



EUROPEAN COMMISSION MID-TERM REVIEW— THE WAY FORWARD

On October 26th, the Consortium hosted the reviewers and the European Commission project officer. Each Work Package leader made a poster to visually demonstrate the work accomplished, and to show how each part of the project connected to the other parts. The Consortium presented the work done so far chronologically and thematically through a series of power point presentations and discussions. The reviewers gave a 'Positive' assessment of the work done so far. During the discussion, they proffered

constructive advice which we have since acted upon. They advised that we involved the Advisory Boards (Expert, End-Users) more, and we now have bi-weekly focus groups on skype with several members of the Advisory Boards on key decision-points in developing the game and correlating assessment. The Reviewers advised that we beef up the perspective of the civilian actors in CPPB missions, including local actors. We are currently conducting additional interviews with civilian actors to be completed before Christmas so they can feed into the development process, 3 done, and in the process of organizing 3 more.

They advised that we recruit more member of our Enduser Advisory Board from international organizations, NGOs, and local actors. We are in the process of doing that. The Review was an opportunity to bring the Consortium together, to realize just how much we have accomplished so far, and to put us all on the same page about the phase of the project we are in now. Development of the game and concurrent evaluation of the process and content is underway. Watch this space!!

*Professor Anne Holohan,
Principal Investigator
and Coordinator, Trinity
College Dublin*

“The Review was an opportunity to bring the Consortium together to realize just how much we have accomplished so far...”



GAP Consortium presenting the project to the evaluators

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STATE OF THE ART IN PEACEKEEPING TRAINING, SOFT SKILLS AND SERIOUS GAMES

"..standards, methods and effectiveness of training approaches vary considerably across the geographic divide..."

WP2 conducted a review and analysis of worldwide approaches to CPPB looking at three distinct areas: training of personnel, soft skills in peacekeeping and current approaches to serious games in the crisis management environment. The review concentrated on CPPB in terms of EU training approaches, the UN context and approach to crisis management and training, the multitude of peacekeeping courses currently offered, along with assessing the approaches to training by the OSCE, the African Union, the Association of South Eastern Asian Nations and other trends in peacekeeping training. With such a diverse range of nations and cultures actively participating in peace operations, standards, methods and effectiveness of training approaches vary considerably across the geographic divide.

Róisín spoke of the need for a more coherent and coordinated approach to training in the face of increasingly multidimensional operations. While efforts have been made at the UN and EU level to provide standardised pre-deployment and specialised training materials for international peacekeeping contingents (through its online peacekeeping resource hub, for example), the implementation of these procedures and subsequent evaluation and employment is not universally transparent. In addition, as online training has gained momentum and less classroom-based, the use of technology in this area has also increased and a valuable tool in terms of training for peacekeepers.

The SOTA analysis confirmed that a great deal of special training and soft skills training

are required in peacekeeping missions given the demands of a dynamic and constantly changing security environment. Presently, there is an absence of meaningful soft skill training, in particular, there is a significant lack of clear structures, coordinated approaches and pedagogical understanding between prevailing elements of soft skills training and actual missions in the field. Furthermore, the evaluation verifies that there are considerable opportunities to use gaming and serious games as a way to ensure that training for soft skills is mainstreamed within peacekeeping missions.

Róisín Smith, Kennedy Institute for Conflict Intervention, Maynooth University



Poster of state of the art by the Edward M. Kennedy Institute for Conflict Intervention, National University of Ireland

1995-2002	1999	2002	2005	2006	2007	2012
2,000 police make up International Police Task Force in Bosnia and Herzegovina.	UN Police have law enforcement mandate in UN mission in Kosovo.	UN Police deployed to Liberia.	CIVPOL (Civilian Police) changes name to UN Police (UNPOL).	UN Member States approve establishment of a Standing Police Capacity.	6,432 UN and African Union Police authorized for work in UN mission in Darfur.	14,500 UN Police deployed. More than 16,000 authorized for deployment.
Former Police Units authorized and deployed.						





TRAINING NEEDS FOR CONFLICT PREVENTION AND PEACEKEEPING

The objective of work package 3 was to identify best practices from stakeholder and end-user perspectives and experiences. Work package 3 was designed to build upon and crystallize the learning and conclusions from work package 2 whilst determining additional gaps in soft skills training for individuals deploying on conflict prevention and peacekeeping missions. 168 interviews with CPPB personnel with experience in over 50 different conflict regions were carried out in 6 different jurisdictions across Europe.

The main findings point to key soft skills in:

- Communication
- Cooperation

- Decision-making
- Gender Awareness
- Cultural Awareness
- Stress Management

With regards to the identification of gaps in soft skills training for individuals deploying on conflict prevention and peacekeeping missions the following training needs emerged:

- Based on real life context specific situations that illustrate learning
- Practice not academic or theoretically driven
- Utilize experience of those who were there
- Easily accessible lessons
- Train all personnel irrespective of rank or operational remit

Should be prepared for the social stress of being on a mission, family problems, isolation, working and living with colleagues 24/7

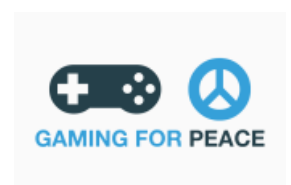
To train on how to share information and how to build situational awareness

Training on comprehensive approach to deal with civilian organisations would be beneficial

Mindful of the aims of the mission and the needs of public they are there to work with and not to assume that the aims of each are congruent

Philip McCready,
University of Ulster

“...168 interviews with CPPB personnel with experience in over 50 different conflict regions were carried out...”



Poster of the research conducted in GAP –project in the mid-term review by University of Uster



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CONCENTRATING ON A “VISUAL NOVEL”-STYLE GAME

At the recent project review, WP 4, the Haunted Planet team presented their progress through the game’s design process thus far, and a roadmap for its future development.

After assessing the GAP curriculum and its intended learning outcomes, it was determined that a game with a strong narrative focus was the best fit for the GAP project. Four high-level game concepts to fit this constraint were developed and presented at a workshop during the GAP conference hosted by Laurea UAS in Finland.

Feedback from this workshop was extremely useful in further refining the focus of the game, and it was concluded that it was vital the game should clearly show the player the con-

sequences of their actions, and also allow the player to experience the game from the perspectives of a number of different characters.

Additionally, as a result of both this workshop and discussions held during the conference, and after consulting within the consortium, it was decided to switch the game’s target platform from virtual reality to mobile devices. This decision aims to maximize the game’s accessibility and reduce any potential hardware costs associated with its use.

Building on this input, it was decided that the best format for the GAP game is a ‘visual novel’ style game. A visual novel game’s main focus is its narrative, and all of a player’s interactions with the game involve pro-

cessing that narrative in some way. These interactions may be conversations with other characters, selecting what to focus on in a scene, or deciding where to go next. A visual novel game can accommodate playing as multiple characters, and can contain branching storylines to show the consequences of player actions

Development on the game proper has now begun, and with the aid of regular consultation with stakeholders, we hope to deliver a truly useful training tool.

Mads Haahr, Haunted Planet Studios

“Development on the game proper has now begun...”



Depicted, an example of a conversation in a visual novel game. The player’s character is on the left, and is being asked a question by the character on the right.





FROM EVIDENCE BASE TO LEARNING OUTCOMES

The work package 6 (WP6) poster presented at the GAP midterm review, gave an illustrative insight into the work completed to date, and ongoing throughout the work package whilst explaining the next key activities.

The starting point for the WP6 team was to identify an evidence base to develop learning outcomes. For this, we reviewed the 168 interviews including the WP2 deliverables and associated research to understand the essential components of learning outcomes. These learning outcomes form the basic underlying parameters

of the GAP Curriculum.

Upskill Enterprise, WP6 leaders, then went through the process of researching and identifying the applicable standards and best practice for which the evidence based learning outcomes could be mapped/benchmarked against. This process is vital as the project develops as it provides:

- a measurable indicator of 'what good looks like';
- clear performance criteria, knowledge and understanding; and
- clusters of findings in core

key skill themed areas developing a common working language.

The next stage of the process is vital. Upskill Enterprise, with WP6 partner Enquiryra, will be building on the findings of deliverable 6.1 and deliverable 6.2, and how these fit into the game design and assessment through the curriculum. This will involve mapping the learning outcomes against the ECVET principles in order to develop the GAP Skills Passport.

Stephen Rice, Upskill Enterprise

"Upskill Enterprise... went through the process of re-searching and identifying the applicable standards and best practice..."

MID-TERM CONFERENCE: LEARNING SOFT SKILLS IN PEACEBUILDING "TRAINING THROUGH GAMING"

The GAP (Gaming for Peace) mid-term conference was held in Espoo, Finland on 19th September 2017. The objective of the conference was defined as twofold: firstly to present GAP project findings concerning training design and secondly collect good practices from military, civilian and police training experts about training practices when preparing personnel to CPPB (Conflict Preventi-

on and Peace Building) missions. The session held at the conference were:

1. Overall description of Gaming for Peace -project
2. Soft Skills Training Needs in Peacekeeping Missions
3. Gaps in Gender Awareness and Cultural Competence in Peacekeeping Missions
4. Designing the GAP Curri-

culum: From Needs to Outcomes

5. Benchmarking GAP Learning Outcomes, Producing a Skills Passport
6. Designing a Game that Delivers Effective Training in Building Trust, Communication, Cooperation, Gender and Cultural Awareness, and Stress Management

ACTIVITIES GAP ATTENDED

ECVET Conference in Italy, October 2016

EAPTC Conference in Finland, May 2017

3ESDC, Executive Academic Board, May 2017

End-User Workshop in Finland, June 2017

End-User Workshop in Ireland, June 2017

End-User Workshop in Poland, June 2017

Applied Human Factor and Ergonomics International Conference in Los Angeles, July 2017

IAPCT in Cairo, September 2017

GAP Conference "Soft Skills in Peacebuilding - Training through gaming" -in Finland, September 2017



GAP General Assembly at the GAP-conference in Finland



*Kirsi Hyttinen,
Laurea UAS pre-
senting dissemi-
nation at the mid-
term review*



<http://gap-project.eu/>



Gap Project



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GAP Gaming for Peace

GAP Consortium

