

## CONFLICT PREVENTION AND PEACE BUILDING – CPPB – continued.

### Methods in CPPB Training

Methods are used to transmit, engender, or enhance particular learning objectives of a training. These learning objectives commonly include the development of competencies including attitudes, knowledge, and skills. Methods can typically be associated with particular training approaches. For instance, a prescriptive approach to training will commonly make use of lecturing, while an elicitive approach will make use of participatory methods such as group work.

Each particular method has strengths and weaknesses or challenges. In contemporary CPPB Training, a training may include use of range of different methods. In the table, you find specific examples of methods that are used in the CPPB training field and links to further guidance on how to use them. While some methods are well-known, such as lecturing and group work, others are perhaps less familiar, including reflective interviewing and arts-based approaches. These methods offer promising avenues for peace training. Their inclusion reflects one of the guiding principles behind the Peace Training Handbook, to support practical innovation and development in the Peace Training field to improve the value and effectiveness of CPPB training to prepare and support practitioners for achieving impact in the field. In Unit 5 of the Handbook we look at 7 methods in CPPB Training today. The following section presents summary descriptions of these 7 methods. You can also click here to visit detailed Notes providing an introduction and overview, including brief description, strengths, challenges and use in CPPB training for each Method.

#### Method

**Lectures**

**Group Work**

**Case Studies**

**Role Play**

**Simulations**

**Reflective Interviewing**

**Arts-based Methods**

This is not a comprehensive review of all major methods used, but addresses 7 of the methods most commonly used in the field. The authors of the Handbook hope to add additional methods for Version 2 of the Handbook following consultation and feed-back from the field. As stated above, training programmes will often incorporate more than one method in a training. As with approaches, different training methods will achieve differential impacts on attitude, skills and knowledge development. A brief 'Guide to Selecting Methods' is also included in this Unit, followed by a discussion on novelty and innovation in use of training methods in the field. In addition to the discussion of CPPB Methods here, Unit 6 of the Handbook focuses specifically on innovations in the use of digital technologies to enhance learning.

It can be quite a challenge to think of and try out new methods in CPPB training. This can be due to organizational and personal constraints (e.g. lack of funding, lack of time). To encourage the development of new ideas on training methods, we encourage you to think about which factors facilitate and impede the use of new methods in your working context. Please consult the section on Novelty in methods for further guidance.

## Methods in Contemporary CPPB Training: An Overview

### Lectures

Lectures are the most common form of content delivery in many trainings in Europe today particularly in the military, police and state sectors. NGOs, private trainers and 'front-of-field' training institutions will usually use more interactive and practical skills and competency-based methods of training, while lectures may be retained for 'briefings', presentations of case studies, and focused delivery of core content such as lessons identified, key knowledge materials, and experience sharing. The method of lecturing/SME's fits with a prescriptive or transfer model of training, which 'assumes that the expert knows what the participants need' (Lederach, 1996; 48-49). In this model, the knowledge flow is predominantly from trainer to receiver, with the knowledge of the trainer being a 'key resource', which is transferred to participants, who attempt to emulate it. Lectures are broadly arranged in 60 – 90-minute formats, though lectures can be reduced in size (see for instance TED Talks or subject matter briefings). Course participants may receive preparatory material to assist learning as well as follow-up and review materials after a session. This will either come in the form of readings (academic and non-academic articles), or multimedia (videos, talks, websites). Review of training methods and courses has shown that lecture and lecture-based delivery of subject matter expertise can play an important role in identifying key issues and transferring high amounts of important knowledge clearly. It is important to recognise, however, that lectures in and of themselves are insufficient as a methodology to develop actual skills and performance capabilities.

### Group Work

Group problem-solving or group work is a training method in which participants work collaboratively on a common task. The use of group work as a learning method can be differentiated from lecture-based training in which a teacher transfers learning material to students in a predominantly unidirectional way. Group work fits principally in elicitive approaches to training. Group work allows training participants to learn from each other, share valuable experiences, and practice valuable social skills, including active listening, interpersonal communication, and collaboration. As such group work as a method also fits in with adult learning approaches or andragogy. Group work can be implemented in different ways and for various objectives. The purpose of group work can be a brainstorming or brainwriting exercise in which participants are encouraged to come up with new creative ideas for specific problems. Such forms of group work tend to occur in small groups (4-6 participants) and have limited duration. However, groups can also be used for more extensive problem-solving tasks, including a technical exercise or the writing of a paper, which requires the groups to be formed for longer periods of time. The table below provides a short description of some well-known group work techniques.

### Case Studies

A case study consists of an in-depth analysis of a historical or fictional event. As a scientific method, a case study is used to investigate particular causal mechanisms of interest, and it is typically rich in description and context. As a teaching method, a case study concretizes learning material which might otherwise stay on an abstract or theoretical level. A case study allows training participants to investigate the workings of particular mechanisms and approaches in action by referencing real or fictional (but preferably based on real) events. In principle, the case study method can be combined with a range of other methods, including lectures, group work, role-plays and simulations. In a lecture or presentation format, a trainer uses a case study to provide additional clarity on a specific subject, highlighting how certain mechanisms played out or issues were addressed in the case. The lecturer can also highlight multiple cases and explain why they are similar or different or identify the key lessons and points to be learned from them -sometimes focusing on specific issues or 'good' and 'bad' practices relevant for the field. In group work, case studies can be used in exercises in which newly gained knowledge in the course is put to the test of application on a case. Or the method can be used as a 'base-line' to assess the knowledge and experience participants are bringing to a training, by having them engage with a case study prior to further content and method delivery. Typically, the groups

engage with case studies either by i. coming up with a solution to a particular case problem; or ii. identifying specific lessons and what can be learned to improve and inform future practice from a case. In role-plays and simulations, participants take up specific roles in a historical or fictional event and (re-)enact the case. This may be to exercise their capabilities to find solutions to specific issues or to benefit from experiential learning of how they perform in the situations and contexts being enacted.

### **Role Playing**

Role Playing or Role-playing Games are an experiential and participant-centred method of training in which participants assume different characters than their own in a given or created scenario and engage in exchanges in character in the respective role. Role-playing, as a training method has as its main objectives: exercising the skills and experiences addressed in the role play, fostering improved empathy and understanding towards characters that emulate actors in conflict; enabling interpersonal or conflict-handling related skills, such as collaborative dialogue and problem solving; developing or identifying possible outcomes in a mission/conflict situation and gaining insights and reflection on one's own possible biases, prejudice and influence in a conflict situation. Role Plays as a shorter, less-elaborated method than simulations are extensively used in peacebuilding and prevention training in various sectors (civil, military, academia, diplomacy) and with different target groups (children, youth, adults, multi-stakeholder groups etc.). Role Plays can be used for different levels of participants' experience as well as for different topics.

### **Simulations**

Simulation or simulation-based gaming is an experiential method of training. The method enables trainers to immerse participants in a particular scenario they may encounter during deployment. They can practice their response to a situation and experience the effects of their response within the simulation. Simulations replicate real-world conditions while allowing the participant to practice skills in a safe environment. They can be live, in person, in real-time or – increasingly – on-line. Simulation Design, Preparation, Implementation and Post-Simulation or after action debrief are four phases essential for effective use of simulations in CPPB training. Simulations are increasingly recognized as an integral tool in CPPB training across the field. They can be used across all levels – from foundation / introductory programmes to specialisation and advanced or expert level trainings. They are used for everything from training for all terrain drive to handling critical moments in peace processes, supporting trauma recovery with refugees, or learning emergency first aid. In both off and online applications, simulation designers attempt to (re-)create realistic simulations to immerse participants in an as close as possible to real world experience. With rapid development of IT technologies, and the possibility to introduce artificial intelligence (AI) routines into the simulation and gaming applications, computer-based simulation/gaming activities for training purposes have become increasingly popular. This opens the potential for larger scale application of computer-based simulations as an integral pillar of future CPPB training.

### **Reflective Interviewing**

Reflection is crucial for competence development as well as attitude and behavioural change. Reflection methods enable and empower participants to link prior experiences or possible future tasks with the learning / training experience. Reflection as the "ability to question one's own behaviour, to keep a critical eye on one's own strengths and weaknesses and to use the conclusions to guide future action (...) is a pivotal component of competence development." (Krewer and Uhlmann, 2015, 34). In reflective interviewing, the questions asked trigger a participant's critical assessment and review of issues around their work, their own competencies and experiences. For reflective interviewing participants pair up and interview each other with a set of questions relevant to the course objectives. The interviewing takes about 1 hr (30 min per participant) and about 20-45 minutes are needed for de-briefing. It can be done for any group size. The trainer/facilitator just needs to prepare questions, building upon course content and learning objectives. To empower participants and let them guide and own the process, they can be asked in prior group work to develop those questions themselves.

### Arts-based methods

Arts-based methods refer to learning tools inspired from arts and that utilise artistic mediums. Arts-based learning includes methods and practices inspired from the following:

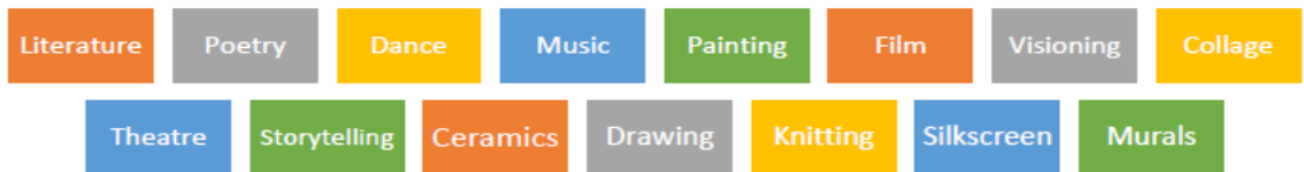


Figure 4 Types of Arts-Based Methods

Arts-based methods can be complex and powerful enablers of capacity building because they stimulate learning on multiple levels, including feeling, thinking and action. The characters, stories and images that participants can connect with in art can impact their feelings. Since learning occurs through experience and creating, participants may be more likely to internalise their learning, thus increasing the potential that participants' attitudes and behaviours will be transformed. Although arts-based methods are gaining recognition in business, civil society and academia, they are still not widely used and there is plenty of space to develop further the arena of arts-based methods in peace training. In this context, arts-based methods aim to achieve learning objectives related to capacities (knowledge, skills, values and attitudes) that support prevention, conflict transformation, reconciliation and healing. The incorporations of arts-based methods in training follows the increasing use and success of these methods in peacebuilding.

### How to select a method or methods for CPPB Training

The Peace Training Handbook recommends that trainers consider the following when selecting which methods to use:

- Methods should be diverse in order to cater to different learning styles and maintain the attention of the participants.
- Methods should be selected to match the learning objectives. Trainers may be attentive to whether the learning requires the development of attitudes, skills, or knowledge.
- Methods should be consistent with the Peace Training Approach and customised for participant group needs and to achieve operational skills and performance competency for the field
- Methods should take into account group composition and group needs.
- Methods should prioritise the Five CPPB Sensitivities.
- Trainers should consider strengths of a particular method – What can this method do that others cannot?; as well as weaknesses or challenges – what difficulties might arise or what might be missed or lost by using this method?
- Trainers should be aware of pitfalls of specific methods and determine how to avoid them.
- Consider opportunities such as evolving trends in CPPB practice and how different training methods can best address these, as well as evolutions in training methods themselves and how these may best support competency development for the field
- Consider challenges such as obstacles / constraints to implementing methods appropriately (funding, bureaucracy, time, participant 'push back')

Trainers and training developers should be familiar with reports of best practices and lessons learned and use these to help guide selection of appropriate training methods.

Innovations and Novelty in CPPB Training Methods

### Novelty in methods

Novelty and innovation in any sector are important for continuous improvement of performances. In the CPPB training field, the use of new methods in the training process can hold important values for the fostering of core CPPB competencies. Novel methods can develop within the CPPB field but can also be inspired from evolutions in related –or entirely different- fields of knowledge and practice.

To support training organizations and individual trainers in the development and use of new methods in CPPB training, PeaceTraining.eu has developed the below framework to visualize what constraints development of novel methods and what facilitates it.

The framework is based on the three factors:

- Factors from within your own organization - Referring to organizational factors within the organization that a CPPB trainer may work for
- Factors from outside your organization - Referring to factors external to the organization that a CPPB trainer works for
- Implementation factors — practical factors of implementing novel ideas in the training environment.

For each factor, constraints and facilitators are identified. ‘Constraints’ refers to those aspects which will slow down or stop novelty developing, ‘facilitators’ are those ideas and actions which can help new ideas spread amongst trainers. Feel free to explore and use the framework to analyse where you and your organization stand and how you can encourage creativity and innovation! You can share your experiences here.

**Table 1 Novelty in methods: facilitators and constraints**

	Facilitators	Constraints
Factors from within your own organisation	<ul style="list-style-type: none"> <li>• Funding</li> <li>• Resources</li> <li>• Lack of expertise</li> <li>• Bureaucracy</li> <li>• Workload management across staff</li> <li>• An organisational culture which does not encourage staff to take risks with new ideas</li> <li>• Negative experiences of incorporation of new ideas amongst colleagues/staff</li> <li>• Staff Turnover</li> <li>• Technological expertise</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Free spaces’ inc. workshops, away days, training, networking</li> <li>• Technology as forum in which to network (online forums, social media)</li> <li>• An organizational structure which prioritizes staff development and incorporation of new ideas</li> <li>• Positive experience of new ideas shared amongst staff/colleagues</li> </ul>
Factors from outside your organisation	<ul style="list-style-type: none"> <li>• Short term Funding cycles (private and public)</li> <li>• Donor priorities</li> <li>• Location of institute/trainer</li> </ul>	<ul style="list-style-type: none"> <li>• Positive attitudes from donors, including how ideas are ‘sold’ to them</li> <li>• Positive partnerships with other organisations</li> <li>• Identification of trends in broader field</li> </ul>
Implementation factors	<ul style="list-style-type: none"> <li>• Lack of Confidence</li> <li>• Lack of training in skills which would help to implement new idea</li> </ul>	<ul style="list-style-type: none"> <li>• Positive reception from participants</li> <li>• Willingness amongst participants to accept change</li> </ul>

	<ul style="list-style-type: none"> <li>• Poor attitudes from participants and lack of buy-in</li> <li>• Language, socio-economic differences, contextual differences</li> <li>• Lack of technological know-how</li> </ul>	<ul style="list-style-type: none"> <li>• Development of 'toolkits' amongst training communities</li> <li>• Good time management and workload management</li> </ul>
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### Factors from within your own organization

#### Constraints

Organizational constraints can relate to a range of structural challenges. Firstly, they may include a lack of funding or resources to embrace new approaches. New methods may incorporate new technologies, then there are cost implications for development and maintenance. This will have a knock-on effect for how organizations build and sustain new methods (such as investment in new technologies). New methods may also require the hiring of new staff (thereby incorporating additional costs). Secondly, a lack of expertise within an organization to fully embrace novel approaches can have a negative effect. A lack of knowledge among organisational staff can create aversion to retraining and adoption of new methods. Thirdly, a slow bureaucracy may mean an organisation is slow to react to the pace of change. This can be particularly true if purchasing of equipment is concerned. Fourthly, there could be incompatibility between new ideas and organisations' traditional methods of measuring the impact of training. Fifth, pressures on staff time may impact a trainer's ability to learn a new method in a comprehensive manner. Overarching this is the importance of the culture of an organisation, and those who work in it. Organisations with traditional mindsets that are reluctant to change can have a significant effect on 'push-back' or resistance to novelty, resulting in a lack of encouragement to adopt novelty, a lack of wider management processes to incorporate new technologies, and differing expectations within an organisation as to what the use of novelty can bring.

In the peacebuilding field these constraints appear within different types of organisations. Smaller organisations have demonstrated a lower resistance to novelty yet higher funding constraints and staff turn-over, and larger organisations having more financial and resource stability yet are unable to develop novel approaches quickly.

#### Facilitating factors

Considering the CPPB field as a whole, the space for creativity, innovation and change is relatively wide. Some organisations have created 'free spaces' to assist in new, creative thinking about CPPB training. This has been facilitated through sending staff on training courses and networking events as part of their professional development. Funding would be supportive for this.

Yet among organisational staff, there can also be important facilitators for new methods. Personal interests among staff members in creative expression or gaming can engender a pull for new initiatives and ideas in these domains. Often organisational staff, trainers, and practitioners are also connected in social networks that are used to share experiences (e.g., Facebook, WhatsApp) and which can also facilitate a move towards using social networks to actively create learning experiences. Such developments do not necessarily require high costs in terms of technology, for instance.

## Factors from outside your organization

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### Constraints

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Most pertinent to this area is the role of funding. Funding (be it from the state, or private donors) has a considerable impact on an organisations' ability to engage in new ideas, approaches and methods. As many training organisations are dependent on donor funding, proposals for new methods also need to coincide with donor priorities. Donors can be averse towards the unknown, which can be considered risky and unproven. Alongside funding, the location of organisations impacts on their ability to incorporate novel approaches. This can be in relation to ICT approaches, as the lack of reliable access to the internet can hinder sustainable e-learning approaches. Methods need to be adapted to context. What works for certain groups and cultures, does not necessarily work for others in using creative expression. This can be especially important when bringing different cultures together (e.g., international practitioners and local populations). Methods also need to be able to adapt to changing realities on the ground and in conflict-settings, as well as changing doctrines and operational rules of international organisations. Partnership is also a challenge, whereby consideration should be made for potential partner institutes, and their working methods. This could influence the speed and efficiency of introducing novel methods.

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### Facilitating factors

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The implementation of novel methods could be facilitated were donors to offer support for new ideas. In this case organisations require staff with expertise in marketing new ideas to donors and building relationships with partner organisations.

Identifying trends in training practice can assist the incorporation of new methods. For instance, as international organisations are increasingly funding Arts-Based Methods in, this could support change in the use of such methods for personnel training. Also, terms of incorporating e-learning methods, important donors have actively supported novel approaches in e-learning. This is because for international organisations, such as the UN, the EU, and the OSCE, e-learning is more cost-efficient with an increasing number of missions being deployed and staff to be trained.

## Implementation Factors

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### Constraints

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Here issues of confidence in one's own ability are pertinent, such as the fear of looking 'stupid' or standing out, a lack of time to be fully trained in an area, or to get a full theoretical foundation as to why a new idea may be more useful than an old one, and concern over the stress which may be related to incorporating novel ideas. The second aspect of these implementation challenges is that of the 'process' of training. Here, challenges include learners not being interested in a new approach and limited 'buy-in' to new terminologies and concepts. Learners themselves can also place constraints on the use of new methods, with attitudinal dispositions making certain participants averse for instance.

This may be the case with methods which are more open to 'uncertainty' and unforeseen dynamics, developments and outcomes. Trainers who are not adept, poorly experienced, too rigid in their approach, or unable to introduce the method well to participants, may find the result that some participants lose trust in the method, lose confidence in the programme, as well as potentially being sceptical towards the trainer for using it. Additionally, barriers in language, socioeconomic or personal situations of participants may influence their perspectives of novel approaches.

For the implementation of new methods reliant on technology, attitudes towards technology can also play a role towards their positive reception, with potential age, gender, and cultural differences. Technological know-how as such also plays a role.

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**Facilitating factors**

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To facilitate the introduction of new ideas, issues of time and workload management may allow staff to find time to acquire new skills. Additionally, the possibility of staff developing 'toolkits' could help spread new ideas and their implementation. In addition, trainers may engage in 'co-creation' whereby they seek to develop novel approaches alongside their trainees.

Facilitators for implementation can, however, also be found among learners. New types of training methods could give participants a new, different, and exciting experience. Positive reception is arguably one of the best change facilitators when testing a 'product'. Ongoing technological development and the mainstreaming of social network usage among training participants (for instance, Facebook) can also further stimulate the adoption of such methods for learning.