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Deliverable 4.5: Library of Learning Resources

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Introduction

The document provides guidance on where the collated learning resources, collected during the research phase of the GAP project, may support learners post-game play. This is to help when the initial score of the player suggests they need further learning and understanding before re-playing either as the same character or the second character. The resources were found available online for open access by the general public or shared by consortium members where no copyright infringements can apply.

A folder of these materials is stored on the project OneDrive and will be signposted to from within the game at the end of the session. This means the materials will be available online to either support training centres to adapt/improve their GAP curriculum offer, or for individuals to complete self-directed learning.

Many of the resources are UN-centred and created by DPKO, Integrated Training Services, and UNITAR, however the fundamental skills discussed will be applicable across the stakeholder groups. These materials also incorporate UN military and police protocols as well as reviews of the civilian aspects and inputs during peacekeeping missions.

Learning resources will continue to be collected as required, and on development of the game where any additional support needs will become clearer through the testing and evaluation phases. An early taxonomy was created earlier in the project which can be accessed in Appendix 1. This provides the best practice approach to the organisation of which files, however will again be subject to ongoing developments as the terminology and needs of the game and overall curriculum become clearer as end users engage with GAP.

The guidance has been separated by learning criteria titles to support the existing mapping carried out in the script development of the game, support the game designers to provide the appropriate links, and for ease of use by end users once the system goes live. An efficient and intuitive user experience is key to supporting the successful uptake of GAP.

IMPORTANT: The Learning Materials for each of Communication, Cooperation, Cultural Awareness, Gender Awareness, Decision-making, and Leadership are too large to upload to the Portal, so are available at the permanent link:

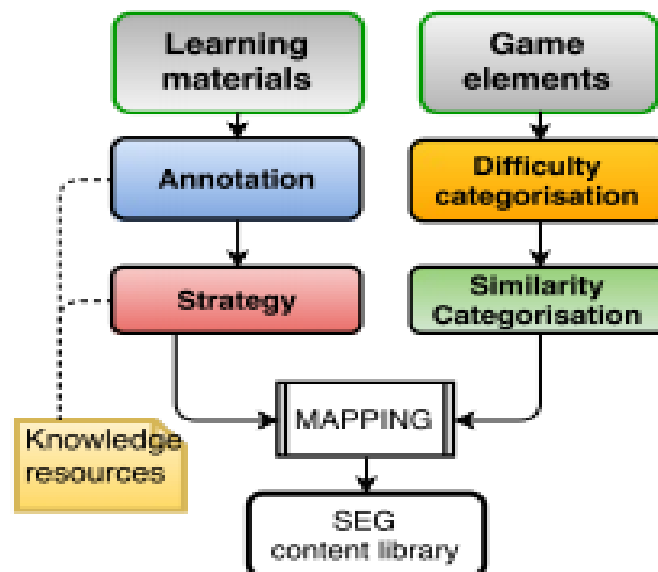
<https://drive.google.com/open?id=1HDfsuUj0qIRbZF15fiwqw2PWytFidaHI>



GAP Library of Learning Materials

The GAP Library of Learning Materials incorporates many different elements that will assist the learner in pre-reading, for example by supplying access to required texts, but also resources that will benefit further learning and knowledge post-game. GAP will avail of documented sources within CPPB, in text, image, audio or video format for the library. In this way, the library is similar to what authors' Rosyid, Palmerlee and Chen have referred to as an 'alternative development framework' for serious educational games (SEG). Specifically, the library of materials has an important function and purpose supporting the game, aiding learners to recall information used while playing the game and enhancing the learner's knowledge of specific skills.

Figure 1. SEG (Serious Educational Games) An Alternative Development Framework¹



For instance, 'knowledge space of an SEG refers to all the relevant learning materials consisting of items to be learned by a player...the ideal properties for learning materials originate from its inherent description provided by reliable education resources (e.g. syllabus) and the representation of the knowledge (e.g. text, image, audio or video). Hence, annotation operates in the natural

¹ See Harits Ar Rosyid, Matt Palmerlee, Ke Chen. (2016). 'Deploying learning materials to game content for serious education game development: A case study. Research Article. <https://arxiv.org/pdf/1608.01611.pdf>



descriptions of the learning materials with little involvement from experts.’² As such, ‘the education content space provides comprehensive detail to initiate the strategy for delivering the learning materials...Consequently, with an established strategy, players will recall the knowledge accordingly.’³

In the alternative framework development for SEG, difficulty categorisation and similarity categorisation are provided given the differences in the ability of users. ‘Difficulty categorisation provides games for players with different abilities for playing the game,...meanwhile, similarity categorisation benefits the large space of the content which provides abundant choices of games which support repetitive sessions of learning.’⁴

The content from the Library will include all dimensions of CPPB, from peace making, peacekeeping, and crisis management to more enhanced reading of soft skills training within CPPB. For example, Rubinstein’s ‘Culture and Interoperability in Integrated Missions’ is a significant learning resource in terms of understanding how individuals from diverse backgrounds work together in unfamiliar surroundings and with local populations. Rickovic’s ‘Stress Factors and Positive Aspects of International Military Operations’ and ZIF’s ‘Stress Management in Peace Operations’, an in depth study on how stress factors affect peacekeeping are examples of other resource material within the library. In addition, required reading on peacekeeping missions, UN-EU cooperation, crisis prevention strategies, as well as factors in soft skills training are all incorporated into the library of learning materials. Particular videos and audio background information is supplied through YouTube channels, vimeo and other formats, allowing the game participants to avail of all necessary and up-date knowledge of the very complex and complicated nature of international conflict prevention, peacebuilding and peacekeeping.

² Ibid.

³ Ibid.

⁴ Ibid.



Library of Learning Material Potential Formats

Below are two ideas of potential formats for the learning library as seen and experienced by users.

Selected resources for your study

Books, journals and databases have been selected for each area of study to give you an idea of what is available.



Ebooks

Ebooks are like traditional books but are available online



Ejournals

Ejournals are similar to magazines but the content is checked for its academic quality and they are available online





Library Resources	
Selected resources for your study	
Explore library resources	
Databases	
Ebooks	
Journals	
Dictionaries, thesauri and encyclopaedias	
Biographies	
Books	
Conference papers	
Country information	
Datasets	
External libraries and catalogues	
Images and sound	
Law cases	
Legislation and official publications	
News sources	
Open research collections	

Online Resources

Support materials available online are important both for accessibility and to remain at the forefront of developments in both soft skills and peacekeeping. There may on occasion be issues with availability if links change which may require an annual check to ensure all links remain working, and those that aren't are removed and replaced.

Online support materials collated during work package 2 research conducted in the GAP project has been included against the relevant criteria in the following sections of this document.

Films and Video Resources

The consortium hopes to grow the video library aspects of the learning resources over the coming months. As with other online resources hard copies will be sought in favour of hyperlinks to ensure



longevity of accessibility. With this in mind the following links are considered to be long-term due to the nature of the UN systems and processes.

UN Peacekeeping Resource Hub. <http://research.un.org/en/peacekeeping-community/Training>

This is the main routing website. By selecting the core pre-deployment training link users can access all the modules available and the catalogue of films. These are also listed below with full hyperlinks.

Module 1

- [The United Nations: It's Your World \(6:52 minutes\)](#)
- [Courage for Peace \(7:40 minutes\)](#)
- [In the Cause of Peace \(13:31minutes\)](#)

Module 2

- [Rule of Law, Peace and Security \(6:48 minutes\)](#)
- [2011: An extraordinary year for human rights \(4:00 minutes\)](#)
- [Syria: Torture and Punishment \(4:54 minutes\)](#)
- [Side by Side – Women, Peace and Security \(32:44 minutes\)](#)
- [Women Count for Peace: Open Days on Women, Peace and Security \(4:40 minutes\)](#)
- [Women in Peacekeeping: The Power to Empower \(8:03 minutes\)](#)
- [Mandated to Protect: Protection of Civilians in Peacekeeping Operations \(43:12 minutes\)](#)
- [Shielding the innocent: UN seeks to boost protection of civilians in armed conflict \(1:54 minutes\)](#)
- ["I'll be their voice" - UN Envoy on Sexual Violence in Conflict \(3:15 minutes\)](#)
- [Democratic Republic of Congo – The Survivors \(3:03 minutes\)](#)
- [A Child's Fate - Child Protection and Peacekeeping \(12:22 minutes\)](#)
- [Children in armed conflicts: Ishmael Beah speaks of the devastation of war \(6:13 minutes\)](#)
- [UN investigates South Sudan tribal clashes \(2:06 minutes\)](#)
- [South Sudan forces heading to flashpoint town \(1:39 minutes\)](#)
- [Situation tense in South Sudan \(1:23 minutes\)](#)

Module 3

- [UN Peacekeeping Is \(Long Version\) \(3:10 minutes\)](#)
- [To Serve With Pride \(24:24\)](#)

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- [UN Special Coordinator discusses response to SEA \(1:12 minutes\)](#)
- [Beyond Scarcity \(5:20 minutes\)](#)
- [UN Peacekeeping: Challenges from the field today and tomorrow \(4:39 minutes\)](#)

UN Peacekeeping Media Resources

UN Films can be found on YouTube: <https://www.youtube.com/user/unitednations>

UN Videos: <http://www.un.org/en/sections/news-and-media/un-video/index.html>

UN Audiovisual Library: <http://www.unmultimedia.org/avlibrary/>

UN Web TV: <http://webtv.un.org/>

UN News Centre: <http://www.un.org/news/>

Introduction to UN Peacekeeping <https://www.youtube.com/watch?v=6Hx0pcenbN8>

Women in Peacekeeping <https://www.youtube.com/watch?v=w0VkgYzrD84>

Criteria 1: Communication

E-Guide to UN Peacekeeping Operations and Field Support: Communication relevance

The following chapters and modules from the e-guide will support the communication criteria:

- 4.2 Information Flow and Access
 - 4.2.1 Information Classification and Sensitivity
 - 4.2.2 Access & Distribution of Information
 - 4.2.3 Tools to Share Internal Unclassified Information
 - 4.2.4 Tools to Share Operational Information
 - 4.2.5 Tools for Political and Operational Research
- 4.3 Communications
 - 4.3.1 Correspondence
 - 4.3.2 Public Communications
 - 4.3.3 Media Guidelines for UN Officials



SD2 Interaction (liaison) between actor 1 2016

This PowerPoint presentation to provide a basic understanding of the interactions between the parties operating in the field and military liaison in general. It does this through the PSOCC focus on:

- Cooperation, liaison and coordination in a multicultural PSO environment on a tactical level
- To develop and improve the working skills of the individual learner in order to be able to work in a multicultural environment and enhance interoperability
- To develop interaction skills
- To develop reporting skills

SD3 Technical interaction skills 2 2016

This PowerPoint presentation explains the importance of individual interaction skills including to:

- Explain the impact of body language
- Explain when and how to use open and closed questions
- Explain the verbal impacts of using a foreign language

SD5 Work with Language Assistant PSOCC 1 2016

This PowerPoint helps the learner to be familiar with the principles and aspects of working together with a language assistant and preparing to meet a language assistant.

Online resources

ENTRI II: Europe's New Training Initiative for Civilian Crisis Management. <http://www.entriforccm.eu/e-learning.html> provides free e-learning or links to other providers of free e-learning including:

- UN Peacekeeping Operations
- Mentoring and Advising
- Police
- Mediation & Negotiation
- The Sphere Project
- Security
- Anti-Corruption



‘Good Practices in Basic Police Training – Curricula Aspects by the Senior Police Adviser to the OSCE Secretary General SPMU Publication Series Vol.5. 2009. (Hardcopy also saved)
<http://www.osce.org/secretariat/109933?download=true>

Despite the police focus the basic skills described and revised will work for many stakeholders. This document can support self-directed refresher learning or by training designers to support their own programmes within the GAP curriculum. Topics include:

- Cultural diversity
- Ethics and codes of conduct
- Report writing
- Communication
- Note-taking

NATO document ‘Lessons Learned in Peacekeeping Operations’. (Hardcopy also saved).

http://www.nato.int/docu/peacekeeping_lessons/peacekeeping-lessons-eng.pdf

Topics include:

- Role of Neighbouring Countries
- Civil-Military Relations
- Public Relations
- Communication and Information Systems
- Information and Intelligence
- Personnel and Administration

Criteria 2: Cooperation

E-Guide to UN Peacekeeping Operations and Field Support: Cooperation relevance

The following chapters and modules from the e-guide will support the cooperation criteria:

- 2.1.2 Mandated Mission Tasks
- 2.1.8 Trends
- 2.1.9 Reforms
- 2.2 An Overview of the Peacekeeping Mission Context
- 2.2.1 Brief Introduction to Mission Start Up Processes and Mechanisms
- 2.2.2 Mission Structure
- 2.2.3 Mission Components

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- 2.2.4 Conduct and Discipline in Peacekeeping Missions
- 2.2.6 Joint or Integrated Mission Structures
- 2.3 Other Peace and Security Activities Related to Peacekeeping
- 3.4 Agencies, Funds and Programmes Associated with Peacekeeping
- 3.4.1 Mechanisms for Collaboration: Committees, Boards, Working Groups and Task Forces
- 4.1 Organizational Learning

[SD1 Co-operation level and responsibilities PSOCC 1 2016](#)

This PowerPoint presentation guides learner to understand diversity of co-operation levels and responsibilities at the field level.

[Civil-Military Cooperation in UN Peace Missions – The Need for a New Holistic Mission Approach](#)

A study of modern multi-disciplinary peace missions, and the lessons learnt regarding coordination and cross-agency working.

[UNHCR and working with the Military](#)

The purpose of this training module is to assist staff members and associated personnel to achieve a better understanding of the relationship between UNHCR and the military, and thereby to contribute to more effective cooperation. It is intended to provide information which will be useful in the field. Much of the content of this module speaks to new experiences for UNHCR or less tangible aspects of working relations. Lessons learned by colleagues in past and present operations in which UNHCR has had the benefit of military support are the main source of information. These materials make no claim to be exhaustive. They should not be taken as a set of guidelines or a field manual. What you will find is the kind of information that will help you develop a productive relationship with members of the military.

[Civil Affairs Handbook: Chapter 3 | Cooperation and integration](#)

This chapter describes key structures and actors within UN peacekeeping missions, discusses integrated missions, the UN Country Team and non-UN partners and looks at coordination and cooperation between these stakeholders.



Communication in civil-military cooperation

The role of Civil-Military Cooperation (CIMIC) units in the contemporary peace support operations is significantly increased. Moreover, they have become more deeply engaged with people of different national and organizational cultures. This multicultural peacekeeping environment is rife with communication difficulties. This paper considers this, best practices and recommendations for improvements.

Webs Not Walls: International Organizations as Networks and Hierarchies in Kosovo.

An example and explanation of cooperation between the military, police, civilian services, and local population, in Kosovo. PhD Dissertation, UCLA, Anne Holohan, 2002. PDF.

Online resources:

Abiew, Francis. *From Civil Strife to Civic Society: NGO-Military Cooperation in Peace Operations*.

Carleton University: Ottawa, 2003

<http://www.pdtglobal.org/EIPdata/Library/Analysis%20and%20Reform%20of%20Peacekeeping%20Operations/CivMil%20and%20NGOs.pdf>

ENTRI II: Europe's New Training Initiative for Civilian Crisis Management.

<http://www.entriforccm.eu/e-learning.html> provides free e-learning or links to other providers of

free e-learning including:

- Inter-Cultural Competence
- UN Peacekeeping Operations
- EU | CSDP
- Mentoring and Advising
- Police
- Security

'Good Practices in Basic Police Training – Curricula Aspects by the Senior Police Adviser to the OSCE Secretary General SPMU Publication Series Vol.5. 2009. (Hardcopy also saved)

<http://www.osce.org/secretariat/109933?download=true>

Despite the police focus the basic skills described and revised will work for many stakeholders. This document can support self-directed refresher learning or by training designers to support their own programmes within the GAP curriculum. Topics include:

- Cultural diversity



- Gender issues
- Ethics and codes of conduct
- Human rights
- Report writing
- Communication
- Stress management
- Note-taking

NATO. 'Lessons Learned in Peacekeeping Operations'. (Hardcopy also saved).

http://www.nato.int/docu/peacekeeping_lessons/peacekeeping-lessons-eng.pdf

Topics include:

- Planning
- Coordination Among Troop Contributing Nations and With Implementing Organisation
- Coordination Among Institutions (including Humanitarian Aspects and Refugees)
- Civil-Military Relations
- Operations
- Information and Intelligence

Criteria 3: Cultural Awareness

E-Guide to UN Peacekeeping Operations and Field Support: Cultural distinctions relevance

The following chapters and modules from the e-guide will support the cultural distinctions criteria:

- 2.1.3 Fundamental Principles of Peacekeeping
- 2.1.4 Additional Success Factors
- 2.1.5 Types of Peacekeeping Missions
- 2.1.6 The Role of Troop and Police Contributing Countries in United Nations Peacekeeping



CultureWise Cultural Awareness training exercises

This free Intercultural Training Exercise Pack offers easy-to-use intercultural and cultural awareness learning activities that can be added as a useful additional element to any in-house training courses run by nations, training centres or agencies, including management development programmes.

It contains 15 cultural awareness training activities which provide a ready-made source of suitable cross-cultural and cultural awareness training activities.

Health & Human Cultural sensitivity and cultural competence

Developed by the Aged and Disabled Quality Council and the Cultural Sensitivity Committee in the USA this resource has some self-directed learning as well as activities and a quiz which trainers may want to use.

Culture and Interoperability in Integrated Missions

Integrated missions require people from diverse backgrounds to work together and to work with local populations with whom they may be unfamiliar. In both instances, cultural differences can present challenges or opportunities. This article extends a model of how culture affects interoperability among members of an integrated mission – horizontal interoperability – to the understanding of how culture affects an integrated mission’s work with local populations – vertical interoperability. The article identifies seven principles of action which allow integrated missions to take account of culture in engaging local populations.

US Peace Corps Volunteers Cross-Cultural Understanding

This workbook, Culture Matters, guides learners through a typical cross-cultural experience. It also allows learners to record their thoughts and feelings. It contains a variety of exercises, as well as stories and quotations from Volunteers who have served, from experts on cross-cultural training, and from locals in host countries. It explains crossing cultures is a dynamic, complex process, where context is everything. The workbook helps learners to adapt and function in the situations they find themselves in, to understand the values and beliefs behind behaviour, and, ultimately, how to interact with others.

Cultural Intelligence for Special Forces Personnel

Cultural Intelligence (CQ) has eight chapters. Chapter one describes the science behind the ability to assess the four components of CQ: drive, knowledge, strategy, and action. Chapter two continues the explanation of these four components, using vignettes and personal accounts to emphasize the importance of CQ. Chapter three puts CQ into a strategic context and notes how mirror imaging can have important international and strategic consequences—sometimes favorable and sometimes

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adverse. Chapter four provides an in-depth discussion of the CQ assessment process, using the lead author's personal CQ assessment results as an exemplar. Chapter five discusses the relationship between CQ and operational design, which is a relatively new analytical procedure designed to help military planners address irregular warfare threats. Chapter six explains the 10 cultural clusters and describes how important having knowledge of the clusters can be to the geographically oriented Special Forces Groups. Chapter seven reviews how Special Forces soldiers can improve their CQ. Russell D. Howard, Greta Hanson, and Carly Laywell (2016). (Hardcopy also saved)

http://jsou.libguides.com/ld.php?content_id=27160524

It is from the SIETAR website; <https://www.sietareu.org/resources/free-tools-and-materials>

Ethics in Peacekeeping

LESSON 2 – CULTURAL AWARENESS: 2.1 Concept of Culture and its Importance; 2.2 Dangers; 2.3 Culture in Peace Operations; 2.4 Understanding Cultural Differences; 2.5 Building Cultural Awareness.

LESSON 6 – HUMAN RIGHTS FOR PEACEKEEPERS: 6.1 What are Human Rights?; 6.2 The Legal Basis for Human Rights; 6.3 Human Rights and Host Countries; 6.4 International Humanitarian Law (IHL); 6.5 Examples of Human Rights Violations; 6.6 Applying Human Rights in a Peacekeeping Environment.

LESSON 8 – UN GUIDELINES AND PROCEDURES ON DISCIPLINE FOR UNIFORMED PEACEKEEPERS: 8.1 Off-Duty Misconduct; 8.2 Consequences of Violations of the Code of Conduct; 8.3 Protecting Human Rights and Gender; 8.4 Legal Status of Peacekeepers and Jurisdiction for Violations; 8.5 Command Responsibility for Human Rights Discipline; 8.6 Loyalty towards Comrades-in-Arms; 8.7 Uniformed Peacekeepers' Duty to Act; 8.8 Essential Principles on Human Rights Conduct; 8.9 Courses of Action.

Online resources

In addition to its own programmes, Save the Children also worked with other agencies in programming and advocacy efforts to promote the value of child protection training. This has included collaboration with the DPKO, UNICEF and other organisations at both the national and international level: Assessment of Knowledge, Attitude and Behavioural Change Among Security and Defence Forces Experiences and Lessons from East, West and Central Africa. (Hardcopy also saved)

<http://www.ibcr.org/wp-content/uploads/2016/06/Assessment-of-knowledge-attitude-english-1.pdf>

Basit, Abdul. Ed. *The Global Muslim Community at a Crossroads: Understanding Religious Beliefs, Practices, and Infighting to End the Conflict*. ABC CLIO: Santa Barbara, 2012

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<http://books.google.pl/books?id=nChhcYeaOqsC&pg=PA125&dq=understanding+islam+2012&hl=pl&sa=X&ei=PLmKT7DzKYvntQbpnuDnCW&ved=0CFAQ6AEwBg#v=onepage&q=understanding%20Islam%202012&f=false>

ENTRI II: Europe's New Training Initiative for Civilian Crisis Management. <http://www.entriforccm.eu/e-learning.html> provides free e-learning or links to other providers of free e-learning including:

- Inter-Cultural Competence
- UN Peacekeeping Operations
- EU | CSDP
- Mentoring and Advising
- Mediation & Negotiation
- International Humanitarian Law
- Human Rights

'Good Practices in Basic Police Training – Curricula Aspects by the Senior Police Adviser to the OSCE Secretary General SPMU Publication Series Vol.5. 2009. (Hardcopy also saved) <http://www.osce.org/secretariat/109933?download=true>

Despite the police focus the basic skills described and revised will work for many stakeholders. This document can support self-directed refresher learning or by training designers to support their own programmes within the GAP curriculum. Topics include:

- Cultural diversity
- Gender issues
- Ethics and codes of conduct
- Human rights

McFate, Montgomery. "The Military Utility of Understanding Adversary Culture". *Joint Forces Quarterly*, Issue 38, (p. 42-48). (Hardcopy also saved). <http://www.au.af.mil/au/awc/awcgate/jfq/1038.pdf>

NATO. 'Lessons Learned in Peacekeeping Operations'. (Hardcopy also saved). http://www.nato.int/docu/peacekeeping_lessons/peacekeeping-lessons-eng.pdf

Topics include:

- Coordination Among Troop Contributing Nations and With Implementing Organisation



- Coordination Among Institutions (including Humanitarian Aspects and Refugees)
- Role of Neighbouring Countries
- Civil-Military Relations

Trochowska, Kamila “International experiences in operationalization of culture for military operations – field research results”. *Connections: The Quarterly Journal*, Volume 13, Issue 3, George C. Marshall European Center for Security Studies: Garmisch-Partenkirchen, 2014, p. 83-103, (Hardcopy also saved) <http://connections-qj.org/article/international-experiences-operationalization-culture-military-operations-field-research>

UN Peacekeeping Resource Hub. <http://research.un.org/en/peacekeeping-community/Training>
Lesson 3.2 Respect for Diversity - <http://research.un.org/revisedcptm2017/Module3> (Hardcopy also saved)



Criteria 4: Decision-making

Conflict Series

Redirection link to UNITAR free course: Conflict Series 1-3 - The course is a self-guided, self-paced, web-based course that is on-going and can be accessed at any time. The material is presented in an interactive visual and text format with web-based reference resources. Multiple choice quizzes at the end of each lesson serve a dual function of assessing and evaluating the students' understanding and retention and provide a further didactic function by reviewing the content. This gives learners a basic understanding of the importance of conflict analysis, and a set of tools and methods to start conducting their own.

Series 1 – [What is Conflict?](#)

Series 2 – [Conflict Analysis](#)

Series 3 – [From Conflict to Peace](#)

E-Guide to UN Peacekeeping Operations and Field Support: Decision-making relevance

The following chapters and modules from the e-guide will support the decision-making criteria:

- 1.3.2 Policy Evaluation and Training Division
- 1.3.3 Joint Management Forums at Headquarters
- 1.3.4 Integrated Task Forces
- 2.2.7 Substantive Key Issues Across Peacekeeping Operations
- 2.2.8 Collaboration Beyond the Peacekeeping Mission
- 2.1.1 Legal Foundation for Peacekeeping Operations
- 2.2.5 Security Management in Peacekeeping Missions
- 3.4.1 Mechanisms for Collaboration: Committees, Boards, Working Groups and Task Forces
- 4.1.3 DPKO/DFS Knowledge Sharing Tools
- 4.1.4 Other Knowledge Sharing and Briefing Opportunities
- 5.5 Ethical Conduct



GO 0 UN, NATO, EU and AU PSO approach 1 2017

This PowerPoint presentation provides a recap on the core agencies, principles and concepts of peacekeeping including command and control, human rights, inter-agency roles and responsibilities.

Online resources

Allen, Ross, Frederik Rosén and Kristoffer Tarp. 2016. DIIS Report 2016:10. 'Preparing for Protection of Civilians in United Nations Peacekeeping Operations.' (hardcopy also saved)
http://pure.diis.dk/ws/files/731173/DIIS_Report_2016_10_Web.pdf

ENTRI II: Europe's New Training Initiative for Civilian Crisis Management.
<http://www.entriforccm.eu/e-learning.html> provides free e-learning or links to other providers of free e-learning including:

- UN Peacekeeping Operations
- Security Sector Reform
- Mediation & Negotiation
- Project Cycle Management
- Security
- International Humanitarian Law
- Human Rights

NATO. 'Lessons Learned in Peacekeeping Operations'. (Hardcopy also saved).

http://www.nato.int/docu/peacekeeping_lessons/peacekeeping-lessons-eng.pdf

Topics include:

- Planning
- Civil-Military Relations
- Command and Control



Criteria 5: Gender Awareness

United Nations Police Gender Toolkit: Standardised best practices on gender mainstreaming in peacekeeping, First Edition, 2015 is a comprehensive collection of lessons, case studies and best practice tools. These cover the range of knowledge, understanding and performance required in the GAP learning criteria for gender sensitivities. It includes the following:

- 3 modules
- 10 lessons
- A compendium of 41 case studies
- A compendium of 130 project tools

The tables below list the relevant lessons, case studies and project tools against the learning criteria as mapped in Deliverable 4.4.

Ethics in Peacekeeping

LESSON 3 – GENDER AND PEACEKEEPING: 3.1 Gender versus Sex; 3.2 Gender Roles; 3.3 Gender Discrimination; 3.4 Gender and Human Rights; 3.5 The Impact of Conflict on Women; 3.6 Protecting Gender Rights and Sexual Relations in PKOs.



Module 1: Capacity building of UNPOL officers on gender mainstreaming

Lesson	Case Study	Project Tool	Document title in Learning Library
Lesson 1: Understanding Gender Mainstreaming (UN Policing)	Case Study 1: UNMIT Gender Thematic Working Group Case Study 2: Child Protection Unit in UNMIS Case study 3: Embedding gender expertise in the Police Division, DPKO, United Nations Headquarters Case study 4: United Nations Mission in Sudan: The work of co-located UN Police Gender Officers in the Reform, Restructuring and Rebuilding department Case study 5: United Nations Mission in Chad: The work of the UN Police Gender Adviser and Gender focal points Case study 6: Survey on the selection, recruitment, career advancement and working conditions of female police peacekeepers in UNMIL, UNMIT, UNMIS in 2009-2010	Project Tool 1: Definition of gender-related terms Project Tool 2: Checklist on international human rights legal instruments and standards on women's rights Project Tool 3: Security Council Resolutions on Women, Peace and Security Project Tool 4: Checklist on the operationalisation of Security Council Resolutions 1325 et al. focusing on gender mainstreaming Project Tool 5: Terms of Reference for Police Assessment Mission Project Tool 6: Police Assessment Mission Report Project Tool 7: Gender perspectives in the Police Concept of Operations Project Tool 8: Template on gender-related issues mainstreamed in United Nations Police concept of operations Project Tool 9: Checklist on needs assessment on gender and United Nations Policing activities in the field mission Project Tool 10: Mapping of stakeholders Project Tool 11: Checklist for a SWOT Analysis Project Tool 12: Checklist for developing SMART objectives Project Tool 13: Checklist for implementing strategic objectives Project Tool 14: Sample UNPOL Work Plan on implementation of gender specific goals and objectives Project Tool 15: Checklist for involving community partners and stakeholders Project Tool 16: Checklist on implementation Project Tool 17: Standardised Terms of Reference for the Police Division Gender Officer	Gender training modules: Module 1 Lesson 1 (PDF & PP) Module 1 Lesson 2 (PDF & PP) United Nations Police Gender Toolkit Compendium of Case Studies United Nations Police Gender Toolkit Compendium of Project Tools
Lesson 2: Integrating Gender Specific activities in United Nations Police plans and mentoring and training			



Lesson	Case Study	Project Tool	Document title in Learning Library
Lesson 2: Integrating Gender Specific activities in United Nations Police plans and mentoring and training	Case study 7: Sexual exploitation and abuse by police peacekeepers	Project Tool 18: Terms of Reference for the Police Division Gender Officer at the Standing Police Capacity (SPC) Project Tool 19: Terms of Reference for a UNPOL Gender Adviser at field mission Headquarters Project Tool 20: Post Description of a United Nations Police Gender Focal Point Project Tool 21: Terms of Reference for a UNPOL Co-located Gender Officer for Reform and Restructuring Project Tool 22: Terms of Reference for a UNPOL Co-located Gender Officer/Focal Point at Sector and Team site levels Project Tool 23: United Nations Police Gender Adviser Project Tool 24: Terms of Reference for a UNPOL Co-located Investigator at the headquarters, sector and team site levels Project Tool 25: Checklist for monitoring and evaluation Project Tool 26: UNPOL Daily Report Project Tool 27: UNPOL Weekly Report Project Tool 28: UNPOL Bi-annual Report Project Tool 29: Checklist questionnaire on gender aspect of planning, development and implementation of UNPOL projects, activities and operations Project Tool 30: Standardised Questionnaire for United Nations Police Gender Focal Points Project Tool 31: Matrix UN Police gender operational framework short, medium and long term with indicators	



Module 2: Capacity building of host state police on promoting gender equality

Lesson	Case Study	Project Tool	Document title in Learning Library
Lesson 1: Developing, implementing, and monitoring and evaluating a gender equality policy	<p>Case study 8: Sexual harassment in the police</p> <p>Case study 9: Sexual exploitation by police officers</p> <p>Case study 10: Sexual abuse by police officers</p> <p>Case study 11: National consultation with female police officers for gender mainstreaming in the Sierra Leone Police</p> <p>Case study 12: The UN Secretary-General's Network of Men Leaders and other empowerment programmes to partner with men in eliminating violence against women</p> <p>Case study 13: Development of a policy on gender equality and gender mainstreaming and a policy sexual harassment, sexual exploitation and sexual abuse Sierra Leone Police</p>	<p>Project Tool 41: Checklist for integrating gender perspectives into policy development</p> <p>Project Tool 42: Template for stakeholder analysis</p> <p>Project Tool 43: Policy Committee Terms of Reference Template</p> <p>Project Tool 44: Sample strategy for developing a policy on gender equality for the police</p> <p>Project Tool 45: Sample Action Plan template for developing a gender equality policy</p> <p>Project Tool 46: Template concept note for a national consultation workshop with police officers on gender mainstreaming</p> <p>Project Tool 47: Sample survey for police officers on selection, recruitment, career advancement and working conditions in the police</p> <p>Project Tool 48: Sample survey on sexual harassment</p> <p>Project Tool 49: Model Policy on Gender Equality and Gender Mainstreaming in the Police Organisation</p> <p>Project Tool 50: Model policy against sexual harassment, exploitation and abuse in the workplace</p> <p>Project Tool 51: Model Terms of Reference for the Office of Gender Equality</p> <p>Project Tool 52: Sample strategy for implementing policies on gender mainstreaming and the prohibition of sexual harassment, sexual exploitation and sexual abuse in the police</p> <p>Project Tool 53: Template Action plan for implementing a policy on gender equality</p> <p>Project Tool 54: Checklist for a training curriculum on preventing</p>	<p>Gender training modules:</p> <p>Module 2 Lesson 1 (PDF & PP)</p> <p>Module 2 Lesson 2 (PDF & PP)</p> <p>United Nations Police Gender Toolkit Compendium of Case Studies</p> <p>United Nations Police Gender Toolkit Compendium of Project Tools</p>



Lesson	Case Study	Project Tool	Document title in Learning Library
	<p>Case study 14: Development of a gender policy and a strategic implementation plan in the Liberia National Police</p> <p>Case study 15: Establishing an Office for Gender Equality and implementation of gender mainstreaming in the Kosovo Police</p> <p>Case study 16: Establishing a Gender Affairs Section in the Liberia National Police</p>	<p>gender discrimination in the police organisation</p> <p>Project Tool 55: Checklist for a training curriculum on preventing sexual harassment, sexual exploitation and sexual abuse in the police organisation</p> <p>Project Tool 56: Checklist for integrating gender concerns into policies within the police</p> <p>Project Tool 57: Template for a monitoring and evaluation framework</p> <p>Project Tool 58: Template for a report on implementing a gender policy</p> <p>Project Tool 59: Template for a report on implementing a policy on sexual harassment, sexual exploitation and sexual abuse</p>	
Lesson 2: Recruiting and retaining female police officers	<p>Case study 17: Establishing a Gender Advisory Office in the National Police of Timor-Leste</p> <p>Case study 18: Chad Police female recruitment initiative</p> <p>Case study 19: Liberia National Police education support programme for female candidates</p> <p>Case study 20: Burundi female police motivation and empowerment initiatives</p>	<p>Project Tool 60: Checklist for assessing female police recruitment</p> <p>Project Tool 61: Needs assessment questionnaire</p> <p>Project Tool 62: Terms of reference of the Recruitment Committee</p> <p>Project Tool 63: Checklist for reviewing and developing a job description for a police officer</p> <p>Project Tool 64: Checklist for developing a recruitment brochure targeted at women</p> <p>Project Tool 65: Checklist on advertising a career in policing for women</p> <p>Project Tool 66: Checklist for application and screening of applicants</p> <p>Project Tool 67: Sample Police Application Form</p> <p>Project Tool 68: Checklist for physical tests and medical examination</p> <p>Project Tool 69: Checklist for intellectual aptitude tests and psychological assessments</p> <p>Project Tool 70: Checklist on oral assessments</p> <p>Project Tool 71: Checklist on background investigations and vetting</p>	



Lesson	Case Study	Project Tool	Document title in Learning Library
		Project Tool 72: Template strategy for increasing the recruitment of female police officers Project Tool 73: Template action plan for increasing the recruitment of female police officers Project Tool 74: Checklist on non-discriminatory processes and criteria for promotions Project Tool 75: Checklist on non-discriminatory performance appraisals Project Tool 76: Checklist on implementing family-friendly policies Project Tool 77: Checklist on creating a mentoring programme Project Tool 78: Focus points for conducting a motivational workshop for female police officers Project Tool 79: Checklist for developing effective awards and recognition programmes	

Module 3: Capacity building of host state police on preventing and investigating sexual and gender-based violence (SGBV)

Lesson	Case Study	Project Tool	Document title in Learning Library
Lesson 1: Understanding SGBV and conflict-related sexual violence	Case study 21: United Nations Mission in Liberia: Competent UNPOL Women and Children Protection adviser at the rescue Case study 22: Two cases of	Project Tool 80: Checklist on international human rights legal instruments and standards relevant to children's rights Project Tool 81: International definitions of certain acts of sexual violence Project Tool 82: Checklist SCR sexual violence Project Tool 83: Checklist for implementation of Security Council and	Gender training modules: Module 3 Lesson 1 (PDF & PP)



Lesson	Case Study	Project Tool	Document title in Learning Library
(CRSV)	violence against women with disabilities	UN Police resolutions related to sexual and gender-based violence in conflict	Module 3 Lesson 2 (PDF & PP)
Lesson 2: Conducting SGBV-related needs assessment	Case study 23: Women and Children protection Desks, Philippine National Police Case study 24: Vulnerable Persons Unit, Timor-Leste National Police Case study 25: Child Protection Units in the police Case study 26: Women and Children Protection Units, Chad Police Case study 27: Vulnerable Persons Unit, Guinea-Bissau police Case study 28: Domestic Violence Unit and Trafficking in Human Beings Unit, Kosovo Police Case study 29: Women and Children Protection Section (WACPS), Liberia National Police	Project Tool 84: Relevant Documents to Consider During Desk Research Project Tool 85: Sample Questionnaire for an Assessment on Police SGBV Policies and Guidelines Project Tool 86: Sample Questionnaire for a Training Assessment Project Tool 87: Sample Questionnaire for a Needs Assessment on Training for Police Investigators Project Tool 88: Sample Questionnaire for an Assessment on Police Facilities in Receiving SGBV cases Project Tool 89: Sample Questionnaire for Specialised SGBV Units Project Tool 90: Sample Questionnaire for a Victim Support Assessment Project Tool 91: Checklist for Conducting a SGBV Needs Assessment in the Host State Project Tool 92: Template of the Assessment Report	Module 3 Lesson 3 (PDF & PP) Module 3 Lesson 4 (PDF & PP) Module 3 Lesson 5 (PDF & PP) Module 3 Lesson 6 (PDF & PP) United Nations Police Gender Toolkit Compendium of Case Studies United Nations Police Gender Toolkit Compendium of Project Tools
Lesson 3: Developing	Case study 30: Sudan Police Case study 31: Multi-agency	Project Tool 93: Stakeholder analysis questionnaire Project Tool 94: Terms of Reference for the Policy Committee Project Tool 95: Template Policy on the prevention and investigation	



Lesson	Case Study	Project Tool	Document title in Learning Library
SGBV policies and standard operating procedures	Collectives: Rwanda and Jordan Case study 32: United Nations Mission in Liberia crimes analysis unit Case study 33: Establishing a referral network of support services for victims of sexual and gender-based violence in	of crimes related SGBV Project Tool 96: Model policy on Police Investigation of crimes related to sexual and gender-based violence Project Tool 97: Model Standard Operating Procedures on Police Investigation of rape and sexual offences Project Tool 98: Model standardised training curriculum plan Project Tool 99: Training preparation checklist Project Tool 100: Remote training preparation checklist Project Tool 101: Standardised training evaluation	
Lesson 4: Adopting a victim-centred approach	Timor-Leste Case study 34: Referral pathway for service providers from the Inter-agency Standing Committee (IASC) Case study 35: Referral Network Poster and Directory of Assistance for Victims of Human Trafficking and Domestic Violence in Timor-Leste	Project Tool 102: Checklist on guiding principles for a victim-centred approach Project Tool 103: Checklist on do's and don'ts for victim sensitive communication Project Tool 104: Five basic steps to establish a referral network Project Tool 105: Terms of Reference template for a referral network Project Tool 106: Referral Pathway Guide Project Tool 107: Service Provider Contact Sheet template Project Tool 108: Service Provider Form	
Lesson 5: Establishing SGBV investigative structures	Case study 36: Medesins sans frontières (MSF) provides medical support to survivors of rape in Burundi, DRC and Liberia Case study 37: PRADET (NGO) Shelter in Timor-Leste	Project Tool 109: Concept Note Template Project Tool 110: Project Proposal Template Project Tool 111: Sample detailed costing table Project Tool 112: Terms of Reference Template Project Tool 113: Overview of Duties and Responsibilities within the SGBV Unit Project Tool 114: Sample Organigramme of the SGBV Unit Project Tool 115: Structure of the SGBV units at the central, regional	



Lesson	Case Study	Project Tool	Document title in Learning Library
	<p>Case study 38: Child Protection Referral Guidelines from Timor-Leste</p> <p>Case study 39: Liberia Ministry of Justice Sexual and Gender-based Violence Crimes Unit – success cases</p> <p>Case study 40: Detachement Integre de Securite (DIS) and IDP and Refugee Camps in Chad</p> <p>Case study 41: Community Aid posts in IDP Camps in Sudan (UNMISS)</p>	<p>and station level</p> <p>Project Tool 116: Organigramme of the Headquarters Specialised SGBV unit</p> <p>Project Tool 117: Sample strategy on SGBV Prevention and Investigation</p> <p>Project Tool 118: Sample Action Plan on SGBV Prevention and Investigation</p> <p>Project Tool 119: Matrix on expected outcomes, outputs and activities</p> <p>Project Tool 120: Template for UNPOL incident report on SGBV</p> <p>Project Tool 121: Template for a weekly/monthly tally of SGBV cases</p> <p>Project Tool 122: Monitoring and Evaluation Template</p> <p>Project Tool 123: Sample indicative timetable</p>	
Lesson 6: Applying problem solving techniques to SGBV		<p>Project Tool 124: Mentoring host State police</p> <p>Project Tool 125: Building trust with women and children's groups</p> <p>Project Tool 126: Foot patrols</p> <p>Project Tool 127: Checklist on effective and ineffective partnerships</p> <p>Project Tool 128: Checklist on problem identification using the CHEERS model</p> <p>Project Tool 129: Checklist on problem response using the PIERS model</p> <p>Project Tool 130: Checklist on problem resolution</p>	



Gender Matters

Redirection to UNITAR free online course: [Gender Matters](#) - What is Gender? The term gender has become central in contemporary literature about development, security and conflict. It is often invoked in post-war contexts in relation to the disproportionate and unequal effects of war on men and women. But what do we mean by the term gender, especially when we are referring to individuals and relations at local and global levels? This course offers various lenses through which you can look at the complex concept of gender and the inequalities that exist in your environment.

Online resources

Bevan, Marianne. 2011. 'The Hero Stuff' and the 'Softer Side of Things': Exploring Masculinities in Gendered Police Reform in Timor-Leste. MA Thesis, Victoria University. Available at (hardcopy also saved)

<http://researcharchive.vuw.ac.nz/xmlui/bitstream/handle/10063/1905/thesis.pdf?sequence=2>

'Good Practices in Basic Police Training – Curricula Aspects by the Senior Police Adviser to the OSCE Secretary General SPMU Publication Series Vol.5. 2009. (Hardcopy also saved)

<http://www.osce.org/secretariat/109933?download=true>

Despite the police focus the basic skills described and revised will work for many stakeholders. This document can support self-directed refresher learning or by training designers to support their own programmes within the GAP curriculum. Topics include:

- Cultural diversity
- Gender issues
- Ethics and codes of conduct

Ivanovic, Alexandra. 2014. 'Why the United Nations Needs More Female Peacekeepers.' (Hardcopy also saved) <https://unu.edu/publications/articles/why-un-needs-more-female-peacekeepers.html>

Polchar, J., Sweijts, T., Marten, P., & Galdiga, J. 2014. LGBT military personnel a strategic vision for inclusion. The Hague: The Hague Centre for Strategic Studies. (Hardcopy also saved). Available at http://hcss.nl/report/lgbt_military_personnel_a_strategic_vision_for_inclusion_1

UN Peacekeeping Resource Hub. <http://research.un.org/en/peacekeeping-community/Training>



Lesson 2.4 Women, Peace and Security - <http://research.un.org/revisedcptm2017/Module2>
(Hardcopy also saved)

UNSC Resolution 1325 (2000). Landmark resolution on Women, Peace and Security. (Hardcopy also saved) Available at <http://www.un.org/womenwatch/osagi/wps>.



Criteria 6: Leadership

Strengthening Civilian Capacities to Protect Civilians: Unarmed Civilian Protection

Redirection to UNITAR free online course: [Strengthening Civilian Capacities to Protect Civilians: Unarmed Civilian Protection](#) - The aim of this advocacy presentation is to raise awareness for and increase understanding of UCP. It starts by explaining the need for UCP, followed by an introduction to its key principles and methods, and finally describing how it fits into wider protection efforts and global discourses.

E-Guide to UN Peacekeeping Operations and Field Support: Leadership relevance

The following chapters and modules from the e-guide will support the leadership criteria:

- 1.3.3 Joint Management Forums at Headquarters
- 1.3.4 Integrated Task Forces
- 3.4.1 Mechanisms for Collaboration: Committees, Boards, Working Groups and Task Forces

SD4 Meeting & Negotiation PSOCC 1 2016

This PowerPoint presentation provides a basic understanding of negotiations/meetings, and their use as a tool in liaison activities including the phases of a meeting.

SD6 Information Management PSOCC 1 2016

This PowerPoint gives an understanding of information management procedures including the exploitation phase of liaison activities and different types of reports.

SD7 Reporting PSOCC 1 2016

This PowerPoint gives an understanding in report writing and guidelines for report writing procedures within daily situation reports.

Preparation of Leaders to Make Decisions in Peacekeeping Operations

The current operational environment requires adaptable, flexible, and resilient leaders capable of effective decision-making. The ideas presented are a start point for further study for producing the knowledge that officers need on today's field of operation.

Online resources

The first component looks at the available literature on the subject of knowledge management with regard to CSDP missions and operations. The study then draws upon short case-studies from the 21



missions and operations to-date with a specific focus on the lessons identified and (possibly) learned in practice. The study concludes with a number of recommendations targeted at how the lessons learning processes could be improved. DG External Relations Policy Department. CSDP Missions and Operations: Lessons Learned Processes. (Hardcopy also saved)
[http://www.tepsa.eu/download/CSDP%20Missions%20and%20Operations-%20Lessons%20Learned%20Processes%20\(DG-%20External%20Policies\).pdf](http://www.tepsa.eu/download/CSDP%20Missions%20and%20Operations-%20Lessons%20Learned%20Processes%20(DG-%20External%20Policies).pdf)

ENTRI II: Europe's New Training Initiative for Civilian Crisis Management.
<http://www.entriforccm.eu/e-learning.html> provides free e-learning or links to other providers of free e-learning including:

- Inter-Cultural Competence
- UN Peacekeeping Operations
- Security Sector Reform
- Mentoring and Advising
- Mediation & Negotiation
- Security
- Anti-Corruption
- International Humanitarian Law
- Human Rights

'Good Practices in Basic Police Training – Curricula Aspects by the Senior Police Adviser to the OSCE Secretary General SPMU Publication Series Vol.5. 2009. (Hardcopy also saved)
<http://www.osce.org/secretariat/109933?download=true>

Despite the police focus the basic skills described and revised will work for many stakeholders. This document can support self-directed refresher learning or by training designers to support their own programmes within the GAP curriculum. Topics include:

- Human rights
- Report writing
- Communication

NATO. 'Lessons Learned in Peacekeeping Operations'. (Hardcopy also saved).
http://www.nato.int/docu/peacekeeping_lessons/peacekeeping-lessons-eng.pdf



Topics include:

- Planning
- Coordination Among Troop Contributing Nations and With Implementing Organisation
- Coordination Among Institutions (including Humanitarian Aspects and Refugees)
- Role of Neighbouring Countries
- Civil-Military Relations
- Public Relations
- Command and Control
- Operations
- Communication and Information Systems
- Information and Intelligence
- Personnel and Administration



Criteria 7: Stress management

Confronting Trauma

Redirection to UNITAR free online course: [Confronting Trauma](#) - The overall aim of this module is to introduce the international humanitarian, development and UN communities to the large unmet need for psychological trauma care and therapy. It starts by describing the different types of stress and trauma and the dire consequences these can have. After the description of the magnitude of the problem, the module then presents some recent innovations in the field of psychology that have opened up dramatic new possibilities, which hold the promise of an effective response at scale. Going to scale, in turn, poses new challenges and opportunities to the main stakeholder audiences for this module.

E-Guide to UN Peacekeeping Operations and Field Support: Stress management relevance

The following chapters and modules from the e-guide will support the stress management criteria:

- 5.7 Resources for Staff and Their Families
- 5.8 Insights and Perspectives from DPKO/DFS Staff

Stress Management in Peace Operations

A study on the different stresses and impacts of these on civilian actors during operations. Some support evidence and explanation of core concepts for either self-directed learning or trainer support.

Stress Factors and Positive Aspects of Deployment to International Military Operations

This study has three specifications: a) To investigate stress factors encountered during deployment to Afghanistan, b) To examine positive and negative feelings during deployment phases, and c) To identify positive aspects of deployment.

Online resources

ENTRI II: Europe's New Training Initiative for Civilian Crisis Management. <http://www.entriforccm.eu/e-learning.html> provides free e-learning or links to other providers of free e-learning including:

- Stress Management
- UN Peacekeeping Operations



'Good Practices in Basic Police Training – Curricula Aspects by the Senior Police Adviser to the OSCE Secretary General SPMU Publication Series Vol.5. 2009. (Hardcopy also saved)
<http://www.osce.org/secretariat/109933?download=true>

Despite the police focus the basic skills described and revised will work for many stakeholders. This document can support self-directed refresher learning or by training designers to support their own programmes within the GAP curriculum. Topics include:

- Communication
- Stress management

UN Peacekeeping Resource Hub. <http://research.un.org/en/peacekeeping-community/Training>
Lesson 3.10 Stress management - <http://research.un.org/revisedcptm2017/Module3> (Hardcopy also saved)



Appendix 1:

Introduction to taxonomy and intelligent content

A taxonomy is a classification system for information and data. It forms an essential tool of the development of intelligent content which is the way to deliver the right content to the right user at the right time in the right way.

Intelligent content isⁱ:

Structurally Rich: Structure is the first and most important aspect of intelligent content because all the other aspects depend on it. Although this includes the structure of individual pieces of content (i.e. a learning resource has an introduction, a body of information, and a conclusion, as well as an author reference and related images), more importantly, this refers to the structure of our content model. Our content needs to be compatible between organizations, types and formats in order for the GAP game and library of resources to have the ability to accurately aggregate, direct and act as expected.

Semantically Categorized: Semantically means “related to meaning”, and in the framework of intelligent content, semantic content means that content must be tagged with metadata. Metadata provides information about our content that allows the right content to be found and organized in countless ways.

Automatically Discoverable: Simply means that our content must be able to be easily found. Including the right metadata makes it easier for both content owners, consortium members and end users to find and use our content collated within the library of resources.

Reusable: Through the lens of intelligent content, “reusable” means using existing components of content in multiple ways. This goes beyond simply recycling a content idea into another format—it also includes the other components of intelligent content. For example, reusing author information among different kinds of content formats.

Reconfigurable: When content is reconfigurable, it can be re-organized in a number of ways (alphabetically, by subject, etc.). In a Content Hub, for instance, custom streams can be created to organize content according to a certain topic, format, or persona. This is important because it allows users to have a highly tailored content experience.



Adaptable: Adaptable content goes beyond responsive design. Intelligent content can automatically adapt to the person receiving it, regardless of the time of day, device, location, or other factors in the delivery.

The graphic below, from Content Marketing Institute helps to visualize an example of a content model:



If set up properly, content can be easily accessible and adaptable to multiple channels with little or no human intervention after the initial stages, contributing to GAP's sustainability and legacy



planning. In turn, this will also reduce the time and resources it takes to develop, review and maintain the learning library content strategy.

The first steps in thinking about intelligent content are:

1) Think about the content in “chunks.” Can you collect consistent content around something so that you can present it in multiple ways?

2) Create a taxonomy for the content. The taxonomy consists of the primary categories across all of the content; with sub-categories further defining these. Every single piece of content including academic journals, PowerPoint slides, training materials, blogs, interviews, reports, lecture records (including audio or video files), handbooks, all learning materials need to be tagged with one or more categories. This allows easy search results, easy linking to game play and easier grouping of related content.

The taxonomy is a set of chosen terms used to retrieve content, making search and browse capabilities of content and documents truly functional. At a primary level these follow the seven criteria titles: communication, cooperation, cultural distinctions, decision-making, gender sensitivities, leadership and stress management. Using a consistent taxonomy for content helps the consortium to understand the information it holds, identify gaps, and aids future developments. As mentioned above this should be an evolving process with additional categories added as research continues.

Rationale for taxonomy

GAP taxonomy proposed design
Roles and responsibilities: <ul style="list-style-type: none">• Governance board – define taxonomy strategy and the appropriate type of content.• Taxonomy team - ensure the value of content placement and tags/metadata• Content owners - publish content and apply metadata
Understanding the content



- Tagging: each document or resource needs to be tagged both within the item and the title to ensure easy categorisation and strong search results. Doing this as it is saved rather than all at once will save time and support the various research activities of the project. Use only the tags given to avoid time in re-tagging. It is proposed that the title will contain the first or upper level categorisation, and the classification terms for second and third level data is added within the body of the document.
- Clean out old or obsolete content: before saving to the shared drive check you are saving the latest version, or if historic copies are necessary explain this in the metadata log sheet. Read the content before tagging to ensure it does not refer to old directives, legislation or policies. It is also important to check any hyperlinks included are still live; if not then where possible the author should be contacted and a new hyperlink requested. If no new link is available and the resource is dependent on this information then it would be categorised as obsolete and not included.
- Items may be organised into multiple categories: once classified e.g. as a soft skill in communication, then a resource may be valid within multiple categories e.g. in peacekeeping, in preventive diplomacy, in peace building etc. and should be saved in each of these. This is not duplication, it is providing directed pathways for support.
- Minimise number of 'clicks': information needs to be easy to access when it is linked to the game, generally when using online tools within 1 or 2 clicks. When adding to categories avoid adding detailed sub-categorisation where possible, and think of the end user journey.
- Flexibility and redundancy: tab two of the metadata log allows for new categories and classifications to be suggested with an associated 'Misc.' Folder in the shared drive
- Topical taxonomy: we have compiled this initially taxonomy at the start of the project in Nov 2016. Terminology may develop and change before the end of the project, any consortium members who notice this are encouraged to record this in tab two of the metadata log for Upskill to change accordingly after agreement at PMB.

Assumptions made in taxonomy:

- Audience: peacekeepers using the serious game. This may include new starts, experienced staff and those in complementary fields e.g. field logistics, NGOs
- Publishers: consent to use the resource will have been agreed with the original publisher



before the content is used within the serious game. Standard copyright rules should be followed

- Platform: the learning resources will be saved initially on the GAP shared drive before being hosted on a secure cloud system linking directly to the serious game
- Content: learning resources can include documents, videos, software, and other materials to assist users to the expectations for learning as defined in the learning outcomes/curriculum and in line with the assessment requirements. For instance, academic journals, PowerPoint slides, training materials, blogs, interviews, reports, lecture records (including audio or video files), handbooks, can all be learning materials. High quality learning resources which achieve the best possible match with the real, present and anticipated needs of learners should be added, and which take full account of the range of the learner body in terms of ability, gender, age, ethnicity, learning style, disability and “fragility”.
- Limitations: content for all categories and classifications may not already exist. This can inform and support the gap analysis and the exploitation/commercial opportunities of GAP in the future.

Suggested process for defining taxonomy:

- A taxonomy should be broad, shallow, simple and elegant; 3-10 top-level categories; 2-5 levels deep with focus mainly on the top-level concepts. We should also consider existing schemes e.g. industry standards and/or local/generic practice which can be mirrored and make end navigation by users more intuitive
- A taxonomy is usually established or agreed following a literature review in order to identify the search strings used during literature review to identify appropriate sources for development of taxonomy. An example from the EU defence sector is shown in Appendix 1.
- Next, we provide a set of summary tables categorised according to their objectives, the means used to achieve these objectives, the players who carry out the efforts, and the sequence of their implementation, for instance, in four descending layers:
 - Lifecycle – the stage at which a skill or competence is used in the development of learning and the game
 - Functional competence group – the overarching functional group or avatar comprising



each lifecycle

- Occupation – the peacekeeping and field operations occupations which make up each functional competence group;
- Skills coverage – an indicative breakdown of the typical soft skills coverage comprising each occupation.

Questions

The following questions need to be answered to allow continued work on the development of the taxonomy:

1. Is the recommended approach suitable to GAP taxonomy development (the roles and responsibilities, the aims and the assumptions made)? If not, what changes are needed?
2. Which criteria are in game and which stand in the wider curriculum?
3. If a learner is struggling to achieve a behaviour is there addition learning required or just link to criteria not BARS?
4. What is the expected self-direct learning
5. Once initial draft is complete, who needs to review/be aware of the taxonomy within the consortium?
6. Any other issues to take into consideration?

ⁱ <https://hub.uberflip.com/blog/the-complete-idiot-s-guide-to-intelligent-content> Accessed 09/12/16