



**“Conflict Prevention and Peacebuilding (CPPB) personnel can experience a range of scenarios through role-playing in their own organization.”**



This project has received funding from the EU Framework Programme for Research and Innovation HORIZON 2020 under the agreement 700670. Agency is not responsible of any use that may be made of the information it contains.



- Training - Military, Police, Civilian
- Soft Skills
- Serious Games



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## TRAINING FOR PERSONNEL

- EU CONTEXT



- UN CONTEXT



- WORLD WIDE REGIONS

- AU, OSCE, ASEAN, US,

- Latin-America, Middle East, Australia, Canada.



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# Why is Training Important?

- **Multidimensional Peace Operations**
- **Increasing Interoperability**

## Internationally-oriented Military Profession

‘There exist very few professions that are as international as the profession of a military officer. As a serviceman, the work of an officer and the situation of security on the international scene are intertwined... He or she must be conscious of the needs of his or her subordinates, the expectations of his or her commanding structures and the challenges represented by his or her role vis-à-vis a foreign country and a foreign population with its proper geopolitical features and culture.’

(Sylvain Paile –Calvo, 2016)



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‘If an objective is to improve the comprehensive approach in peace and crisis operations, it is necessary to prepare, educate and train in the same manner.’

Folke Bernadotte Academy, Sweden



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# Diversity in Peacekeeping Training



- Residential Modules / Courses
  - Classroom based lectures/ seminars
  - Online training and e-learning platforms
  - Simulations
  - Specialised Courses
  - Blended Programmes
  - Innovative Approaches
- **No consistent, coherent and systematic approach to peacekeeping training**
  - **Effective monitoring/ evaluation of training has yet to be fully implemented.**
  - **Significant Gaps in Soft Skills Training**



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# What are Soft Skills?



For the purpose of GAP, soft skills are defined as *skills that are cross-cutting across jobs and sectors and relate to personal competences and social competences, personal qualities, attributes, habits and attitudes, and non-job specific skills that are related to individual ability to operate effectively on peacekeeping and peacebuilding missions.*

(These competences reflect teamwork, communication, cooperation, facilitation, negotiation, leadership and decision making among others.)

- This definition encompasses a combination of EU Commission and UNESCO definitions of soft skills.



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# Interview and Analysis



## Key Stakeholders and End-user consultation

- Qualitative research method utilizing a semi-structured interview approach.
- 168 Interviews (Male: 73.8%; Female: 26.2%)
- Experience of CPPB missions in over 50 different countries and regions across the world. The largest number of deployments recorded within the GAP interview cohort were in (1) Afghanistan; (2) Kosovo; (3) Bosnia; (4) Lebanon; (5) Iraq;

	Male	Female	Total
Poland	32	4	36
Bulgaria	17	11	28
Portugal	18	9	27
Northern Ireland	18	4	22
Ireland	21	5	26
Finland	18	11	29
<b>TOTAL</b>	<b>124</b>	<b>44</b>	<b>168</b>



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# Soft Skills

Identified from detailed analysis and mapping

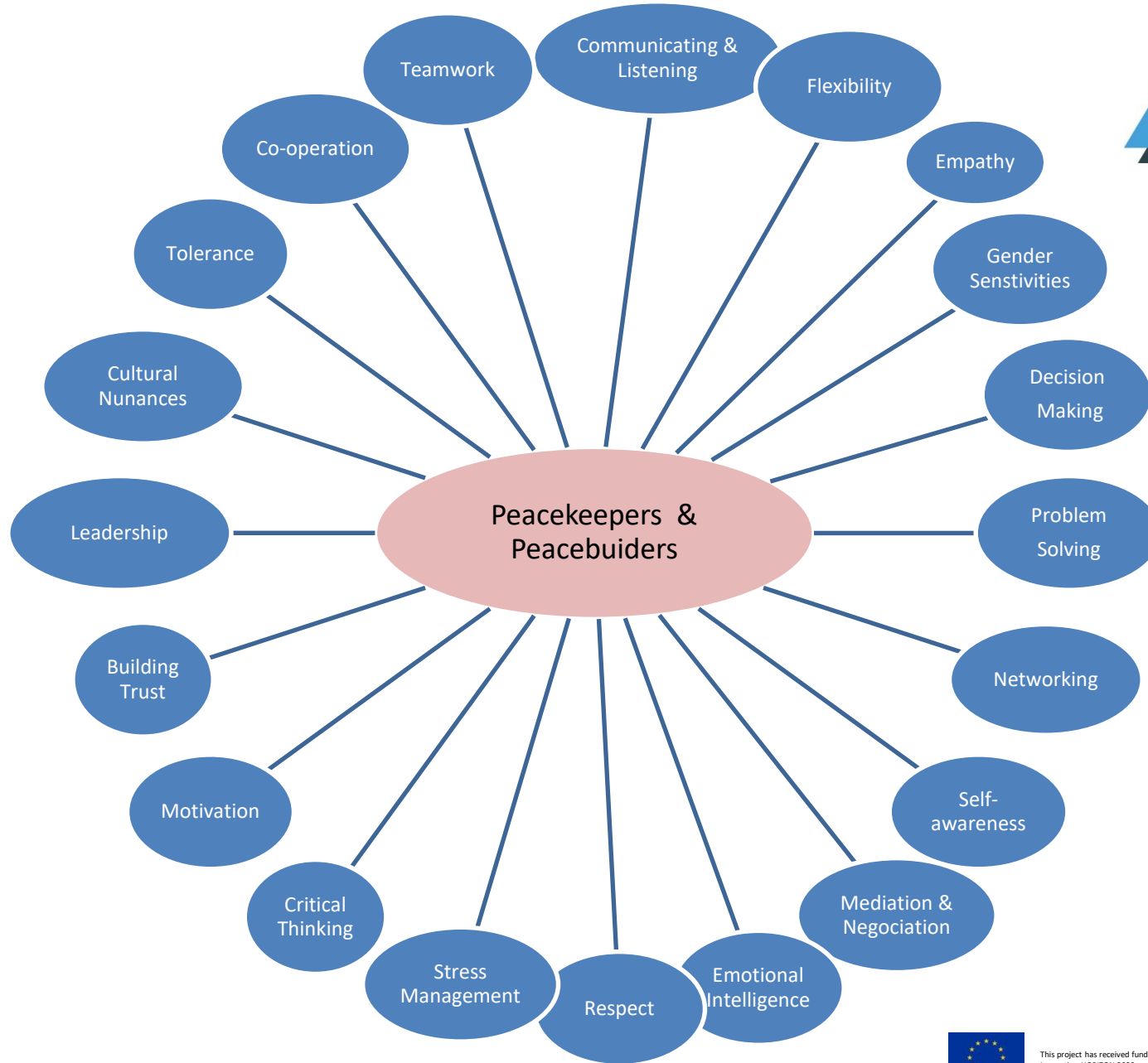


The main findings point to key soft skills in:

- Communicating and listening in Peacekeeping;
- Cooperation;
- Leadership and Decision-making;
- Gender and Cultural Awareness in Peacekeeping;
- Coordination in peacekeeping;
- Stress Management in Peacekeeping.



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# 21st-Century Skills

## Foundational Literacies

How students apply core skills to everyday tasks

- 1. Literacy
- 2. Numeracy
- 3. Scientific literacy
- 4. ICT literacy
- 5. Financial literacy
- 6. Cultural and civic literacy

## Competencies

How students approach complex challenges

- 7. Critical thinking/ problem-solving
- 8. Creativity
- 9. Communication
- 10. Collaboration

## Character Qualities

How students approach their changing environment

- 11. Curiosity
- 12. Initiative
- 13. Persistence/ grit
- 14. Adaptability
- 15. Leadership
- 16. Social and cultural awareness

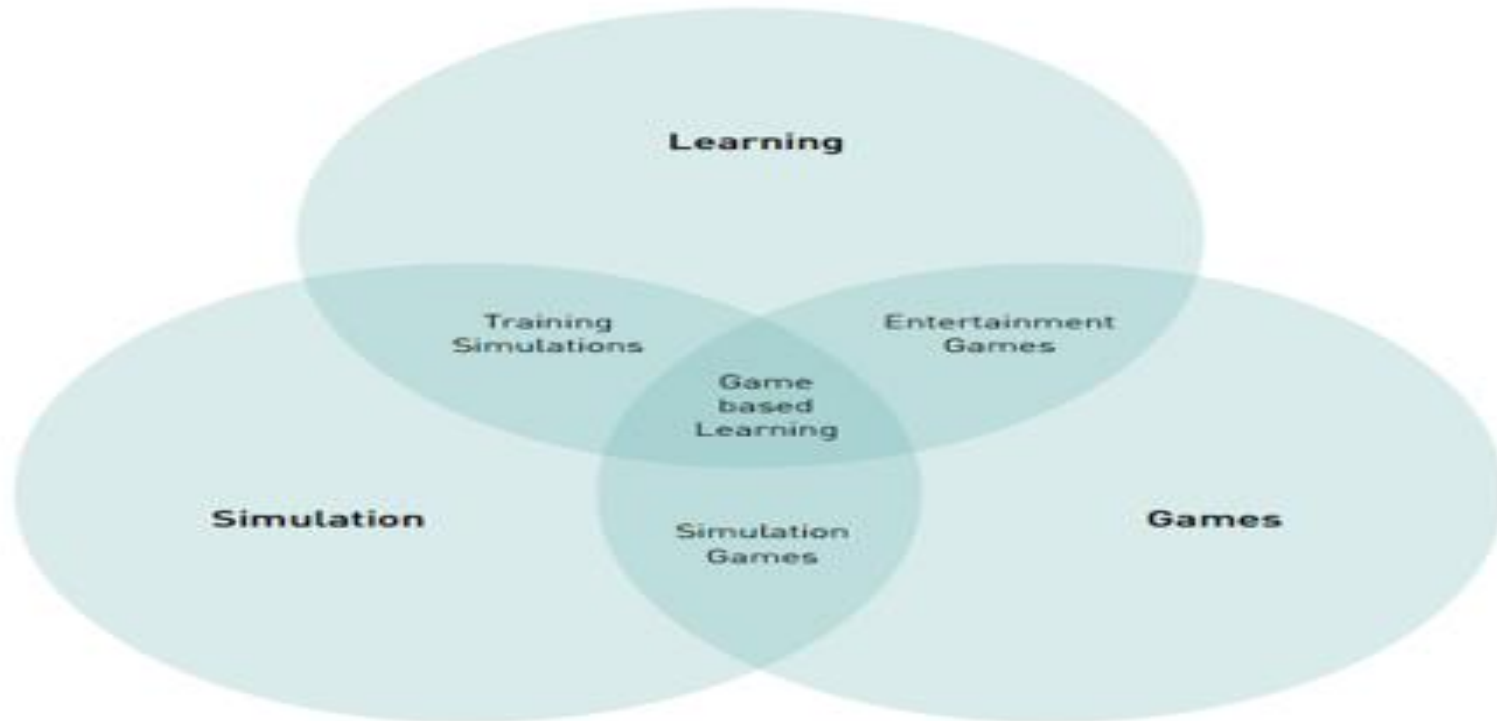
## Lifelong Learning

Source: 'New Vision for Education: Unlocking the Potential of Technology'.  
World Economic Forum Report (2015)



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# Technology: Serious Games



(Source: Ulicsak, M. & Wright, M. 2010. 'Games in Education. Serious Games. A Future Lab Literature Review)



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# Enhancing Training Through Technology

## Gaming for Peace

‘Game design isn’t just a technological craft. It’s a twenty-first century way of thinking and leading. And gameplay isn’t just a pastime. It’s a twenty-first century way of working together to accomplish real change.’

- Jane McGonigal - ‘Reality is Broken: *How games make us better and how they can change the world*’.



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## Why Soft Skills Are Important in Crisis Management:

In a ever 'more **C**omplex, more **C**onected, but also more **C**ontested world' (EU Global Strategy) -  
We need more innovative approaches

3 C Approach To Crisis Management  
**C**ommunicate, **C**oordinate, **C**ooperate



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# Thank You

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