

# CONFLICT PREVENTION AND PEACE BUILDING – CPPB

## Approaches to CPPB Training

An approach towards Conflict Prevention and Peace Building (CPPB) training, or the construction of CPPB training programmes, concerns the broad understanding of what guides the training. Often, such understanding remains implicit and grows from evolving practices within training institutes and practitioners' organisations such as international organisations, state governments, NGOs and other civil society actors. Training approaches guide the type of content delivered, how the content is delivered (the methods), trainer-trainee interactions, how participants are engaged in learning, and types of evaluations, but also the timing and sequencing of training moments, and competencies addressed – whether these are Attitudes, Knowledge, and/or Skills (ASK) or any combination therein.

Though training approaches often remain implicit, several approaches can be analytically discerned from each other. In practice, however, aspects of several approaches may be brought together in training. In this Unit we have identified 13 major training approaches relevant to the modern CPPB training field. Some of them are closely linked / overlapping. They have been identified 'individually' here as they have their own sources of origin and have developed as specific approaches, even if sharing significant characteristics.

### **Prescriptive and elicitive training**

In a Prescriptive Approach to training, the trainer's role is to teach the participants content or skills. The trainer may stand at the front of the room and present content to the participants. This may involve informing participants through a presentation or lecture. The knowledge is absorbed by the participants, without significant regard to variations in background or expertise. Additionally, in this approach, trainers may demonstrate how to implement a model (for example, how to mediate a dispute) and then provide an opportunity for participants to develop their skills through a role play pre-determined scenarios. Here, trainers act as coaches that show participants how to improve their technique (Loode). What makes this approach prescriptive is that the trainer may assume that the model demonstrated is universally applicable to different contexts and that the trainer does not generally incorporate participant feedback into how it may be adapted for diverse contexts.

In an elicitive approach to training, the trainer acts as a facilitator of a collaborative learning process. Similar to experiential learning, an elicitive approach often involves activities and then group reflection around issues that arise from those activities. Content is not 'delivered' as such; rather, learning emerges within the training through co-creation, collaboration and drawing both upon the trainers and participants knowledge, experience and expertise. This approach focuses less on retaining facts and more on being a transformative experience where their attitudes may be shaped and skills developed. Inclusivity and respect are embedded in the training. Cultural and gender sensitivity are incorporated into the curriculum. The knowledge and experience that participants bring to the training is valued, and participants are actively involved in the training process. Learning occurs through problem-solving, group work, and reflection. The training is made applicable to the participants' lives and work.

### Adult learning

Innovators in Adult Education have recognised that adults learn differently than younger students and that, consequently, education techniques should be adapted to better meet their specific needs. Andragogy (adult learning) is based on Malcolm Knowles' observations in the 1960s on the differences between adult and child learners. Principally, he argued that adults need to be involved in the learning process and empowered to bring their own insights to the learning experience. Adult learning is highly compatible with experiential education as identified by Kolb due to the value of learning from experience, problem-solving, and reflection. The engagement of learners and value in adapting to their needs also makes it highly compatible with elicitive approaches.

### 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. This concept is relevant and connected to those of *work-placed learning*, *activity systems* and *competency-based learning*, and links to the need to achieve *performance targets* (impact) in actual 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*.

### Single- and Multi-Stakeholder Training Approaches

Stakeholders in Conflict Prevention and Peace Building (CPPB) processes are those actors that are affected by the conflict, as well as actors with the power to affect the conflict. Various stakeholders - including civil society organizations, state actors, international organizations, private business, media etc.- are often engaged in a range of CPPB activities in or across particular geographical contexts. Such stakeholders often also have different sectoral foci, such as humanitarian actors, police, military, NGO, etc. In CPPB activities, it is sometimes argued that different stakeholders work too often independently side-by-side, while more effectiveness and efficiency would be achieved when multiple CPPB stakeholders work together, and perhaps in particular when internationals and locals work together.

This collaboration can take the form of communication, in the sense that other players in the field are informed about each other's activities, and potentially lessons learned. A stronger form of multistakeholder engagement occurs when such actors engage in the joint programming of activities to ensure that they positively influence each other. These different approaches to CPPB programming are also reflected in approaches to CPPB training. Multi-stakeholder training aims to bring together various stakeholders in a process in one/multiple training moment(s) which focus on how to face common challenges and support each other's work, and the process as a whole. It can be distinguished from single-stakeholder training in which the training focuses on one type of stakeholder or sector to prepare for a specific task within the process.

### **An Ecological and 'Own Knowledge Systems' Approach**

An Ecological or 'Own Knowledge Systems' (OKS) approach to CPPB training focuses explicitly on integrating and including knowledge systems and references from communities and countries affected by conflict into CPPB curricula. In an Ecological or OKS approach, methods and practices which are inspired and developed from within communities affected by conflict are recognized and valued as much as approaches and practices more conventionally addressed in CPPB trainings. Ecological approaches draw upon the latest advances and developments in the field while being – at the same time – embedded in practices from within communities and cultures in which CPPB programming is being done. While a formal defining of this approach has not been formulated in the field until now, Peacetraining.eu advances the ecological or OKS peace training approach one characterized by awareness and engagement with the knowledge, traditions, culture, values and practices of communities globally and honouring and respecting those communities affected by conflict in the knowledge, methods, approaches and content of CPPB training.

### **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." (NATO 2014) 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.

### **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. 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. Differentiation – selecting what learners should receive or how their learning experience should be crafted – can be (Scalise, 2007):

- 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;
- 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.

### **Experiential Learning**

Experiential Learning (EL) approaches to training are those in which participants learn by doing (Felicia, 2011). Experiential learning immerses participants in an experience. This can include both on-site real time immersion and experiential learning in work-based or training contexts (through role-plays, simulations, applied practice sessions and exercises), and on-line simulations, gaming and immersive experiences. In CPPB training this can include everything from 4-wheel drive to applying mediation practices or simulating addressing critical incidents (such as the outbreak of violence), trauma counselling and more. Participants engage in the experience and then reflect on the experience to facilitate development and transformation of knowledge, skills and attitudes (Lewis et al., 1994). EL is learning through the combination of i. doing and experiencing and ii. reflecting on the experience. Participants are the active protagonists both in the experience and in learning through reflective practice, rather than the passive recipients of knowledge transferred through rote or didactic learning

### **Immersive Learning**

“Immersive training uses ... 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.” (NATO, 2014) Immersive training represents one of the critical and exciting new frontiers for CPPB training. While recent literature focuses on immersive training mainly in the context of ICT approaches, it can also be developed in onsite trainings. “Serious Games”, examples of which are explored in Unit 6 of the Handbook on e-innovations, 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.

### **Sequenced Learning**

A sequenced approach to training, also often referred to as a phased, progressive or layered approach, refers to a systems approach to training in which different competencies and/or different levels of competencies are trained in different programmes. Participants progress in sequence through different trainings depending upon the competencies / performance levels they require for their positions / roles and/or their levels of expertise / performance and competence for the task. A classic progression in sequence trainings is from lower order to higher order or introductory / foundation courses through core skills training to advanced, specialisation and expert courses. While sequenced training is widely used in the military with allocation of training to different roles and ranks, it has not yet been systematically or widely applied in CPPB training and professional development – largely due to the absence of agreed competencies frameworks and lack of common / shared systems approaches to training (SAT) in the CPPB field.

### **Synchronous & Asynchronous Learning**

This is a basic distinction in eLearning approaches. Synchronous programmes refer to those in which learners follow an instructor, coach or provider-determined timeline and schedule while in asynchronous programmes learners are able to choose their own pace (Zornada 2005). Specific programmes may combine synchronous and asynchronous elements. Differentiated impact and value for learning needs to be considered when designing courses and deciding whether and how to make them synchronous, asynchronous or a combination.

### **Work-Based Learning**

Work-based learning (WBL) refers to learning which takes place in the working environment – in an organisation, agency or mission – through participation in (i) work processes or (ii) accompanying learning processes integrated into the work space and practice. It is learning and capacity building embedded in the practice and processes of work. This provides a unique opportunity to improve competency of personnel for the specific roles and responsibilities they have in their position and missions/organisations.

### **A Coaching Approach**

While it is specifically a method of performance and capabilities improvement, ‘coaching’ is used here to describe also an entire approach to improving performance competencies which also includes related methods such as counselling and mentoring. As an approach coaching represents ‘one-on-one’ processes providing customised, tailored support to improve performance and capabilities of the practitioner. It is an interactive, ‘future-focused’ process which supports the practitioner’s potential and enables them to improve capabilities and maximise performance. In peacebuilding and prevention coaching is increasingly used to enhance capabilities and performance in the field, including: for senior mission leadership; to support mediators in mediation processes; to assist conflict parties in negotiations; and to assist leadership in high-level organisational and mission implementation challenges. There is significant potential for the further expansion and use of coaching in CPPB including to improve results of training and as an instrument to substantially enhance practitioner and mission performance and capabilities in the field.

### **The Peace Training Approach**

Different approaches to training exist and can be used in CPPB training. In our overview of training approaches, we emphasize that each approach has both strengths and drawbacks. Here we draw on the approaches discussed previously and develop the ‘Peace Training Approach’ to CPPB training. This approach takes elicitive, adult learning, experiential and immersive approaches as starting points and then explores how to build further on other approaches to develop an integrated, evidence-based and practical approach to developing and improving performance capabilities and operational competence for personnel deployed in the field.

We take a holistic perspective in defining the Peace Training Approach (PTA) by looking at different aspects of a training, including the methods, trainer-trainee interactions, the environment of the training and more. While the PTA is not necessarily a conceptually unique learning approach, its value lies specifically in the concrete guidelines it offers training and training organizations. The insights offered demonstrate how to apply PTA in practice addressing the specificities of CPPB as a field. This is important. Many training and learning approaches are developed outside of the CPPB field. While they may provide interesting references and sources of inspiration and learning for CPPB training, it is important to also identify a framework of approaches which meets the specific needs, learning objectives and requirements of the CPPB field. These should relate to an overall CPPB Competency & Curricula Framework and Professional Practice Model. The Peace Training Approach takes steps towards addressing this. This will be further refined and developed for V2 of the Handbook. To this end, we invite you as readers, practitioners, professionals, trainers and stakeholders in the field to share your experiences and insights on peace training here!

Conflict Prevention and Peace Building (CPPB) is a unique field of practice characterized by high diversity, in terms of

- Nationalities and cultures
- Gender
- Political, economic, military contexts
- Actors involved: international organizations, states, civil society
- Levels of policy: local, national, international
- Sectors: military, police, judiciary, humanitarian, civil society, local communities and authorities
- Quality and Performance Capabilities

The contexts in which personnel trained are deployed are often high-stress, dynamic, fluid and conflictual, with a broad ecosystem of stakeholders and actors involved all of whom may have their own methods, approaches and agendas.

Any training in the CPPB field needs to take this diversity -and associated complexity - into account. In this regard, it does not matter whether a specific function is an 'in the field'-position. The need to be *trained to purpose* and to the nature of the CPPB field should permeate training for all CPPB roles, functions and actions. This implies that attitudes such as respect for diversity, openness, and equality are crucial underlying competencies for any CPPB practitioner, as are the abilities to handle complexity, work well with others, and problem solve. These are some of the building blocks for any particular action, task, or job function. A training in the CPPB field should aim to develop and strengthen these competencies regardless of the specific topics addressed in the training.

While attitude-development is crucial for CPPB practice, so are the right knowledge and skills-sets, both those for the field as a whole and those which may be mission or task-specific. Training

participants require competencies relevant to their specific function, as well as those required for *any* function or role in the CPPB field. These often include (technical) knowledge and know-how for both:

- Applied peacebuilding and prevention practice
- Effective functioning and professional job performance in the field

PeaceTraining.eu studies have found that while many trainings in the CPPB field focus extensively on knowledge (e.g. legal frameworks, organizational procedures, peacebuilding principles), less attention is often devoted to core CPPB skills-training (e.g. how to *do* peacebuilding in practice, how to facilitate community-based reconciliation and healing, how to do *mediation* and *peacemaking*, support practically local ownership and empowerment, mainstream gender and more). In fact, it is astonishing how little training in Europe (and internationally) today properly prepares participants with core CPPB skills and capabilities. To effectively prepare CPPB practitioners for their tasks, additional attention should hence be devoted to the development of CPPB skills and competencies to a level needed for effective performance and impact in the field. This means that the approach used in CPPB trainings needs to achieve not only knowledge development but also skills and attitudes. It can also not be

limited to only one specific set of competencies but needs to address the necessary breadth of competencies required for effective CPPB performance in the field. The approach taken to training should thus address this tripartite of developing appropriate attitudes for CPPB together with the knowledge and skills to perform one's CPPB task. This insight promotes the use of adult learning, elicitive approaches, and experiential learning to training as these target different competencies, while solely prescriptive approaches are often limited to the transfer of knowledge. The three former approaches are associated with collaborative or participatory learning methods.

In the Peace Training Approach is designed to:

- Promote respect, equality and a value of diversity
- Be responsive to participants' needs and learning goals,
- Meet the specific needs of the mission,
- Ensure that learning is practically applicable, fun, and participant-centred,
- Prioritise sensitivity to culture, gender, conflict, trauma, and learning styles.

### **The 5-CPPB Sensitivities Framework**

Drawing upon best practice frontiers in the CPPB field, the Peace Training Approach also addresses what are defined here as the 5-CPPB Sensitivities Framework. The Framework requires trainings to engage with core competencies relating to peace and conflict, cultures, gender, trauma care and learning styles. The 5 CPPB Sensitivities are five types of awareness and understanding that should be central considerations in development of CPPB trainings and throughout the entire training cycle and approach. They address:

#### **Peace & Conflict Sensitivity**

Peace & Conflict sensitivity involves respecting and understanding dynamics of a specific conflict enough to minimise any negative impacts of one's intervention and maximise the positive impacts of an intervention (Conflict Sensitivity Consortium, 2012). In peace training, peace and conflict sensitivity means ensuring that participants develop awareness of dynamics of a conflict and learn how to cooperate with local stakeholders so they can intervene appropriately. It equally addresses training participants to understand the dynamics and drivers of peacebuilding and peace consolidation, what is being done to address the conflict, what has been done before, and lessons identified and good and bad practice. Drawing upon the *ecological or own knowledge systems* (OKS) approach is also directs participants (and their agencies and organisations) to understand the particular values, traditions, cultures and approaches related to conflict-handling, peacebuilding and related fields (such as dealing with diversity, handling trauma and grief) in the context and culture in which they are deployed. It

involves sensitising participants about potential unforeseen consequences of an intervention and ways to work with local populations as well as how they can positively impact and best support CPPB.

Peace and Conflict sensitivity should begin already in the preparation phase of a training, where trainers conduct a needs assessment in consultation with local stakeholders and partners or the broader CPPB field. Trainers should as much as possible consult with the local populations, local partners, and previously deployed colleagues and agencies when designing a training. Key literature and other resources should be consulted and assigned to the participants as required reading prior to the training. Moreover, when choosing subject matter experts (SMEs), videos and readings, trainers are advised to ensure that a variety of perspectives on the conflict and CPPB instruments are represented. Fostering an attitude that values the capacity of local people and recognises the importance of working with rather than dictating to those in the field is crucial for peace and conflict sensitivity approaches (see INEE, ND; APFO et al., 2014; Conflict Sensitivity Consortium, 2012). A central goal of all CPPB training should be to best enable CPPB practitioners and policy makers to authentically support local and national ownership in peacebuilding and prevention in the field.

---

### Cultural Sensitivity

---

“Cultural sensitivity means being aware of cultural differences and how they affect behaviour, and moving beyond cultural biases and preconceptions to interact effectively” (Snodderly, 2011, p, 17). It involves recognising and valuing differences in the way cultures perceive and approach an issue (Abu-Nimer, 2001; LeBaron, 2003). In peace training, it means increased awareness on how cultural differences influence the learning environment and learning process, as well as perception and knowledge of conflicts and CPPB. The following are tips for increasing cultural sensitivity in training:

- Be mindful that CPPB solutions are not one size fits all. What works in one country may not work in another. For example, approaches to Security Sector Reform in the Balkans may not be directly applicable to the context in sub-Saharan Africa.
- Bring in comparative examples of best practices and lessons learned to show how interventions can be tailored for specific settings. For instance, when examining rule of law in Sudan, explore the role of customary law in promoting human rights.
- Include exercises (e.g. case studies), in which practitioners learn that cooperating with locals and integrating local knowledge is more likely to succeed, rather than imposing intervention (Pimentel, 2010). Train participants how to support local ownership through trust-building and dialogues, inclusive decision-making processes (McCann, 2015).
- Use non-Western concepts, examples and models. Encourage critical reflection from participants about opportunities and limitation of Western-centric models, concepts and approaches to CPPB. Through such examples, participants can learn to integrate local traditions and work with local populations (Barsalou, 2005). Moreover, they can learn how aspects of culture can be used to promote reconciliation (Reis, 2013). This recommendation fits in with an ecological training approach.
- Adapt to the needs of non-native language speakers. Be mindful that they may not feel comfortable asking questions in a large group and adjust activities. It may also be helpful to present material in written form as well as verbally. Most importantly, ask non-native speakers about their needs. Listen to marginalised voices.
- Budget for and utilise interpreters if needed, and if it is possible. Interpreters are also valuable for needs assessment and meeting with local groups in the field. Ensure diversity in the locals with whom you consult. While cost may preclude the regular use of interpreters for participants, organisers may choose to bring in a subject matter expert, who may need an interpreter. In addition, organisers and trainers may consider conducting training in the field in local languages for local personnel.
- Acknowledge limitations in information available and do not make assumptions. Ensure that participants understand limitations of ‘objectivity’.

- Ensure gender, cultural, age and experience diversity of participants when breaking into small groups where possible and the exercise does not require otherwise.
- Develop own skills in intercultural communication.

---

### Gender sensitivity

---

Gender sensitivity is about being aware of the history of gender inequalities and the impact of those inequalities today (Australian Agency for International Development, 2006; Klot, 2007; OECD, 2013). This includes recognizing that women and men experience conflict (and CPPB) differently (Sudhakar, 2011), and that masculinities and feminine identities may be interlinked with conflict and violence. As such, men and women have equal responsibility in promoting gender equality in CPPB. Rather than simply adding a women's programme to peace work, gender sensitivity requires individuals to use gender as a lens of analysis. "Gender sensitivity is considered the beginning stage of gender awareness, leading to efforts to address gender-related impacts of conflict and peacebuilding" (Snodderly, 2011, p.25). Within a training, it involves:

- During planning, ensure a balance of male and female trainers, experts and participants, and if possible seek a gender balance of authors of materials. If no balance is possible discuss with participants why this might be the case.
- Checking if the curriculum and methods are gender mainstreamed, and follow legal and organisational guidelines for non-discrimination.
- Not simply including a brief unit on gender at the end of a long day. Rather, evaluate the gendered features of all aspects of the training. For example, if a training explores peace processes, evaluate women's roles within peace process and the degree to which gender issues have been considered in them.
- Consult with experts and peers on gender to ensure you have considered a gendered lens throughout the training.
- During the training, promote equality of participation and ensure a gender balance among group leaders. When exploring peacekeeping missions, discuss women's experiences with peacekeeping missions and the extent to which a gendered division of roles among peacekeepers exists.
- Emphasizing the importance of women and men in questions on gender in CPPB. Promote the positive role that men can play in promoting gender equality.
- 

---

### Trauma Sensitivity

---

Sensitivity for trauma requires trainers to reflect on the challenging nature of CPPB practice and its impact on personal psycho-social wellbeing, and be aware of participant traumas and how they can affect training experiences. This involves all stakeholders, trainers and course organizers, being aware of symptoms of trauma, how to avoid re-traumatizing an individual, and how to respond to a person whose traumatic experience has been triggered. In addition to educating on trauma and self-care in training content, you should be sensitive to the potential of triggers within a training. You should speak about trauma sensitively and be mindful of possible histories of trauma. You can invite participants to speak to you privately if they have any needs in this regard and discuss together ways to address them. You can take extra care in the selection of images, media, and topics. Lastly, when introducing sensitive materials, advise participants on self-care if they experience a trigger.

---

### Sensitivity to Diverse Learning Needs

---

This encompasses a broad range of issues, including different personalities, different physical and mental abilities, learning styles, and level of prior experience with a resource. It links with *differential instruction approaches* to training.

- Tailor training (methods) to diverse learning styles – visual, auditory, tactile learners. Recognise that some people learn through sharing ideas, while others learn through doing or through observing others (Hamza, 2002, p. 20).
- Introverts may become more drained from group work and need time for individual activities, such as time for reflection and processing learning experiences.
- Be aware that participants may have differing levels of expertise with technology and accommodate such diverse backgrounds. At the same time, do not rely on stereotypes and assumptions regarding technological experience based on gender or age.
- Adjust activities based on needs. For example, make adaptations to an ice-breaker that involves standing when a participant has a physical limitation.
- Ask participants, which may have a disability, confidentially to approach you for special accommodations, e.g. a person with hearing or eyesight difficulties may need to sit in the front.
- Be aware that language is sensitive.

The 5 sensitivities are also incorporated into our advice on how to use specific methods in the CPPB field. You can find more information here!

### The Peace Training Approach: 10 Components

The PTA takes a holistic perspective on training and the training process. This means that a PTA addresses the integrated elements of a training, including content, training methods, the training environment and more. The figure below provides an overview of the 10 components of the PTA. Click on each of the components for further guidance on peace training design!

A PeaceTraining.eu approach to training recognizes the value of single training moments, but also acknowledges their potential limitations. A single training moment, no matter how well conducted, is only one part of the necessary competence development in the CPPB field. They should hence not be seen as

a solution to all capacity-related problems. This requires re-valuing training as a process, or a continuous cycle, with space for re-training or sequenced training, on the job training, and coaching. A PeaceTraining.eu approach at the level of the training organization will more likely follow the first conceptualization of comprehensive training, while deployment and practitioner organizations themselves are recommended to follow the second understanding. In the discussion of the other components of the PT-approach, we mostly focus on the perspective of training organizations and individual trainers in the classic single training moments prevalent in the field today.

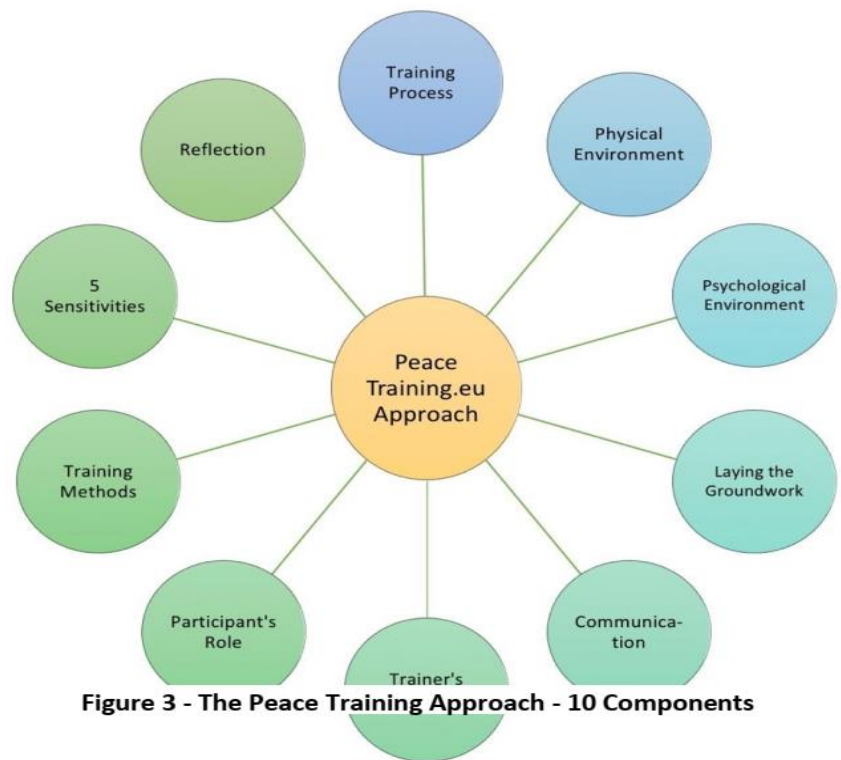


Figure 3 - The Peace Training Approach - 10 Components

### **Physical Environment**

The physical environment of the training should aim to put participants at ease. The room set up, music, lighting, refreshments, room temperature etc. can all make participants feel welcome and comfortable. Where possible, the room set up should promote openness and inclusion. For instance, a circle or semi-circle can promote equality and open discussion, while a setting with rows and the trainer at the front often promotes hierarchy and makes conversation difficult. Tables for group work can enable participants to easily move into breakout groups. Moreover, facilitators can arrange the room walls with the results of participants' work to show appreciation for their contributions. Through these measures, the environment can stimulate interaction, collaboration, openness and respect.

### **Psychological Environment**

A training should create a safe space characterized by inclusion, respect, and support mechanisms:

- Trainers should be respectful of participants, accepting, and supportive (e.g. being open to individual consultation when problem arises).
- A trainer or coach is available for extensive periods of time during the training or all throughout the training (e.g. there is a constant factor in the trainer, which is especially important if various guests or Subject Matter Experts are invited to a training and many person changes occur).
- A trainer's enthusiasm and openness are important to making learning fun.
- An accepting, supportive and respectful environment is crucial for ensuring group cohesion and the comfort of individual participants.
- Sensitivity to culture, conflict, gender and power dynamics amongst participants throughout the training can help promote equality while simultaneously valuing diversity.
- Trainers are aware of the possibility of re-traumatisation through content or the certain use of training method.

How this atmosphere is created is further described in 'Laying the Groundwork' and 'Communication' sections.

### **Laying the Groundwork**

It is necessary to create a safe space from the outset of the training. Introductions in the form of icebreakers can foster a sense of community amongst the group, begin the process of building trust between participants, and create a fun and playful dynamic. Additionally, ground rules set collaboratively between participants and the trainer create a safe space for participants. Some ground rules may include confidentiality, no judging, no interrupting, respectful communication (e.g. Chatham House Rules). Such ground rules can promote respect, openness...

### **Communication**

Respectful communication is also essential for creating a safe psychological environment. Trainers can promote respectful communication throughout discussion and model values of empathy, respect and being non-judgemental. They can promote equal power dynamics by ensuring that no one dominates the discussion and encouraging quieter people to speak. The trainer can facilitate learning by stimulating reflection and dialogue, using open-ended questions. Trainers display sensitivity through challenging any discriminatory behaviour or comments. Problematic and challenging topics should not be avoided but given the space for discussion. Furthermore, materials used should be representative of diverse perspectives and promote understanding and empathy (e.g. for different cultures, marginalised populations).

### **Role of Trainer**

The trainer directs the training process and ensures that participants are involved in the planning, debriefing and evaluation. During the planning phase, a trainer may choose to liaise with participants in advance of the training if necessary to gather information about their backgrounds and training needs. In addition, she/he plans and executes the agenda, ensuring that learning objectives and methods are appropriate for the participants. A trainer sets the tone for a training through promoting values of equality, respectful communication, and respect for diversity. In order to effectively accomplish this, self-reflexivity and awareness of one's own biases is important. Such awareness can allow the trainer to model the values put forth in the training and mentor participants.

While trainers may monitor time and keep the agenda moving, she/he is also sensitive and responsive to group dynamics and participants' needs. Such responsiveness requires careful facilitation (e.g. the use of a 'car park' technique). Respecting knowledge and experience of participants is crucial for participant engagement, and trainings can be enriched through providing opportunities for participants to work together and learn from each other. When a trainer invites Subject Matter Experts (SMEs) to share their expertise, it is the trainer's responsibility to ensure that the SMEs fits the learning objectives and appropriately integrates their materials into the training.

### **Role of Participants**

Participants should have ownership and agency in the training process. Ownership can be achieved through consulting with participants in advance, being responsive to participants needs during the training, respecting the knowledge that participants bring to the training, and gaining feedback where necessary. Participants can make each training unique because they bring knowledge and experience to the training. The critical engagement among participants and between participants and the trainer promotes agency within learning. The diversity of participants can be another critical aspect of learning within the group, so a training can benefit from discussion of difference and sensitivity to diversity.

### **5 Sensitivities**

Trainers, training organiser, and SMEs are aware of the specific nature of CPPB. This includes having attention for diversity in the CPPB field, as well as the training context, and being aware of the potentially high-risk nature of CPPB practice.

They are particularly sensitive to

- Conflict Diversity
- Cultural Diversity
- Gender Dynamics
- Diversity in learning styles
- The presence of trauma at the level of participants/trainers/SME(s)

For more guidance on including the 5 sensitivities in the training process, please visit the 5 Sensitivities page.

### **Training methods**

The trainer has expertise in using multiple techniques with different and diverse audiences. The methods are used appropriately to accomplish particular learning goals, and the type of competency covered (knowledge, attitudes, skills). There is sufficient variation in the use of methods to accommodate different learning styles and participants' attention spans/energy levels.

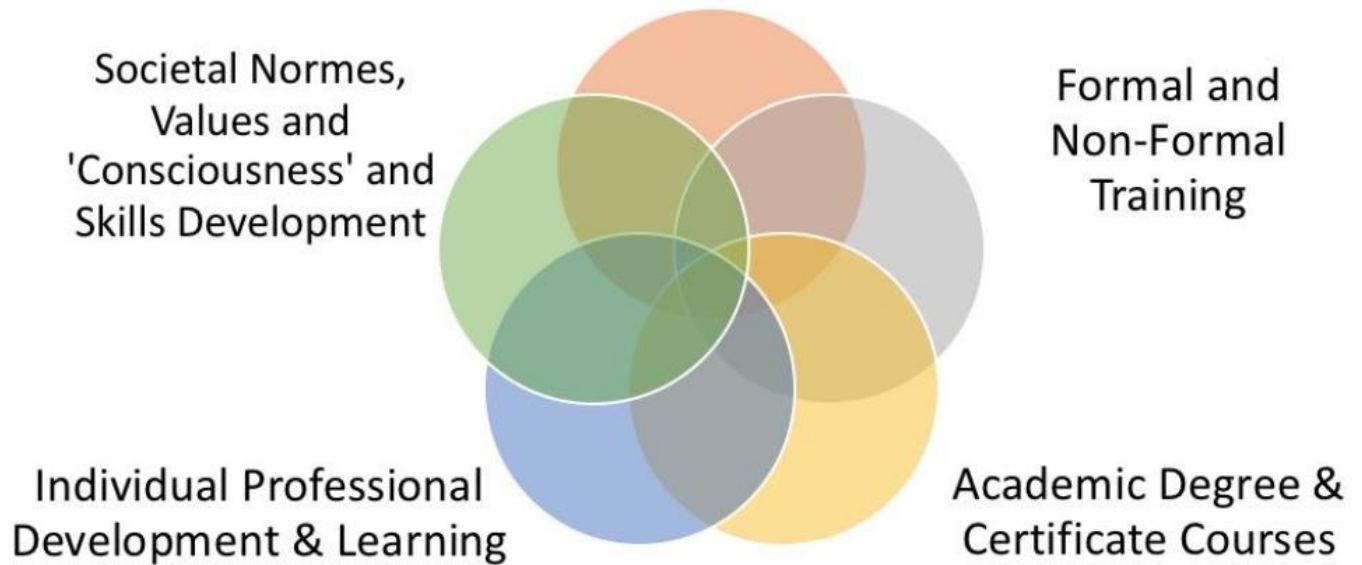
More guidance on using methods in peace training can be found here.

### **Reflection**

Reflection helps to consolidate learning, as it helps participants think about how a training activity may apply to their own lives and work. Reflection can be especially beneficial in transforming attitudes, as it can generate self-awareness and raise consciousness. Reflection can occur in large or small groups, in pairs, or individually. Usually, participants are prompted by a series of open-ended questions designed to stimulate thinking.

While reflection stimulates participants' learning, reflection is also needed to evaluate the course. This can be part of participants' reflection process, but also the trainer's!

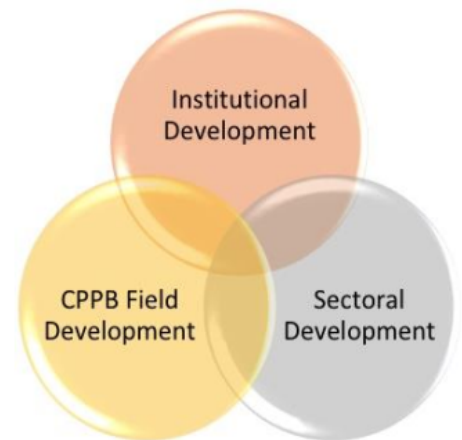
## Work-Based Learning & Performance Development



The Peace Training Handbook engages primarily with 2 of these: Formal and Non-Formal Training and Work-Based Learning and Performance Development.

When approaching this from the point of view of the *field* as a whole 3 additional levels should be taken into account:

1. *Institutional and Organisational Development*: Improving performance, approaches and CPPB impact of organisations, institutions, agencies and missions in the field;
2. *Sectoral Development*: improving performance and impact 'sector-wide' (e.g. DDR, Early Warning and Prevention, Mediation & Peacemaking);
3. *Improving Capabilities of the CPPB Field*: A whole-of-field approach including not only deployment agencies and practitioners but also local and national government and authorities, regional and international organisations, donors, and the *ecosystem* of stakeholders and actors involved in CPPB.



While the capacity building approaches for *individual practitioners and policy makers* which is the principal focus addressed in CPPB training is also the primary focus of the Peace Training Handbook, the Handbook and Peace Training Approach also recognise the need for the development of a comprehensive approach to capacity building and improving capabilities in the field – from individual practitioners to organisations, sectors, and the CPPB field as a whole.