



PeaceTraining.eu

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

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Technology assessment and modern e-approaches report



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1 Introduction

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

This report seeks to identify and explain existing concepts and technologies in eLearning and ICT-based approaches to training, explore the state-of-art of their implementation in the CPPB training field and draw recommendations for their further utilisation and 'future evolution' frontiers for how e-learning and ICT can improve training and performance and operational competencies of both practitioners and organisations / missions in the field. A central focus will also be on development of recommendations for the PeacTraining.eu web platform as a new development in ICT-based approaches to supporting and improving the CPPB training field. Findings of this report will directly inform the developments of the PeaceTraining.eu platform in Work Package 5. Exploring the state-of-the art in e-approaches is essential for building an innovative platform intended to provide a practical and novel advancement and support for training providers, deployment agencies and trainers in the field. The report will also contribute directly to those sections addressing ICT and e-learning innovations in the creation of the European CPPB Training Curricula Compendium being developed in Work Package 4.5.

The report starts by providing a typology of eLearning approaches based on Starker and Horn's taxonomy of blended-learning. It explains the types of blended-learning, technology-rich instruction as well as full online training and education in a formal and informal settings.

The second section looks at e-approaches to learning and training in the CPPB field and briefly explains how these modules are built, what functionalities they contain and to whom they are targeted.

The third section looks deeper into web rosters for training and providers, observing how they are built and structure and makes recommendations for the development of the PeaceTraining.eu web platform.

Ultimately, we discuss the main challenges and opportunities of ICT-based approaches to training focusing on some short case-studies, and identify future frontiers and opportunities for maximising the potential benefit and value of eLearning and ICT approaches to CPPB training, performance improvement and capacity development.

2 State-of-Art eLearning Forms and Technologies

The term eLearning which stands for "electronic learning" can refers to distance learning approaches as well as to educational technology used either to facilitate learning on the site such as using multimedia tools and Information and Communication Technology (ICT); complementing on-sitelearning with further materials that support learners to digest the lessons learned, develop core competencies, practice or collaborate with fellow learners; or create fully virtual learning environments where the overall learning, training and interaction is carried out online.

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

2.1. Blended Learning

Blended learning is an educational approach that combines both traditional learning on-site and online digital media and it is applied in the educational environment as well as in training settings¹. The combination of both approaches can happen in different forms and varies from one educational or training context to another. This has made a clear definition or taxonomy of blended-learning forms more challenging. One of the most comprehensive taxonomies applying to blended learning in the educational context was developed by Staker and Horn in 2012 (see. Figure 1).



Figure 1: Blended-learning taxonomy in relation to other educational forms (Starker and Horn 2012)²

¹ Defining Blended Learning, 2012

² Blended Learning: efficient, timely and cost effective, 2012

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

1. The rotation model: online engagement and face-to-face forms are combined in a cyclical manner.

2. The flex model: most of the leaning takes place through an online platform but the teacher/trainer is also available physically.

3. The self-blending model: learners choose to take additional online courses independently.

4. The enriched-virtual model: the entire course is online but periodical physical meetings are arranged.

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



Figure 2: Is a course blended-learning? (Friesen 2012)

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

2.2. Computer Based Training

Computer-based training (CBT) is one of the most traditional eLearning forms involving the use of traditional devices such as a CD, DVD or MP3 devices that play multimedia. Other more recent additions in this category of training include tablets and smartphones than enable playing / teaching software/programs or applications. Common uses of traditional CBT involved learning languages, computer programmers or other fields that involve static learning processes. CBT may also involve assessment processes in the form of multiple choice questions, drag and drop menus etc. **Smartphone applications** and tables are the latest innovations in this category and are currently gaining popularity in the overall eLearning field, giving birth the term **m-Learning** (m = mobile). The common factor among these tools is the learner sitting alone and digesting pre-defined information, which constitutes a point of criticism for the lack of interaction with other learners or instructors.

Mobile Learning (m-learning)

m-Learning refers to "the use of portable computing devices, such as iPads and other tablets, laptops, personal digital assistants (PDAs) and smart phones connected to wireless networks." ³ With increase memory and storage capacity on smart devices, devices also no longer require to be connected to a wireless network or even have internet access but can download learning resources for use when out of range. This enables teaching and learning to extend across both space and time including in remote locations or areas where learners lack access to traditional training rooms and facilities. Relevant to the CPPB field, m-learning can provide: quick guides, toolkits, interactive learning media such as video tutorials and pre-packaged coaching, case reports and lessons learned, exercises and templates for improving task implementation and much more. As the NATO e-Learning Concept also notes: "With the GPS capabilities of phones and other mobile devices, courses can be dynamic in nature and guide students during familiarisation training or provide immediate access to support on demand, whether in the workplace or in the field." ⁴ There are a breadth of exciting potentials for better integration of mobile learning in CPPB and ensuring improved access to learning opportunities and resources for practitioners in the field or wherever they may be.

2.3. Fully online learning

Full-time online learning implies courses that are fully conducted online. Online courses can differ in both the technologies and methodologies used, objectives of the learning and in the audience. An interesting evolution in online learning over the last decade has been the rise of free education and Massive Open Online Courses (MOOCs) described further below. While there are only a limited

³ NATO e-Learning Concept, 2014, p. 8

⁴ NATO e-Learning Concept, 2014, p. 8

number of MOOCs specifically in the field of CPPB, their relevance for enabling large numbers of people to become familiar with core concepts, competencies and knowledge areas in the field holds interesting potential.

Traditional Online Courses

Traditional online courses are usually available to a limited audience of registered users and involve online materials in the form of texts, slides, infographics and videos. The learning method is usually linear but may also offer the opportunity to jump from one lesson to another. Some of the most traditional or first-generation eLearning forms include slide-sharing and limited texts. With the evolution of technology, videos and other interactive materials have become more commonly used. Many training institutes in the CPPB field offer traditional online learning courses in which the curriculum is available online together with an assessment method, however with little or no interaction to the instructor or among the participants (see following sections).

Learning Management Systems (LMS)

An LMS is a software application used either in the form of blended-learning or to conduct fully online courses. Main modules and functionalities of an LMS include sharing documents (Learning Content Management System), collaborating with the instructor and with other peers through a forum, assessment through quizzes or open questions (Computer-aided assessment), progress tracking and reporting (Electronic performance support system) etc. In a fully online course, the LMS also includes audio and video materials that replace the face-to-face training. According to the Global LMS Software market size which analysed market shares of LMS software providers covering almost all world regions, the main providers of LMS worldwide include SumTotal Sytems, Blackboard, Cornerstone OnDemand, NetDimensions etc. In the European and North American market, Moodle and Canvas are also positioned in the first places for market shares⁵.

In the corporate field the concept of 'corporation-wide learning content management systems' has been in use for some time. ⁶ In CPPB, standardisation of training in areas such as pre-deployment training for military has also seen the uptake of 'sector-wide content management systems'. *Learning Content Management Systems*, whether for a *mission, organisation* or *sector* (in contrast to a 'company' in the corporate field') refers to dedicated knowledge management and learning systems for a specific organisation / agency, sector (eg early warning, crisis management, gender and peacebuilding), mission or 'whole-of-the-field' in a specific conflict/CPPB context (including the spectrum of missions and organisations engaging in that context). This would involve identification of the key 'content' relevant for knowing-learning-retaining-defusing and the *systems* for knowledge management and *learning*. Again, this is an area of incredible potential and *value / need* for improving CPPB performance in the field, where ICT capabilities to vastly improve what can be achieved.

Massive Open Online Courses

Massive open online courses (MOOCs) are an evolution of Open Educational Resources (OER) with the aim to make educational materials accessible to everyone. As such the number of participants attending one course is unlimited. Educational materials in MOOCs may include texts, infographics, publications links, video lectures, assessment methods in the form of quizzes but also in open

⁵ https://www.wiseguyreports.com/reports/3005320-global-lms-software-market-size-status-and-forecast-2025

⁶ E-Learning and the Changing Face of Corporate Training and Development Max Zornada, 2005. P. 6

questions and online collaborations spaces such as discussion boards where course participants can interact with each other and with the course facilitators. The existence of a collaborative environment, a course facilitator and open assessment differentiates among two types of MOOCS:

- Self-paced courses (asynchronous) are courses in which the material can be accessed anytime. The assessment method may be through multiple choice questions, drag and drop menus etc. and the certificate can be acquired at any time.
- Instructor-paced courses (synchronous) have a definite starting and ending date and are facilitated by an instructor who take the audience through all lessons in a linear way. The assessment methods can be a combination of multiple choice questions and open parts (essays) which are evaluated by the instructor at the end of the term. All materials remain online accessible also after the end of the course, however receiving a certificate is no longer possible since the instructor cannot evaluate open assignments. The collaborative environment is also active only during the course duration. After the termination enrolled users can view all discussion boards but no longer contribute to the content.

According to the pedagogical model employed, MOOCs can also be divided into two further categories first defined by Stephen Downes⁷:

- cMOOCs: The "c" in this term refers to the connectivist pedagogy based on the practice of having open and collaborative materials that enable learners to shape the content by opening discussions and working on joint projects. The collaborative aspect means that such courses are not self-paced and have a start and end date. The four major sorts of activities that can have a benefit for learners are defined by Downes as: aggregating information (rather than predefining it), remixing, repurposing, and feeding-forward (or making it relevant for future use). Ravenscroft⁸ argues that connectivist MOOCs can better support collaborative dialogue and knowledge building.
- xMOOCs: or expert-led MOOCs follow the traditional pedagogy of having a fixed syllabus and materials predefined by an expert who is the course instructor. The interaction between the course participants is limited to technical questions and discussion forums for the participants to collaborate may not exist. Prpić at al.⁹ argue that xMOOC are courses that employ elements of an MOOC but in effect are branded in IT platforms that offer content distribution.

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

Many no-profit and for-profit consortia or universities, foundations or corporates have built extensive platforms offering MOOCs on a broad spectrum of fields. The most worth mentioning and rich on CPPB related course include edX and Coursera. A longer list of MOOC platforms with links can be found in

⁷ 'Connectivism' and Connective Knowledge", 2011

⁸ Dialogue and Connectivism: A New Approach to Understanding and Promoting Dialogue-Rich Networked Learning International Review of Research, 2011

⁹ "MOOCs and crowdsourcing: Massive courses and massive resources", 2015

Annex 1. <u>MOOC-LIST</u> on the other hand is portal that lists courses from a big variety of providers and enable fast searching and filtering options.

Webinars

Webinars stand for a combination of the terms "Web" and "Seminar". In other words, they are traditional seminars broadcasted live on the web seeking to reach massive audiences. Webinars might mean that the seminar is held in front of a physical audience and also broadcasted online to a broader audience which can participate by typing questions online, or it can be held from a referent to a fully online audience thus creating the so-called **virtual classroom**. Contrary to Webinars are **Webcasts** which involve streaming the educational session online however without giving opportunity to the viewers to be engaged by asking questions or making suggestions that are integrated in the conversation. Technological tools enabling webinars are so-called **videoconferencing tools** such as AdobeConnect, Cisco Webex etc. Such tools allow the referent to share slides or the screen, stream a video stored in the computer or online (YouTube videos), talk to the audience and simultaneously type in a chat, conduct surveys and polls etc. A list of the highest rated videoconference tools can be found online at the software platform Capterra¹⁰

2.4. (Informal) Web-based learning

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

Transmedia Collaborative Learning (TLC)

Transmedia Collaborative Learning (TLC) is a new eLearning concept referring learning which involves collaboration and utilisation of a range of available social and multi-media platforms. ¹¹ The combination of *collaborative* and *transmedia* refers to learning and training models in which learners *collaborate* in the creation of knowledge and content or interact in problem solving or task implementation, engaging with (*transmedia*) multiple social and multimedia technologies and platforms including (for example) *chat rooms, discussion forums, webinars* or *webcasts, wiki* and more.

¹⁰ https://www.capterra.com

¹¹ NATO e-Learning Concept, 2014, p. 8-9

Virtual worlds

Virtual worlds are one of the exiting 'new frontiers' in eLearning and immersive training. ¹² They cover a range of technologies from the creation of online 'model' worlds and contexts in which participants can 'engage' using immersive technologies or avatars used as graphical representations of people. New developments are also seeing increased integration of virtual worlds with traditional eLearning approaches where learners can move back and forth between the two, "jumping" into virtual worlds and then out again to test skills and capabilities and then acquire further knowledge and understanding to contribute to improved performance capabilities. The potential or virtual worlds to enable learners to 'experience' situations they will face in the field and exercise, test and develop skills is significant. It can also improve learner's capabilities to interact across stakeholder groups and improve core 'employability' or CPPB-assets. Another potential application is the use of virtual worlds to facilitate communities of practice – a key professional learning and competency development approach in the field – when practitioner learners are separated across distances.

Field simulations based on cloud resource planning (CRP) systems

This links with the range of concepts explored above from *immersive learning, serious gaming* and *virtual worlds* to *performance-oriented design*, organisational, sectoral or field-level *knowledge management systems and learning* and *learning content management systems*. Here, the specificity of *cloud resource planning systems* is that information relevant to mission / CPPB performance is collected, stored, managed, interpreted / made sense of *on a dedicated / shared* cloud-based information management system to improve mission-performance and identify 'real world' / field-based needs, performance contexts and 'problems' that need to be addressed.¹³ Date gathered from this can then be fed into the development of eLearning (and off-line) training and modules, gaming and virtual world simulations.

Serious Games

Serous games are designed to engage students with 'real world' situations and experiences using game-play to educate and develop understanding and capabilities. Examples of current, already existing serious games in the CPPB field are detailed further on in this report. They allow preparation for in-the-field CPPB experiences and development of performance capabilities with opportunities to retry, re-learn, advance, adapt and improve, and text current-level understanding, knowledge and capabilities while facilitating learning evolution. One value of serious games is they can be replicated and engaged with 'on demand' both prior to and during field deployment – and can be used to make real world situations available to a wider-range of learners including both current and future practitioners and professionals in the field.

¹² NATO e-Learning Concept, 2014, p. 11

¹³ Improving Concepts of E-Learning by Using ERP Systems for an Interactive Knowledge Diffusion, 2017, p. 200.

3 eLearning Concepts and Considerations relevant to CPPB

The previous section provided a brief overview of some of the key eLearning concepts more widely discussed and known in both the education and eLearning fields. In this section we go further into exploring key eLearning concepts specifically relevant for current and future developments in CPPB training. Three levels or dimensions of eLearning concepts relevant to the CPPB training field are addressed related to: practitioner learners; organizational-field performance, knowledge management and learning; and learning technologies and approaches. These are concepts in many cases widely engaged with and known by experts in ICT and eLearning, but which may be less familiar or engaged with in the CPPB training field. The purpose of this section is to begin identifying some of the key elements / nodes in the ecosystem of concepts and approaches to eLearning that can feed into next generation thinking and evolution of ICT and eLearning support for CPPB training, both by training providers and trainers and deployment agencies - to improve the quality of training, capacity development and professional support available to their staff. The specific concepts listed have been selected for their centrality to the field and relevance to providing improved CPPB training methodologies and approaches, responding to gaps identified in Work Package 3 interviews (3.3), investigation of methods and approaches (3.4) and the baseline report (3.5). Taken together they form a 'landscape' or whole for thinking through an improved approach to CPPB training which can better equip participants with capabilities and competencies needed for improved field performance. Their value can be if they assist trainers and designers of online platforms and learning technologies to think through key dimensions and approaches which can improve CPPB training and eLearning provision.

Student-Centric Learning

Student-centric learning is a concept more and more widely embraced in both on- and off-line education and training. The flexibility and adaptability of tools and new possibilities available with advancements in eLearning increases our capacity to develop robust bespoke learning. In student-centric learning the learner is able to significantly influence the content, activities, materials and approach to learning and capacity development, and the pacing of their approach. This enables the learner to take a more active role in transforming learning into a "process of discovery and knowledge construction" more than "merely a transfer of knowledge from instructor (or electronic medium) to student."¹⁴ With advances in e-technologies and learning functions this enables providers to develop increasingly customised and tailor-made learning experiences suited to the specific needs and context of individual learners while better enabling them to achieve performance competencies needed for the field, and at lower costs.

Levels of Interactivity

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

¹⁴ NATO e-Learning Concept, 2014, p. 11

#	Level	Description
1	Passive	Learner participants act solely as receivers of information.
2	Limited Participation	Learner participants engage in simple responses to instructional cues and interact with learning resources and materials not only as 'receivers' but in responding to or summarising knowledge gained or providing narrative or multiple-choice responses.
3	Complex Participation	Learner participants engage in increasingly complex response and interaction with learning materials and instructional guidance and cues. Learning becomes increasingly interactive with the learner no longer only 'receiving' but also interacting, creating and contributing to knowledge internalisation and development.
4	Real-time Participation	The learner participant is directly involved in immersive or life-like sets of complex clues, responses and learning-doing environments. This may include simulations, problem-solving and more.
5	Collaborative Participation	Varying degrees of collaborative participation may be involved in Levels $1 - 4$ above. This level has been added by PeaceTraining.eu as key for learning designers and platform creators to consider. Collaborative participation refers to joint response and interactive problem solving, learning and participation by <i>multiple learners</i> working / interacting with each other in responding to learning clues and processes.

Table 1: Level of Interactivity

Customised Learning Profiles

Customised learning profiles enable learners to introduce their preferences in what type of learning works best for them. This can involve selecting from available learning mediums with learners identifying which approaches and systems work best for them, as well as enabling learners to 'rate' different methods, instruments and content. Learning profiles can also be *customised* for learners by intelligent computers / learning systems able to identify patters and draw upon previously provided information to better differentiate and customise each individual learner's experience.

Differentiated Instruction

Differentiated instruction is an approach to learning and training stemming from the understanding that people have multiple approaches to learning competencies and skills development. ICT enables a high degree of customisation of learning platforms and processes to serve different learning needs and *approaches to learning*.¹⁵ The point is: this can be built into the system and doesn't require additional effort – after initial design – to improve provision of customised training to each participant. This includes the ability to select and customise levels of interactivity, modalities for delivery of content, timing of learning and more. Kathleen Scalise in the International Journal of Learning Technology identified 5 'Types' of *Differentiation* including differentiation of: *content, process, product, affect* and *learning environment*.¹⁶ Differentiation – selecting what learners should receive or how their learning experience should be crafted – can be¹⁷:

- **Diffuse:** with learners receiving the same content but having multiple opportunities and different approaches for 'making sense' of the materials provided;
- Self-Directed: with learners *themselves* choosing preferred content and methods of learning;

¹⁵ Kathleen Scalise, *Differentiated e-learning: five approaches through instructional technology*, 2007. p. 1

¹⁶ Kathleen Scalise, *Differentiated e-learning: five approaches through instructional technology*, 2007. p. 4-5

¹⁷ See Kathleen Scalise, *Differentiated e-learning: five approaches through instructional technology*, 2007 for very useful and more developed discussion of different approaches to differentiation

• **Computer or model-based differentiation:** in which the learning system itself differentiates the learning path based upon information received and learning (being able to adapt based upon information) from the patterns and needs of the individual learner

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

Work Place Learning

The concept of work-place learning has been standard for years in the business sector but is still relatively new to CPPB, where the traditional concept is that staff either are hired with the existing competencies needed or that 1) they are sent to training to develop competencies or 2) training is arranged on site for competency development. In work-place learning, learning and the acquisition of skills and competencies takes place in / at the work place – often integrated into or parallel to the learners' job performance. This can include both on-line and on-site components. Work-place learning emphasises aligning individual and organisational learning needs, and the "connection between learning and work performance."¹⁸ eLearning can be an integral component of work-place learning. At the moment, however, there is very little customisation of CPPB eLearning for specific, actual work contexts. While the UN and others have developed a range of online courses or 'learning modules' for basic level knowledge development on some aspects related to 'in the field work', very little has been done by most organisations, agencies or missions to provide customised eLearning platforms and opportunities to develop or improve staffs' knowledge, capabilities and skills. This represents a frontier that should be more actively engaged with to ensure staff are able to gain the precise CPPB skills, attitudes and knowledge they need to improve job and organisational performance in the field, and to contribute to peacebuilding and prevention impact.

Activity Theory / Activity System

Activity theory directs focus not towards individual learners but to the 'activity system' in which individual learners operate. An 'activity system' is made up of a group or constellation of actors or 'stakeholders' of any size "pursuing a specific goal in a purposeful way".¹⁹ An example would be of agencies engaged in peacebuilding in a specific conflict context, or staff in an organisation or mission engaged in specific CPPB activities or working towards a precise *specific objective* or *impact goal*. It could also refer to the constellation of actors / stakeholders involved in a specific 'sector' in a conflict context – e.g. working in DDR and Security Sector Reform. *Activity Theory* and *Activity Systems* as *concepts* in eLearning draw attention towards the competencies and performance capabilities needed at the level of the *system* – constellation of actors – and the roles, responsibilities and functions they have to achieve CPPB goals. In this way, eLearning courses and approaches might be developed which would (for example): engage staff from different agencies in the same learning platform to improve shared knowledge, understanding and inter-agency performance and collaboration; involve staff from

¹⁸ A Performance-Oriented Approach to E-Learning in the Workplace, 2010. P. 167

¹⁹ *Review of e-learning theories, frameworks and models* Mayes, T. and de Freitas, S., Published version deposited in CURVE September 2013, p. 17

the same agency/organisation in joint eLearning approaches or courses to improve overall staff/team capability to achieve targets (KPIs) in a certain activity. These are only some of the ways these concepts can relate to CPPB eLearning. The concept of an *activity system* is particularly relevant to the identified need to improve core CPPB skills and capabilities at a 'system' or 'field' level *across* institutions, agencies and stakeholders, and not only for 'individual' participants.

Competency-Based Learning

Competency-based learning is another concept central both to traditional learning approaches and the evolving field of eLearning. In *competency-based learning* is driven by the need to develop specific competencies needed by the learner to be able to perform effectively within a given role or environment.²⁰ In CPPB this would relate to the development – at different levels of specialisation and performance capability – of competencies needed for the effective *doing* of prevention and peacebuilding.

"Employability" or CPPB-Assets

Mayes and de Freitas, in their *Review of e-learning theories, frameworks and models* define *employability assets* as "generic outcomes / competencies – not dependent on declarative knowledge – and include analytical and flexible learning capabilities, but also emphasise qualities that are much harder to specify as part of a curriculum: confidence, self-discipline, communication, ability to collaborate, reflexivity, questioning attitudes. These outcomes start to suggest a crucial role for the community of practice approach, and turn our attention to learning environments that provide maximum opportunity for communication and collaboration, such as networked learning environments."²¹ While again more commonly engaged with in the business field, in CPPB the concept of 'employability assets' – or more specifically 'CPPB-assets' – is relevant as well. Evolving utilisation of *communities of practice* and increasing recognition of the breadth of adaptive and flexible capabilities and 'character skills' needed for CPPB indicate the importance of first identifying and secondly considering what would be key CPPB- assets when designing eLearning courses and approaches and identifying competencies needed for the field.

360-degree Feedback

360-degree feedback is a concept used in both business and sports. It has been taken up in eLearning for businesses and is relevant to CPPB as well. In *360-degree feedback* personnel's performance can be evaluated and assessed by: the individual her or himself, line managers/supervisors, subordinates, peers and other identified relevant stakeholders.²² This can be in addition to standardised evaluation and testing methodologies – from on-the-job performance and achievement of KPIs, tasks and responsibilities to testing, performance on simulations and more. Course designers are also looking at how to integrate *360-degree feedback* into online learning platforms (enabling learners, peer-learners, coaches, trainers, and testing systems to provide scheduled and live/real-time feed-back) *and* to incorporate on-site (offline) feed-back into design of customised learning profiles.

²⁰ A Performance-Oriented Approach to E-Learning in the Workplace Minhong Wang, Weijia Ran, Jian Liao and Stephen J.H. Yang, Educational Technology & Society, 2010. P. 177

²¹ *Review of e-learning theories, frameworks and models,* Mayes, T. and de Freitas, S., Published version deposited in CURVE September 2013

²² A Performance-Oriented Approach to E-Learning in the Workplace Minhong Wang, Weijia Ran, Jian Liao and Stephen J.H. Yang, Educational Technology & Society, 2010. P. 171

Immersive Training

"Immersive training uses a computer-based simulated environment to replicate a real-life or hypothetical situation in a graphically rich and dynamic setting. Students are immersed and involved in the training and learning process through interactive simulations and game-based applications. Immersive training supports one student or multiple small teams working together to solve a problem, rehearse techniques or enhance their skills. Through the use of enabling objectives and scripting, student actions and responses can be monitored and tested to ensure the objectives have been met. It can be web-based utilising distributed training or downloaded to standalone computers or mobile devices." ²³ Immersive training represents one of the critical and exciting *new frontiers* for CPPB training. "Serious Games", examples of which are explored later in the report, and "virtual worlds" are two of the most comment current examples of *immersive training*. They can be used to exercise, develop and test capabilities and skills engaging with 'real life' scenarios and interactive, immersive simulations. Immersive technologies can include²⁴:

Vis	sion	Auditory	Tactile	Olfaction
•	3D display	 3D audio effect 	 Haptic technology 	 Machine olfaction
•	Holography	 Surround sound 		
•	Head-mounted	 imersiv audio 		
	display			
-	Fulldome			

Table 2: Immersive Training

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

Performance-Oriented Design / Approach

A *performance-oriented design* or *approach* refers to *aligning* the *individual's* eLearning experience (and results) with *organizational* performance and learning needs, connecting *learning* and *work performance*, and connecting *organizational* and *work performance* with measurable *impact objectives* for contributing to and achieving change in the conflict context. ²⁵ This concept is relevant and connected to those of *work-placed learning, activity systems* and *competency-based learning* identified above, *linking* them directly to the need to achieve *performance targets* (impact) in actual

²³ NATO e-Learning Concept, 2014, p. 11

²⁴ For a concise and valuable overview see <u>https://en.wikipedia.org/wiki/Immersive_technology</u>

²⁵ A Performance-Oriented Approach to E-Learning in the Workplace Minhong Wang, Weijia Ran, Jian Liao and Stephen J.H. Yang, Educational Technology & Society, 2010. P. 171

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

Organizational (or sectoral or field) Learning & Knowledge Management

"Organizational theory implies that learning occurs and should be addressed beyond the individual level. Its pedagogical focus is on organizational systems, structures, and policies, along with institutional forms of memory to link individual and organizational learning."²⁶ Organizational learning and knowledge management in the context of e-concepts and CPPB training addresses the need for course and learning platform designers to focus also on organizational systems, structures, policies and institutional forms of learning and memory.²⁷ Much current CPPB training focuses on individuallevel skills and competency development – while at the same time the field as a whole experiences relatively high levels of turnover and movement of staff between organisations and positions. A focus on organizational learning and knowledge management would add a dimension of engaging with how organizations and institutions learn, and the potential – as yet still rarely explored – opportunity of seeing how to better link internal and inter-organizational knowledge management with training and professional development.²⁸ Going a step further, in the CPPB field the concept would also be relevant to apply at the level of sectors (eg early warning, crisis management, gender and peacebuilding, DDR,etc) and the field as a whole, including across all sectors and agencies involved. As noted in A Performance-Oriented Approach to E-Learning in the Workplace: "Recent research has motivated the integration of knowledge management with e-learning for organizational development (Wang & Yang, 2009). How knowledge management and e-learning apply to and affect organizations is a complicated, yet important question that requires a variety of conceptual, methodological, and technical approaches." ²⁹ It is also an important frontier for improving both *individual* and *organisational* performance as well as sectoral and whole-of-CPPB-field performance, requiring careful examination and exploration of how to better engage with it through CPPB training and eLearning approaches.

Shareable Content Object Reference Model (SCORM)

This refers to courses or course components developed according to agreed/standardised specifications to enable course content and materials to be shared across trainings and providers. Once

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

²⁷ A Performance-Oriented Approach to E-Learning in the Workplace Minhong Wang, Weijia Ran, Jian Liao and Stephen J.H. Yang, Educational Technology & Society, 2010. P. 168

²⁸ Knowledge management here refers to the "approaches and practices used by organizations to identify, create, represent and distribute knowledge for reuse, awareness, and learning." Nonaka, Ikujiro, and Hirotaka Takeuchi. 1995. *The Knowledge-Creating Company: How Japanese Companies Create the Dynamics of Innovation*. Oxford University Press.

²⁹ A Performance-Oriented Approach to E-Learning in the Workplace Minhong Wang, Weijia Ran, Jian Liao and Stephen J.H. Yang, Educational Technology & Society, 2010. P. 168

SCORM-specifications are adopted and adhered to, there can be interchange of lessons, learning materials and curricula content across providers. As explored in the *NATO e-Learning Concept*: "New courses can be developed using new material as well as SCOs [Sharable Content Objects] developed by other institutions and can be combined to form a new course entirely restructured and packaged to appear as a single course. The ability of disparate knowledge objects to work together in unanticipated ways creates opportunities to design unique courseware that can be customised to specific learning needs. SCORM supports various levels of complexity from simple text-based pages to rich interactive media content." ³⁰ This could open for the CPPB training field a situation in which learning materials and resources could be shared across providers and courses with high-quality materials developed which can be adapted, customised, integrated and re-configured for need and context.

Systems Approach to Training (SAT)

Standard within much of the corporate approach to eLearning, SAT provides an integrated approach to instructional strategies and learning technologies intended to aid in the transfer of learning – of knowledge, skills and attitudes - to implementation and performance in the real world. The mode includes 5 'phases': Analysis, Design, Development, Implementation and Evaluation (ADDIE). The phases are intended to bring about continual evaluation and feed-back to ensure the suitability of eLearning for the field, and integration of the needs of the field into eLearning. 31



Figure 3: Systems Approach to Training

³⁰ NATO e-Learning Concept, 2014, p. 16

³¹ NATO e-Learning Concept, 2014, p. 11

4 State-of-Art e-Approaches in the CPPB field

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

Online courses for practitioners/mission staff

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

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

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

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

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

Self-learning free online courses

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

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

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

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

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

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

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

<u>United Nations Office on Drugs and Crime and United Nations Funds International Children's</u> <u>Emergency Fund</u>: UNDOC and UNICEF offer a single self-paced traditional online course on "Justice in Matters involving Child Victims". The course itself is described as an online self-learning tool available to any interested professional upon registration.

<u>International Committee of the Red Cross (ICRC)</u>: Another single course on "International Humanitarian Law" is offered by ICRC as free self-learning tool in a self-paced manner. The overall

materials are directly accessible online without the requirement to create a log in profile, though without any assessment methods or

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

Payed online courses for practitioners and interest groups

<u>United States Institute for Peace (USIP)</u>: offers a series of payed (full-) online collaborative courses covering different CPPB aspects. All online courses have predefined timeframes, are usually facilitated by more the two instructors and involve other guest experts to whom in can be interacted through a forum, web conferencing tools and other interactive modules.

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

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

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

ICT tools related to training and learning

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

Wikis and Knowledge Hubs

<u>UN Peacemaker</u>: was developed by the United Nations Department of Political Affairs and is dedicated to peacemaking professionals but also to any interested professional. It is described as an online mediation support tool that offers a freely accessible and extended database of peace agreements, guidance material and information in UN's mediation support services.

<u>Peace Insight on Conflict</u>: is published by Peace Direct and contains extensive information on 45 conflict areas by more than 1600 local peacebuilding organizations.

<u>Eldis</u>: is a knowledge hub aggregating knowledge on a myriad of global issues among which peace and security. The knowledge is categorized on topics and countries and a blog module is also available.

<u>*Global Issues</u>*: is a crown-sourced hub relaying news and materials on global issues seeking to provide an alternative to mainstream media.</u>

<u>*Humanitarian Response</u>*: provides information on humanitarian support operations and long directory of support materials and toolboxes.</u>

<u>Peace and Collaborative Development Network</u>: involves a large international community of more than 37000 members and lists crowd-sources information on events, training, knowledge etc.

<u>Professionals in Humanitarian Assistance and Protection (PHAP)</u>: provides online learning sessions, knowledge materials, calendars of events and trainings on humanitarian assistance.

<u>Devex</u>: is a massive online community of experts and organisations working on development containing organisations', experts' and jobs' directories.

Interactive Maps

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

<u>Peacebuilding Map in Nigeria</u>: is a crowd-sourced interactive map that provides information to local peacebuilders on conflict risks in Nigeria. Categories of entries include insecure situations, human rights violations, collective violence, economic pressure etc.

<u>Ghana Conflict Map</u>: is also a crown-sourced map providing information on the conflict areas in Ghana.

<u>Orthodox Peace Fellowship – Interactive Conflict Map</u>: provides recent news updates on conflicts.

<u>KAICIID Peace Map</u>: is a collection of organisations active in interreligious and intercultural dialogue and also showing connection among organisations working together.

<u>Build Peace Database</u>: is a collection of peacebuilding projects that use technology or have a technological component

Similar maps and initiatives include: <u>Hate Speech Database</u>; <u>Poverty Maps</u>; <u>Map Server</u>; <u>Flood map</u>; <u>Cyprus Community Media</u>; <u>Digital Globe</u>

Peace Indexes

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

<u>Global Peace Index; Humanitarian Data Index; Social Cohesion and Reconciliation Index; Social Peace</u> Index (Peace & Development Index)

Serious games and simulations

Mission Zhobia: is one of the most recent contributions to this field. It brings the player to an imaginary conflict-torn country on a mission to bring peace and develop the rule of law.

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

<u>The Peacemaker</u>: is a simulation of the Israeli-Palestinian conflict, letting the players act as the Prime Minister of one of the countries or as a media professional using real news footage.

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

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

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

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

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

5 Web Rosters of Training Courses and Providers

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

Goalkeeper

The Goalkeeper platform runs by the European External Action Service, was already presented in Deliverable 3.1 *Baseline research and stakeholder report on conflict prevention and peace building training*. The platform is exclusively dedicated to training organizations who provide ESDC courses tailored for CSDP missions. Of the four features of the Goalkeeper platform, the Schoolmaster, Registrar, Headhunter and Governor presented in Deliverable 3.1, this document looks in depth of the Schoolmaster which acts as the information hub on available courses including relevant course details (Figure 1).

School	master					5	Courses Subscription About Sc
All courses	Q	Advanced Q					
ourse List						sorted by:	Start Date -
+ + <mark>1</mark> 2 3	н н 1 - 24 of 67 items						
3th CSDP High Le	vel Course 2017-2018 'Johan Wille	Masters in Internati	ional Peacebuilding, Security and	9th Vienna Course	on International Law for Military Le	Generic Basic Peac	ekeeping Training (UN and ENTRI
	Putathel		Putlished		Published		Published
etwork	ESOC	Devider	National Dalamarks of Indone Management	Detwork	ESDC (EII)	Deputided	Radao Weathankees State Dalles Calles
ber Brouddarfe)	ESUC (EU) Reburghi National Defense College (Pole	Other Devider(a)	readonal University of inerand waynoods	Other Description(a)	ESUG (EU)	Other Brouidade)	Baben muleitamberg State Porce Coseg
art Date	01/08/2017 - 01/06/2018	Start Date	01/09/2017 - 31/10/2018	Start Date	09/10/2017 - 19/01/2018	Start Date	15/01/2018 - 26/01/2018
nlication Deadline	3407/2017	Amplication Deadline	31/07/2017	Application Deadline	29/06/2017	Application Deadline	01/12/2017
eque	Brussels, London, Sofia, Lamaca Belgium	Venue	Maynooth University Ireland	Venue	Vienna Austria	Venue	Boeblingen Germany
SDP Orientation C	ourse (CSDP TP EaP 2017/18)	Basic Safety & Sec	urity Course (HEAT training)	Advanced Modular	Training - Module II Comprehensiv	Basic Safety & Sec	urity Course Light
	Phesisted	Concerns of	Published		Published		Published
etwork	ESOC	Network		Network	ESDC	Network	
ovider bes Develdedet	Estor (EU)	Other Devidents)	Centre for Safety and Development (Net	Provider Other Deputitude)	European Union Makary Statt - EUMS (EU)	Other Breuktadal	Centre for Safety and Development (Net
ner Proviser(s)	Pederal ministry of Denence and Sport (A	Coner Provider(s)	35010010 37010010	Conter Providental	2001/012 01/02/012	Coner Provider(s)	AUG22248 02/02/04/8
elication Deadline	22012010-20012010	Application Deadline	2301/2010 - 21/0/2010	Application Deadline	0001/2018	Application Deadline	300122018 - 02022016
nue	Brussels Belgium	Venue	Soesterberg Netherlands	Venue	Brussels Belgium	Venue	Soesterberg Netherlands
efresher Course		Introduction to Rule	e of Law	CSDP Orientation 0	Course	International Stand	ards for Protection of Individual an
	Published		Published		Published		Published
twork	C 01000 20 7 1000	Network	ENTR	Network	ESDC	Network	ENTR
ovider	Centre for Safety and Development (Net	Provider	ASPR (Austria)	Provider	ESDC (EU)	Provider	Scuola Superiore Sant Anna (Italy)
her Provider(s)		Other Provider(s)	Ecole Nationale d Administration (ENA) (Other Provider(s)	Romanian National Defence University C	Other Provider(s)	Egmont institute (Belgium)
art Date	05/02/2018 - 05/02/2018	Start Date	0102/2018 - 0102/2018	Start Date	05/02/2018 - 09/02/2018	Start Date	08/02/2018 - 16/02/2018
pplication Deadline	92/92/2018	Application Deadline	19/11/2017	Application Deadline	09/01/2018	Application Deadline	11/11/2017
enue	Soesterberg Netherlands	Venue	Stadtschlaining Austria	Venue	Bucharest Romania	Venue	Addis Ababa Ethiopia

Figure 4: Goalkeeper Schoolmaster dashboard

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

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

Schoolmaster			Courses Subscription About Schoolmaste
All courses Q	Advanced Q		
Advanced Search			
Keyword enter keywords	Course Title enter search text	Training Institution	Network
Course Venue any	Course Status any	Training Audience	Type of Course any
Course Topics any	Date From any III	Date To any 🔠	Search Clear



Figures 3 and 4 provide an in-depth look into the categories of courses and programs listed in Schoolmaster. These include: The network in which the training organization may belong to, the name of the provider, or other providers co-organizing the course, the start and end time, application deadline, venue, aim, methodology, learning outcomes, the regional focus, type of course, training audience, additional specifications, topics, audience, levels, languages, fee, certification, as well as contact information and relevant links and attachments.

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

CSDP Orientation Course (CSDP TP EaP 2017/18)

Network	ESDC
Provider	ESDC (EU)
Other Provider(s)	Federal Ministry of Defence and Sport (Austria)
Start - End Date	22/01/2018 - 26/01/2018
Start - End Time	13:30 - 12:30
Application Deadline @	26/11/2017
Venue	Brussels Belgium
Overall Aim	The course aims to provide participants with a broad understanding of CSDP. In particular, participants will be exposed to the CSDP institutional framework, current policies, as well as structures and processes. Participants will have opportunity to create a network of poople working in the field of CSDP. The final goal of the CSDP Orientation Course is to support EU Member States and EU Institutions and Agencies in training own personnel in order to be able to work in CSDP. Taled fields at operational and strategic level.
Methodology	Lecture, (panel-) discussions, workshops, group work, study trip
Learning Outcome	 explain organisational structure, decision-making processes in the EU and the relevant European Union bodies - identify the elements of the EU integrated approach to external conflict and crisis - knows the objectives of the EU Global Strategy - summarize the principles of CSDP missions and operations - summarize the reapbroking development mechanism - explain the partnership and cooperation with third countries and other players
Pre-Requisites	NO
Contacts	
Type of Contact	Registration , Admininstrative Matters , Training Content
Name	Dr. Jochen Rehrl
Address	Avenue Cortenbergh 115
Town / City	Bruxelles
Country	Belgium

Regional Focus	Eastern Partnership
Type of Course	Basic Training/Orientation Course
Training Audience	Civilians, Military, Police
Additional Specifications	
Торіс	Generic CSDP
Audience Levels	
Additional Specifications on Audience Level	
Language	English, French
Other Languages	
Fee	
Course Certification	ESDC certificate
Attachments	2017 11 09 - Invitation CSDP TP EaP - final.pdf
Registration / Info Page Q	

Figure 6: Schoolmaster ESDC Course

Masters in International Peacebuilding, Security and Development Practice

jochen.rehrl@eeas.europa.eu

1046

Postal Code

E-mail Address Telephone Number Fax Number

Network	
Provider	National University of Ireland Maynosth - Edward M Kennedy Institute for Conflict Intervention (Ireland)
Other Provider(s)	
Start - End Date	01/09/2017 - 31/10/2018
Start - End Time	
Application Deadline O	31/07/2017
Venue	Maynooth University Ireland
Overall Aim	The MA in Peacebuilding, Security and Development Practice is an interdisciplinary degree programme providing a critical understanding and analysis of peace and security issues within a wider development context. This programme empowers actions and practitioners from development, security and other pace and security related institutional backgrounds involved in international paceedualiting with the knowledge, skills and competencies that will enable them to provide leadership to reduce and utilinately eliminate violent conflict. This matter's programme will provide a challenging learning experiment for those who wish to develop and integrate midiation and negotiation knowledge and skills with their anstrenss of wider conflict and development issues while providing students with a critical insight of the entire petchano of international conflict Intervention.
Methodology	Modules in: Conflict, Development and Sacurity, Political Economy of Development, Introduction to Development Theory and Practice, Gender and Development, Hoaith and Development, Sustainable Livelihoods and Climate Change Adaptation, Human Rights and Advocacy: Mediation Theory + Conflict Analysis, Mediation Knowledge and Practice, Resolving Protrated Conflict, Papiel Concepts and Paece Process Theories, Post Conflict: Challenges of Implementing Peace Agreements, Negoliation Theory and Skills; Conflict: Intervention, stabilisation and the comprehensive approach; Research and Minor Thesis
Learning Outcome	
Pre Requisites	
Contacts	
Type of Contact	Registration
Name	Roisin Smith
Address	Edward M. Kennedy Insitute for Conflict Intervention
Town / City	Maynooth University
Country	Ireland
Postal Code	
E-mail Address	roisin smith@nuim.ie
Telephone Number	
Fax Number	

Regional Focus	
Type of Course	Advanced/Specialised Training
Training Audience	Civilians, Military, Police
Additional Specifications	
Topic	Conflict Analysis and Early Warning, Crisis Management/Peacekeeping, Gender, Human Rights, Mediation and Dialogue, UN-specific
Audience Levels	All
Additional Specifications on Audience Level	
Language	English
Other Languages	
Fee	Full-time €9,750 Part-time €5,550
Course Certification	
Attachments	
Registration / Info Page Q	https://www.maynoothuniversity.infinternational-development/our-courses/ma-international-

Figure 7: Schoolmaster Master program profile

ENTRI

A similar but much more specialised information source for training-seekers in the European context is the ENTRi website (Europe's New Training Initiative for Interactive Civilian Crisis Management). As a

major network of training organizations in the European CPPB training landscape, described more in depth in Deliverable 3.1, ENTRi's website provides information training provided by member organisations in its network. Figures 5 and 6 show the course components shown on the ENTRi website and the overall view of the course directory.

EN Europe's New Train	TRi ing Instative for Civilian	Crisis Management				In	Control		
Home	Courses	Certification	Resources	About					
Course Caler	ndar Archive								
ENTRi cours organisations Security and European Cc exception of ENTRi cours organise to p been created added value institutions to Currently offe	Training C es are accessible such as the Eur Co-operation in fu HEAT courses) ir es are not design repare individual to foster the har for training organ implement traini ared:	COURSES eto individuals eithe ropean Union (CSDE Europe (OSCE), and ing costs for board international travel wi net for possible deploy monisation of Europ nisations is that ENT ing together as well	r going to or alread Prissions), the Uni the African Union and Iodging. In the II also be covered. xisting courses that winent in crisis man ean and internation Ri seeks to facilitat as to share experie	y working in crisis ted Nations (UN), (AU). The courses case of pre-deploy governments and agement operation al approaches to o and strengthen ti nces, trainers, and	management mission the Organization for a refunded by the mment courses (with th sending institutions is instead, ENTRi ha capacity-building. The he opportunities for l expertise.	s for e s			
Training of T	rainers								
Location: Kiev, Ukraine									
Course dura	tion: 21-23 Feb	ruary							
A key objection the steadily of to have the ri	ve of this course hanging working ght people with t	is building in-missio environment interna he right skill sets in t	n capacities for trai ational peace opera the right place at th	ning purposes to e tions and to streng e right time.	nhance ability to adap gthen in-mission capat	t to bility			

Figure 8: ENTRi Course Calendar

The list format used for the training calendar – though not containing many entries – requires users to go through the whole list to find the information they are looking for. The categories for the listed ENTRi course are the following: Location, Course duration, Target audience, implementing partners (course co-organizers), learning outcomes, application, registration fee (together with what is included in the fee, accommodation details etc.).

	Learning outcomes
	After completion of the ENTRI ToT participants should be able to:
	Describe how learning theories can be applied to design high impact sessions; Practice advanced training design skills in preparing sessions on a range of learning topics related to their training correspisors: Reflect on their own training skyle and their own biases towards different training methods; Diggrade facilitation skills in a range of participatory training activities; Reflect develow of course material based on the guiddlenes in the draft ToT Facilitation Guide and Participants Manual relevant to their area of expertise;
Training of Trainers	w. Identify course design methods applicable to their training needs;
Location: Kiev, Ukraine	vii. Deliver positive and constructive ideas:
Course duration: 21-23 February	 a. to further strengthen the ENTRI draft ToT course package materials; b. on how to further harmonize the future ToT training in ENTRI III
A key objective of this course is building in-mission capacities for training purposes to enhance ability to adapt to the steadily changing working environment international peace operations and to strengthen in-mission capability to have the right people with the right skill sets in the right place at the right time.	 c on how to pass on lessons learned and good practices to training staff working in civilian crisis management missions.
This training aims to strengthen the didactical and methodological skills of members of international Missions, particularly in Ukraine and the wider Eastern Europe region, in designing and delivering Train the Trainer	The last outcome is deliberately referring to the second and future ToTcourses that are to be implemented by the ENTRI ToT working group next year and focusing on training/capacity enhancement of staff in international missions.
courses.	Application:
You may find an idicative course agenda here	The course is open for applications via the link below. Final date for applications is Monday 29th of January.
You may find the logistical note here	https://www.surveymonkey.de/r/ToT2018Kiev
Target audience:	The selection of participants will be done by the ENTRI Secretariat.
Civilian experts working in crisis management missions who conduct trainings and coaching sessions as subject	Registration Fee:
matter experts or trainers. Maximum 20 participants, preferably from international civilian crisis management missions (OSCE, EU etc).	There is no registration fee. Short-listed candidates will have to cover their own travel expenses.
Implementing Partners:	Full board accommodation (in single rooms) will be provided free of charge.
The course is organized by the Austrian Study Centre for Peace and Conflict resolution (ASPR) in cooperation with the Centre for European Perspective (CEP)	Please note that while ENTRi courses are primarily geared toward civilian personnel working in International crisis management missions, police and military candidates are welcome to apply. Please also note that course participants from the military are required to cover their own expenses during the course, including accommodation board, and travel costs.



SALTO-YOUTH

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

Figure 7 show the Search and Browse menus of the European Training Calendar of the SALTO-YOUTH. The further illustrations show the general course view including categories, although these may not fully match in the CPPB training context.

Figure 8 shows the categories of some calendar entries. As it can be seen, beside some main categories, other categories of information differ from one entry to the other. This mainly due to the different types of trainings entries listed there (e.g. new youth projects that may offer training, symposia, workshops, youth events etc.) that have different characteristics. Due to the varying nature of the CPPB training courses and programs, setting the option or including additional categories of information might also be useful for the Peacetraining.eu platform.

Search the Training Calendar		
Find your kind of training! Fecus you search for training activities, e.g. by bolling for a particular type of training or a training set to table place in a certain time period.		
Search by keyword		
Activity organised by	Browse a list of all trainings in the Traini	ng Calendar
- please select -	2 3 4 Nextpage	Sort by Application deadline
Activity funded by Youth In Action	Training Course 9 February - 27 May 2018 Czech Republic and, Italy	
Country where the activity will take place (- plasse select - • •)	A KIND OF MAGIC: long-term project promoting diversity	Application deadline (34h CET): 19 January 2018 This activity is for participants from Czech Republic, Spain, United Kingdom
For parkdpants from	Are you working with marginalised youth? Do you see diversity as a source of inspiration? Apply for A KIND OF MAGIC: long-term project (February-May 2018) with 2 residential training courses (9-16.2. & 21-	
Activity type Study Visit Training Course Training Course Elearning Elea	27.5.2018) +coaching &practice phase in between.	
Activity date	Seminar / Conference 26 February - 1 March 2018 Kayseri, Turkey	
between and Day Month Year Day Month Year 15 January 2015 Image: Comparison of the second	International Symposium on Youth Employment Challenges (ISYEC) 3.rd Edition	Application deadline (24h CET): 19 January 2018
Application deadline between and Day Morth Vear Day Morth Vear	To gather, learn about/share good practices and get inspired for developing cross-sectoral strategies for employment and for the future of youth.	This activity is for participants from Erasmus+: Youth in Action Programme countries 0, Other countries in the world 0, Partner Countries Neighbourgene the EU
16 • January • 2010 • • • • •		regionality are so

Figure 10: SALTO-YOUTH European Training Calendar

D4.4 Technology assessment and modern e-approaches report

The Power of Non Formal Education 2018

Training Course 7-12 March 2018 | Madeira, Portugal

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

Why this Training Course?

- To atimulate the participants to feel and reflect about the power of non-ormal education (NFE) by experimenting different kind of non-formal
- To analyze the role and reception of NFE in our different countries within a ommon Europe.

- common Europe. To discover and debate the European strategy of AFE. To flight against the growing consuming approaches towards young people in the non-formal deviation field. To exclose meanings, roles and considementariaties of different educational appreaches and methods (formal, non-formal, informal). To reconsider oblig youth work practice. To understand the principles of program building and NFE within Erasmus = Youth in Action.

How it will be done?

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

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

The pedagogical process

- A fundamental flow during the training is based upon: Experiencing: different educational settings, different non formal education methods (note play, simulation exercise...) relificiting: on the methods and its impacts, on the power and limits of NFE, on building a pedgogolical process... Transferring: to the own reality of participants, in order to improve ways
- Transferring: to the own rankity of participants, in order to improve ways (working with) young people Sharing: different perceptions, current situations and experiences. Developing: the building capacity of the participants pinutuding them in the decision process of the project designing (participants will decide some assions they'refet they need to have) but also in the implementation of the rogram ("Power to the People" moments).

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

Your kind of training?

Apply now! Application deadline (244 CET) 21 January 2018 Date of selection: 29 January 2018

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

This Training Course is for 30 participants from Erasmus+; Youth in Action Programme countries 0

Youth workers, Trainers, Youth leaders, Project managers, Youth Policy Makers Working language(s): English

Portuguese National Agency for Erasmus + Youth in Action (National Agency)

rpanizer(s): nish National Agency for Erasmus + Youth in ELGIUM - FR National Agency) ELGIUM - FR National Agency for Erasmus + buth in Action (National Agency)

Carla Marques E-Mail: <u>carla marques@inventude.of</u> Phone: +351253204260

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

Costs This project is financed by the Erasmus-: You in Action Programme. Being selected for this ourse, all costs (accommodation, travel, Visa etc.) relevant to participation in the course with the covered by the Nas or SAXTO involved in the project – except a participation fee which vari-from call to call and country to courty. Rease contact your Gramma-: Youth in Action Nat hearn more about the financial details, and ho hearn more about the financial details, and ho noking of your travel tick nt of your travel

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

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

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

Dear colleagues and partners,

After the successful second edition in 2015 that pathered many international experts from the public, educational and private sectors, we would like to invite you to the 3rd edition of the International Symposium on Youth Employment Challenges (INFC18) which that lake place on February 26th - March 1st 2018, at AGU facilities, Kayseri, Turkey.

ISYSC is the preview international event enabling corporate professionals, youth norknew, youth policy makers, social entreprevenues, educational representatives and excerts to pather learn about/share good practices and get inspired for developing cross-sectoral strategies for employment and for the future of youth.

This International conference is organized with the partnership of Turkish National Agency (on behalf of the Hinistry of EU of Turkiey), French National Agency, Stallion Autonia Agency, Stallion Stallion Agency, Stallion Agency,

Apply for ISYEC' 18 as a:

anelist: https://goo.gl/M4cWL) /orkshop Leader: https://goo.gl/n6xedz

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

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

Available downloads: E ISYEC'18.pdf

Your kind of training?

Apply now! lication deadline (bin CET) 19 Januar Date of selection: 26 January 2018

Training overview

A http://trainings.salto

This Seminar / Conference is for Z20 participants from Brasmus+ Youth in Action Programme countries **0**, Other countries in the world **0**, Partner Countries Neighbouring the EU **(**

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

Working language(x): English

Organizer: Turkish National Agency (National Agency)

Co-organizar(s) SALTO-YOUTH Fund Ce-ingeniar(s): SALTO-YOUTH Euromed, Good Practices Resource Center & Participation (SALTO Italian & French NA's (National Agency) Abdullah Gül University (NGO/Others)

Unus DUMAN mail: <u>isvec@aqu.edu.tr</u> Mail: <u>vunus.duman@ua.qov.tr</u> hone: +90 312 409 61 77

Before applying please contact the <u>NA of</u> <u>your relidence country</u> to check if it is involved in this concrete project and committed to cover travel costs. NBL Learn about possible participation fee and other

Costs

This project is financed by the Erasmus+: Y in Action Programme. Being selected from Programme Countries for this course, all co (accommodation, travel, visa, etc.) relevant participation in the course will be covered b NAs involved. Please contact your Erasmuson NA to learn

Figure 11: SALTO-YOUTH Training Description

Through registering on MySALTO, users may directly apply to courses and training advertised on the European Training Calendar. A special section on the calendar is dedicated specifically to the list on open and past applications (Figure 9).

European Training Cale	endar		Search	Browse	Your applications	Manage your training offers	Help
You are here: <u>Start</u> / Manage y	our applications						
Your applica	ations						
[]	Past applications (0)	All (0)					

Figure 12: SALTO-YOUTH Training application through the platform

The same functionality is provided for offered trainings (Figure 10). Users may in other words, apply for courses and also offers their own through the same login system.



Figure 13: SALTO-YOUTH Offering training opportunity

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

Otlas The Partner-Finding Tool	Start Find projects Find or	rganisations Register your organisation Help	We found 10964	organisations matching your search! 📓
Finding partner	s 62	233	Search organisations	2 2 3 4 5 - 1092 bolans for by services
for internationa has never been	l projects easier	You can look for organisations that marth specific criteria Draw for each in agricultur profes Draw hereaf you been in	Institute for Roma and Minorities I how partit/fue commented transmittee team if comment Institute for Roma and Minority strives for a society where the transet argued your people enjoy equal access to	
Do you want to find new contacts missing partner for your project ² t you are looking for in Otlas.	in the world, send a volunteer abroad No matter where your interests lie, you	or find the will find what	And markets could be approximately a second	opportunities United Societies of Baltrans (U.S.B.)
0	0	0	Add this willing	a fron-profit/Nee-Constmutual Organisation
Search for partners Add your organisation or Use our powerful search filters to find the informal group		Create projects and request partners	nar pasa tean •) hali histori	Insel In Greece (Thestolianiki) Insel halebe of Galaxy (IA.A.) in 181 (Inselner 2016 IN The Color (IA.A.) in 181 (Inselner
perfect match in our database of more than 10900 organisations and informal groups.	Register your organisation or informal group to demonstrate your interest in international cooperation.	Millions of youth workers in organisations and informal groups around Europe will find your project and be able to cooperate with you.	Search by organization name	U.s.o. was journard in inequilibrium in uses to promote youth mobility, voluntarism, and further sensitization around social issues and human rights.
			Search organisations	
Take a charteut		The latest Otlas undates	or <u>Shart a new search</u>	Coda di Lupo
Take a shortcut		The facesc Ocias updates		rate 1
itay up-to-date with the Projects with deadlines approaching and still in atest projects: need of finding partners:		11 May 2017 Upcoming Erasmus+ application deadline:		1 miles
List all new projects Find un	gent partner requests	4 Oct 2017 at 12:00 (noon) Brussels time.		a New press, New Contential Organisation based in Italy (Cogliani)

Figure 14: SALTO-YOUTH Training Description

Through the login functionalities users can also list their organization through the form shown in Figure 12.

Basic information about your organisation Tell us the name, type and location of your organisation	Full description of your organisation (quotinu)		
Name Type SYNYO GmbH -stease salect -	mono detais. The information will be how on your organization segn.		
Logo (sprinna) Date ausvahen Keine auspeväht			
Where is your organisation based? Country Austra • Town (second)			
(Add another location)	Which activities are you interested in (finding partners for)? (autional) The Ensempth programme is structured annual activities while <u>3.582.https:</u>		
How would you little to be contracted? You can add as many forms of contract as you little	- please select - • (Add another Action) Which heywords best characterize your organisation? (arows)		
Contact person E-Mail Stela 203608 stela.shiroka@synyo.com	Cick on a knyword below to select 6. You can pick a maximum of here knywords. The knyword doud centers all available knywords. Animals Austi-discrimination Art Children Carshe for your benchter washed Entregreneurship Democracy/Active citizenship cowahiny Coma and theater 1970 velocater washed Entregreneurship Environment European citizenship caller washed Katabi Hostory Human rights Innovation Integration Integration Intercultural dialogue Gatty invess Leadership Heals and communication Mounting Non-formal learning Fees and caller Non-formal Responded Battief Roma Communities		
Further contact details (perional) Phone •1 •43 699 1894 0005 ★ brutts Add another contact information			
Vour profile information Describe your organisation and its work in more detail	Social media Sports Sustainable development Unemployment/employability unban/road development Volunteering Youth policy		
Short summary of your organisation (max. I60 charactert) This last sill agear in search enable bias. No can still write I60 characters.	Would you like to provide additional information? (optional (Add another download)		
	Save your profile or Canool		

Figure 15: SALTO-YOUTH Organization Profile Creation

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

Hundreds of useful tools for	All new tools in your inbox	
learning - for youth work and training activities!	Be the first to know about new tools for learning with our <u>e-mail notifications</u> .	
Created to help you find and share useful training Tools, the Toolbox for training is an online catalogue you can browse through freely or even contribute to!	We have 1624 tools listed. The latest additions:	
Remember that tools alone have no influence. It is your task to adapt them to your objectives, context and target group, but most importantly to YOUR OWN SKILLS to turn them into something powerful	Sense and Sensibility. Toolkit Simulation Exercise, Manual Peace factory	
The Toolbox wants to be a learning community for trainers and youth workers in order to share, debate and increase the quality of educational methods in their daily work.	Manual Handbook for Intercultural Learning "Time4diversity"	
Please give our <u>help pages</u> a careful read before you start. You will find plenty of tips on how to share your tools for learning.	Presentation Energy of nature - activities	
More about tools for learning • What is a <u>tool for learning?</u> • Check out our <u>newsletter on educational tools</u> for continuous updates	Report Report after an international seminar "Spreading CHARM" find more tools in the database	
Managa		

Figure 16: SALTO-YOUTH Organization Profile Creation

reliefweb

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

Training Your gateway for humanitarian training prog	rams. Search and/or drill down with filters	to narrow down the listings.		
For professionals		For organizations		
713 training programs	Looking for a training? Subscribe via email	1,543 organizations	Hosting a training? Advertise on ReliefWeb	
6 Keep an eye out for fraudulent training opportuni	ties. ABOUT FAKE TRAINING OFFERS			
	Occession and the second of th		0	
Filter results	Search content with keywords		ų	
► Туре	» SEARCH OPTIONS		HOW TO SEARCH A	
► Training Category	713 entries found		Sort by: Latest Closing soon	
► Format	Zimbabwe		() 14 Jan 2018	
► Cost	Bio-statistics in epidemiology r	esearch and reporting	description 🛩	
► Theme	Institute	o Apr 2018 — Training date: 09 Apr 2018 to 20 Apr 2018 — Tra	InsAmca Management Development	
► Country	United Arab Emirates		() 14 Jan 2018	
► Region	Impact evaluation for developm	nent projects	description 📚	
► Organization	Development Institute	11 Mar 2018 — Training date: 05 Mar 2018 to 16 Mar 2018 — 11	mes Foundation, TransAtrica Management	
► Organization Type	World		0 14 Jan 2018	
► Advertisement Language	Doctors Without Borders - Rec	ecruitment LIVE Webinar for Technical Logisticians - February 22nd description s		
Course/Event Language	2018 Training — Registration deadline: 2			
► Registration Deadline	World		Q 14 log 2019	
► Starting Date	WEBINAR: Sustaining Peace I	- The role of conflict-sensitive natural resource	management description 💝	
► Ending Date	approaches	23 Jan 2018 — Training date: 23 Jan 2018 — Pact, Food and /	Agriculture Organization of the United	
	Nations			
Filtered results as:	World e-Shelter in Urban Emergencie	25 11 Jul 2018 — Training date: 02 Jul 2018 to 10 Aug 2018 — Re	() 14 Jan 2018 description ⇒	

Figure 17: reliefweb training dashboard

() 14 Jun 2013	DAMAS	O H Jan 2018	Transma (D)
	#2413810		#2414904
00000	Training format.	00000	Training format:
	onine	Townson and handless for development and inter-	on-site
WEBINAR: Sustaining Peace I – The role of	country.	impact evaluation for development projects	Country.
conflict-sensitive natural resource	World		United Arab Envirates
management approaches	Course Event language	# TRAMMO Yom Times Foundation. TransAfrica Management Development Institute	City: Dubai
	English	Registration deadline: 11 Mar 2012 — Training date: 20 Mar 2013 to 10 Mar 2013 — Wave internation LS	Course Trend Income
of TRAINING horn: Paul, Food and Agriculture Organization of the United Nations	Training type:		English
Resistration deadline: 22 Jan 2012 - Training date: 22 Jan 2015 - Mars Information (#	Lecture/Discussion	Impact evaluation for Dev Projects	Training type:
subscription and the sector of	Theme.	Course objectives	Tracing/Wartshap
	Agriculture Errori and Nutrition	By the end of this course, a student should be able to:	Training salegarise
This websiter will examine the linkages between natural resource management, investment in resilient agricultural levelshoods and contributions to peacebuilding and sustaining peace. Interventions supporting food security and	Pastelesping and Pastebuilding	 Understand the value and practice of impact evaluation within the development community. 	Monitoring and Evaluation Program/Project Management
nutrition play a critical role in protecting and saving lives and livelihoods and in strengthening resilience in conflict-	Advertisiement language:	Understand and apply a variety of quantitative methods for estimating the impact of a development program, including a particular transforming material design (RCTs), reprint material designs (Reserved) and the second sec	
management, can also play an important role in sustaining peace and in directly preventing conflict, through a	English differences:h-differences) and non-experimental approaches (matching and instrumental variables)		English
number of different pathways.	Cost	Calculate the costs and benefits of different development interventions	Civit:
Some of these pathways are explored in the 2017 State of Food Security and Nutrition in the World report on Statistics Realized for Ream and Read Security, and are referenced in the 2016 CES Demonstrate For Action for	Free	 Calculate the necessary sample size to conduct an impact evaluation. Analyze soluting flats fines a development project using impact evaluation technopses 	Feebalet
Food Security and Nutrition in Protracted Crises (CFS-FFA).	HOW TO REGISTER	Course Context	HOW TO REGISTER
This vehicar will explore here conflict-remainter approaches in natural resource access and use can make a contribution to rationing passes, and how investments is budding reatheres can help reduce specific conflict drives. The event will draw on and be fluctured by samples from		 Promplet of Managament and Andership Overview of Pointer and Andership Overview of Notatority and evaluation (D4.6.2) 	
 STPATs perspectives in climate severity and management of natural resource conflicts, forming on leying the foundations for rotably, inconsistably and politically realised passo; Mercy CopyLay and experiments on a start neoress sharing arguments between the Dodth and Tuckana in Upatch is transplane communitie' capacitors to manage interchain conflicts and 1 ZAV) works on starth plotzera second and use between their spectra second and 2 ZAV is a starth plotzera second and use between theory and Duka Spak communities through a main sector brillhood project in the contexted Alyus Administrative Area. 		Dates: 05 – 16 March 2018 Tuition Fees: US\$3300	
Speakers:		Venue: Dubai, United Arab Emirates	
Plorian Examps, Researcher, SIPRE's Climate Change and Risk Project, Stockholm International Peace Research Institutes (SIPRI) Search Obbons, Claid of Party, PEACE III program, Part Exnya Julius Jakoso, Technical Officer (Protraced Crises), FAO		Duration: 2 Weeks	
Molecore		ree mormanon:	-1
 Julius Jackson, Technical Officer (Protracted Crises), FAO 		and an excursion.	ais, teas, atternoon snack, taptop
HOW TO REGISTER:		HOW TO REGISTER:	
Register for the vectoriar in advance at this link: https://topsit.com/equitation-pu		REQUEST AND APPLICATIONS TO coordinator@tamadi.co.zw or admissions(tamadi@webmail.co.zw	atamadi.co.zw and always cc

Figure 18: reliefweb training dashboard

DEVEX

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





	Sergei P.				
	Public sector management Sudan				
Snapshot					
Sectors	Funders	Countries			
public administratio	n ec	somalia			
events / training		somaliland			
development		georgia			
research & develop	iment	tajikistan			
public		kazakhstan			
PROFESSIONAL SUMM	ARY				

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



The organisations directory on DEVEX contains almost 30,000 entries and the filtering options are by: Organisation Type, Location, Organisation size (number of employees), the recruitment location and an option for filtering organisations that are currently hiring. The hiring option could be equivalent to offering courses and calls for applications.

The second module similar to the PeaceTraining.eu expert navigator is the "People" directory. This also involves an interactive map which shows the number of registered professionals for each country. Featured experts (additional paid service) appear in the upper part as an image carousel with their name, picture and organisation. Clicking on one country opens a directory of the listed experts residing in it. An expert profile contains an open part with basic information and a closed part that is available only to upgraded recruitment accounts (see Figure 17).

Figure 20: DEVEX Expert Profile

Integrated DDR Training Group

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



Figure 21: IDDRTG Training Calendar

One of its main modules, IDDRTG trainings, is composed of a course calendar showing the timelines of the listed courses and a list sorting from the closest upcoming ones. While the upcoming courses for 2018 are already listed and appear on the calendar, other sections on the web like a document including a yearly course overview timeline and training materials are no longer up to date. This presents a challenge for in need of consideration for the future sustainability of the PeaceTraining.eu platform as well.

Conclusions

The following table aggregates the findings from the modules observed in existing platforms and suggests how the Peacetraining.eu should implement important features and how additional modules or features of existing ones should be implemented.

Web Roster	Modules or Characteristics	Recommendation for PeaceTraining.eu
Goalkeeper	Grid view	A grid view is visually a more adequate format
		for showing and navigating through the listed
Coollissener	Master Dragrama listed	entries rather than a list.
Goalkeeper	Master Programs listed	strictly related to the field should not be
		excluded from the platform as they are also
		opportunities for future funding.
SALTO-YOUTH	Applications from the platform	The platform could include a button for
		applying to trainings that notifies the provider
		where it came from. This could be an option for
		revenue in the future.
SALTO-YOUTH	My Salto	The log in modalities on the platform are a
		good example for the registration and
	Toolbox for training	The toolbox is a good example for making the
SALIO-TOOTH		contacts of the platform interactive and
		potentially developing the "Ideas Lab"
		module/feature.
reliefweb	Self-listing	Self-registration and self-listing of courses and
		training on the platform will ensure it does not
		die out after the termination of the project.
DEVEX	Featured experts, recruiting	Allowing certain experts to be featured above
	options	in the expert directory might be a future option
		for revenue and ensuring the continuous
		maintenance of the platform.
IDDRTG	Materials and toolboxes	Updating the platform with other materials
		after the end of the project will be a challenge,
		as it can be seen at IDDRTG. One option for
		keeping the information lively and up to date is
		developing crowd-sourced formats that allow
		announcements, blog posts, publications etc.

Table 3: Recommendations for the PeaceTraining.eu web platform

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Annex 1

List of MOOC Platforms

MOOC Platform	Link
Coursera	www.coursera.org
edX	www.edx.org
Future Learn	www.futurelearn.com
MiriadaX	www.miriadax.net
FUN MOOC	www.fun-mooc.fr
Lynda	www.lynda.com
MIT Open Courseware	www.ocw.mit.edu
Harvard Online Learning	www.online-learning.harvar.edu
UDACITY	www.udacity.com
Udemy	www.udemy.com
Alison	www.alison.com
Canvas	www.canvas.net
Friday Institute	www.fi.ncsu.edu
Khan Academy	www.khanacademy.org
Polimi Open Knowledge	www.poilimi.it
Open Universities Australia	www.open.edu.au
Open 2 Study	www.open2study.com
Open Learning	www.openlearning.com
Pear 2 Pear University	www.p2pu.org
MOOC House	www.mooc.hous
iversity	www.iversity.org
Edukatico	www.edukatico.org
Mooin	www.mooin.oncampus.de
іМооХ	www.imoox.at