediation and negotiation processes seeking to identify measures to strengthen and improve their processes. The sub-curricula assists those involved in mediation and peacemaking efforts – before, during or post-war – to address key challenges and explore practical ways of improving the quality and results of their mediation and peacemaking processes. The programme is also designed to actively assist mediation and peace processes. Technical Assistance is provided to ensure customized support for participating experts, representatives and organisations and agencies. It can also be applied for mediation parties and mediators to assist them by providing a space to step out from their normal contexts and to go in-depth, in a facilitated process, into improving their mediation and peacemaking skills, methods and approaches.

Through the sub-curricula participants are able to enhance skills and understanding to improve coordination and coherence in peacemaking in the field and between policy and practice. Addressing both top-level formal and informal negotiations, mediation and peace processes the sub-curricula explores how processes can be made more effective by linking with other tracks and the work that can be done by civil society actors, donors, international agencies, national parliaments, analysts, media and other to support mediation processes and create an enabling environment for transition and resolution. It also provides participants with advance knowledge on preparation, design,

development, implementation and follow-through in mediation and peace processes and addresses the links, gaps and opportunities in multi-track dialogue, mediation, peacemaking and peacebuilding.

Participants provided review and feed-back on the content and methodology of the sub-curricula. Core feed-back included:

### **Content**

- The content of the sub-curricula was seen as a significant advance upon currently available programmes and training on mediation and peace processes. The materials went more in-depth into understanding how to *prepare, manage, implement* and ensure *follow-through* of mediation and peace processes;
- Intensive focus on what is needed for effective preparation, management and follow-through was assessed by participants as significantly enhancing the likelihood for success of mediation and peace processes while addressing a critical gap in most current trainings;
- Inclusion of participants and content in the training placing mediation and peace processes within the broader context of peacebuilding, peace consolidation, and war-to-peace transition and recovery also helps participants to better understand challenges affecting mediation and peace processes as well as opportunities and necessary conditions for effective peace implementation;
- Extensive reference and utilisation of real life case examples and in-depth review of multiple case studies used as ‘case learning experiences’ helped both to draw important lessons from real life mediation and peace processes and to highlight the importance of using evaluation, learning, reflective practice and ‘case learning’ to improve mediation and peace process implementation;
- Strong focus on the need for *local* and *national level* ownership, inclusion of key stakeholders, support for trusted inside mediators, and reassessing the appropriate roles for external missions and international practitioners helped to address some of the current bad practices often seen in the field where too much power – sometimes linked with too little competence – is placed in the hands of external parties;
- Strong focus on gender-dimensions of mediation and peace processes and necessary measures to support and enable i. women’s participation in peace processes; and ii. peace processes and mediation addressing gender dimensions of conflicts was also strongly valued and appreciated by participants

### **Methodology**

- Combination of mixed training / learning methods was assessed as critical to the success of the programme, which utilised: briefing sessions; working groups; task forces; collaborative design processes; case reviews; participant experience sharing and participant design forums. Provision of pre-programme preparatory materials and use of video/film in the programme for case studies was also positively assessed. Exercises addressing key moments in mediation and peace processes and engaging participants experience in finding solutions to challenges was also positively evaluated;
- The use of case studies both for in-depth review and illustration of key lessons with references to field-based practice and experience was highly appreciated by participants helping them to better connect materials covered to actual application in the field;

- Participant selection bringing together key practitioners from across sectors including mediation practitioners, UN agencies and missions, government institutions, and think tanks was seen as highly valuable and improving the learning experience and opportunity for cross fertilisation across sectors – assessed by participants as necessary for also improving joined up approaches and collaboration in the field;
- Combining expert lectures and presentation of key learnings with a highly participatory and engaging methodology was seen by participants as important for improving actual *learning* and development of competencies that can be used in the field;
- Integration of reflective practices and evaluation methods *into* the training method itself helped to strengthen participants' own understanding of the role, value and need for evaluation and reflection in mediation and peace processes to improve quality and impact

The verification event provided a valuable and important opportunity to test the *Making Mediation and Peace Processes Work* sub-curricula content and methodology proposed in the 4.3. report.

Feed-back and results on the training event enabled the following:

- Confirmation of the need for sub-curricula on *Making Mediation and Peace Processes Work* designed for advance/intermediate and senior/expert level practitioners and policy makers in missions;
- Confirmation of the importance of appropriately customised mixed methodologies approaches to training to develop participants' competencies;
- Confirmation of the importance of integrating case studies, evaluation and learning from the field into training content

Participant feed-back also highlighted the importance of:

- Paying greater attention to the design, management, support and preparation of peace processes to increase likelihood of successful results;
- Ensuring greater attention is given to *implementation* of agreements and putting in place mechanisms and processes for this to happen;
- The potential for international missions and programmes to effectively support women's participation in mediation and peace processes (particularly learning from the Colombia case study) and the vital role that civil society can place (Colombia, Northern Ireland, Philippines)
- Greater engagement with mediation as a tool in *prevention* and not only during war or to end wars armed conflicts;
- The need for mediation also in post-war peace consolidation and stabilisation phases to address ongoing and new conflicts which could affect peace consolidation;
- The potential and need to engage with mediation in *governance processes* to improve capabilities of parties to work together in governance and state institutions also after war
- The need to place far greater emphasis in missions and designing missions and programming appropriately to ensure support is given to development and leadership of local and national mediation capacities and peace processes

## 2.8. Designing and Implementing Effective Monitoring and Evaluation for Peacebuilding and Peace Support Operations

The ‘Designing & Implementing Effective Monitoring and Evaluation for Peacebuilding and Peace Support Operations’ training was held in London, UK from the 7 – 9 December 2017. The event fed into the consortium’s work on designing CPPB sub-curricula under task 4.3.

The ‘Designing & Implementing Effective Monitoring and Evaluation for Peacebuilding and Peace Support Operations’ is an advanced level sub-curricula designed for senior practitioners, monitoring & evaluation units, field staff, and heads of agencies working in prevention, peacebuilding and peace support operations – including crisis management; violence prevention; mediation, peacemaking and peace processes during armed conflict; peacebuilding and development; post-war recovery and reconciliation; UN missions; and demobilization, disarmament and reintegration programmes. The sub-curricula has been designed to assist organizations, agencies and missions in the field to see how to develop appropriate monitoring & evaluation systems and processes customized for their exact needs and contexts. Drawing upon the state of the art of the field and best practices in Planning, Monitoring & Evaluation and Learning & Improvement, the sub-curricula assists participants to understand how to develop and apply effective M&E systems; develop appropriate indicators for missions and programmes; track impact on conflict context and peacebuilding / stabilization objectives; develop dynamic learning systems to improve quality and impact of missions and field operations.

The design of the sub-curricula and training methodology is intended for programmes to be highly intense and effective, focusing on improving practical and applied skills and tools for those working in the field. Participants are exposed to a range of rigorous and effective methodologies, tools and case studies which they can apply in their work. Core feed-back on the course included:

### Content

- The content of the programme was unique covering monitoring and evaluation in-depth
- The special emphasis placed on *all* phases of monitoring and evaluation – from management and preparation to implementation and utilisation – made participants aware of the crucial importance of effective engagement and management of M&E processes *across phases*
- The presentation of M&E as integral to CPPB programming and missions, and methods for how to utilise M&E as a component to achieve peacebuilding impact was also seen as novel and original and an important innovation in the field;
- Strongest response and positive assessment was received for the sub-curricula’s focus on how to engage stakeholders, partners and local communities as *owners*, participants and drivers of M&E processes, and the need to engage stakeholders and local / national actors and institutions *at all points* in the design, planning, development, implementation and utilisation of M&E processes;
- The breadth of technologies, data gathering and analysis tools and methods, and tools for implementation was seen as highly beneficial for improving the state of the field;
- Applied practice to case studies and engagement with participants own M&E processes and programming as part of the content of the training made the content richer and enabled participants to better engage with key tools and methods.

## Methodology

- Combination of mixed training / learning methods was assessed as critical to the success of the programme, which utilised: briefing sessions; working groups; task forces; collaborative design processes; case reviews; participant experience sharing and participant design forums. Provision of pre-programme preparatory materials was also positively assessed. Exercises addressing key moments in monitoring and evaluation processes and were positively evaluated;
- Engagement with participants own programmes and M&E Frameworks was seen as helping to link methods and concepts taught to applied practice and improving participants' ability to implement benefits and learning from the programme;
- Participant selection bringing together expert evaluators and staff of missions and agencies was seen as highly valuable to approach the issue of M&E from the point of view of different key stakeholders involved and improved the learning experience and opportunity for cross fertilisation across sectors – assessed by participants as necessary for how M&E are implemented in the field and *utilisation* of M&E for improving CPPB practice;
- Use of in-programme testing helped to support retention of key concepts

Feed-back and results of the event enabled the following to feed into the 4.3. report:

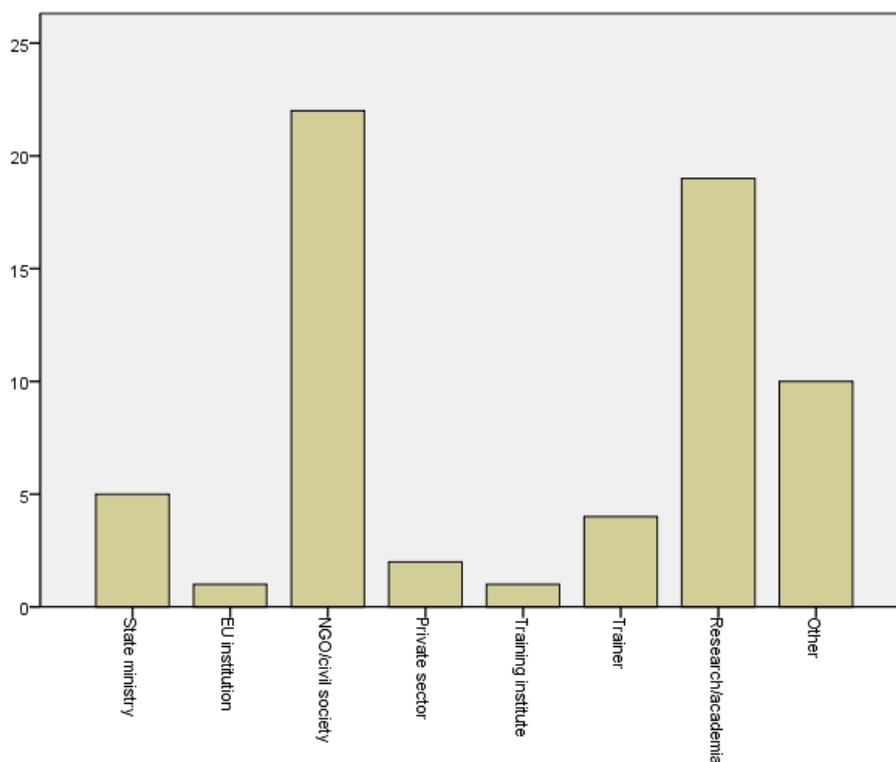
- Confirmation of the need for sub-curricula on 'Designing & Implementing Effective Monitoring and Evaluation for Peacebuilding and Peace Support Operations' designed for advance/intermediate and senior/expert level practitioners and policy makers in missions *as well as* the need to ensure appropriate entry/beginner level sub-curricula for new mission staff and integration into pre-deployment training;
- Confirmation of the importance of appropriately customised mixed methodologies approaches to training to develop participants' competencies;
- Confirmation of the importance of integrating case studies, evaluation and learning from the field into training content

Participant feed-back also highlighted the importance of:

- Better understanding in the field of M&E as crucial components of CPPB missions rather than as 'stand alone' elements implemented to meet donor or leadership requirements;
- The need to integrate planning for M&E in the design and pre-deployment mission preparation phases *from the beginning* as well as to *plan* from the start for management, preparation, implementation and utilisation of M&E processes and results;
- The tremendous space and opportunity for *innovation* in the field of M&E, whereas too much of today's practice is highly standardized using approaches that have proven to have little value and benefit for the field and are profoundly inefficient as mechanisms for assisting practitioners and missions to learn from and improve mission and programme effectiveness and implementation;
- Ensuring local and national stakeholders and their ownership of evaluation processes and learning should be placed at the centre of evaluation planning and implementation;
- Greater focus should be placed in the field as a whole on *learning* from the results of evaluation processes and feeding lessons identified into improved training and preparation of personnel and mission/organisation staff *and* improving methods, tools and approaches used in the field;
- Improving joined-up, multi-stakeholder and multi-sector evaluation and improvement processes

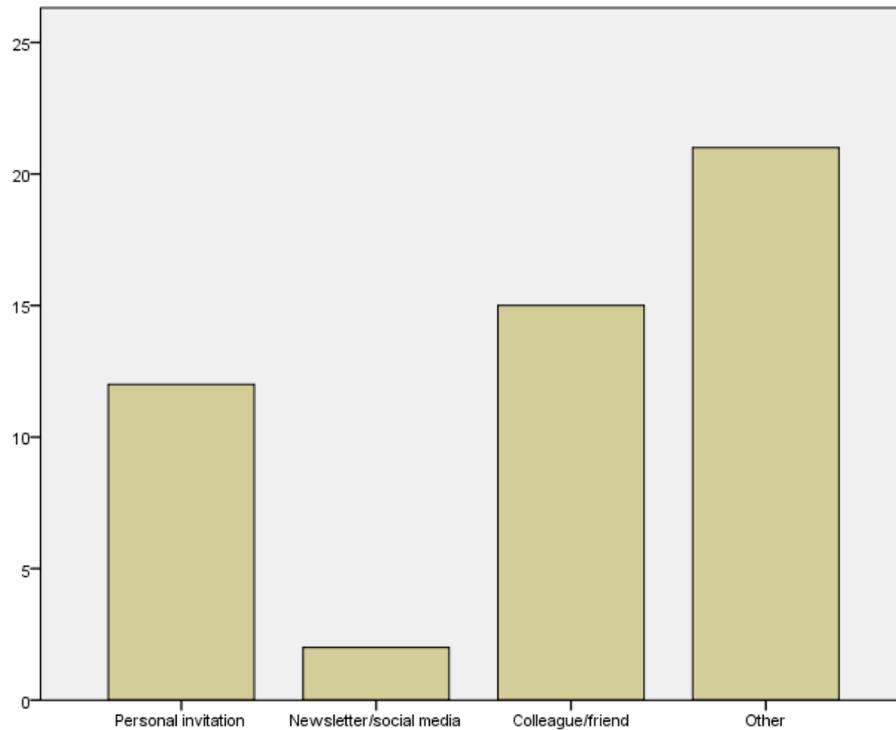
### 3. General Reception and Feedback

Workshop feedback forms were distributed for each of the four workshop events. The standardized feedback form can be found in Annex. The response rate is estimated to be around 70% with a noticeable lack of participation from representatives of state institutions. Below we discuss the feedback provided through this survey (N=47).



**Figure 1: Survey respondents' background**

Figures 1 and 2 show the sector from which the respondent comes and the channel of information through which the respondent was informed about the event, respectively. Multiple answers were possible for both questions. As demonstrated, most of the survey respondents come from the NGO/civil society and Research/academia sectors. Nonetheless, many respondents were involved in training activities as well (see 2.2. Coventry workshop). Representatives of state institutions were mainly present at the Bucharest and Kosovo events, for which survey participation was low. Word-of-mouth is important for gaining information on the event (with Other often indicating more precise networks of information available to the respondent), more so than newsletter and social media information, reflecting the importance of informal networks in the field (see 3.3. report).



**Figure 2: Survey respondents' means of information on the event**

Next we investigate how the workshops were received. Figures 3, 4, and 5 show the distribution of the scores given to the following questions: Did the workshop correspond to your expectations, how relevant do you consider the topics addressed in the workshop for CPPB training, and how interested are you in future engagement with the project? Scores ranged from 0 (not at all/not relevant/not interested) to 10 (completely/very relevant/very interested). Overall it appears that respondents perceived the workshops and topics addressed as corresponding to expectations and relevant. Many respondents were also interested in further engagement with the project. It is important to note however that a few respondents did rate the workshops rather negatively. Unfortunately, the open questions for further comments and feedback were not often used by respondents and cannot explain these scores further.



Figure 3: Response distribution of ‘Did the workshop correspond to your expectations?’

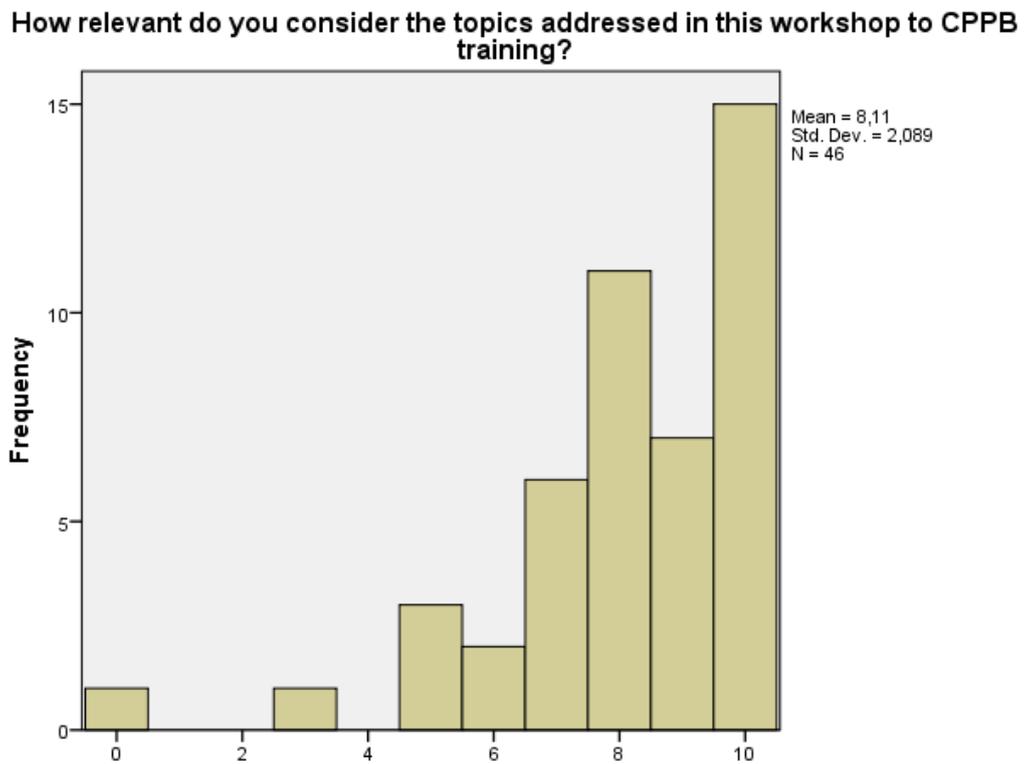
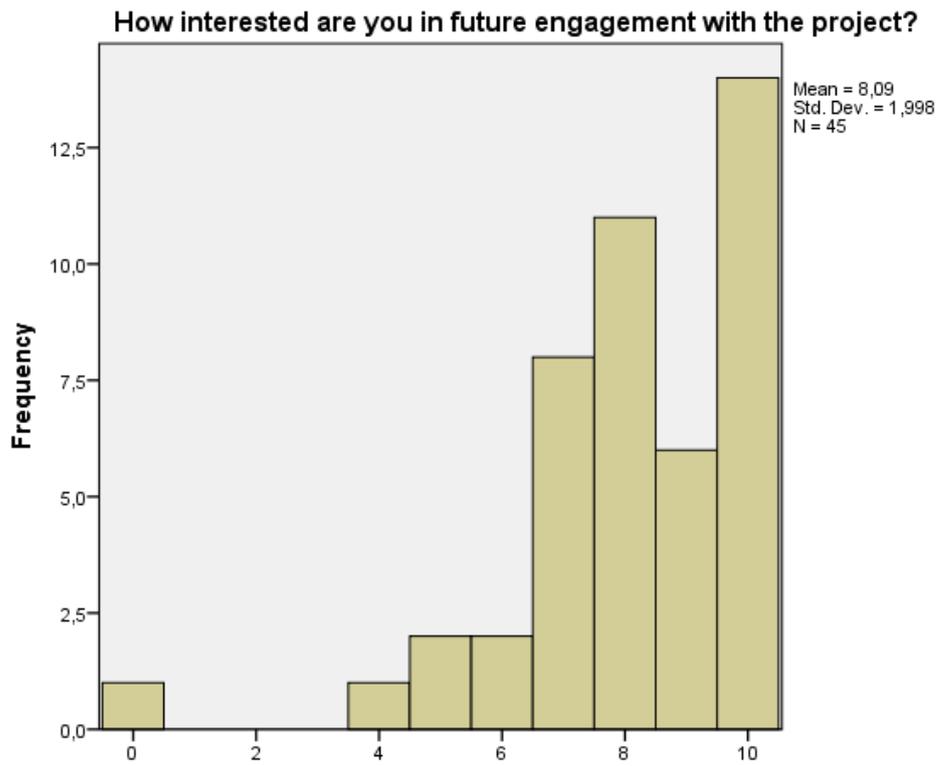


Figure 4: Response distribution of ‘How relevant do you consider the topics addressed in the workshop for CPPB training?’



**Figure 5: Response distribution of 'how interested are you in future engagement with the project?'**

## 4. Future Workshops

The PeaceTraining.eu consortium will run a second series of workshops in Spring 2018. The workshops will continue to support our work in developing novel training approaches, content, and methods under Work Package 4. Furthermore, workshops will also be organized in the framework of Work Package 5 which consists of the development of the PeaceTraining.eu web platform. This platform will be launched in January 2018 and tested in several workshops with various CPPB practitioners on user-friendliness and usefulness. The first of these workshops will be organized in February. The second workshop summary report will detail the lessons learned from these events and is scheduled for August 2018.

## ANNEX

### PeaceTraining.eu Workshop Feedback Form

*Dear Madam, Dear Sir*

*Thank you for participating in this workshop in the framework of the PeaceTraining.eu project. The PeaceTraining.eu project is a Coordination and Support Action funded by the European Commission's Horizon 2020 programme (grant n° 700583). Our objective is to assess practices, efforts and training needs of European actors, map out and connect stakeholders, and provide recommendations on best practices as well as innovative information and communication technology approaches to training. The project will bring forward a web platform and knowledge base to support the creation of a pan-European community involved in Conflict Prevention and Peace Building (CPPB) and to support standardisation needs in the field. The project runs from September 2016 to November 2018. This workshop forms part of a first series of PeaceTraining.eu workshops in which we present, discuss, and further develop novel approaches to CPPB training. Thank you again for your participation and valuable input.*

Please indicate your organizational background, multiple answers are possible:

- State ministry
- EU institution
- NGO/Civil Society
- Private Sector
- Training Institute
- Trainer
- Research/academia
- Other:

How did you hear about this workshop:

- Personal invitation
- Newsletter/social media
- Colleagues/Friends
- Other:

Did the workshop correspond to your expectations?

Not at all	0	1	2	3	4	5	6	7	8	9	10	Completely
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How relevant do you consider the topics addressed in this workshop to CPPB training?

Not relevant	0	1	2	3	4	5	6	7	8	9	10	Very relevant
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How interested are you in future engagement with the project?

Not interested	0	1	2	3	4	5	6	7	8	9	10	Very interested
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Please use the space below to provide any additional comments on the workshop and the PeaceTraining.eu project:

If you want to subscribe to our newsletter please fill in your mail address:

## **Bilbao Workshop Agenda**

### **Training for Peace: Training Responses to Challenges in Conflict Prevention and Peacebuilding**

*Date and Time:* 18th September 2017, 10AM to 1:30PM

*Location:* Bilbao, Spain; Sala Garate, University of Deusto, Avenida de las Universidades 24

#### **Programme**

##### **10:00 – 11:30 Training solutions to challenges confronted by international stakeholders engaged in peace-building missions**

*Moderator:*

Cristina Churruca Muguruza, Instituto de Derechos Humanos Pedro Arrupe, University of Deusto person in charge of PeaceTraining.eu, and Coordinator of NOHA Master Consortium

*Guest Speakers:*

Noemí Becerra, Director of Institutional Relations and Training, Helsinki España

Alfonso García-Vaquero, General of the Spanish Army, former head of EU Training Mission in Mali

Jesús A. Nuñez, Director, Instituto de Estudios sobre Conflictos y Acción Humanitaria – IECAH

##### **11:30 – 12:00 Coffee break**

##### **12:00 – 13:30 Training experience and responses of local stakeholders in conflict- affected countries and territories**

*Moderator:*

Patricia García Amado, Instituto de Derechos Humanos Pedro Arrupe, University of Deusto research assistant in PeaceTraining.eu

*Guest Speakers:*

Cecile Barbeito, Researcher, Peace Education Programme, Escola de Cultura de Pau

Enrique Eguren, Director, Protection International

Kristian Herbolzheimer, Director of Transitions to Peace Programme (The Philippines and Colombia), Conciliation Resource

## Kosovo Workshop Agenda

### “Local Ownership and Interagency Coordination and Cooperation in Kosovo”

**Date:** 2 November 2017

**Venue:** Hotel Sirius

#### Details of Agenda

<b>09:00 – 09:15</b>	<b>Arrival and registration of participants</b>
<b>09:15 – 09:30</b>	<p><b>Opening Speech and Presentation of the Project</b></p> <p>Mr. Mentor Vrajolli, Senior Researcher, KCSS</p> <p>MS. Leila Demarest, Researcher, KU Leuven (Belgium)</p>
<b>09:30 – 11:00</b>	<p><b>Post-conflict transition in Kosovo</b></p> <p>Mr. Ismail Smakiqi, General Director of Kosovo Academy for Public Safety</p> <p>Col. Rui Esteves, Assistant Chief of Staff Joint Effects Centre in KFOR HQ</p> <p>Ms. Garentina Kraja, Senior Research Fellow, KCSS</p> <p><i>Moderator:</i> <i>Mr. Mentor Vrajolli, Senior Researcher, KCSS</i></p>
<b>11:00 – 11:15</b>	<b>Coffee Break</b>
<b>11:15 – 12:30</b>	<p><b>Development of local ownership in Kosovo – post-independence period</b></p> <p>Mr. Rexehp Selimi, Vice Chairperson of the Committee on Internal Affairs and Security of the Kosovo Assembly</p> <p>Mr. Pëllumb Kallaba, Security Expert</p> <p><i>Moderator:</i> <i>Mr. Plator Avdiu, Researcher, KCSS</i></p>
<b>12:30 – 12:45</b>	<b>Concluding Remarks</b>
<b>12:45 – 13:45</b>	<b>Lunch</b>

## Designing Peacebuilding Programmes Agenda

### Day 1

- Welcome & Introduction to the Programme and Presentation of PeaceTraining.EU
- Overview of the Programme including operational and conceptual framework
  - Creating the Link: Interventions → Impact
  - Why are peacebuilding and prevention difficult?
  - The Designing Peacebuilding Programmes *Strategic Planning Framework*
  - 'From' What 'To' What – A Planning & Strategy Tool
  - Societal Actors Pyramid
  - Two 'Lenses'
- Developing Mission / Project 'Portraits'
- Presentation of Project Portraits
- Assessing Peacebuilding Impact
- Case Study: The Government of the Republic of the Philippines - Rebolusyonaryong Partido ng Manggagawa sa Mindanao (RPM-M) or the Revolutionary Workers' Party in Mindanao Peace Process
- Understanding Conflict & Violence: Core Concepts and ABC & DSC Triangles

### Day 2

- Definitions: Crisis & Conflict
- Rebecca D. Costa's Framework: Addressing Conflict & System's Collapse
- Peace & Conflict Analysis Task Forces - identifying:
  - **Why** peace and conflict analysis is important to missions
  - **What** should be included / analysed / understood in PCA
  - **How** it should be implemented before, during and post-mission
  - **Who** should be involved in implementation
- Briefing:** Peace & Conflict Analysis
  - Peace and Conflict Mapping – Analysis – Intelligence
  - Why good peace and conflict analysis matters (case studies)
  - Conflict Analysis: Current Practices
  - Approaches to Peace & Conflict Analysis
  - Tools for Peace and Conflict Analysis
- Applied** Peace and Conflict Analysis
  - Conflict Tree
  - Fault Lines Mapping
  - Stakeholder Mapping
  - Stakeholder Profiles
- Presentation of Conflict Mappings by Projects / Teams
- Case Study: Kenya 2013 Elections – Approaches to Prevention
- Peace & Conflict Skills: Exercising Creativity & Outcomes Mapping

### Day 3

- Programme Design & Strategy Planning
  - Overall Objective – Specific Objectives – Goals

- Problem Definition & Prioritisation
- *From What To What* Mapping
- Identifying & Clustering Priorities
- Identifying the *change* we wish to see
- Defining *Strategy* Approaches: 6 Lenses
- Presentation of Programme Design & Strategy
- Core Concepts Revisited
  - Peacekeeping
  - Peacemaking
  - Peacebuilding
  - Prevention
- Programme Logic and ‘Theory of Change’ Mapping & Evaluation
  - Mapping Assumptions
- Case Reviews:
  - Violence Prevention Between Communities
  - Achieving Policy Change: Addressing Structural Issues & Drivers
- Small Group Joint Review & Evaluation: Days 1 – 3

#### Day 4

- Case Study: Northern Ireland – Cumulative Impact Study
- Case Reflection
- Improving Peace Practice: Design Forum
- Peacebuilding Logical Framework
- Presentation of Programem Logical Frameworks
- Types of Change Mapping
- Assumptions Mapping
- Review of Assumptions Mapping
- Case Study: Kenya – 2007/2008 Electoral Violence

#### Day 5

- Peace Support Teams: Programme Reviews & Improvement
- Reflective Practice: Identifying Key Learnings & Recommendations for
  - Improving Programming
  - Improving the Field
- UN Strategic Framework
- Peacebuilding Strategy Checklist
- Sources & Pillars Mapping
- Improving Peace Practice: Briefing & Review – Monitoring & Evaluation
  - Improving ownership and participation in monitoring & evaluation working groups: who should be involved and why?
  - Core Concepts & Definitions
  - 4 Stages
  - Scope & Purpose of Evaluations
  - Evaluation Timing
  - Hierarchy of Evaluation Scopes
  - Evaluation Approaches
  - Developing a Baseline
    - Case Examples

- Creating Evaluation Frameworks
- Developing Evaluation Plans
- Developing Indicators
- Select Learning Tools: Improving Practice
- Becoming a Learning Organisation
- Making Sense of it all: Participants Presentations of peacebuilding programme planning logic and approaches
- Debriefing & Review