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Annual Report 1

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1. Introduction

Gaming for Peace (GAP) was launched in September 2016. GAP is an EU H2020 Framework Programme for Research and Innovation project and the length of the project is 30 months. The main goal of GAP is to develop a curriculum in relevant 'soft skills' (including cooperation, communication, gender and cultural awareness) for personnel from diverse organizations working in the field of conflict prevention, peacebuilding and peacekeeping operations. This curriculum will be embedded in an online role-playing game and renewed and updated by returning personnel playing the game. GAP fills a gap in training and offers an efficient and inexpensive way of delivering universal and standardized training in these skills.

CPPB missions, EU CSDP missions, and crisis management operations since 2000 are much more complex and nuanced than previously. Personnel in the field have to deal not only with changed policies around more robust enforcement and more humanitarian focused missions but also with working with colleagues from organizations that can be very different structurally and culturally. There is an insufficient supply of female peacekeepers and insufficient appropriate training for working effectively with other organizations.

Although personnel involved in peace operations generally have 'traditional skills', (e.g. intelligence, investigation, weapons handling etc.) soft skills such as communication, cooperation, gender and cultural awareness and negotiation are less well emphasised. The GAP project proposes to fill this recognised training gap; embedding a base curriculum of soft skills that facilitates coordination and relationship building in an environment of organisational, gender and cultural diversity, and delivering this curriculum through a digital role-playing game.

The Gaming for Peace (GAP) reaches one year of activity by the 31st of August. In this report we outline the main achievement of the project thus far, and outline planned future activities for the next year. In this report we aim to provide information that will contribute to but also be complementary to the Periodic Report, which will be submitted in month 13 of the grant. The Periodic Report will focus on the technical implementation of the project, compliance with the Grant Agreement and Financial Reporting. To minimise duplication in this report, we will emphasise the overall all vision and concept of the project, and discuss how activities to-date have, and planned future activities will, contribute to GAP.

2. Activity 1st September 2016 – 31st August 2017

2.1 September 2016

The Gaming for Peace (GAP) project started on 1st September 2016. The project kick off meeting¹ was held in at Trinity College Dublin (TCD).

In the kick-off meeting, presentations were given by all work package leaders outlining their plan for their work packages. Feedback and discussions were given by the rest of the consortium. A presentation was also



given by a TCD Finance Officer, a specialist in the financial administration of Horizon 2020 awards, to outline Commission policies on use of the grant budget and reporting requirements. The first GAP project management meeting (PMB) was also held at this time. The structure of the PMBs going forward was agreed upon. It was also agreed that PWSU and BDI would be responsible for developing a Security Policy for GAP to cover those security aspects not covered by the data management plan or ethics policy documents.

September also saw work commence communications activities. A domain for the website was secured and design work began. Work also commenced on the Communications Plan (Deliverable 7.1) and the Communications Package (Deliverable 7.2). We also decided on the logo for the project. With consortium members asked to vote for their preferred option from a selection of logos.

Work Package Two activities also commenced in September, with work towards Deliverable 2.1 kicking off.

2.2. October 2016

The first GAP deliverables were submitted to the Commission in October. The Data Management Plan (Deliverable 1.1), led by TCD, was completed with the input of consortium partners that would be collecting interview data as part of Work Package Three. In this deliverable, our approach to making GAP data accessible at the end of the award, whilst still protecting the anonymity of the interview participants, was outlined.

The GAP Communication Plan (Deliverable 7.1) and Communication Package (Deliverable 7.2) were also completed and submitted. These deliverables provide 1) a comprehensive account of our approach to communications over the lifetime of the award and 2) a package of material for the whole consortium for dissemination of GAP project outputs. This includes power point template, press release template etc. The

¹ Backrow from left: Rachel Barrett (TCD), Mads Haahr (HPS), Duncan Morrow (UU), Tiago Sales (PSP), Hannu Mattinen (Fincent), Pauliina Nurkka (Lau), Jari Salonen (Fincent), Nikolai Stoianov (BDI), Mark Dornan (PSNI), Mascia Toussaint (ENQ), Kieran Doyle (NUIM),
Front row from left: Roisin Cotton (HPS), Jonny Bryne (UU), Kamila Trochowska (PWSU), Vinnie Wade (TCD), Anne Holohan (TCD), Rowena Timms (UPS), Michael Cooke (TCD), Stephen Rice (UPS), Stephen Purcell (FAC), Kirsi Hyttinen (Lau),

GAP project website was launched at the end of October and the Laurea team were active in developing a social media presence.

In Work Package Two, defining principles of conflict prevention and peacebuilding were outlined and circulated to the rest of the consortium.

October was also the month that the GAP ethics committee had their first meeting. At this meeting the committee reviewed draft data policy and incidental finding policy documents. They also reviewed draft consent forms and information sheets to be used for interviews with participants in Work Packages Three and Five. The committee gave feedback and recommended changes to the documents. The drafts were then resubmitted to the ethics committees with the required changes.

2.3. November 2016

Much activity on Work Package Two, led by National University of Ireland, Maynooth (NUIM), was undertaken in November. Collation of a library of learning materials and reviews of 1) current state of the art in training for conflict prevention and peacebuilding, 2) conflict prevention and peacebuilding relevant State of the Art in 'Soft Skills' and 3) state of the art in serious games were underway this month. Data was collected through a comprehensive review of relevant literature and organising site visits at various training centres in Europe, and meetings/interviews with key personnel.

Planning activity began for Work Package Three activities. Meetings were held between relevant partners (University of Ulster, TCD) to develop a methodology for the Work Package Three interviews.

A draft of the GAP Security document was developed by Polish War Studies University (PWSU) and circulated to TCD, Bulgarian Defence Forces (BDI) and the Portuguese State Police (PSP) for comment.

Ethics deliverables documents were finalised and submitted to the Commission this month. The Incidental finding policy (H Requirement 1), Data policy (POPD Requirement 4), Participant consent forms and information sheets (POPD Requirement 2) were sent to the GAP Ethics Committee for final approval and submitted to the Commission at the end of November.

2.4. December 2016

The Summary state of the art report (Deliverable 2.1) was completed and submitted at the end of December. Work commenced for the next deliverable from Work Package Two.

Work also continued on developing methodology materials for Work Package three interviews, through review of relevant academic material. Organisation between academic and military/police partners to commence interviews promptly in January also took place. Pilot interviews, to test the interview questions that had been developed were carried out between researchers at TCD and personnel with peacekeeping experience in the Defence Forces of Ireland (DFI).

In December the consortium and the Commission opened grant amendment process. The main purpose of the amendment was to include the DFI at a formal consortium partners on to the GAP project. The amendment was also used to correct some minor errors in the project description and reallocate budget for one partner.

The GAP Security Policy was completed this month and circulated to all partners.

2.5. January 2017

January saw the start of the Work Package Three interviews. In preparation for these, meetings between TCD and University of Ulster (UU)² were held to finalise the interview question list.

An interviewing workshop was held on the 9th January with all interviewers, with several participants skyping in. This workshop went through the



questions, discussed interview technique, and outlined the relevant ethical issues that may arise during interviews. The workshop also had input from the military and police partners who would be providing interviewees. Inclusion/Exclusion criteria for potential interviewees and practical requirements for carrying out interviews were discussed with these participants. Interviews began from the 12th January.

Work continued on the final report for Work Package Two (Deliverable 2.2), reviewing the gender and cultural dimension of conflict prevention and peacebuilding curriculums and performing a gap analysis of existing training for peacekeeping personnel.

A flyer promoting the GAP project was finalised this month and circulated to the consortium. This has been used to promote the project at events such as conferences, workshops and meetings.

2.6. February 2017

The final report for Work Package Two (Deliverable 2.2) was completed and submitted to the Commission at the end of February, thus concluding this work package. This document outlined the gaps in existing training for peacekeepers. This would be used later prioritising the emphases for the GAP game.

Interviews for Work Package Three continued throughout February. UU conducted interviews with the Police Service of Northern Ireland and Northern Ireland Cooperation Overseas (NICO), an organisation sending retired PSNI officer on overseas peacekeeping assignments. Laurea University interviewed members of Fincent, PWSU conducted interviews with their own personnel and TCD researchers interviewed members of the DFI, BDI and PSP. All interviews were fully transcribed and translated into English where necessary. By the end of February 111 interviews had been completed in five different countries.



² Front from left: Anne Holohan, Rachel Barrett, John Clarke, Ciaran Delvin, Sara Singleton, Duncan Morrow, Jonny Byrne.

2.7. March 2017

Interviews continued through March, with interviews collected from peacekeeping personnel in the Polish and Bulgarian Armed Services. Analysis of interviews commenced this month. By the end of March 134 interviews had been conducted in six different countries. A workshop to review the analysis guidelines was organised on the 13th March with all academic partners. A common guide for analysis of the interviews, and a template for reporting was agreed.

In March, the GAP consortium formally gained a new partner when the DFI joined the project. Members of the Irish Defence Forces participated in interviews, offering their experiences of peacekeeping in the Lebanon, Chad and Syria. Members of the Irish Navy were also interviewed, giving their experiences of migrant rescues in the Mediterranean Sea. They will continue to participate in the project via their input into the game design.



2.8. April 2017

The report of the outcomes of the Work Package Three interviews with peacekeepers (Deliverable 3.1) was completed and submitted to the Commission at the end of April. Each academic partner analysed the interviews they had completed and wrote a summary report of findings, based on the template provided in March. The work package leader, UU, then collated these reports and provided overall findings from the interview set. Deliverable 2.2 reported on 153 interviews completed between early January and late April.

In April, activity commenced on translating interview data into learning competencies and metrics for the GAP game. TCD research centre Adapt presented their method for transforming the data through the Behaviourally Anchored Rates Scale. To devise testable competencies, that can use used to show learning and skill acquisition, vignettes were selected from interviews, the competencies inherent in the scenarios described were then elucidated. To extract the competencies workshops with peacekeepers were held during which peacekeepers identified skills exhibited in the selected vignettes and discuss what would



classify as outstanding, competent and poor examples of those skills. On the 25th April, a pilot workshop, to test the methodology and to train the partners in Finland and Poland was conducted.

2.9. May 2017

In May, preparation for the workshops in Ireland, Finland and Poland took place. This involved refinement of the workshop methodology, review of interview transcripts and preparation of workshop materials. Selection of suitable vignettes from interviews continued, carried out by TCD and Haunted Planet Studios. On 30th May the first regional workshop took place in Dublin with peacekeepers from the DFI and NICO.



Ireland & Northern Ireland workshop, 30th May, TCD

May also saw the commencement of Work Package Six, “Skills Passport, Harmonization, Standardization”. The first task of this work package was an analysis of the harmonization of game with international law via review of the current legal framework influencing the delivery of the serious game for peacekeepers and triangulating material collected in Work Packages Two and Three with international standards, in preparation for development of the skills passport.

Work Package Five also began in May, with planning activities for on and off-line testing taking place.

2.10. June 2017

Workshops for defining the schedule of skills and competencies for the learning game continued through June.



Workshop with Finnish Peacekeepers, 6th June, Laurea University

On 6th June, the workshop in Finland took place with peacekeepers from Fincent, facilitated by partners from Laurea University. This was followed by the workshop in Poland on the 12th June with peacekeepers from PWSU and the Police academy in Szczytno (WSPol). This was hosted at PWSU and facilitated by partners from TCD.



Workshop with Polish Peacekeepers, 12th June, PWSU

June also saw the start of Work Package Four “The Base Curriculum and the Game” led by Haunted Planet Studios (HPS). First tasks in the work package were evaluating game target game platforms and development tools.

2.11. July 2017

The report of the compilation of learning outcomes, skills/competencies definitions and metrics of assessment (Deliverable 3.2) was completed and submitted to the Commission at the end of July. In this report, a detailed analysis of the qualitative data from all regions was undertaken. Macro and micro-level soft skills were identified and collated under distinct but inter-related soft skill themes. The report integrated knowledge about soft-skill training from relevant literature, and gaps in soft-skills required in the field as identified in interviews and workshops with end-users. The report also presented a gender analysis of end-user/stakeholders, which adds to the analysis of interview data in Deliverable 3.1.

The reports on online (and off-line) assessment metrics and international standards report (Deliverable 6.1) and on the alignment of the game with international human rights (Deliverable 6.2) were completed and submitted to the Commission at the end of July. These reports 1) outlined the approach to ensuring that skills developed through participation in the GAP program are given the necessary recognition, via the transcription of all attained soft skills into a Skills Passport and 2) Review of the UN and EU legal and normative framework for peacekeeping mission and the impact of this on the production of a training game.



Planning for the GAP mid-term conference continued this month, with a draft agenda circulated amongst the consortium to agree on the overall theme of the conference.

2.12. August 2017

The report on learning outcomes for gamification (Deliverable 4.1) and on learning metrics and recommended instrumentation (Deliverable 4.2) were completed and are submitted to the Commission at the end of August alongside this Annual Report.

Deliverable 4.1 touches on the types of game most suitable for GAP given the soft skills focus determined in WP3. It then assesses which of the learning outcomes in D3.2 are most promising for inclusion in the game with respect to both this and the given soft skills focus. In Deliverable 4.2 we present an overview of the GAP approach to instrumenting the GAP game and collecting player data for post-game analysis. We detail the approach to in-game behaviour assessment the pre and post-game testing around the GAP game. An approach to logging in-game player related events is proposed together with an overview of eLearning industry standards. This document will serve as an input to the Gap game design phase.

Planning for the mid-term conference and the interview review of the grant continued throughout August, with schedules for both events finalised this month.



Conference on


**Learning Soft Skills in Peacebuilding
'Training Through Gaming'**

Time: 19 September 2017 at 09:00 - 15:30 hrs
Venue: Laurea University of Applied Sciences, Vanha maantie 9, Espoo, Finland
Target audience: Experts working with training and education in peacebuilding from academia, policymaking and training institutes (civilian, police, military)

[REGISTER HERE](#)

Programme

09:00 Registration and Coffee
09:30 Opening Remarks: Kirsi Hyttinen, Laurea UAS; Irene-Maria Eich, European Security and Defence College
09:45 Overview of Project: Prof. Anne Holohan, Trinity College Dublin (PI and Coordinator, GAP)
10:00 Soft Skills Training Needs in Peacekeeping Missions: Dr. Róisín Smith, National University of Ireland; Dr. Philip McCready, University of Ulster
10:20 Gaps in Gender Awareness and Cultural Competence in Peacekeeping Missions: Dr. Kamila Trochowska, Warsaw Defence University; Walentyna Trzcinska, Police Academy in Szczecin; Virpi Leimonen, FINCENT
10:40 Coffee Break
10:55 Designing the GAP Curriculum: From Needs to Outcomes: Prof. Vinnie Wade & Prof. Anne Holohan, Trinity College Dublin; Lieutenant Colonel Sean Murphy, Irish Defence Forces & Dr. Michael Cooke, Trinity College Dublin
11:40 Benchmarking GAP Learning Outcomes, Producing a Skills Passport: Stephen Rice & Rowena Timms, Upskill Enterprises Ltd.
12:00 Lunch
13:00 Designing a Game that Delivers Effective Training in Building Trust, Communication, Cooperation, Gender and Cultural Awareness, and Stress Management: Mads Haahr, Peter Williams & Róisín Cotton, Haunted Planet Studios
13:00 Concept 1 presentation and roundtable discussions
13:30 Concept 2 presentation and roundtable discussions
14:00 Concept 3 presentation and roundtable discussions
14:30 Concept 4 presentation and roundtable discussions
15:15-15:30 Closing Remarks: Petteri Taitto, Laurea UAS



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.

3. GAP: The Story So Far....

Gaming for Peace (GAP) was launched in September 2016. GAP is an EU H2020 Framework Programme for Research and Innovation project and the length of the project is 30 months. The main goal of GAP is to develop a curriculum in relevant 'soft skills' (including cooperation, communication, gender and cultural awareness) for personnel from diverse organizations working in the field of conflict prevention, peacebuilding and peacekeeping operations. This curriculum will be embedded in an online role-playing game and renewed and updated by returning personnel playing the game. GAP fills a gap in training and offers an efficient and inexpensive way of delivering universal and standardized training in these skills.

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Although personnel involved in peace operations generally have 'traditional skills', (e.g. intelligence, investigation, weapons handling etc.) soft skills such as communication, cooperation, gender and cultural awareness and negotiation are less well emphasised. The GAP project proposes to fill this recognised training gap; embedding a base curriculum of soft skills that facilitates coordination and relationship building in an environment of organisational, gender and cultural diversity into a digital role-playing game.

The steps in the process so far are identified in the following diagram and in the accompanying sections, reflecting the work done by the Work Packages, and written up in the deliverables that have been completed so far.

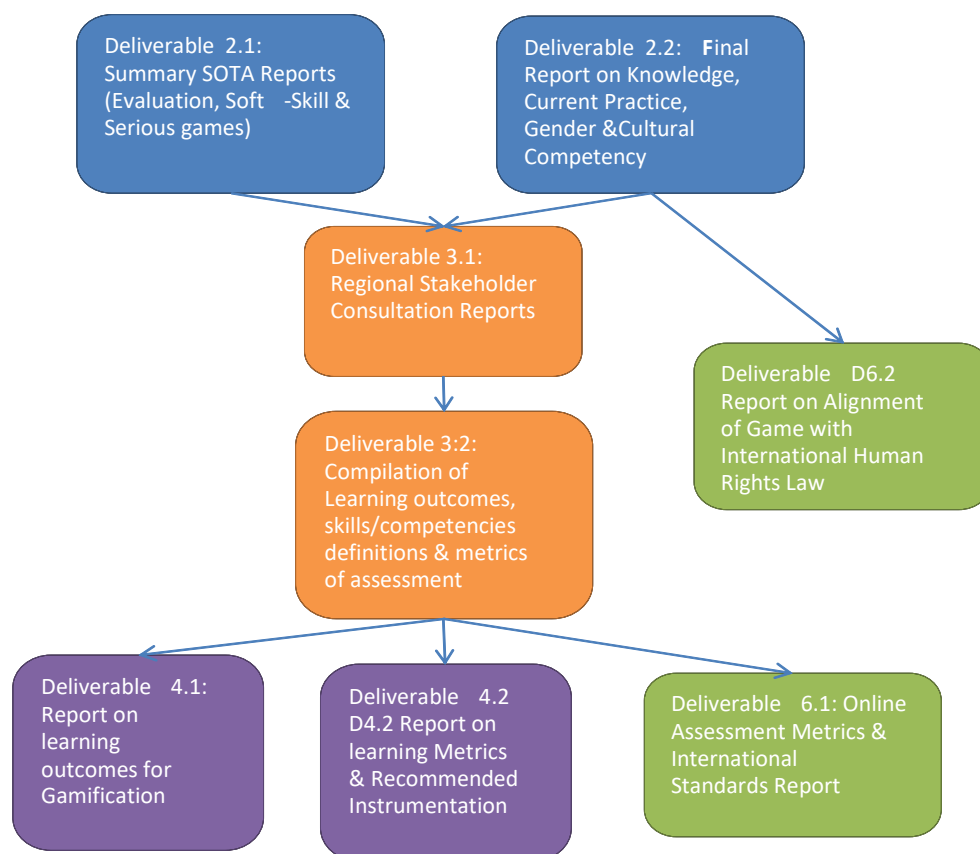


Figure 1: Interlinkages between GAP deliverables

3.1 Step 1: Summary Report of the State of the Art in Evaluation of Conflict Prevention, Peace Building; Soft Skills; Serious Games [Deliverable 2.1]

The context for GAP requires an understanding of how peacekeeping is organized, authorized, regulated, managed and implemented around the world. The European Union is a relative newcomer, and most peacekeeping missions are still under the auspices of the United Nations, with European countries contributing personnel to both EU and UN peacekeeping missions. Globally, there are more military peacekeepers, followed by police peacekeepers (which some deem civilian) and then civil administrators and NGO workers. The gap we identified was training that enabled personnel from these very different organizational types to work effectively together, taking into account the cultural diversity of the personnel from different countries and also the issue of gender, i.e. the difficulty in recruiting female peacekeepers especially as their presence (and gender associated behaviours) positively impact the achievement of mission goals. We focus on military and the police as they hold the power to enforce the peace, and are the most numerous but also most heavily criticized in terms of ability to work together and with other organizations.

There are almost one hundred training centres for peacekeeping personnel in Europe, and hence there is no homogenous model or comprehensive approach. Nor is there a rigorous method of monitoring and evaluating existing training. GAP does both: offers a model that is available to all, through the use of digital technology; and benchmarked to international standards through the ‘skills passport’.

There is also a gap between pre-deployment training and actual mission training and experience in the field. Pre-deployment training is abstract and knowledge based, whereas the learning required for the field is competency based – the appropriate application of skills. Immersive, experiential learning through a digital game gives the verisimilitude of being in the field without the costs that go along with that. Failing is cost free.

The purpose of Deliverable D2.1 is to accurately assess and summarise SOTA (State-of-the-art) approaches in CPPB. The opening section of the report is an evaluation of CPPB in terms of EU development, concepts and training approaches within the European context. We examine the UN approach to crisis management and peacekeeping, and assess worldwide approaches to training, looking at the OSCE, (Organisation of Security Cooperation in Europe) the African Union AU), ASEAN (Association of South Eastern Asian Nations) and other trends in CPPB training. The middle section examines state of the art in soft skills, and the final section examines state of the art in CPPB relevant serious games.

3.1.1. Training

While it is difficult to obtain up-to-date and accurate figures of training facilities, there are upwards of two-hundred and seventy centres, colleges, institutions and academies, worldwide providing training for personnel involved in peace operations or crisis management operations. Almost one hundred of these training providers are in Europe. Finding common ground within all these facilities is a daunting task. Training in these locations cover a whole range of skills necessary to operate in such environments but there is a notable lack of effective training in soft skills.

In the EU, the ESDC (European Security and Defence College) has trained more than 13,000 diplomats, police officers and other civilian and military personnel. The college has a network that comprises of 91 national and multinational training institutes from all 28 EU member states: these include diplomatic, police and defence academies as well as peace universities. In terms of a centralised body for CPPB training in Europe, the ESDC currently provides twenty-four courses on its standardised curriculum that address a broad range of training designed for CSDP deployments. These range from generic soft skills training in mediation, approaches to gender in operations and civilian crisis management to mission specific training for political and military legal advisors. Training is typically delivered through a combination of mandatory Internet-based Distance Learning (IDL) and residential modules, which are outsourced to national defence academies, universities and research institutions of member states. Courses are offered to all personnel involved in CSDP missions including military, police, civil servants and diplomatic staff. In addition, the majority of ESDC courses are also open to UN personnel with the UN Liaison Office for Peace and Security making regular contributions to ESDC pre-deployment training courses in Brussels.

The African Union (AU) is a unique entity in terms of peacekeeping operations in that its member states collectively contribute roughly 50% of uniformed UN peacekeeping personnel while others play host to peacekeeping and CPPB missions. Six of the UN's top ten troop and police contributing nations are AU member states, including the top contributor, Ethiopia.

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. The UN Integrated Training Service (ITS) is part of the UN DPKO which issues comprehensive peacekeeping pre-deployment training standards for civilian, military and police personnel. The UN Secretariat has developed guidance and scenario-based training materials but there is no mechanism to confirm effective delivery of the training.³ UNITAR runs a comprehensive Peacekeeping Training Programme (PTP) alongside Core Diplomatic Training and a Peace making and Conflict Prevention Programme aimed at senior level officials.

While such 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. Online training has gained momentum and is less classroom-based, but this potential for accessible and standardized training has yet to be realized. This is particularly

³ See: UN High Level Independent Panel on Peace Operations, *Uniting our Strengths for Peace*

the case for training that is currently accessible to very few – role-playing in person to train in soft skills. Most approaches in the EU, U.S. or Asian training centres do have courses or elements of courses on gender for instance but this is not consistently applied and it is mostly in the information/lecture format. What is lacking among most training centres are in depth courses on communication, cooperation, gender awareness, cultural nuances, and culture and language differences in particular. Much more needs to be done in terms of reform of training procedures at all levels and developing a coherent curriculum in soft skills, one that is accessible and standardized.

3.1.2. The Soft Skills Approach in CPPB

In practice, given the evolving nature of crisis management operations, a great deal of special training and skills are required as peacekeeping has moved away from the basic military tasks for which soldiers and police are traditionally trained for. The absence of meaningful soft skill training is decidedly absent in law enforcement training and recent reports have emphasised the need for greater understanding with the public as well as within the force on to the benefits of the training. The UK armed forces have recently begun some training of their personnel in this area.

However, there is no consensus on, nor universally accepted, list of soft skills. Soft skills are the personal attributes that allow one to successfully relate to another. It is often easier to capture the meaning of soft skills by reference to what they are not, hard skills, such as technical and knowledge based skills. Common understanding of empathy is trying to understand, as carefully and sensitively as possible the nature of another person's experience, their own unique point of view and what meaning this conveys for that individual. It is a key inter personal skill, a vital component of emotional intelligence and an important soft skill. It aids our ability to understand others by being able to put ourselves in their shoes but also supports and fosters a sense of teamwork and shared goals.

Building effective relationships through the fostering of trust, communication, cooperation, gender awareness and cultural competency are cornerstones of any effective CPPB mission can all be considered soft skills.

In GAP, soft skills identified from previous research from a broad range of sectors (including business, academia, and armed forces) are customized and adapted, and developed from, for scenarios that will fit into the design of game. Soft skills are a vital component of successful conflict prevention and peacekeeping missions and playing immersive games designed to deliver a curriculum of these soft skills is an effective way to train personnel.

3.1.3. Serious Games

The development of curriculum, tools and courses to support peacebuilding has been extensive, particularly in the NGO and Military army spheres. However, there is considerable evidence that soft skills' training has not always been given the priority it requires, especially in interagency contexts. At the same time, the literature confirms that there are considerable opportunities to use gaming as a way to ensure that training for soft skills is mainstreamed within conflict prevention and peacebuilding missions.

The Review of SOTA in Serious Games (SGs) addresses in more detail soft skills and the embedding and delivery of such a curriculum in a Serious Game.

As a result of the popularity of gaming, professional trainers, educators and managers have all sought to utilise the activity by bringing gaming into the training room and classrooms. It is not just gaming to entertain; it is gaming with the specific purpose of educating and furthering the attainment of knowledge. The applicability of gaming for soft skills training is gaining ground given the capacity of gaming to support reflective learning, self-efficacy and reflection on performance. Yet these critical elements require central

components of the game design to feature learning outcomes that are recognizable and measurable as well as feedback on performance and an opportunity to reflect.

The utilisation of this methodology offers up new horizons in terms of equity of access and supporting learning through experience. Serious gaming is a developing area with significant research starting to emerge that helps to underpin the need for strong pedagogical frameworks in terms of learning outcomes, feedback and reflective learning. This aspect does not detract from the gaming element but serves as an important reminder that learning methods remain paramount. A number of FP7 projects that utilised gaming as a method are mentioned to illustrate that there is a growing opportunity regarding the EU's role in innovation around peace making internationally. There is a discussion of how existing approaches to soft skills training are embedded in pedagogical design, delivery and implementation as well as monitoring and evaluation of that training.

It is clear that SGs are a rapidly growing sector in the gaming industry. Role play and simulations in particular, have been frequently applied to the teaching of international relations, particularly so in crisis management, negotiation and mediation. Game based theories, and simulations as 'active learning', have frequently been applied in the teaching of conflict analysis and conflict resolution. Simulation and SGs have been used by government, military, industry and NGOs, and the technology within these fields and continues to be developed and advanced. More refinement is needed when it comes to soft skills. While simulations and role playing in conflict resolution have been employed in various ways and at various levels for many years now, measures of knowledge requirement through gaming is still an ongoing process. Developing soft skills within SGs is also a relatively new sector, as is determining aspects of empathy, leadership, cooperation in CPPB in SGs. Ultimately, the GAP project's aim is the use of serious games to train personnel in soft skills in an effective way.

3.2 Step 2: Regional (Northern, Western, Southern and Eastern European) Stakeholder (Military, Police GAP Partners) Reports [Deliverable 3.1]

The next step was to implement the stakeholder/enduser consultation via indepth interviews with personnel and then to review the outcomes of this stakeholder consultation to identify what soft skills are needed and how they are currently improvised, or not, in practice.

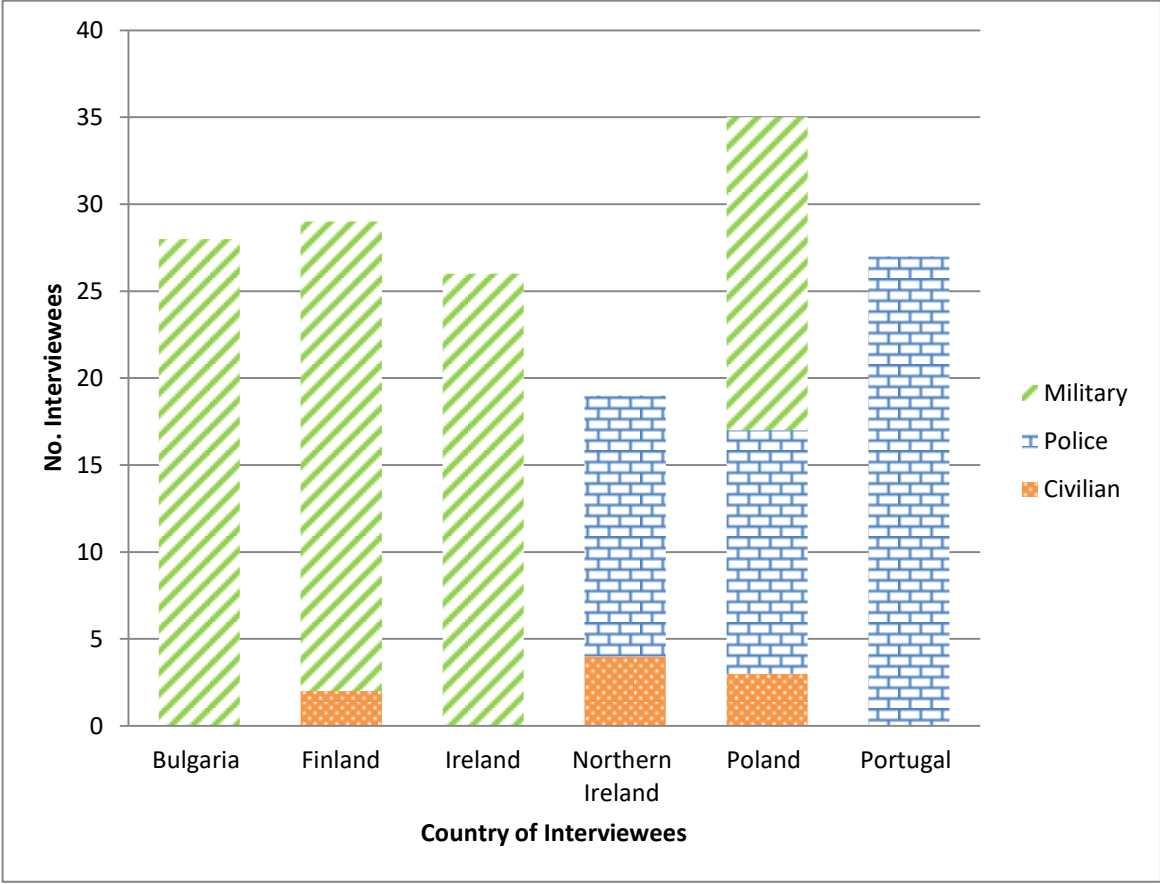


Figure 2: Interviewees in Numbers and Across Sectors by Country

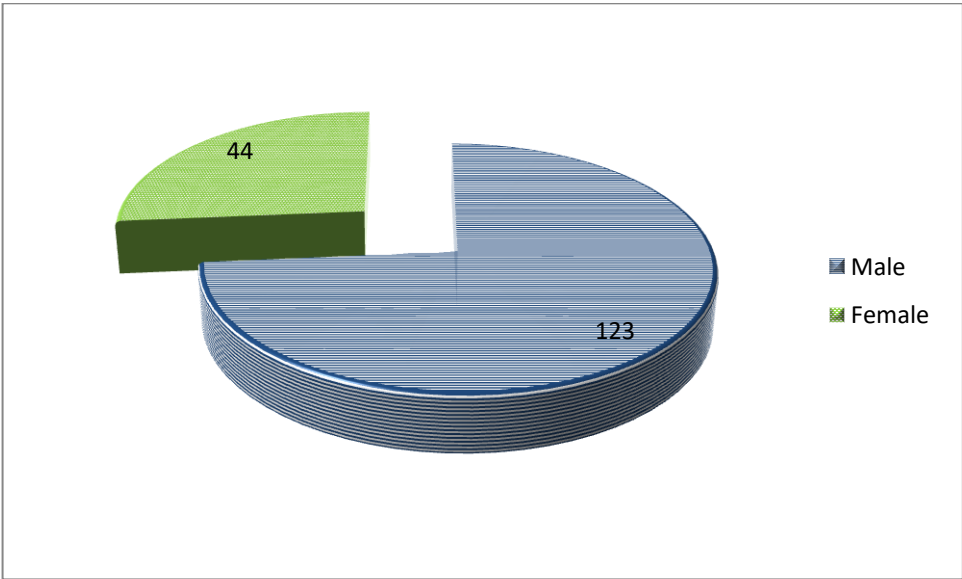


Figure 3: Gender of Interviewees

UU and TCD worked together to produce the methodology package for interviewers: interviewing kit, questionnaire, guides to interviewing, transcribing. The academic partners worked with their local enduser partner to conduct and transcribe the interviews (e.g. TCD with the Irish Defence Forces; University of Ulster with the Police Service of Northern Ireland; the Warsaw Defence University with the Polish military and Polish police; University of Laurea with the Finnish military; TCD also interviewed the Portuguese police and the Bulgarian Military).

167 peacekeeping personnel (military, police, civilian) were interviewed in-depth to identify the soft skills needed and when there is an absence of training, which was the case for almost all of the interviewees, how they managed. In particular, we learnt about how individuals improvised, typically by drawing on experiential learning from their previous employments and deployments, as well as on their natural human skills and capacity to interact and engage with other people (although individuals differ in their ability on this, those who do so successfully, help identify tactics and concrete actions which can be taught to others). We draw on the skills identified as necessary and improvisations to elicit best practices to contribute to the GAP curriculum of soft skills.

The interviewees were drawn from 4 militaries (Finnish, Irish, Bulgarian and Polish), 3 police forces (Northern Ireland, Poland and Portugal) and a small number of civil servants and NGO workers. Hence we had a diversity of organizational type (military, police force, civilians) but also nationality, as East, West, North, South and Central Europe are represented. We are particularly interested in learning about the impact of gender and for that reason, the proportion of women interviewed (approximately one third of the total number interviewed) is much greater than the proportion typically in the field (4%).

There is clear agreement that there is almost no training in soft skills, and that it is urgently needed. It is also clear that there are inter-organizational differences (including military:military as well as military:police and military/police:civilian) and that cultural (national) differences and gender differences, particularly when compounded with cultural differences, can impede or promote operational effectiveness, and the overall level of success of the mission, depending on how they are dealt with by personnel.

This deliverable presents the regional reports of the collated and analyzed data from the partner countries and draws critical conclusions from each report. Each regional report considers three distinct but interrelated themes – communication, cooperation and trust which emerged from the interviews as critical soft skills. In addition the regional reports conclude with advice for future peacekeepers in terms of soft skills based on the responses of key stakeholders and end-users. The concluding chapter of the report discusses the findings with respect to three main areas: communication, cooperation, and trust. Examining these findings, three areas for analysis emerge

- What soft skills are identified as being needed?
- What training did participants receive in soft skills?
- What are the improvisations that people made in the absence of training for these skills?

The review of the data collected from interviews with participants across all the regions indicates support for a coherent, harmonized training strategy in order to ensure a coherent, internationally recognizable training standard. Given the multi-faceted nature of conflict prevention and peacekeeping missions and the impact of an ever-changing international peacekeeping remit the production of the GAP training game is a propitious addition to the training landscape. The virtual learning environment is considered ideal to fill the vacuum observed by interview participants between the inadequacy of classroom based pre-deployment training, both in relation to soft skills and traditional personal security training, with the experienced realities of daily life on mission. The GAP game has the capacity to incorporate a range of situational training scenarios into a demonstrable and tangible learning environment. A significant barrier in precluding the application of soft skills identified by participants concerned the lack of understanding between military, police and non-governmental peacekeepers, consequently a virtual learning experience could add greater awareness of the roles and responsibilities of other organizations and individuals on mission.

3.3 Step 3: Learning Outcomes, Skills/Competencies Definitions

3.3.1. Methods & Metrics of Assessment [Deliverable 3.2]

So far, GAP identified the training gap of soft skills from a literature review of training for peacekeeping personnel, and reviewed the state of the art in research in soft skills and the delivery of soft skills in Serious Games. Another gap was identified in the paucity of means of assessing learning in soft skills in Serious Games.

The purpose of this report is to document how we produce a soft skills curriculum embedded in/delivered through the GAP game with measurable learning outcomes. We produce key competencies, definitions and skills, methods and metrics of assessment and expected learning objectives and outcomes for the curriculum and GAP game scenarios. We map out a suite of assessment methods, including in-game measurement of soft skills, and pre- and post- testing of soft skills awareness and use. This enables us to confirm learning outcomes delivered through GAP game scenarios developed in WP4.

In order to develop a curriculum of soft skills with expected learning outcomes a detailed analysis of the qualitative data from all regions was undertaken, so the curriculum is built from state of the art knowledge and from experiences of peacekeeping personnel themselves. A detailed mapping exercise of macro and micro-level soft skills were identified and collated under distinct but inter-related soft skill themes.

This is done in conjunction with Work Package 6 which addressed the harmonization and standardization of the learning outcomes, benchmarking them against an array of international standards. The standardization of language and measures to be used in soft skills training and an empirical validation of the standardization structure with identified key stakeholders is addressed. The expected learning outcomes from the curriculum and game scenarios are designed as a platform for developing an individual's own ability or skills in achieving competent conflict management, human security and peace building, and can be documented in a universal 'skills passport'.

The main findings point to the need for training in the key soft skills of: Communicating and listening in Peacekeeping; Cooperation; Leadership and Decision-making; Gender and Cultural Awareness in Peacekeeping; Coordination in peacekeeping; Stress Management in Peacekeeping.

This report maps the qualitative data within a framework of military, police and civilian users in order to identify specific core soft skills on an interoperability and interdisciplinary basis. Additionally, given that previous deliverables cited the dichotomy between each organisation and their distinct organisational aims and objectives on mission as impacting on the need and applicability of soft skills within a fieldwork context, it is important to consider whether a user's organisational affiliation necessitates the prioritization of some soft skills over others. It is anticipated that a key value of GAP is that the digital learning environment can enable the incorporation of a multitude of situational scenarios (or vignettes) into an experiential learning setting.

3.3.2. Stages of the Review

This review will comprise distinct but interrelated reports that assimilate to enable the compilation of learning outcomes based upon the soft skills themes identified throughout the review. The review will begin with findings and analysis of task 3.7 that draws on the work undertaken in WP2 and WP3. The objective is to define and expand on the soft skills necessary for CPPB by a comparative methodological approach, including standardization of language and measures.

The second stage of this review builds upon the soft skills identified in task 3.7 and defines a soft skills competency model containing the skills definition and rubrics for their determination. The development of

the competency model enables successive work packages to identify requirements for performance data capture and game instrumentation/mechanics in the GAP application.

The final section of this review compiles learning outcomes based upon the findings of both task 3.7 and 3.9. The expected learning outcomes are predicated upon the main soft skills identified throughout the review. This review and the identified soft skills and associated expected learning outcomes harness the knowledge of key stakeholders and users in cultivating a literature and practitioner driven review of best practices and how they relate to each other, thus guiding the selection of skills to be implemented in WP4, the GAP game. This review integrates both guidelines (soft skills best practice identified in reading) and gaps identified in previous deliverables, and user needs to develop a starting point for an iterative game generated curriculum plus assessment.

3.3.3. In-Game and Out-Game Assessment

The suite of assessment for GAP include in-game metrics and out-game pre and post play measures/tests in the key softskills, with the measures customized from existing measures from other sectors, and from the behavioural data in the GAP interviews. It includes reflection pre and post play and allow for triangulation between self-reported performance in specific soft skills and actual performance in the game.

The metrics for measuring assessment in the game were developed through customizing the BARS methodological approach. Methodology workshops were run by TCD in Ireland, Poland and Finland with endusers (military, police and civilian personnel). They were presented with vignettes selected from the data by Haunted Planet Studios and TCD, and were guided through extracting what they (the peacekeeping personnel) identified as key competencies (soft skills) and anchoring them to observable behaviour in the scenarios, rating the actual and possible alternative behaviours on a 3 point scale.

This is being refined and provides a rigorous means of assessing the learning objectives drawn from the enduser data in the early part of WP3. This process is explained further in Deliverable 4.2.

3.3.4. Annex on Gender

The purpose of the annex is to analyze the interview data and the workshops conducted for the BARS methodology on the basis of gender. This annex could be included with Deliverable 3.1 at a later stage or left as part of the Deliverable 3.2. We draw on the template of the regional analysis as used for the other soft skills in Deliverable 3.1.

Overall, there are significant regional differences in the way gender impacts peacekeeping missions. Personnel from Finland receive the most gender awareness training and their society demonstrates a commitment to gender equality generally and specifically for our purposes in the military and civilian contributions to peacekeeping. However, the numbers and proportions of women to men on missions are still low, and there is a persistence of male dominance in how things are organized and where leadership is assigned. The male Finnish peacekeepers demonstrate a higher gender awareness of the impact of masculinity as well as femininity than male personnel from the other regions in the study. The overall understanding of gender awareness still focuses on women.

The Irish military and Northern Irish police, and Portuguese police have all reached a point where the presence of women is unquestioned, and the obvious benefits of having female personnel to meet the needs of accessing women in other societies are broadly recognized. There is also an unquestioned acceptance of the need for all personnel to have skills which would have traditionally been seen as 'feminine' – communication, cooperation, leadership, decision-making, cultural awareness, and there is recognition that women have a head start in having those skills, whether for reasons of nature or nurture. Gender issues arise in the response they have to the environment they find themselves working in – often in societies where there are very conservative ideas about male and female roles. There is an acceptance, more amongst the

men than the women personnel that the women peacekeepers must abide by the local cultural norms, even if this means they are prevented from executing their duties fully, including that of leadership as the local men would not accept it. Female personnel go along with this for the most part but some object strongly and feel that their right to do their job is being sacrificed to a type of cultural relativism.

Poland, Ukraine and Bulgaria are accepting the fact that women are now part of the landscape of military and police organizations and peacekeeping missions. Stereotypes persist of women, and are held by both men and women, creating challenges for female military and police personnel. There is a fairly rigid idea of what it is to be a soldier and it comprises qualities and skills traditionally associated with masculinity. If a woman can meet these standards she is accepted as a soldier but it is not seen as 'natural' for women to have these qualities. At the same time, there is a growing recognition that there are skills outside the 'male' skill set which are useful on peacekeeping missions. But there is confusion about how to square this with the male military model that still dominates.

There is a clear need for gender awareness, allied with cultural competency, to be part of training for peacekeeping personnel. Such training would provide men and women with the ability to recognize, appreciate and foster in themselves the qualities that are necessary for effective peacekeeping (including communication, cooperation and decision-making). Awareness of how gender roles are different in different societies, including how it shapes agency and power relations, and an awareness of one's own socialized and socially shaped gender identity makes effective engagement in peacekeeping missions much more likely.

One of the most important proposals for addressing the identified gaps is to create some scenarios where the use of "soft", "feminine" behaviour (like communication) leads to solution; scenarios where fluent transition from "feminine" to "masculine" behaviours and/or back is needed (it seems to train flexibility), or scenarios where being a female or male helps (for example, local women gives the female officer information important to the task, or policewomen can enter the local where only women and children are allowed. Also the player's avatar may be a woman, not only in the story about discrimination, but also in other, more "combat" scenarios.

The advice of majority of both female and male participants of the Polish military, was simply to be able to take on a role of the opposite sex peacekeeper, and to be faced with an array of problematic situations that could occur on a mission.

It seems also advisable to allow the male participants role-play as women from the local, culturally different society and rehearse most difficult situations – and vice versa.

3.4 Step 4: Online and Offline Assessment Metrics and International Standards Report [Deliverable 6.1]

The work done by the Consortium partners to identify the needed soft skills through a review of training and literature, and through interviews with peacekeepers, will enable the developers at Haunted Planet Studios, to produce a variety of challenging and authentic scenarios, based upon events with both contemporary and cultural relevance, which incite the trainee/user to practice and front-end their soft skills in an online 'safe space'. The intention is for these soft skills to be tested, and refined in both abstract and defined circumstances to showcase both the flexibility of the skills already possessed by the individual, as well as to provoke the development of skills which are deemed to fall short of expectations for the given scenario. The concentration is not simply on the reinforcement of existing skills, but on the recognition and highlighting of areas in which one may be able to 'up-skill' via employing new behaviour and strategies available through the digital setting of GAP. These skills are then intended to be employed in reality, with the performance in the online scenarios being benchmarked against existing, recognised international standards. It is intended that such a online setting will also allow for the individual to experiment with their soft skills to potentially

encourage more robust and creative applications for such skills when interacting with police, peacekeepers, and the civilian populaces of an array of given cultural, historical, or gendered backgrounds. Gender and cultural awareness will be driven by the experience of role-playing someone of a different gender or cultural background, but the curricula can also include relevant readings and resources, links to relevant UNSCR resolutions, theories of difference, feminist theories and gender-aware empirical evidence. The instruments for the testing of the soft skills pre-and post serious play are benchmarked against international standards.

There is a need to ensure that the end-users are afforded a clear and measurable metric of skills standards provided via the creation of a Skills Passport (using standards linked to the EU Europass Initiative). The intent is for this passport to be based on the principles of ECVET (European Credit system for Vocational Education and Training), which entails the transfer and recognition of skills acquired through the GAP program (alongside previous soft skills attained via deployment) to be recognised alongside formal qualifications. The purpose of this deliverable is to provide a transparent and defined outcome criteria and skills competency analysis, which has been tracked and compared against International Skills Standards, as part of a harmonisation process with European legislation. These strategies are intended to be embedded within GAP, which in turn provides stakeholders with the ability to assess progress and output levels of the program and within the scenarios, with particular reference to the individual's capabilities with decision-making under high stress environments and interaction in a culturally and organizationally diverse mission.

Step 5: Report on Learning Outcomes for Gamification [Deliverable 4.1]

This step identifies which of the GAP curriculum's learning outcomes - taken from deliverable 3.2 - are most suitable for use in the design and implementation of the GAP game, then develops two scenarios to show how those learning outcomes might be used in context.

The general form of game best suited to incorporating the curriculum's soft skills focus is discussed first, with particular regard to trust, empathy, cooperation, communication, and cultural and gender awareness. Multiplayer online games, co-located cooperative games, and single-player role playing games are all considered as potential candidates. Single-player role playing games with a strong narrative focus are determined to be the most suitable of the three. Multiplayer games, amongst other constraints, will bias the assessment of a player's learning experience as other players will make each individual experience vastly different each time.

An important aspect of the GAP project is to ensure the performance of a play-through can be measured against well-defined Learning Objectives. The document then outlines the general criteria that make a learning outcome more or less suitable for the type of game chosen, with an additional priority based on how well the learning outcome incorporates aspects related to trust, empathy, cooperation, communication, and cultural and gender awareness. Generally, learning outcomes related to having experiences - as a character, in a place, etc - are more suitable, while those related to quizzing a player's knowledge or those relying on a player to have full freedom of expression - e.g., in speech, body language, etc - are less so.

All of the learning outcomes from deliverable 3.2 are then ranked accordingly, with the top ~30% considered most suitable for the game listed. The majority of these learning outcomes predictably come from the Cultural Awareness, Gender Awareness, and Communication learning outcome sets.

Two scenarios are presented to illustrate how some of the thus identified learning outcomes might be translated into the game, with an additional note on how the history, politics, and power of individuals and organisations should be kept in mind when creating scenarios.

Finally, the document notes that it is highly likely not all of the most suitable learning outcomes identified will be included in the game, as they may detract from the game's design as it is iteratively developed and refined.

Step 6: Report on Learning Metrics and Recommended Instrumentation (Deliverable 4.2)

This step, along with D4.1 Report on Learning Outcomes for Gamification, is intended to form an input to the detailed GAP game design process. It investigates the processes and instrumentation required to implement in-game and out-game assessment techniques in order to support post-game data analysis. This document is not intended to detail a final design, rather it is an overview of the factors that must be addressed in the detailed design process.

Step 7: Report on Alignment of Game with International Human Rights Law [Deliverable 6.2]

This report gives a review of the current legal framework influencing the delivery of the serious game for peacekeepers, implemented by the GAP-project. As internationally recognised, an effective soft skill training including serious game, has to be built in a way conforming to the relevant international legal instruments, such as the international human rights law, the international peacekeeping legal framework and principles and laws that govern it, the documents providing legal guidance and the impact on the international peacekeeper. All these areas will be therefore addressed in the analysis to be performed under this task, alongside with related areas relevant for serious games, such as terms of use, privacy, security and certification.

In terms of international law, the UN and EU normative framework for peacekeeping missions has been reviewed. This review does indicate that there are a number of key legal concepts that apply to missions and operations, but that none of these are specifically targeted to the content of the game, i.e. soft skills. The existing binding international legislation focuses on international humanitarian law and fundamental rights and there are non-binding guidelines focusing on expected behaviour in the field. However, no normative framework at international level exists in terms of defining the soft skills of peacekeepers.

Next to the review of the law applicable to peacekeeping, a legal review has been done of the requirements for the serious game in terms of data protection, cyber security and certification. This review has resulted in identifying a number of key binding concepts that are to be followed at implementation stage.

Finally, the last chapter combines the results of the previous chapters and lists key international legal concepts that have to be reflected in the content of the game delivered by the GAP-project and the GAP-project gaming platform. These have been listed in two tables, to make it easier to implement and at a later stage review whether these have been complied with once the game is operational. It must be stressed that the review presented in this report is of a general nature, and as such cannot be seen as comprehensive and exhaustive.

Step 8: Communication and Dissemination [Deliverable 7.1 and 7.2]

As a Coordination and Support Action, and as the developer of a curriculum and game, it is critical for the success of GAP that endusers know about GAP and are impressed enough to use it.

Laurea University developed a website www.gap-project.eu, and use this as well as Twitter and Facebook to provide news updates on GAP. A quarterly (to the Project as a whole) newsletter is being produced and disseminated via the Consortium and Advisory Boards, and through the registration list for the GAP one year conference in September 2017.

They monitor dissemination through seeking regular updates from partners.

Several partners are preparing publications and conference presentations on the data and methodologies developed so far through GAP. Due to the interdisciplinary nature of the project, this ensures that our results are being accessed by the disciplines of Sociology, Criminology, Military Studies, Political Science, International Relations, Gender Studies, Computer Science, Education, Gaming and conferences and publications aimed at the intersections of these disciplines. Dissemination is also progressing at key practitioner gatherings, conferences, webinars and assemblies.

A complete listing of dissemination to date will be in the forthcoming Periodic Report.

There is a midterm Conference being held which will be attended by trainers amongst other interested and relevant endusers. This conference is widely advertised and provides an opportunity to showcase the progress of the GAP project and engage with more prospective endusers.

4. Societal Impact – Year One

In this section we review GAP progress towards achieving societal impact, as described in the original proposal. Table one lists the factors upon which GAP seeks to achieve social impact and our progress towards these thus far:

Societal Impact Criteria	Progress thus far
Does the proposed research address documented societal security needs?	Work Packages Two and Three reviewed current state-of-the-art in training for Peacekeeping. Research showed gaps in training in areas such as cultural competency, gender awareness, trust and empathy. WP2 analysis showed a gap in the training of the above mentioned areas and WP3 showed the on-the-ground impact that skills gaps in these areas had on the provision of peacekeeping.
Does the research output meet these documented societal security needs? Will the level of societal acceptance be assessed?	The project is now taking the training gaps identified in WP2 and 3 and using them as the basis of the training game, thus addressing these documented needs. The acceptance of the final game to peacekeeper trainers is of crucial importance to the success for of the project. To ensure that the final product is accepted we have 1) involved peacekeepers in every stage of the GAP project and will continue to do so from the identification of skills and competencies in interviews through the WP3 workshops for developing assessment in the game, to the testing and evaluation of the game and learning outcomes 2) Expert and End-User Advisory Boards were formed at the proposal stage and have been kept updated about the project. Their feedback and advice will be gathered through the mid-term conference and the second-pass survey (WP3 T3.9) and 3)
Does the research address threats to society?	The aim of this project is to assists the EU to develop its military and civilian crisis management capabilities and to improve training for personnel in Conflict Prevention and PeaceBuilding missions. Through interviews with peacekeepers we have identified issues with collaboration and communications between personnel and different European militaries, police and civilian organizations, that may hinder effective peacekeeping. Through this project better understanding and communication between various personnel and agencies will be achieved thus leading to more effective peacekeeping.
Does the proposed research address in an appropriate way these threats?	The identified threats are addressed through the provision of the training game. We received significant support for this approach by the end-user community at the outset of the project and this support has continued to be received.
Do segments of society benefit from the proposed research?	The anticipated end-users for the GAP curriculum and game are peacekeeping training organisations, working with militaries, police and civilian organisations. The personnel from the latter organizations will benefit from a more inclusive and supportive environment, as will the organizations themselves as they become more effective and inclusive, addressing crises of recruitment and interoperability. The host populations in CPPB missions will also benefit as the personnel will be more effective in achieving the goals of preventing conflict. This will particularly benefit women and children as they are disproportionately affected by conflict and post-conflict situations.
Does society as a whole benefit from the proposed research?	The project support EU international action which promotes democracy, the rule of law, the universality and indivisibility of human rights and fundamental freedoms, respect for human dignity. We therefore aim to benefit broader society via more effective peacekeeping.
Are there other European societal values that are enhanced by the proposed research?	The project aims to strengthen a common European identity in regards to peacekeeping, including developing a common perception of threats, a common approach to solving conflicts, and a common understanding of solidarity. Through interviews and workshops with peacekeepers from six European countries we have sought to contribute to understanding of what builds a common European identity and what militates against it, and what can be done through training around inter-operability to make a cohesive identity and modus operandi possible.

5. Next Steps

GAP has achieved much during its first year. As the project moved into the next phase the following major area will provide the main focus of activity

- **Game design:** As work package four moves into its main phase of activity, work on the design for the game, its look and feel, its narrative structure and content, as well as the technical questions of how to embed training and feedback on performance in a way that maintains immersion within a virtual world will be addressed. What broad geographical region the game will take place in, what gameplay behaviours will be used for assessment, and how player data will be stored and managed for analysis are questions to be resolved via activity in this work package.
- **Game evaluation:** To ensure that the eventual GAP game is useful and acceptable to a broad base of users, extensive consultation and evaluation of the game will be carried out. At the mid-term conference several different potential game designs of the game will be presented to the conference attendees for feedback. Peacekeepers from at least five different European countries will test the subsequently selected game and assessment techniques during Work Package Five.
- **In-game and out-game player testing:** The final game will have both in and out-game testing. In game testing will be based on material developed through work package three workshops. This testing will be based on key behaviours identified by workshop participants as outstanding, satisfactory and poor. In what format to feedback these test results to game participants will be determined via work on work packages 4 and 5. The project also provides out-game testing, by which players will complete measures/tests before and after game play. How this will integrate with the in-game testing will be defined in the next phase.
- **Communication and Dissemination:** 167 peacekeepers were interviewed during Work Package Three. This activity has provided the consortium with a wealth of material, and a focus on producing publications and conference presentations will continue into the next phase of the project. We will also plan to publish about the testing and evaluation phases of the game development.

Annex One: Deliverables submitted 1st September 2016 to 31st August 2017

Deliverable Number	Deliverable Name	Work Package Number	Lead Beneficiary	Type	Dissemination Level	Delivery Date from Annex 1	Actual Delivery Date	Comments
1.1	Data Management Plan	WP1	Trinity College Dublin	Report	Public	31 st October 2016	31 st October 2016	
2.1	Summary SOTA Reports (Evaluation, Soft-Skill & Serious games)	WP2	National University of Ireland, Maynooth	Report	Public	31 st December 2016	31 st December 2017	
2.2	Final Report on Knowledge, Current Practice, Gender and Cultural Competency, SOTA, Gap Analysis and Roadmap of Key Actions to Advance SOTA.	WP2	National University of Ireland, Maynooth	Report	Public	28 th February 2017	28 th February 2017	
3.1	Regional Stakeholder Consultation Report (Northern Ireland, Finland & Poland)	WP3	University of Ulster	Report	Public	30 th April 2017	30 th April 2017	
3.2	Compilation of Learning outcomes, skills/competencies definitions and metrics of assessment	WP3	University of Ulster	Report	Public	31 st July 2017	31 st July 2017	
4.1	Report on learning Outcomes for Gamification	WP4	Haunted Planet Studios	Report	Public	31 st August 2017	31st August 2017	

4.2	Report on learning Metrics and Recommended Instrumentation	WP4	Haunted Planet Studios	Report	Public	31 st August 2017	31st August 2017	
6.1	Online Assessment Metrics and International Standards Report	WP6	Upskill Enterprise	Report	Public	31 st July 2017	31 st July 2017	
6.2	Report on Alignment of Game with International Human Rights Law	WP6	Upskill Enterprise	Report	Public	31st July 2017	31st July 2017	
7.1	Dissemination, Communication and Exploitation Plan	WP7	Laurea University	Report	Public	31 st October 2016	31 st October 2016	
7.2	Communications package with project logo, identity guidelines, social media and website	WP7	Laurea University	Report	Public	31 st October 2016	31 st October 2016	
8.3	Copies of opinion or confirmation by the competent Institutional Data Protection Officer and/or authorization or notification by the National Data Protection Authority	WP8	Trinity College Dublin	Report	Public	30 th November 2016	25 th January 2017	Deliverable 8.3 was late because of details in receiving the required approvals in Portugal. The Commission Project Officer as kept fully updated about this situation.
8.4	Detailed information must be provided on the procedures that will be implemented for data collection, storage, protection, retention and destruction and confirmation that they comply with	WP8	Trinity College Dublin	Report	Public	30 th November 2016	30th November 2016	

	national and EU legislation							
8.7	Incidental findings policy	WP8	Trinity College Dublin	Report	Public	30th November 2016	30th November 2016	
8.8	Updated informed consent documents and information sheets. Details on anonymization	WP8	Trinity College Dublin	Report	Public	30th November 2016	30th November 2016	

Annex Two: Milestones achieved between 1st September and 31st August

Milestone Number	Milestone Tile	Related WP Numbers	Lead Beneficiary	Delivery date form Annex 1	Means of Verification	Date Achieved	Comment
1	Kick of Consortium Management Board Meeting	WP1	Trinity College Dublin	30 th September 2016	Minutes of Meeting	8 th September 2016	
2	Establish Ethical Advisory Board	WP8	Trinity College Dublin	30 th September 2016	Board details posted on website	1 st September 2016	
3	Launch of website and social media	WP7	Laurea University	31 st October 2016	Live website	2 nd November 2016	
4	Defined Principles of Conflict Prevention and Peace Building	WP3	University of Ulster	31 st December 2016	Principles circulated and posted on GAP website	9 th November 2016	
	Skill Gap identified	WP3	University of Ulster	1 st June 2017	Principles circulated and posted on GAP website	16 th June 2017	Skills gaps were identified via workshops with peacekeepers. These were time consuming to organise, with the last workshop taking place on the 12 th – thus the milestone was delayed.

Annex Three: Risks and Mitigation actions

Number	Description	Work Package Number	Risk Mitigation measures	State of play regarding risk
1	Loss of critical competencies or of key people in the project.	WPs 1 – 8	We have ensured there is an acceptable level of redundancy both in our contact base at each institutional partner, and among the partners. We have also dedicated proper resources to key areas, so should any key people leave, the worst case scenario is that the project plan has to be revised to enable a new round of recruitment.	No key people have resigned from the project during the first reporting period.
2	Withdrawal of project partners.	WPs 1 – 8	We have ensured that there is an acceptable level of redundancy among the partners, while also purposefully limiting the size of the consortium for the sake of efficiency. While the withdrawal of a partner would be unfortunate for the project, we feel it would not be difficult to fill any gaps left in the short to medium term.	No project partners have withdrawn from the project during the first reporting period.
3	Loss of internal communication and awareness of project activities.	WPs 1 – 8	The project coordinator will ensure via the half time project manager that relationships are maintained with all partners in this modest consortium, and regular checks will be made to ensure partners are clear about progress and on target.	Communications maintained
4	Non-performance of partners.	WPs 1 – 8	The project coordinator will monitor progress in all areas of the project closely against the detailed project plan, and regular checks will be made to ensure partners are clear about	Some problems did arise with partner performance. WSPol had administrative problems with accessing the grant funding; this then delayed their participation in WP3. Through liaising with TCD, PWSU and the Commission this issue was resolved.

			progress and on target.	<p>The PSNI had to comply with legislation which prohibits them from releasing contact details of retired officers. This meant there was an insufficient pool of current PSNI officers who had peacekeeping experience available to participate in the interviews. This situation was resolved by approaching Northern Ireland Overseas Cooperation (NICO), an organisation that facilitated retired PSNI officers to participate in peacekeeping missions, to ask for interview participants from their members.</p>
5	Lack of interest within the user communities of our project.	WPs 1 – 8	The entire rationale behind the partner profile of the project and the Stakeholder Advisory Board, is to manage this risk. By keeping close to our user base from the beginning, and by dedicating resources to managing those relationships, we feel this risk can be avoided.	<p>Dissemination activities have been used to keep user communities engaged with the project. A newsletter has been established and is sent to relevant groups. The mid-term conference is being used to both promote the project to user communities and seek their feedback on the development of the game.</p>