



Gaming for Peace

An Overview



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 EU Personnel in Conflict Prevention and Peace Building missions



The CHALLENGE:

- **Peacekeeping missions made up of diverse** organizations and nations (militaries, police forces, civil organizations), gender, and culture (national, ethnicity, religion)
- **coordination** is challenging strategically and operationally
- Diversity requires soft skills of..
 - **understanding** between diverse personnel
 - **effective communication and cooperation** between diverse personnel
- **Current training** puts few resources into training personnel in these critical soft skills



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Gaming for Peace



- **Develops a Curriculum:** from CPPB **relevant soft skills** and **end user identified training gaps** in this area
- **Game:** GAP designs a digital online role playing game (**Proteus Effect**) which simulates scenarios from CPPB missions
- **Assessment: learning objectives measurable**
- **Standardization**
- GAP provides an **efficient** and **inexpensive** means of developing and delivering a curriculum of soft skills and embed this curriculum in a game
 - **no limit** on the number of personnel who can be trained.
 - the game can be **customized** at low cost by different stakeholders.



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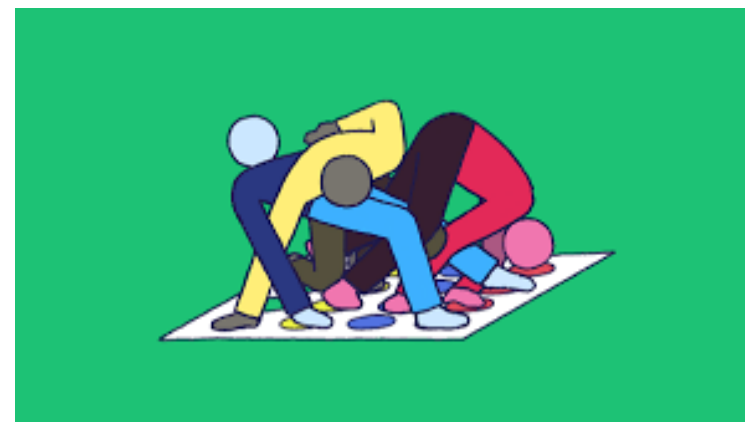
The Consortium

The logo for the Global Access Programme (GAP) is located in the top right corner. It consists of the letters 'GAP' in white, bold, sans-serif font, set against a blue parallelogram background that is tilted to the right. The parallelogram has a dark blue shadow effect on its right side.

Trinity College Dublin
Ted Kennedy Institute, NUIM
Laurea University
Ulster University
National Defence University, Warsaw

Haunted Planet Studios
Upskill
Future Analytics
Enquirya

Irish Defence Forces
Fincen
Polish Police
Portuguese State Police
Bulgarian military
Police Services Northern Ireland



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Work Package Management (WP1)

Current State of the Art

Gap Analysis (WP2)

Existing Conflict Prevention & Peace Building Training (CPPB)



Stakeholder Engagement (End User Input)

Game & Curriculum Development

Curriculum

(WP4)

Game

Advancing State of the Art

End User Testing (WP5)

In Game Assessment



Stakeholder Engagement (End User Input)

Evidence base for first iteration (WP3)

End User Review

Evidence base for second iteration (WP6)

Supra-national organisation Engaged in CPPB (UN, NATO, WHO)

GAP V1 Dissemination/Exploitation (WP7)

Member State Governments

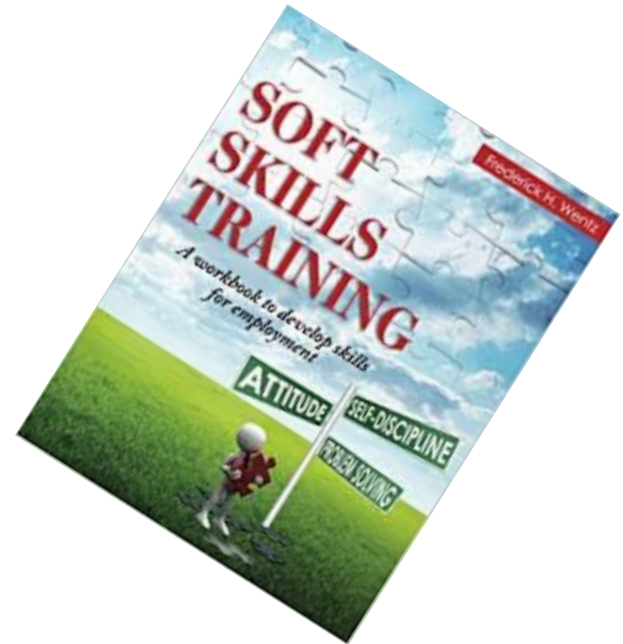
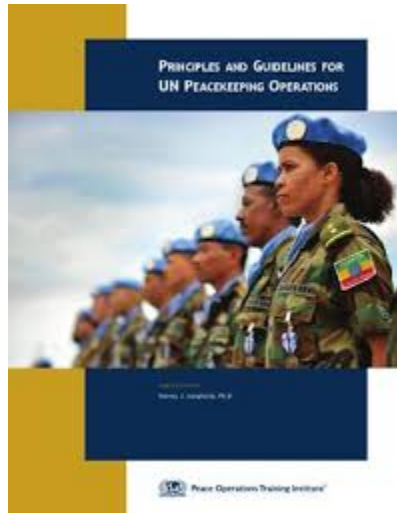
EU Commission & ESDC

September 2016 Kick Off Meeting



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State of the Art Reviews to Identify any GAPS in Training



Led by NUIM

Collaborative – NUIM, TCD Learnovate, HPS, TCD Sociology, End User Partners

Identify best practice relevant to Conflict Prevention and Peace Building



Identified Gaps in Training – Soft Skills

Gender

Culture

Generic Soft Skills – communication, cooperation

Interoperability- diverse organizations and cultures

Local population – particularly impact of gender

Existing training – mostly classroom based, sparse, expensive

Current training knowledge based (gender, culture) – limited opportunity for role-playing training - not experiential, no chance to 'fail and learn'



Identifying the GAP through End User Experience...



167 Interviews

Ireland
Poland
Bulgaria
Finland
Portugal
Northern Ireland

alamy stock photo



Partners: Everyone

Almost No Training-> Improvisation of...

- Communication
- Cooperation
- Gender awareness
- Culture awareness
- Stress Management
- Decision-Making....

Learning Objectives



Harmonization with International Standards and International Law



UpSkill

Enquiry

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STEPS



Identify a gap in training

Review existing training

Enduser interviews

Develop learning objectives

Benchmark against existing
international standards



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Assessment: Learning Objectives \Leftrightarrow Soft Skills Competency Model



- Define a soft skills competency model containing the skills definition and rubrics for their determination (i.e. how such skills can be observed, measured, demonstrated, perceived or self-assessed)

How? Vignettes selected by GAP team (HPS & TCD)

Get Peacekeepers to read and discuss what skills are in vignettes - extract competencies and associated observable behaviours

- Behaviour Anchored Rating System (BARS)



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Scenarios -> Soft Skills (BARS Workshops)-> Learning Objectives



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Game Design<-> Assessment



In-game Assessment (BARS competency model)

Out-game Assessment (pre and post play customized measurement instruments for each of the soft skills)

Instrumentation – putting the learning objectives into the design

Haunted Planet Studios
TCD Learnovate/ADAPT
TCD Sociology



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Dissemination



Laurea
University

Everyone

www.gap-project.eu

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Academic papers



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GAMING FOR PEACE - GAP

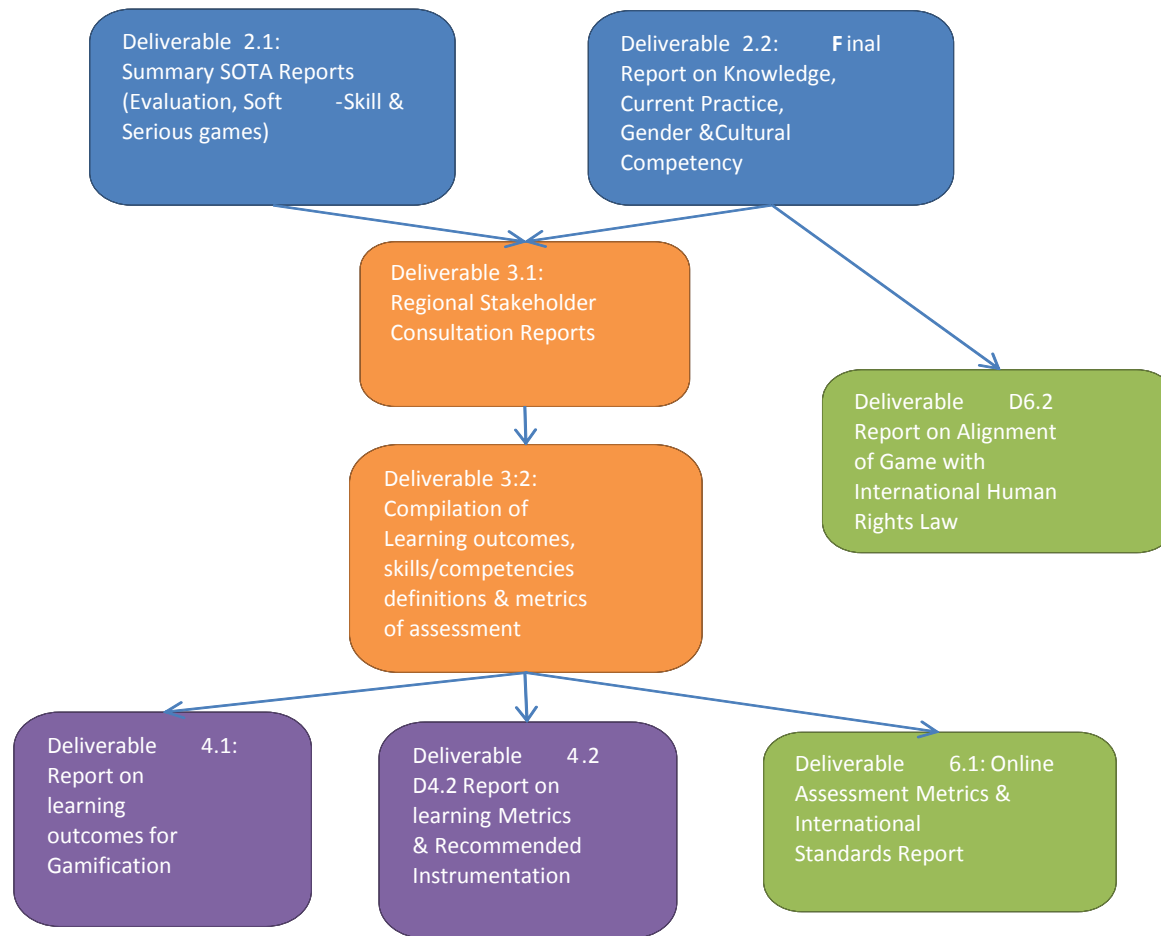


RECENT NEWS



GAP-project represented in IAPTC Conference in Cairo
13th September 2017

The GAP Deliverables



...the next steps...



- Game Design
- In and out-game assessment
- Game Evaluation
- Dissemination



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