

## Trainers

### Trainers' Guide

As the field of CPPB training develops and improves the role of 'trainers' is evolving. In this Unit we look at this evolving role and how it is growing to include more than just traditional approaches to training. We also look at the Mandate and Responsibilities of Trainers, Training in Teams, and take some first steps towards the creation of a CPPB Trainers Competency Model.

### The Role of Trainers in Peace Training

A number of different roles are undertaken by trainers in conflict prevention and peacebuilding, including that of a facilitator, coach, mentor, expert, testimony, peer-learner etc. At the same time, we can note that there has been an 'evolution' in how we approach training, and what roles we undertake. In the 60s and 70s when 'training' in CPPB was first becoming established, training was almost always done by a single trainer, though at times training would be undertaken by or sometimes two or more trainers together. As the field grew, 'training teams' became more standard. Parallel to this, there was an increase in courses which would have a lead trainer or training coordinator but would invite many experts/guest trainers (like many CSDP courses). More recently there's been increased focus on 'inclusive' training teams – emphasizing 'gender inclusion' (more regular) and more recently cultural/geographic inclusion – to have trainers from different cultures/regions including from the country that participants are being deployed to. Over the last decade, there has also been a gradual increase in specialized training institutions such as the ESDC, Folke Bernadotte Academy (FBA), ZIF, UNITAR etc. This development has led to a whole 'support architecture' to training with researchers, pedagogical experts, counsellors and others involved in designing case studies, simulations, and much more.

Trainer Role
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When CPPB training was first beginning in the 50s and 60s, training was normally developed by a single trainer or sometimes 2 to 3 trainers working in a team. Training 'methods' were often top-down and lecture based, as many 'trainers' themselves came principally from academic backgrounds. Today the role of trainers has evolved, diversified and, to a certain extent, professionalized. There are still many programmes characterized by 'top down' lecture-based presentation and delivery, but at the front of the field training methods are increasingly practical, experiential, operational and aimed to improve participants competencies for performance in the field. The role of those involved in 'development' and 'design' of training has also expanded. Today rather than just single trainers inputting from their experience and approach, entire training support teams exist (amongst larger training organisations), while consortia of organisations, universities, training institutions and other stakeholders are increasingly collaborating to improve the quality of curricula, approaches and methodologies for CPPB training.

The first table in this Unit looks at characteristics of different 'approaches' to training. While these can be seen as 'evolutions', they are not mutually exclusive, and all 7 can be found in the field today. The first two (Single Trainer, Training Teams (basic)) have been in evidence since the early years of the field. Inclusive Training Teams are more recent. While they have made headway amongst many training institutions / training providers – with greater gender inclusion and, gradually, greater geographical and cultural inclusion – there is still a long way to go. Some of the larger training institutions in the field today include Training Support Teams and Training Departments. Institutions such as UNITAR, the International Peace and Development Training Centre (IPDTC), the Folke Bernadotte Academy, ZIF and many staff colleges often have substantial teams of staff working on development of training methodologies, case studies, and supporting roles for training programmes. The last two categories – Mixed Capacity Building Roles, Integrated Professional Development Roles – represent the 'frontier' of the field today. While we are increasingly seeing the evolution and take-up

of ‘coaching’ and ICT in CPPB training, these phenomena are still in their early stages. They represent significant and important developments and will continue to strengthen CPPB training in the years ahead. The idea of the Integrated Professional Development Roles, where the different ‘roles’ and ‘functions’ associated with capacity building – for both individuals and institutions – are more effectively ‘linked’ and integrated, is still a ‘next frontier’.

**Table 4 Evolutions in ‘Training’ and Capacity Building**

Key Characteristics	Examples
<b>Single Trainer</b>	Trainings provided by a single trainer
<b>Training Teams (basic)</b>	Trainings provided by two or more trainers working together
<b>Multi Trainer / Expert Teams</b>	Variation on basic training teams involving a lead trainer or course facilitator and often a series of invited experts/trainers/lecturers
<b>Inclusive Training Teams</b>	Training teams specifically developed to ensure either / both <b>gender</b> inclusion and <b>geographical/cultural inclusion</b> . Includes mixed gender training teams and training teams where trainers come from different regions / cultures.
<b>Training Support Teams and Training Departments</b>	<p>Addition of people working on lessons learned, developing case studies, creating training exercises and methodologies, coaching, counselling – not only the ‘trainers’.</p> <p>Among the functions fulfilled in these departments we can count:</p> <ul style="list-style-type: none"> <li>- Course Leader / Programme Coordinator</li> <li>- Institutional Capacity Building &amp; Development Support</li> <li>- ‘Author’/Developer: Handbooks &amp; Training Manuals / Materials/ Online Courses/Online Simulations / Games</li> <li>- Needs Assessment and Identification of Competency Requirements</li> <li>- Evaluator / Tester: Performance Competencies</li> </ul>
<b>Mixed Capacity Building Roles</b>	Moving beyond just ‘trainers’ in training programmes to designers of ICT programmes, coaches, and multiple roles that can now be identified in capacity building.
<b>Integrated Professional Development Roles</b>	Here the ‘mixed’ roles would be ‘integrated’ / linked, seeing how the different roles each contribute to capacity building but doing so in an integrated way.

Many trainings in Europe (and internationally) today are still characterized by ‘top-down’ provision of lectures, briefings and presentations. Many would actually question whether this is in fact ‘training’. While lectures and presentations may provide essential information and support knowledge development, in and of themselves they are insufficient / unable to develop *operational skills and performance competencies and capabilities* for the field. As greater and greater attention is given to *how to make CPPB trainings actually useful and to support capacity development for professionals in the field*, trainers are increasingly expanding their approaches (Unit 4), methodologies (Unit 5) and skills set. Today, many of the trainers and training providers in the field – together with training participants and deployment agencies whose personnel are being trained – expect trainers to have a skills and competency set which enables them to assist practitioner participants to develop competencies which can actually improve how they work and perform in the field. To this end, approaches to training and capacity building in the field increasingly incorporate a range of roles and contributors. The second table in this unit is one of the first attempts in the CPPB field to identify these.

Trainer	Trainer is the traditional 'role' associated with those who provide training in CPPB and other professional fields. The trainer facilitates and delivers the programme, exercises, and modules or sessions which are aimed at developing, strengthening and supporting the participants' competency development (learning process).
Facilitator	Typical for the elicitive approach to training, facilitators create the space and processes to enable sharing, participant engagement, reflection, and development of attitudes, skills and knowledge which support participants' capacity development and engagement in the field.
Teacher /Lecturer	The more traditional function which involves a more uni-directional approach to capacity building with the emphasis on knowledge delivery and 'transferring' to participants what they 'need to know'.
"Expert"	Many programmes invite subject matter experts (SMEs) to share their knowledge and experience. These may be representatives of formal institutions, senior personnel, diplomats, representatives of other sectors, external trainers, journalists, academics or others, who are invited to speak about a specific area of expertise addressed by the training.
Testimonials / "Voices from the Field"	Increasingly trainings engage conflict stakeholders, leaders, current or past field personnel and veterans to share their expertise, experience and insights. This can be through invitation to speak and share experiences in specific modules/sessions – in person or live – or through recording of 'testimonials' that are then used and shared in programmes (through written or video formats). Alternatively, or additionally, programmes may engage personnel currently deployed through video link / Skype and enable their interaction with participants.
Course Leader / Programme Coordinator	Training courses, which are implemented over several weeks (either consecutive or at set points) will often have a 'Course Leader' or 'Programme Coordinator'. This person holds responsibility for the overall 'management', <i>facilitation</i> and support for training programmes. The <i>Course Leader</i> or <i>Programme Coordinator</i> helps to link modules, support participants as they engage in different components of the overall training design, planning and implementing, by assisting incoming trainers.
Mentors	<i>Mentors</i> are a relatively under-utilized in capacity building and professional development in the CPPB field. The exception can be found in policing, where when deploying personnel to the field, sometimes a more senior / experienced officer takes on the role of <i>mentor</i> to a junior colleague during the first period/phase of in-country engagement. Some NGOs also use <i>mentor</i> systems to help staff and/or partners improve <i>capacities</i> in the field. The use of <i>mentors</i> in PATRIR's support to Syrian professionals as a dedicated capacity building component/support following trainings is an example of this practice.
Coach (Distance and Field-Based)	<i>Coaching</i> is somewhat different than <i>mentoring</i> and is becoming increasingly recognised as an important role in capacity development – usually applied for more advanced or executive level programmes. Whereas <i>mentors</i> will often be deployed personnel / practitioners themselves, usually within the same institution/sector/mission, <i>coaches</i> are senior practitioners / trainers, usually external, who have a <i>dedicated function</i> of providing coaching, feed-back, guidance and support – and acting as 'listening boards' or facilitating/assisting reflective practice – for practitioners and policy makers in the field. Coaches may be <i>in the field</i> with personnel or provide coaching <i>online</i> - or a combination of the two. The Swedish

	model of using coaches for senior leadership to improve <i>gender</i> -understanding and competency, and the increasing engagement of experienced trainers in <i>coaching</i> for senior practitioners in the field, are examples of this.
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Additional to these roles, there are also others involved in the modern field of training delivery and in the broader fields of CPPB personal and institutional capacity building. These include:

**Table 6 Additional Roles in CPPB Personal and Institutional Capacity Building**

Evaluator / Tester: Performance Competencies	As <i>central</i> as this role should be to assessing performance competencies of participants / alumni, it is largely unheard of / not existing in many CPPB trainings today – where participants take part in programmes and receive certificates but are not <i>tested</i> on actual competency. In those programmes where <i>testing</i> is performed this is normally limited to written, often multiple-choice tests/exams. The role of <i>evaluators / testers</i> in professional development and capacity building, however, is essential. Integrated into training, capacity building, mentoring and coaching it can enable programmes to better assess <i>actual</i> performance competency of participants, whether they are indeed ready / fit for field deployment, and / or see how to best provide further training and capacity building support to improve competence. It can also assist trainers and training programmes to reflect and learn from experiences to better assess which training methods and content do in fact contribute to improved performance capability.
Curricula Creation and Development	In the early phases of CPPB training, curriculum development for much of the field was in the hands of the ‘expert’ or ‘trainers’ providing the programmes – or dedicated training institutions / staff colleges. Military and Police were pioneers in <i>integrating</i> needs assessments and lessons identified from field deployments with evolutions and improvement in training. This is now taking steps further with increasing evaluation and lessons identified in CPPB missions from the field, gradually filtering into the creation, development and improvement of curricula and training. Frontiers of the field like recognise the need to engage <i>not only trainers</i> but to work in particular with professionals and practitioners deployed to the field <i>and</i> – especially – <i>local</i> stakeholders, communities and institutions. There is a need to learn and draw more upon context and cultural-specific knowledge and expertise of national and local communities and institutions. <i>Co-development</i> of curricula by key, local stakeholders and greater engagement with <i>deployment agencies</i> and <i>practitioners</i> in curricula design and creating feedback loops to ensure evaluation and learning from past trainings can improve future CPPB training. From the ‘hands of the trainer’ to an ecosystem of key stakeholders (from the field), who should be involved, the <i>role</i> of curricula design is evolving richly.
Needs Assessment: Identification of Competency Requirements	There is no single ‘role’ or profession today for identifying competency requirements of the field – i.e. identifying the competencies that training programmes should be created to address. There is a need for the performance requirements of the field and lessons from practice to better inform the development and provision of training. These mechanisms need to be <i>standing components</i> of training development and design, not one-off or short-term funded projects. <i>Identification</i>

	and <i>assessment</i> of the needs of the field and the <i>competencies</i> trainings should develop is critical to improving CPPB training.
Developer: Handbooks & Manuals	<i>Training and capacity building</i> are more than just the job of trainers in a training room or field exercise. The creation of <i>handbooks, manuals, guides</i> and <i>training materials</i> are also important to development of practitioners' / personnel's' competencies and performance capabilities. An important role in development of capacity is the authoring of quality handbooks, training manuals and materials.
Developer: Online Courses	Since the early 2000s an increasing array of programmes have been developed for online delivery. These may be stand-alone on-line courses, MOOCs, or integrated with on-site training. Designers, developers and facilitators or trainers involved in on-line courses also have important roles in capacity development.
Developer: Online Simulations / Games	An evolving frontier for the CPPB training field is the development of <i>online simulations</i> and <i>games</i> for capacity building and performance competency. A wide range of training institutions, deployment agencies and trainers are giving greater attention to online simulations and gaming as tools in CPPB capacity building.
Institutional Capacity Building & Development Support	Improving CPPB performance and competency is about much more than just training <i>personnel</i> . How institutions, agencies, organisations and missions <i>function</i> is also critical to performance in the field. From absence of proper operational procedures, lack of good practice, guidelines or mechanisms for proper needs assessments, peace and conflict assessments, or design and implementation of programming to evaluation and poor capabilities for coordination with other stakeholders, <i>institutional gaps and performance challenges</i> significantly hamper potential impact, quality, effectiveness and sustainability of CPPB programming and missions. The role of <i>institutional capacity building, change management and development support</i> is integral to a comprehensive framework and landscape of training, capacity building and development of competence for effective CPPB.

## Trainer Responsibilities

Trainers take on a range of responsibilities which need to be clearly understood and properly implemented. A *narrow* perception of trainer responsibilities addresses the development, planning for and delivery of training. A broader or more comprehensive definition includes the responsibility of the trainers to engage vigorously and actively with understanding the competency needs of the field, ensuring customisation and tailoring of training approaches and methods to best meet learning and competency objectives, and to actively contribute to or support assessment of participants and both pre-, during- and post-training evaluation, lessons learned and improvement of training programmes.



Looking specifically at the responsibilities of the training within the delivery of the training programme, the following tasks should be considered. This list is not comprehensive but addresses many key points:

- ❑ **Prepare:** trainers need to take seriously their responsibility to prepare for training delivery. This includes being up-to-date on content and training methods and not just repeating what they have done in the past. Proper and responsible preparation is essential for good training delivery;
- ❑ **Customize:** trainers should seek to customise their programme – content and methods – to the exact needs, competency and learning objectives and participant profiles. Good preparation can support customisation, together with use of Pre-Training Needs Assessments (PTNAs) which can be developed and delivered either by the trainer or a training support team;
- ❑ **Host:** create a safe space and foster trust and mutual respect among participants and training team, transforming conflicts that might occur within the group through good CPPB practice;
- ❑ **Model:** provide example through your practice, how you approach the training and how you treat participants, of the values, practices and ethics promoted in CPPB training;
- ❑ **Include:** ensure the training is *inclusive*. This refers to trainer’s language, practice, content and methods. Show respect for diversity of participants learning needs and approaches while also ensuring participants maintain necessary standards and good practice engagement;

- ❑ **Do No Harm:** Trainers have a responsibility to ensure that both their own practice and training content and methods do not in any way promote or sanction bad or unethical practices in the field. Trainers also have a responsibility to ensure that participants are properly prepared, and have sufficient skills and capabilities to not 'do harm' when they are in mission / deployment. If trainers have concerns on this they must act upon them in the appropriate way;
- ❑ **Assess:** As necessary and appropriate trainers should assess participants in the programme and be aware if there are any indications of unethical or discriminatory attitudes, prejudices or practices which may affect practice in the field;
- ❑ **Empower:** trainers have a responsibility to empower participants to value what they are doing and to help them take ownership of their performance and engagement;
- ❑ **Serve:** As above in **mandate**, trainers have a responsibility to serve the communities and people affected by conflict. Their primary responsibility as trainers is to assist in developing capabilities amongst stakeholders in the field to achieve actual *impact* in peacebuilding and prevention.

The overall task of the trainer or training team includes 'holding' the entire process, the participants and solutions, while aligning and respecting actively the context and needs of the broader society.

### **Validation and Support for conflict prevention and peacebuilding trainers**

Few validation instruments for trainers exist, outside national professional certification mechanisms. One example, not applied specifically to the CPPB Training field, is Vinepac<sup>2</sup>, a Leonardo da Vinci cooperation project of seven partner institutions from Germany, Spain, France, Malta and Romania which was led by the Romanian institute for adult education (IREA).

The project developed a competence profile for adult trainers and instruments for the validation of the competences acquired in non-formal and informal settings. The competence profile is applicable to trainers, tutors, counsellors, curriculum planners and evaluators, irrespective of the sector/domain of their expertise. The profile focuses on the minimum psycho-pedagogical competences needed for an adult trainer. The competences are grouped into five areas:

- **knowledge:** the psycho-social profile of an adult learner, adult learning specificities; the group to be trained;
- **training management:** learning needs analysis of individuals and groups, preparing and delivering a training programme according to defined needs, group dynamics and structure; using relevant technology and resources;
- **assessment and valorisation of learning:** providing advice on learning based on learner needs, strengths and goals; using regular assessment to monitor and develop learning; providing feedback to learners on their performance, supporting learner self-evaluation;
- **motivation and counselling:** sharing information with learners and colleagues on learning resources, education and training opportunities and support services; directing learners to other resources when one's expertise has been exceeded;

## Training Centres

### Quality Standards for CPPB Training Centres: Why they matter

Quality standards and quality assurance systems for training providers (more broadly) and CPPB training providers specifically have multiple objectives. They are established to increase transparency in the sector, guarantee a minimum of quality and coherence and to ensure support for participants taking those courses. This includes providing minimal standard guarantees enabling participants and deployment agencies requiring CPPB training – as well as governments, donors, and EU institutions supporting training – to better identify and assess which training institutions are quality providers. Adherence to quality standards can therefore improve trust in CPPB training and in the qualifications, diplomas and certificates provided by CPPB training institutions. Quality provision is also increasingly guaranteed as a legal right for citizens in the EU in educational acts, and should be a standard for the field.

#### The Benefits of Quality Frameworks and Quality Assurance

In a publication for the World Bank, *Qualifications frameworks and quality assurance of education and training*, Andrea Bateman and Mike Coles identify 10 benefits reasonable to expect from the creation of quality standards. These include:

1. Increased consistency of qualifications
2. Better transparency for individuals and employers
3. Increased currency of single qualifications
4. A broader range of learning forms are recognised
5. A national/external reference point for qualifications standards
6. Clarification of learning pathways and progression
7. Increased portability of qualifications
8. Acting as a platform for stakeholders for strengthening cooperation and commitment
9. Greater coherence of national reform policies
10. A stronger basis for international co-operation, understanding and comparison.

### The Concept of Quality in Standards for Training Centres

The *Vocational education and training institutions Management Handbook* developed by the International Labour Organisation identifies three definitions of quality relevant for the development of quality standards for educational and training institutions.<sup>59</sup> These include:

1. Quality as *excellence*
2. Quality as *fitness for purpose*
3. Quality as *value for investment*

### **Quality as Excellence**

Quality as excellence is a *comparative attribute*. It provides a reference for quality in relation to other training providers, qualifications and courses in the field. This can enable comparison across training providers according to a set of shared standards or criteria. It can also provide benchmarking to assist training providers in seeking to improve the quality and standards of their programming and operations, and support identification and development of good / best practices to improve training provision and quality in the field.

### **Quality as Fitness for Purpose**

Quality as fitness for purpose measures providers and their programmes against set performance standards. This enables evaluation of providers qualifications, courses, learning outcomes and operational performance against a common / standard set of criteria. The criteria themselves should be developed to ensure courses and training provided achieve necessary standards and learning outcomes required for the performance of personnel trained in the field. In this regard, the EU Policy on Training for CSDP argues for the need for training to be coherent and consistent with the external aspects of EU policies and the work of the Commission and Member States, including the EU Global Strategy on Security and Defence, the EU-wide strategic framework supporting Security Sector Reform, and the EU's 'Strategic Framework and Action Plan on Human Rights and Democracy'.<sup>60</sup> Another assessment lens would be to ensure that CPPB training is effective in developing trainees competencies for CPPB performance standards in the field. Given the dramatic underdevelopment of CPPB capabilities amongst personnel in the field, criteria for assessing training institutions, courses and certification to better achieve this should be prioritised.

### **Quality as Value for Investment**

Quality as value for investment measures courses and training providers in relation to costs and time required to achieve quality standards / competence in CPPB. This measure can assist deployment agencies and practitioners knowing which courses and centres provide them with the best 'return on investment' of their time and resources in development of their competence and CPPB performance standards. Given the current opacity of much of the CPPB training field in Europe (and globally), quality as value for investment can help practitioners, deployment agencies and institutions funding/supporting training provision better identify which training institutions and courses provide 'value for investment'.

## Standards and the Need for Improving CPPB Training Quality

The European Union, United Nations, World Bank, World Economic Forum and other leading think tanks and institutions across Europe and internationally have recognised we are living in a time of:

- Increase systemic challenges to social, economic and political systems;
- Multiplicity of crisis and conflicts characterised by complex dynamics which are not amiable to simplistic measures or solutions;
- Failure of many current / conventional measures and policy responses to effectively prevent conflicts and crisis or to effectively address and ameliorate the causes, drivers and conditions giving rise to conflicts and crisis

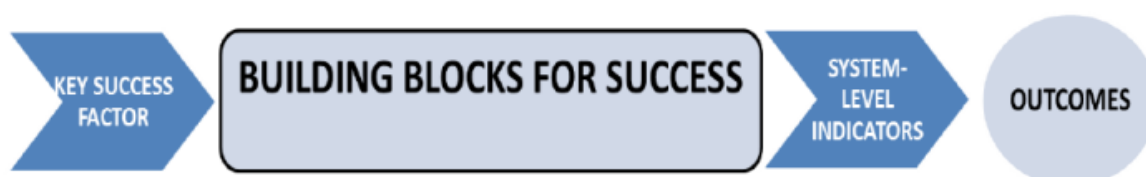
Assessments of CPPB *capabilities in the field* of both institutions and personnel have consistently shown a *low level of development* of knowledge, competencies and skills required in core areas of prevention and peacebuilding amongst *both* field-level personnel and mission leadership, as well as amongst political leadership and policy makers. Given this, there is a strong need for quality standards which can both:

1. Improve the *quality* of training on conflict prevention and peacebuilding provided to practitioners, policy makers and leadership; and
2. Improve trust, recognition and understanding of the *value, quality and importance* of CPPB training.

In an in-depth analysis of adult learning policies and their effectiveness in Europe – and the need to coordinate adult learning with other public policies - the European Commission, Directorate General for Employment, Social Affairs and Inclusion identified six key ‘success factors’ which we have adapted here for relevance to the CPPB field. They address the need for policies and standards for training to:

1. Improve learners’ (practitioners, leadership, policy makers) disposition towards learning;
2. Increase employers’ (deployment agencies and institutions) investment in learning;
3. Improve equality of access for all;
4. Deliver learning that needs the needs of employers (deployment agencies) and learners (practitioners, leadership, policy makers) *and* of identifiable CPPB objectives and outcomes;
5. Deliver high quality adult learning; and
6. Coordinate an effective lifelong learning policy – or a *culture of learning* and improving CPPB performance across career/field engagement and rank and position in the CPPB field

These ‘success factors’ are in turn identified as the ‘building blocks for success’ for which system-level indicators (quality assessment criteria) should be developed and against which learning and operational outcomes and performance can be assessed.



## Quality Assurance Systems: Steps for Assuring Quality

Requirements for ensuring quality standards of training providers across Europe are increasingly standardised, though clear divergences remain in practice and application. Different terms are used for (public) interventions assuring the quality of learning provision, including “quality frameworks, quality policies, quality systems, quality approaches, quality instruments, quality methodologies and many more.” Quality Assurance Systems should include a “recognisable repertoire of policies, procedures, rules, criteria, tools, verification instruments, and mechanisms that together have the purpose of ensuring and enhancing the quality of any learning institute.”

### Standard Procedural Steps of Quality Assurance Systems



### Assessing the Value of a Qualification Framework for Standards

The European Commission, Directorate General for Employment, Social Affairs and Inclusion 2015 *An in-depth analysis of adult learning policies and their effectiveness in Europe* identifies 5 criteria Qualification Frameworks for Standards should meet to be of value :

1. Conceptual Insightfulness to Policy Makers & Experts
2. Usability
3. Transferability
4. Practicality and Usefulness
5. Ease of Understanding

#### 1. Conceptual Insightfulness to Policy Makers & Experts

The Framework should assist policy makers and experts to better understand the policies and activities that lead to effective adult learning in CPPB. It should be able to demonstrate clearly to policy makers and experts / leadership the *linkages* between inputs and activities in support of and implementation of CPPB training and professional development / capacity building and outputs and outcomes achieved. This in turn should reflect the evidence of which policies and measures of support by the EU, Member States and training providers best deliver successful learning outcomes and performance capabilities of CPPB institutions and practitioners in the field.

## **2. Usability**

To be of value a Quality Framework needs to be usable. The Framework should provide a clear, relevant and applicable model which training providers, relevant EU institutions, member states and deployment organisations, agencies and practitioners can use to better understand, measure and monitor effectiveness, quality of trainings and achievement of key standards and requirements on CPPB training outcomes and objectives.

## **3. Transferability**

It should be possible to use the Framework to analyse CPPB training providers across geographic space, sectors and levels and the connections between different levels and sectors of CPPB training in Europe / globally.

## **4. Practicality and Usefulness**

The Framework should be a useful, practical tool which can help training providers, deployment agencies and policy makers best understand and identify pathways to improving standards and quality of training.

## **5. Ease of Understanding**

The framework should 'make sense' to those using it and be easy to understand. The linkages and relationships between criteria and their relevance to the value and quality of CPPB training should be easy to identify.