GAP GAMING FOR PEACE

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Development and integration of 'Skills Passport' Report

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Contents

Executive Summary

The primary objective of GAP is to develop a soft skills curriculum, a digital game for the delivery of the curriculum, and assessment of changes in levels of soft skills. This had to be benchmarked against international standards, with the goal of positive movement on the continuum of each of Communication Competence, Gender Awareness and Cultural Competence.

CPPB relevant soft skills were identified in early work packages by investigating existing training practices, thorough literature reviews on soft skills and peacekeeper training, and through in-depth interviews with military, police and civilian personnel, the GAP end users. The results of this research lead to the development of seven comprehensive learning outcomes: Communication Competence, Gender Awareness, Cultural Awareness, Cooperation, Decision Making, Leadership, and Stress Management. All these areas of learning were benchmarked against international standards including those from the UK, Ireland, Finland, South Africa and more. The Consortium decided to focus on three of these soft skills in the first iteration of the GAP curriculum and game to ensure the quality of outputs to end users within the project timescales.

The storyline and content of the game were developed drawing from the real scenarios, characters, issues and events in the interviews, and these were embedded with the learning objectives to ensure delivery of the curriculum, and the achievement against the international standards. Assessment of knowledge and ability in the selected three soft skills learning objectives of the curriculum in soft skills is completed both in-game and out-game to ensure rigour. In-game assessment was developed using the GAP BARs methodology, and out-game assessment uses pre- and post-game questionnaires using the Likhert scales to gauge movement along the continuum of these soft skills. The evaluations have demonstrated through the scores that GAP does make a measurable and positive contribution to increasing competence in the soft skills specified. Feedback also indicated that the way to maximize the pedagogical value of GAP is to deliver it over 2 or 3 days in a blended learning environment (i.e. combination of individual and classroom group work).

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.

Introduction

This deliverable and final report addresses the GAP Skills Passport. It goes through the process of mapping the learning criteria, which are based on standards, against the assessments, as they have also been mapped in to the gaming scripts, so completing the circle of consistency and quality checks. It will provide the EQF level and the credits to associate with the tested curriculum comprising of cultural awareness, gender awareness and communication. It will decide the data required for the Skills Passport to ensure the maximum potential and ease for home nation recognition.

The report explores different processes and systems in recognition of prior learning, skills recognition across Europe and qualification development to create the most useful Skills Passport that will be relevant to military, police and civilian actors from across the region. The key aim is to make sure that what the learner walks away with after passing the GAP programme makes sense and is transparent to them, their employer and any awarding and/or recognition bodies they may approach for formal accreditation. This has a range of benefits including to:

- support individual's career progression and their mobility between roles, organisations and potentially nations
- build trust from employers in the GAP programme to give their workforce the skills needed in deployment to build successful missions
- create transparency and credibility with recognition bodies considering giving formal accreditation/certification of the programme
- avoid duplication of learning by evidencing achievements in detail saving time and money for employers and learners, as well as saving patience/willingness to learn
- show cost-benefit balance for employers to invest in upskilling.

Mobility of learners and an increasing range of digital credentials offers an exciting future for the GAP programme and associated Skills Passport, two trends which are anticipated to only grow more and more over the next decade. Exploring these gives a clear pathway for the Skills Passport to continue to evolve as both the wider curriculum comes online, and as any further soft skills programmes are added. The Skills Passport comes at a time when nations develop their national qualifications frameworks to support the movement of citizens through their careers and through their lives.

Purpose

Upskill Enterprise, with the support of the UK National Qualifications Frameworks experts specifically on European programmes, has produced a Skills Passport through which learners and assessors can track the performance of learners and be assured that all stages of the programme have been matched against the learning outcomes. In the modern age of education, cost efficiencies and vocational learning, individuals and organisations are looking for innovative ways of developing personal and workforce skills without impacting on productivity or incurring high costs.

Employers often struggle to understand the range of learning that an employee, or prospective employee, 42% of employers admit to rejecting CVs due to a lack of understanding, while the majority find the jargon and acronyms candidates use confusing, according to research published by City & Guilds[i]. The purpose of this deliverable is provide transparency, credibility, trust and understanding through the use of recognised and relied on methodologies at a European level.

This deliverable has focused on researching and establishing a flexible, cost effective and interoperable approach to accreditation and supporting the construction of the assessment to be aligned to the EQCF and the principles of ECVET. Whilst engaging with the game and successfully completing training, a user will develop a 'Skills Passport' housed in their anonymous profile in the game. Once completed and assessed the user can download an online record of their progression and end achievement, and using the ECVET principles, can take their 'Skills Passport' and seek formal accreditation in their particular jurisdiction through vocational education bodies or recognition bodies. Another option is for deliverers of the programme to register as competent bodies to ensure the high quality and consistency of GAP learning, and to support the recognition process for both learners and employers. This deliverable provides some of the initial guidance to support this.

Use of international standards and subject matter expertise in the GAP deliverables

From the very first deliverables in Work Package 2, international and occupational standards were at the heart of developing the learning outcomes. In every following Work Package, the learning outcomes have been referenced and incorporated or mapped into each stage of development including the game scripts, the game assessment, and the pre/post assessment. It was central to the vision of allowing players and assessors to review learner process and ensuring international compatibility and transferability. This process also strongly supports the transparency, credibility and trust in the programme as not only were the outputs reviewed by subject matter experts, but the standards used could only be created with the participation of subject matter experts/employers in the field, providing a 'belts and braces' approach. This supports the development of a clear, common language of competence as well which further works towards a common practice model.

The process that followed ensured constant re-evaluation between employers, the game, and emerging credentialization developments as seen in the diagram below. Occupational standards across justice services, including police, armed services, community development, community support and courts, from the UK, Ireland, South Africa, New Zealand, USA and Australia. UN standards were also accessed via consortium partners, Fincent, and incorporated into the learning criteria and learning outcome development.
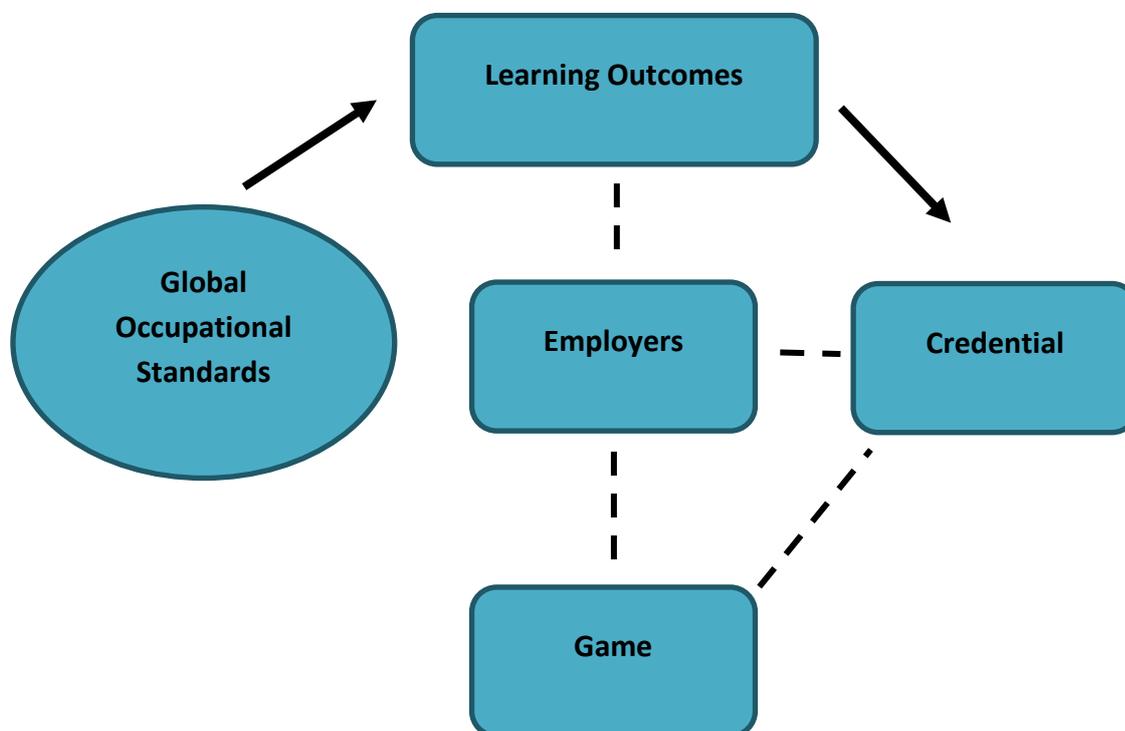

Diagram 1: Development process emerging from standards

Maintaining the standards throughout all processes of the development of the project is key to GAP's ability to produce deliverables for the sector that do not duplicate existing provision and add to the cost effectiveness and clarity of the outputs. This was also true when developing the assessment processes, which the GAP Skills Passport is based on. Firstly, as deliverable 5.3 explains in more detail, the GAP ratings for the in-game assessment were developed in three steps including the pre-evaluation session period, and the issues that emerged during the evaluation sessions. This comprised of:

- Workshops conducted with expert end users in 4 different EU nations to establish a GAP Behavioural Anchor Ratings system (BARS). The experts combined experienced peace keepers from Police, Military and NGO officer backgrounds as well as a small number of subject matter experts. These ratings were then aggregated to provide a more balanced rating for each possible game behaviour.

  On analysis of the workshops, it was clear that not all decision points in the game were considered significant enough to warrant usage for rating/scoring purposes plus there was a range of opinions on the appropriate ratings. The following step was introduced.

- Subject Matter Experts from within the Consortium (TCD Sociology) rated the decision-points, drawing also from training material guidelines from international organizations and institutions.

- Finally, ADAPT and the Department of Sociology with input from Enquirya analysed the decision points reported and aggregated from the workshops and the subject matter ratings. Based on the level of convergence and opinions discussed in the original ratings workshops, and the input from subject matter expertise, ratings were either confirmed, modified or considered not requiring inclusion in the assessment of in-game behaviours.

The next stage of development involved a six-step process:

Step 1 decided which competencies were rated for the game to set the granularity of the competency (e.g. at the CPPB Communication Competency level, or sub competencies of the CPPB Communications Competency such as use of non-verbal communication, etc.). The sub-competencies were based on the learning criteria which combined relevant international standards and interview data from WP3.

- Step 2 was recognition that not all scenes demonstrate/utilize the competencies which are being assessed. Typically, games have many scenes both to move the story on, to provide some time for reflection, and to perform accessible actions/decisions.

- Step 3 drew together experts to provide ratings for the in-game decision points. The ratings were unsatisfactory, competent, outstanding or not applicable. Individual ratings followed by group discussions provided a strong validation process.

- Step 4 & Step 5 tested different aggregation policies with live performance data to generate different aggregated ratings and performance feedback. Several example policies include:

  o Simple average calculation where 1 represents unsatisfactory, 3 represents competent and 5 represents outstanding. The average of the rating per CPPB competence is then calculated and normalized to the nearest score of 1,3, or 5

  o In the GAP game, the subject experts and trainers also required some feedback to be at an 'overall level' (summary level) and easy to interpret. Several visualisations of such overall performance are quite common in games e.g. graph to show performance of time, graph to show performance relative to others. In the cohort, (multiple) stars to represent the quality of performance (more stars representing better performance). The decision in the 'star' rating is to decide the number of stars to allocate to different intervals (between 1 and 5) to represent different performance levels. Different 'gaming' approaches can be utilized to decide this interval and to differentiate between what can be quite 'convergent' performance.

- Step 6 was based on experience in developing the GAP game. It was found that as the expert group deciding the ratings were quite diverse both in terms of culture (four countries) as well as experience (very few were experienced trainers, most were peace keepers from different backgrounds with different levels of experience). Step 6 provided an evaluation of different aggregate calculations, examination of expert opinion convergence and divergence, and the final calibration of ratings for the games.

Both steps 5 & 6 utilized test game data so in the future can generate performance reports to see the impact of different aggregation policies. This could be equivalent to unit testing of the ratings.

The assessment outside of the game play consists of two quizzes; a pre- and a post-game quiz. Each consists of the same list of items measuring the three soft skills selected. It was developed

through combining indicators from existing instruments to measure cultural awareness, gender awareness and communication, customizing them with subject matter experts, and validating these in workshops with end user organizations. Each player thus receives the scores they started with from the pre-play quiz, the scores in the game, and the scores in the post-play quiz in a learner transcript which demonstrates pass/fail and achievement of passing grade.

Each item in the outside game assessment and in-game assessment was matched to learning criteria for communication, gender awareness and cultural awareness. The learning outcomes, built from international standards, and reviewed by the employer end-users within the consortium and board were mapped to criteria level against the whole assessment process.

Mobility of Workers

The ambition of the GAP project was to develop a curriculum of CPPB relevant soft skills, and to embed these in a visual novel digital game, with assessment, to train military, police and civilian personnel in peacekeeping and peace building before going on deployment. Specifically, in this first iteration of the curriculum, GAP aims to improve the use of cultural awareness, gender awareness, and communication in the field in order to improve the likelihood of successful in-mission interactions. What the consortium wanted to avoid was adding another layer of bureaucracy or another demand on the time of peacekeepers or to have them feel they are doing another 'tick box exercise.' At the same time GAP wants to save money by avoiding repetition in learning where again one risks losing the attention of the learner whilst costing the organisation even more. From the outset, the consortium focused on making the programme to the quality and the requirements needed to help those who complete the learning, so they could evidence their achievement and take it with them in their career between organisations, and potentially nations. It was also vital to make sure learners, employers and potential recognition bodies can understand the attainment and process in clear language and support materials.

The paper, 'International mobility of workers: new forms, processes, and outcomes' tells us that "conservative figures bring the number of people who live in countries other than their countries of origin to at least 250bn worldwide[ii], with migration having seen further intensification in most recent years[iii][iv]. People move across country borders for a variety of reasons, economic or work-related being arguably the most frequent. The rate of movement has multiplied in the past quarter of a century for reasons that include collective agreements among countries (e.g. the EU treaty),

relaxation of restrictions by particular countries… and the progressively global nature of the economy."

National Qualification Frameworks

To offer mobility it is important to understand the national qualifications frameworks approach to recognising learning, and how they 'stack' modules into groups of qualifications e.g. certificate, diploma etc. In Europe alone, there are 35 national frameworks alone, each will differ slightly to allow for the education systems and skills drives in each country. Therefore, in the scope of this project it is most useful to understand the European Qualifications Framework (EQF). The European Qualifications Framework is described as a translation device to make national qualifications understandable across Europe. It promotes workers' and learners' mobility between countries to facilitate careers and lifelong learning across all industries.
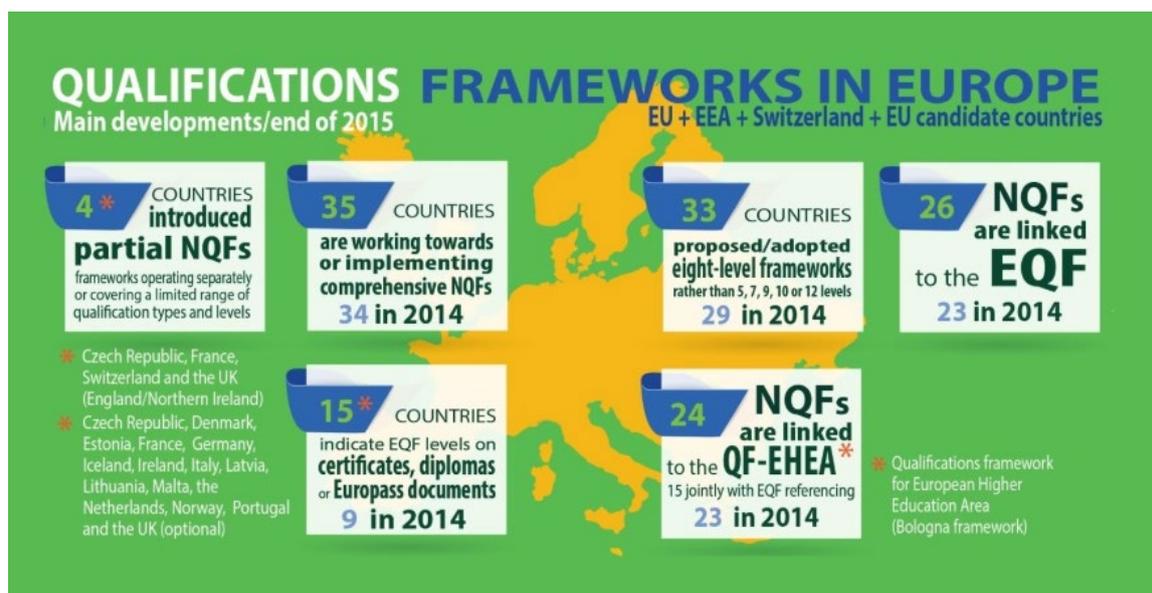
Figure 1. Cedefop, Qualification Frameworks in Europe[v]

Most national frameworks are linked to the EQF, with 15 countries indicating the EQF level on their documentation alongside the national equivalent. The EQF is a lifelong learning framework and covers all types of qualifications, including vocational, ranging from those acquired at the end of compulsory education (Level 1) to the highest qualifications such as Doctorate (typically Level 8), thus tracking the difficulty level. The EQF is focused on the outcome of learning and the person's actual knowledge and skills rather than the amount of study needed to complete a programme.

This system is great for the aims of the GAP project, providing an easy to understand equivalency. GAP has the learning outcomes approach built on standards required to meet the quality criteria of the NQFs and EQF with the focus on ability instead of time. To be able to be comparable, GAP will need to be credit and levelled, a formal process conducted for all qualifications to map the learning criteria against levelling characteristics to ascertain the level of attainment, and to calculate the amount of notional learning hours holistically (preparation work, training delivery and post training application) to determine number of credits a learner has achieved on completion of the programme. The trend in non-formal learning is moving towards wider inclusion of the full timeline and activities surrounding a training programme such as; reading materials provided prior to delivery; self-reflection on prior knowledge and experience and how it links to the delivery; personal programme planning; attending formal teaching sessions; practical work in laboratories and other locations; relevant ICT activities; self-directed study using open learning materials; involvement in informal learning such as community groups, youth groups, outdoor activities; private study, revision or remedial work; assessment of learning; reflection on what has been learned; and practice through gaining, using and refining skills in the workplace.

EU/EEA states plus all associated countries in Central and Eastern Europe and Cyprus also have a designated National Academic Recognition Information Centre (NARIC), established as part of the Bologna Process. Their focus is to compare academic qualifications and certificates. Individuals and employers can also access some databases, such as the UK NARIC, to verify their qualifications, or those they are receiving during recruitment drives, to ensure they meet requirements/standards of the home nation and come from a recognised institution.

This process is a direct comparison, and more of a verification service, based on a database of higher education institutions and providers and what documentation they provide during accreditation. This does not help GAP as the delivering institutions could be from an employer background e.g. UN or from a private training provider or a vocational provider e.g. ESDC as well as higher education institutions. Also, GAP mobility is not just about verification but also understanding of attainment which requires a more detailed learner transcript.

Recognition of Prior Learning (RPL)

Understanding recognition of prior learning practices, that the different systems nations and sectors have in place could support the development of the GAP Skills Passport regarding accreditation and

recognition of the GAP curriculum. It is a key part of the jigsaw of lifelong learning and important in creating a cost-saving approach that avoids duplication/repetition of soft skills learning.

The Open University describes RPL as 'a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be both valid and reliable.[vi]'

According to the European Monitoring Centre on Change (EMCC) database[vii] of fostering mobility instruments across Europe, the following provisions exist *(please note the strengths and weaknesses analysis also comes from the EMCC database and is not the opinion of the consortium):*

ENG. Name	Native Name	Country	Type of Service	Strengths	Weaknesses
Human Resources (HR) Planning	Gestion Prévisionelle des Emplois et des Compétences au niveau de l'entreprise, GPEC	France	Fostering mobility, Recognition of informal and non-formal training, Social Dialogue, Training	This tool is used to anticipate labour market changes, mainly those caused by economic and technological changes. It focuses on adapting workers' skills and aims to avoid massive restructurings. It presents a good way of addressing both competitiveness for the company and the management of employees' career.	Differing views may be held by management and the trade unions regarding information that should be shared; issues here relate to strategy, confidentiality, foresight and dialogue. There is a need to take time to develop tools for mapping, operational forward planning, and other shared tools where necessary. A challenge also is to mobilise management.
Territorial Employment Pacts	Foglalkoztatási Paktum	Hungary	Fostering mobility, Territorial coordination, Training	This relies on local level cooperation. It is also positive that the prominent role of coordinators is given to local governments, which are key figures for local economic development.	The pacts lack national coordination. This would allow to create a network of pacts with uniform approach which could work in line with the national employment policy goals.
Recognition of Prior Learning (RPL)	Erkenning van Verworven Competenties (EVC)	Netherlands	Fostering mobility, Recognition of informal and non-formal training	The EVC procedure (EVC stands for 'recognition of competences achieved elsewhere) empowers employees with informal qualifications, thereby	No information available.

ENG. Name	Native Name	Country	Type of Service	Strengths	Weaknesses
				strengthening their position on the labour market. Since no assessment takes place, the EVP-procedure (Experience Profile) is shorter and the costs are lower than the EVC-procedure. The EVP is good addition to the CV and increases the opportunities for applying.	
Sectoral training and development funds	O&O-fondsen	Netherlands	Advice, Employment incentive, Fostering mobility, Training	The O&O fund system helps to establish collective, sectoral contributions to improving the quality of the labour force for a sector, and in doing so, contribute to the dynamism of sectoral labour markets and the sectors more generally.	The scheme involves no inter-sectoral/ interregional view and training only focuses on one sector. All enterprises contribute to the funds but not all benefit from training to the same degree.
Employer groups	Arbeitgeberzusammmenschlüsse (AGZ)	Germany	Fostering mobility, Matching/Networking, Territorial coordination	This scheme provides participating firms with an additional instrument for managing cyclical and seasonal variations in demand. It provides workers with employment security and guarantees the same wages as those of core staff	There is a low level of awareness and familiarity with AGZs among companies. No legal framework has been made available yet; currently they are treated as temporary work agencies which results in several

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ENG. Name	Native Name	Country	Type of Service	Strengths	Weaknesses
				in the member companies.	problems
Flexpool	Flexpool	Netherlands	Fostering mobility, Matching/Networking, Territorial coordination, Training	This mechanism is designed to regulate and secure employment in the sectors concerned, while at the same time responding to companies' flexibility constraints. For companies, it permits the combination of flexibility and a secure supply of qualified workers, while the pool's workers benefit from job and income security, as well as professional training.	There is a risk of differentiation in terms of status and salary between pool workers, the user company's permanent staff and the temporary workers recruited outside the pool structure. There is also a risk of lower investment in on-the-job training for pooled workers.
The Competence Development Fund in Industry	Industriens Kompetenceudviklingsfond	Denmark	Fostering mobility, Training	The scheme targets workers with rights to upskilling; it strengthens both internal and external functional flexibility and mobility.	It took a long time for the scheme to be known - and used - by the companies in the industry sector although skills development has always been a hot topic among social partners.
Local Development Agency - Barcelona Activa	Agencia de Desarrollo Local - Barcelona Activa	Spain	Access to finance, Advice, attracting investors, Employment incentive, fostering innovation, Fostering mobility, Matching/Networking, Provision of labour market information, Start-up	This instrument can anticipate and react to change. It has a reliable knowledge of the demands of employers, as well as of	No information available.

ENG. Name	Native Name	Country	Type of Service	Strengths	Weaknesses
			support, Support of business transfers, Support of companies' growth, Support of internationalisation, Support of SMEs, Territorial coordination, Training	skill gaps in the workforce.	
Secured voluntary mobility	Mobilité volontaire sécurisée	France	Fostering mobility, Training	It helps to secure the workers' career path when they decide to change employment in order to develop their skills. In case the change is not satisfactory for the employee, they have the possibility of returning to their previous job, with the same income.	Employees might prefer a redundancy for better financial conditions. Some may think this instrument may frighten some employers; fear to lose specific skills; fear employees return after a long period, making it difficult to reinstate them in the company.
Work squares	Werkpleinen	Netherlands	Advice, Fostering mobility, Matching/Networking, Territorial coordination	Streamlining procedures for employers to find suitable employees (and vice versa). Evaluation shows that the cooperation between the municipalities involved and the UWV has advantages in terms of efficiency/quality.	No information available.
Sectoral plans	Sectorplannen	Netherlands	Advice, Fostering mobility, Matching/Networking, Provision of labour market information, Social	The broad approach and variation among types of sectoral plans which can be developed. These can focus	There is no unanimity over the relative costs and benefits of plans. Perceptions among

ENG. Name	Native Name	Country	Type of Service	Strengths	Weaknesses
			Dialogue, Training	on different themes and areas, depending on sector or geographical needs. These plans are therefore highly relevant to the needs of workers, employers and enterprises working in given areas.	social partners of the efficacy of cooperation at the regional level are mixed.
Collective performance agreement	Accord de performance collective	France	Fostering mobility, Social Dialogue, Wage flexibility, Working time flexibility	This new instrument might help to foster flexicurity agreements at company level and thus to provide companies with the flexibility they need while safeguarding jobs.	Possible impacts of these agreements on the employment conditions, e.g. wage decrease, increase in working time, etc. means employers need support and signature of majority unions (when they exist) unless they can propose genuine guarantees.

Of the instruments listed by the EMCC, four could have relevance to the recognition of GAP learning envisaged. These are:

Recognition of Prior Learning (RPL): Netherlands

The 'EVC procedure' (EVC stands for 'recognition of competences achieved elsewhere') provides certificates for work experience and informal learning, in order to facilitate the job-to-job mobility of workers. There is a range of trajectories, both regarding the sector and subject, and the educational level. The institutes that cover the different types of education eventually are responsible for granting a certificate. Besides EVC, the simplified version 'EVP' (Experience Profile) is on the rise. Evidence of knowledge, skills and experience are recorded in a portfolio. However, no assessment takes place and no certificate is granted.

Certificate of Experience (EVC)[viii]: You can record the knowledge and expertise gained in your daily work environment and free time in an Experience Certificate (EVC). During a process for the Recognition of Acquired Competences, you make a portfolio as evidence of your knowledge and skills. Think of references, reports of assessment interviews, (partial) certificates of courses, and so on. The portfolio is assessed against an internationally recognized professional standard by an EVC provider who assesses whether you are skilled enough for the profession.

Another possibility is to map your knowledge and experience is the Experience profile (EVP). An EPP can be compared to the first part of an EVC trajectory.

Trajectory	Target	Assessment based on	Result	Time	Cost
Certificate of Experience (EVC)	Recognition of knowledge and skills	Portfolio, (practice) test, criterion focused interview	• Evidence of level of your knowledge • Show your value to future employers • Possible exemptions for a study	± 3 months	€ 700 - € 1500 (tax incentives available)
Experience profile (EVP)	Recognition of knowledge and skills	No official assessment	• Knowledge and skills mapped • Self-understanding • Basis for Experience Certificate	± 2 months	€ 300 - € 700

Lessons for GAP: the EVP is a much easier process but doesn't provide the robustness that CPPB agencies will value. The EVC is much more in line with GAP requirements and aims, the portfolio approach matches the envisaged learner transcript. Also, it appears to be a system that is clear, trusted and understood amongst recognition bodies, and potentially employers as well. An assessment

interview would be a strong underpinning to the GAP recognition process but may require time that the training organisation and the learners don't have. However, if the programme is delivered over 4-5 days of blended learning as recommended then interview assessment may fit in more naturally.

The EVC process could be highlighted as a route to formal recognition for Dutch nationals using their GAP transcript.

Employer Groups: Germany

Several employers (private, public or NGOs) form a legal entity to provide participating firms with qualified and reliable staff at a reasonable cost, with the following goals:

- jointly finance vocational training and further training;
- secure employment of workers at risk of dismissal because of poor economic prospects of a member company;
- improve the economic development of the participating firms and that of the region by helping to provide better flexibility, anticipation, strategy and innovation skills, expansion and diversification potential.

Employer groups (AGZ) are typically established either by micro business and SMEs or are the result of a regional, sectoral collective agreement. The establishment is often preceded by a feasibility study to investigate regional demand for an AGZ and the feasibility of combining different employers' need for labour. Workers are recruited based on an assessment of the needs of each member company.

According to one AGZ website[ix], it describes these mergers as, "associations of companies that share skilled workers. In the spirit of cooperative human resource management, they bring together and reconcile the labour demand, which goes beyond the permanent staff of the member companies. The European Commission defines this policy approach as: "Flexicurity is an attempt to reconcile two basic needs - flexibility and security. This combination could be the answer to the EU dilemma of how to ensure and enhance global competitiveness while maintaining the European social model. "

Lessons for GAP: whilst this is very much focused on setting up co-operatives of workers and organisations there are lessons in how a sector can come together to train and deploy skilled employees together. This system again puts weight on competence, skills and vocational experience as the GAP passport will. Flexibility and diversification strengthen the sector which is the aim of the GAP passport and the cross-actor learning approach, and is clearly understood by employers and employees.

The Competence Development Fund in Industry: Denmark

Collective agreements provide for the establishment of a Competence Development Fund for Industry, to which employers contribute (€70 per annum). The funds are used to finance the employees' wages while they complete two weeks of training.

An education course may be taken by employees at the request of the enterprise or as part of an education plan made in the enterprise. The access to this support will be conditional on a local framework agreement and the drawing up of individual training plans for the employees seeking support for education.

The education must boost training, and the support is therefore, among other things linked to adult apprenticeships within selected vocational programs. A condition for the support is that the employee's education plan points to a training boost from unskilled to skilled workers, or from skilled workers / vocational education to academic education.

Lessons for GAP: This example highlights the importance of local framework agreements and training plans which falls into the European Credit system for Vocational Education and Training (ECVET) process which GAP envisages using for the Skills Passport. It also links in to robust adult vocational learning programmes. It would be useful to aid transparency and understanding of career routes, for the GAP passport to signpost entry routes to academic education as well from the completion of the GAP programme.

Secured voluntary mobility: France

Workers can benefit, with the agreement of their employer, from a period of 'secured voluntary mobility' during which the performance of the employment contract is suspended. This measure is supposed to help workers to enrich their career path by getting experience working in another company, without having to terminate their employment contract. This period of mobility must be established in an amendment to the employment contract, which will provide for:

- the objective, the duration, the starting and the ending day of this period
- the arrangements in case of an early return to the company of origin, which is always possible.

At the end of this period, there are two possibilities:

- workers come back to their company of origin and get back their job or a similar one;
- workers decide to stay in the company where they performed their period of mobility, and then they must resign from their prior job.

The employer can refuse to grant such a period of mobility and does not have to justify it. If they refuse twice, the worker has direct access to individual training leave.

Lessons for GAP: the lessons here are on the importance of mobility, and the chance to try different areas to develop individual careers. Again, a clear objective, like the learning agreement in ECVET, is a key element to be incorporated. Employers seem to understand the process with clear guidance supporting them, including legal implications.

Recognition of Prior Learning UK report

The National Coordination Points (NCPs) responsible for the management and implementation of the NQF in the UK commissioned a report in to the use of RPL across the UK and Europe, with a focus on how different sectors do so. It aimed to report on two key areas:

'The principal focus of this piece of work was to examine the role of qualifications frameworks and the European Qualifications Framework (EQF) in the resulting case studies. A secondary focus was the extent to which companies validate/credit rate non-formal learning and recognise informal learning. The project sought to ascertain from the companies identified the extent to which they use RPL to:

• help employees use their existing skills and knowledge for career development, personal progression and mobility, and

• advise employees on matching their skills and knowledge to existing qualifications and national occupational standards.'

There were various approaches taken to the RPL process including:

• using tests and interviews to confirm practical skills already held by the individual

• observing tasks, professional discussion and mapping the experiential skills workers already had against a skills and knowledge framework

• professional discussion and verification of evidence by peers to confirm high level specialist skills

• mapping prior experiential knowledge and skills against learning outcomes of units of qualifications for entry to a profession

• identifying and confirming evidence during induction to meet the requirements of units within the required qualification

As a result, the processes and tools that were used to assess RPL varied considerably between organisations. At one end of the spectrum, they were highly focused towards specific outcomes to assess whether the individual had the requisite knowledge, understanding and skills. Other processes were more open-ended and involved a process of reflection and evidence gathering, where the focus was on the individual rather than the outcomes.

Lessons for GAP: The report explained, 'In certain contexts where RPL was accepted in theory, individual trainers and assessors appeared to be constrained and cautious about accepting prior experiential learning as valid'. This could be due to:

• Not being clear on what was valid or what was too narrow

- The processes for enabling learners to demonstrate what they have learnt were not sufficiently developed
- A lack of confidence in being able to give formal recognition to learning that does not conform to the standard setting in which learning, and assessment takes place contiguously'.

This tell us that linking in to existing schemes is important for confidence and recognition, as well as trust in the programme. It also advises on some of the areas which recognition bodies may raise when being asked for formal certification, and indicates that a full internal and external verification process should be considered for the GAP programme in the future. This will help both the accreditation potential and the trust from employers and learners for the long-term.

ECVET best practice lessons

The European Credit System for Vocational Education and Training (ECVET) is a technical framework for the transfer, recognition and accumulation of individuals' learning outcomes to support the eventual achievement of a qualification.

ECVET aims to support the mobility of European citizens by facilitating lifelong learning (formal, informal and non-formal learning) and provide transparency in learning experiences. It hopes to make it increasingly appealing to consider mobility opportunities or to move between different countries and different learning environments. A key driver of ECVET during formal education is the principle of 'avoiding duplication' and ensuring time spent abroad is not considered a delay to achieving training goals.

The following case studies were shared with the consortium by The National Coordination Points (NCPs) responsible for the management and implementation of National Qualifications Frameworks (NQF) in the UK, comprising of SCQF (Scotland), CCEA (Northern Ireland), OfQual (England), and Colegau Cymru (Colleges Wales). They give some descriptions of how colleges have used ECVET which can help us to understand the VET provider perspective and how this may apply to training organisations within the CPPB arena.

The last example is from the ECVET Secretariat magazine (issue 33) which describes a two-year multinational project to ensure the learning outcomes from the work placement from young students are recognised in the home country, and learning does not have to be repeated. Again, whilst the core beneficiaries are young people the lessons learnt help to set a template for GAP to mirror in order to match the evolving skills frameworks across the EU.

ECVET User Story: Foyle International

When did you first use ECVET?

Foyle International was established in 1990. Foyle provides mobility programmes through the Erasmus + European funding programme, which supports education, training, youth and sport in Europe. The Foyle programmes include work-based training programmes in local host companies across many vocational areas. Foyle has been using ECVET since 2010 in all mobility programmes, with all learners receiving assessments during their placements, progress reports and certification at the end of their mobility period. Results: Mapping GAP learning outcomes against ECVET principles.

How has ECVET helped your organisation and your learners?

As a receiving organisation, Foyle sees using ECVET Learning Outcomes approach as essential to be able to match incoming learners with appropriate training in the host companies.

Any interesting practice you wish to highlight?

With the help of the "internship Management Centre" Foyle worked on a KA2 project called "VET towards ECVET" with 5 other countries. I was to research hotel reception courses at European level 4 (EQF) along with other similar accredited courses from the other countries and find common learning outcomes that we all shared. Once the relevant countries agreed on the learning outcomes, Open College Network (OCN) recognised and validated the course named "Skills for European Tourism Mobility" and we had two French students complete the course and be certificated at a local level.

Top Tips

Sending organisations need to be realistic when dealing with working environments in a different country and the ECVET Memorandum of Understanding aids this understanding.

ECVET User Story: Glasgow Clyde College

How are you using ECVET?

We are at the stage of communicating with staff across the College to tell them about mobility and ECVET. We have created a document to tell them everything they need to know to prepare for mobility, including identifying the most appropriate learning opportunities that can be covered successfully during a three-week placement.

We are currently using ECVET within our two KA2 Projects: "Pop-up Restaurants" and "In Life". Using the ECVET structure, we will create detailed Learning Agreements and Memoranda of Understanding. We have cooperated with our project partners to create a series of small 12-hour units of learning written as learning outcomes, levelled at EQF level 3.

What benefits of ECVET have you seen?

From what we've seen, ECVET will bring structure to our mobilities and a strong platform for quality assurance.

Any top tips?

It's about communicating with staff. Making sure that they know what you trying to do and hoping that they support it. Having the support of the Principal has made a big difference.

ECVET User Story: Glasgow Kelvin College

How are you using ECVET?

Learners have been exposed to new experiences working internationally in Finland and Estonia. Some of their stories can be seen at https://youtu.be/2Z8F3n5lQWQ and https://youtu.be/unKdKfq_D5s

A specially designed award, Work Experience Whilst Abroad was tested during the latter exchanges This is an SCQF validated unit at SCQF level 7, created by Glasgow Kelvin College as a catch-all unit designed to be used for any vocational subject whilst on European mobility. It has specific outcomes of learning:

- Work independently maintaining a productive work rate and professional manner and display a positive attitude to teamwork, showing ability to function effectively within a team at all times
- Demonstrate practical skills making effective and efficient use of equipment, tools and materials.
- Work effectively within existing project structures
- Accept instruction, advice and criticism in a positive manner
- Compare professional and cultural practices
- Comply with all relevant local Health and Safety policies and procedures.

It could be assessed by accompanying assessors travelling on mobilities with our students or by host country assessors whilst our students are in Finland or Estonia on mobilities.

What benefits of ECVET have you seen?

Glasgow Kelvin College work in partnership with a Finnish vocational college (Helsingin Konservatorio) to assess a range of Finnish qualifications. Assessment takes place while GKC are acting as receiving partners for Finnish students.

The preferred assessment tools are vocational skills demonstration/observation forms, making them ideal for assessment on work placement.

Mapping the level of the Finnish qualifications against the EQF and then in turn, the SCQF, gave me, as an assessor, a clear understanding of the level of the visiting students. This enabled me to make accurate assessment judgements which are later fully accredited in Finland.

Any top tips?

The more specific the learning outcomes, the easier it is, to assess.

ECVET User Story: Leeds City College

How are you using ECVET?

As the work content [in our courses] is described in Learning Outcomes, this effectively strengthens and complements their entire qualification experience and embeds it fully into the curriculum.

Most of our mobility participants have Learning Agreements signed prior to starting their European experience. They focus on what learning outcomes they are expected to achieve and how they should gather appropriate evidence. This evidence is then brought back home for our staff to assess.

What benefits of ECVET have you seen?

ECVET has brought more structure to our mobilities. We have seen wider benefits to our strategic achievements… our European work is now more embedded into our College-wide work experience activity (every department must have a work experience plan). From 18/19 these will connect directly to the Gatsby Benchmarks around careers guidance, employer engagement and placements.

Any top tips?

Get your staff on board early in the process. Their enthusiasm and passion are essential to achieving success.

ECVET User Story: North West Regional College, NI

How do you use ECVET?

NWRC currently has partners in Germany, Spain, Poland and the Netherlands some of which are two-year projects. All partners involved are both sending and receiving partners.

What benefits of ECVET have you seen?

ECVET gives each partners a better understanding of what's expected. It gives a clear focus to the receiving organisation in terms of structuring a training programme. Learners also benefit from using ECEVT as they feel it contributes to their qualifications. Learners complete preparatory work before undertaking the mobility, then complete a log book during the mobility, which can be used, on return for assessment of their portfolio.

Any top tips?

NWRC operate an in-house CPD programme for all staff called Academy of Excellence. The project manager uses this vehicle to showcase the mobility projects in order to encourage best quality and further mobility projects.

The Project Manager also reports every six-eight weeks to a Project Steering Committee on the mobilities that have taken place and that are ongoing. This ensures that a high profile is given to mobilities.

ECVET User Story: Rey Europe

How are you using ECVET?

The colleges use the ECVET tools to support their learners and ensure sound evidencing of learning outcomes achieved on the work placements they undertake. ECVET supports the identification of learning outcomes related to the tasks and duties that are part of the learners' work placements.

The workbooks that the learners complete have been amended to facilitate the clear evidencing of learning outcomes.

What benefits of ECVET have you seen?

Having the MoU and Learning Agreements helps to structure the placements and ensures the learners know what they are setting out to achieve. The MoU also helps to ensure that the employers… are very clear about the tasks and responsibilities the learners should undertake.

We hope to support a deeper use of ECVET, and a greater degree of consistency in its use across colleges we work with.

Any top tips?

- Have a clear understanding of what is needed to evidence assessment for validation to occur; communicate this clearly
- Be realistic about what sort of evidence partners can / cannot provide
- Remember that learners can work towards evidencing some learning outcomes in a unit [not just full units].

ECVET User Story: Testing ECVET principles in mobility and work-based learning in the transnational project 'ECVET Enterprise'

The ECVET Enterprise team worked together for two years to define groups of learning outcomes to use in mobility projects. Focus was on VET learners that go abroad for a period of work-based learning or an apprenticeship. 'ECVET Enterprise' was funded by the Erasmus+ programme and led by the Latvian Chamber of Commerce and Industry (LCCI).

Most mobile VET learners in Europe go abroad for a work placement in a company. It is broadly agreed that work placements, especially in another country, result in accelerated personal and professional development and thus help young people to take large leaps forward. What exactly a student learns during the work placement abroad, however, is not always sufficiently transparent and comparable to the learning pathway they follow at home.

As opposed to school-based learning that is based on curricula, work-based learning does not necessarily follow a study plan. That makes it difficult to assess and evaluate. It can therefore be challenging to ensure the learning outcomes from the work placement are recognised in the home country, and learning does not have to be repeated.

The project 'ECVET Enterprise' was set up to work on this issue by developing support for companies and VET providers organising VET learner mobility. Seven project partners from

four countries (Estonia, Finland, Latvia and Germany) worked together from October 2016 to September 2018 with three main objectives:

- Develop a training methodology based on ECVET principles for transnational, work-based learner mobility projects;
- Develop open education resources about ECVET principles;
- Pilot and improve this methodology by involving two sides – VET schools and enterprises.

"A 5-day 'train the trainer' workshop for tutors from companies and professional education institutions was jointly developed by the project partners and piloted for their own staff. Extensive discussions ensued on how to better assess learning outcomes from work placements using the ECVET principles.

After the pilot training, the partner countries organised nine long-term transnational learner mobility projects. Feedback on the testing and piloting of the ECVET tools and materials developed by the project was positive, but the partners concluded that a good understanding between all parties involved in learner mobility is key and communication needs to be enhanced and improved. This especially concerns international projects, where language gaps as well as different business environments play a role. Wider raising awareness of the ECVET principles among enterprises could also improve the readiness of companies to organise work placements that are beneficial for students in the short term as well as in the long term.

As a result of the project, bespoke five-day training materials are now available. There are tools and templates on the use of ECVET principles in mobility and work-based learning that address the needs of both companies and VET providers. The material is available in five languages: English, Estonian, Finnish, German and Latvian.

At the end of the project, all partners had gained new and inspirational ideas on how to use the ECVET tools and principles. In addition, the discussions and joint experiences between companies and vocational educational technical schools that took place throughout the project proved to be an idea incubator on how to improve mobility programmes and work-based learning for students.

The project developed 'Open Education Resources for ECVET' that are available on the website: www. qualityplacements.eu. These resources can help mobility partners to use the learning outcomes-based approach and other ECVET principles in assessment and validation of learning outcomes from work-based learning and mobility.

Taking into consideration the need for transparency, credibility and trust in the GAP programme, and the examples from other initiatives, the ECVET principles, as anticipated, are the best fit for the development of the GAP Skills Passport. The programme allows for mobility, recognition of workplace application of skill and non-formal learning. In order to follow the ECVET principles the GAP assessment needs to be credit and levelled. To progress the GAP Skills Passport, mapping of the outputs to the principles is required, as well as establishing the credit value and EQF level. Having used the standards benchmarking approach at each stage of the development from creating the learning outcomes, to mapping them to the game script, to mapping them to the BARS measurements and the Likhert system statements, it is easy to justify the rigour required by ECVET to give recognition bodies the confidence in the programme.

The Scottish Credit and Qualifications Frameworks Partnership (SCQFP) process for recognition of learning and conducting credit and levelling analysis is considered one of the most robust in Europe. They are involved in several European and international projects to support nations to establish their own national qualifications frameworks with all related processes and systems due to their expertise, and trusted procedures. At this stage the GAP project can complete steps 1-5 of the recognition process:

- STEP 1 • Define the Aims of the Learning Programme
- STEP 2 • Confirm Learning Outcomes
- STEP 3 • Decide Assessment Methods
- STEP 4 • Allocate an SCQF Level
- STEP 5 • Estimate SCQF Credit Points
- STEP 6 • Confirm Quality Assurance Process and Procedures
- STEP 7 • Submit Proposal to a Credit Rating Body
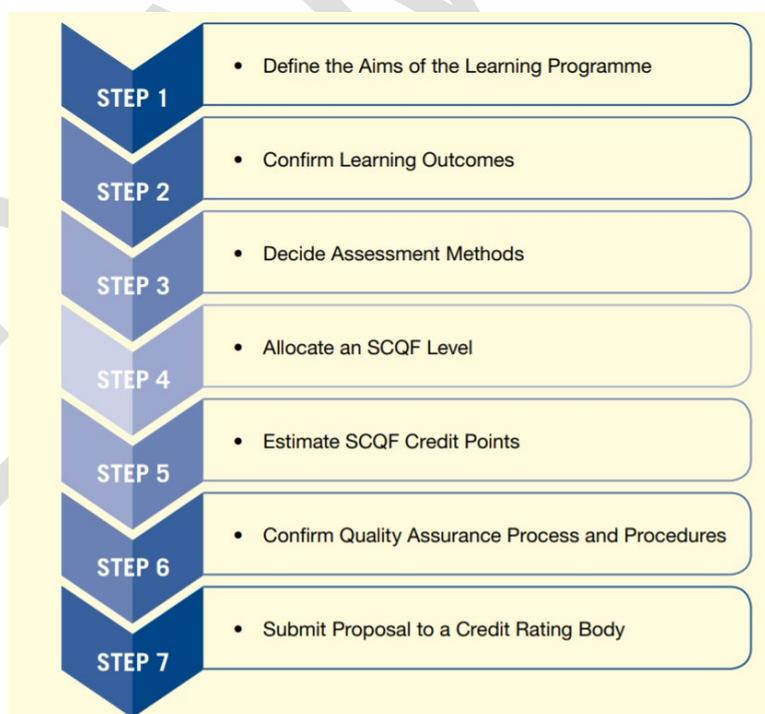
Step 6 will be the jurisdiction of the delivering body e.g. ESDC, UN, private providers, HEIs etc and step 7 will be the responsibility of the individual learner to take back to home nation credit rating bodies.

Once the SCQF level and credit is decided, these are ready to be converted to the EQF equivalencies which can then be used with ECVET processes.

In Step 1 it is vital, in the SCQF process, to start defining the learning programme using occupational standards which GAP completed at the beginning of the project. Step 2 requires the discussion of the learning outcomes with employers, employment unions, employees, subject matter experts or any combinations thereof to ensure sectoral agreement with the findings. Again, the GAP project completed this through the employer end-user members of the consortium and board, and through pre-reading materials for some workshops. Step 3 was completed over the course of Work Package 5 following feedback from the employer workshops and between the evaluation teams.

Steps 4 and 5 have been completed as part of this work package, the detail of which can be found in Appendix 1. All assessments were mapped to the learning outcomes at precise criteria level in both demonstration and application of soft skills knowledge and practices. Again, following the SCQFP methodology, the mapping looked at Bloom's Taxonomy of complexity as depicted in the diagrams below:
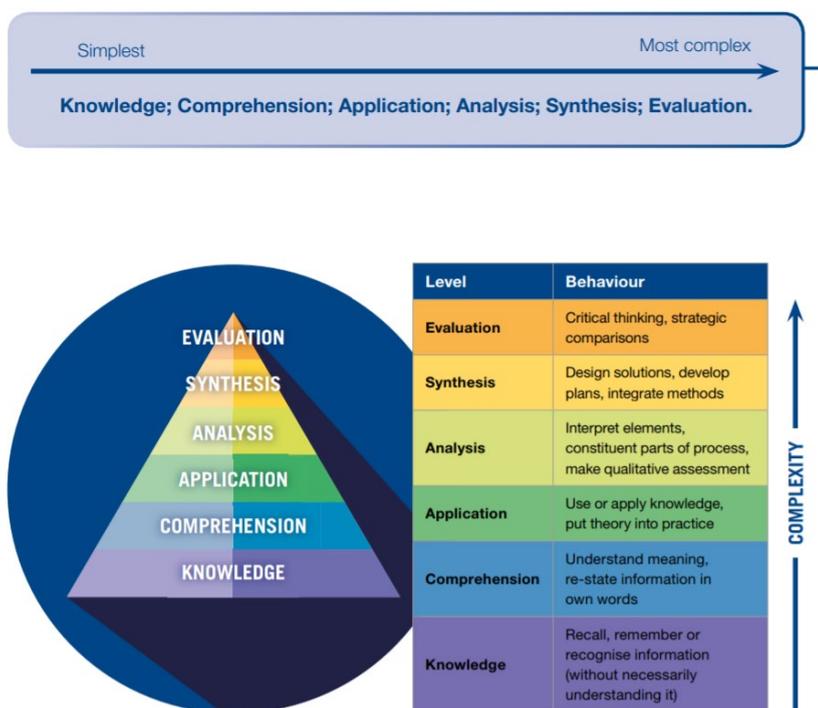
Diagram 2: Bloom's Taxonomy showing complexity of behaviour and skills

VERBS USEFUL FOR STATING LEARNING OUTCOMES

The following diagram lists some active verbs. You might find others through a web search for Bloom's Taxonomy.

EVALUATION
judge
appraise
evaluate
rate
compare
value
revise
score
select
choose
assess
estimate
measure

SYNTHESIS
compose
plan
propose
design
formulate
arrange
assemble
collect
construct
create
set up
organise
manage
prepare

ANALYSIS
distinguish
analyse
differentiate
appraise
calculate
experiment
test
compare
contrast
criticise
inspect
debate
question
relate
solve
examine
categorise

APPLICATION
interpret
apply
employ
use
demonstrate
dramatise
practise
illustrate
operate
schedule
show
sketch

COMPREHENSION
translate
restate
discuss
describe
reorganise
explain
express
identify
locate
report
review
tell

KNOWLEDGE
define
repeat
record
list
recall
name
relate
underline

Diagram 3: Active verbs to look for in GAP learning outcomes to help establish level

Using this process of active verb to complexity against the learning outcomes, the learning outcomes were mapped to the assessment statements, then against the five SCQF Level Descriptors. These describe in broad terms what learners should be able to do or demonstrate at a particular level. The level descriptors provide a common vocabulary to assist with the comparison of qualifications and learning programmes. Each level descriptor has five characteristics which provide a reference point for determining the level of a qualification, learning programme, module and unit of learning or for the recognition of prior learning (RPL). They are not intended to give precise or comprehensive statements of required learning for individual qualifications. The five characteristics with 12 levels within each, the areas are:

• Knowledge and understanding;

• Practice: Applied knowledge, skills and understanding;

• Generic cognitive skills;

• Communication, numeracy and ICT skills; and

• Autonomy, accountability and working with others.

The result of this review was an overall **SCQF Level 6** which is the equivalent to **EQF Level 4**.

Picture 1: SCQF Level 6 descriptors for each characteristic

If we look at how this compares with the national systems of some of the consortium partners[x], we quickly see the equivalences to help national employers to understand what has been attained and help accreditation bodies see what to measure the learner against within their own systems.

Picture 2: SCQF Level 6 is the same as the Scottish National Certificate, the same as EQF Level 4, and the equivalent of an English & Welsh Qualification Credit Framework (QCF) Level 3 such as A-Levels

Ireland	Country	Scotland
		SVQ 3
NFQ level 5	EQF Level 4	SCQF Level 6
Level 5 Certificate		Higher
Leaving Certificate		National Certificates
		National Progression Awards
		Professional Development Awards
		SVQ 3

Picture 3: SCQF Level 6 is the same as the Scottish National Certificate, the same as EQF Level 4, and the equivalent of an Irish National Framework Qualification (NFQ) Level 5 such as Leaving Certs

Portugal	Country	Scotland
Secondary Education and Professional Certification (Ensino secundário e certificação profissional)	EQF Level 4	SCQF Level 6
Professional Courses		Higher
Apprenticeship Courses		National Certificates
Education and Training Courses for adults (EFA)		National Progression Awards
		Professional Development Awards
		SVQ 3

Picture 4: SCQF Level 6 is the same as the Scottish National Certificate, the same as EQF Level 4, and the equivalent of a Portuguese Secondary Education and Professional Certification such as Apprenticeships

The next stage after ascertaining Level is to establish the credit value. To do so requires an assessment of the notional learning hours attached to the GAP programme. The SCQF Handbook states, 'notional learning hours [are]: the time required for a "typical" learner at a specified SCQF Level to achieve the learning outcomes. A "typical" learner refers to a learner who is currently working at or just below the level of the programme they are undertaking. It does not refer to a perception of ability nor is it based on age or experience. Notional learning hours includes all the learning activities that are required to achieve the learning outcomes. When credit rating a qualification or learning programme, it is important to consider the time spent on activities that take place before and after delivery as well as the actual delivery'.

Notional learning activities can include a selection of before, during, and after delivery of the core content, such as:

- preparation such as reading materials provided prior to delivery;
- self-reflection on prior knowledge and experience and how it links to the delivery;
- personal programme planning;
- attending formal teaching sessions;
- practical work in laboratories and other locations;
- relevant ICT activities;
- self-directed study using online or text-based open learning materials; and
- involvement in informal learning such as community groups, youth groups, outdoor activities.
- private study, revision or remedial work;
- assessment of learning;
- reflection on what has been learned; and
- practice through gaining, using and refining skills in the workplace.

Notional hours must reflect the time spent on ALL the activities relating to the programme.

The New Zealand Qualifications Authority (NZQA), in conjunction with the Tertiary Education Commission and Ministry of Education, updated its definition of learning hours in 2017 to include all learning activities undertaken by students enrolled in a qualification or programme. The definition required updating because of the range of ways learners can and do achieve learning outcomes becoming increasingly rapidly (e.g. use of on-line learning) resulting in confusion about how and what to record as directed and self-directed learning activities. The definition of notional hours became, 'All planned learning activities leading toward the achievement of programme or qualification learning outcomes'. One credit remained equivalent to ten notional learning hours, as it is across Europe.
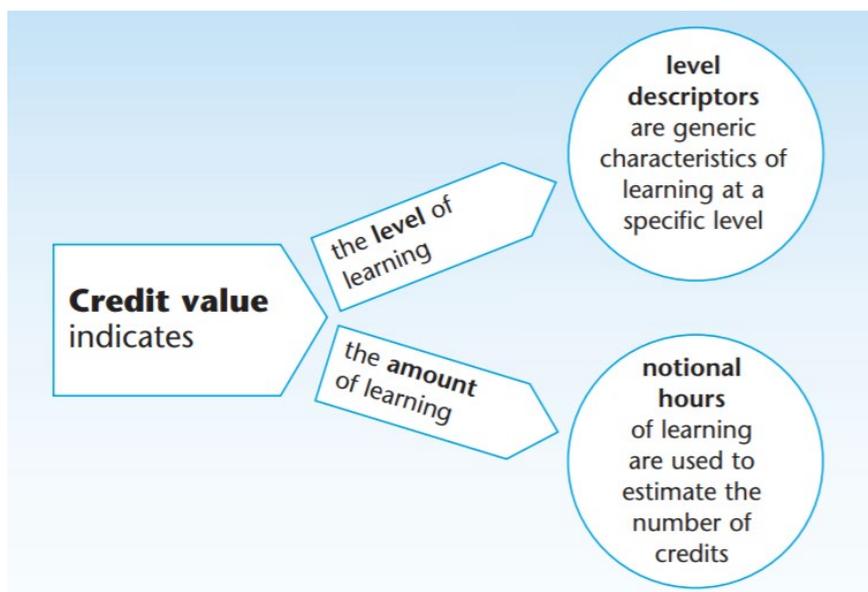
Diagram 4: QAA[xi] credit value explanation in HEIs

The Quality Assurance Agency (QAA) is an independent body entrusted with monitoring and advising on standards and quality in UK higher education. For HEIs, they explain 'the amount of learning indicated by a credit value is based on an estimate using the idea of notional hours of learning. The number of notional hours of learning provides a rough guide to how long it will take a typical student, on average, to achieve the learning outcomes (what you will know, understand and be able to do having successfully completed the learning) specified for the module or programme. The estimate of notional hours of learning doesn't just include formal classes but estimates the amount of time spent in preparation for these classes, along with private or independent reading and study, plus revision and the completion of course-work required on the module. Within the UK, one credit represents 10 notional hours of learning. Institutions use this guide as a basis for setting the credit value of a module or programme before it is offered to students.'

Taking these into consideration, to maintain consistency and validity, the SCQF credit value process was followed for the GAP programme:

LEARNING ACTIVITY	FORMAL INPUT (HRS)	ADDITIONAL ACTIVITIES (HRS)	ASSESSMENT (HRS)	TOTAL TIME
Preparation: self-directed reading materials prior to gameplay		2		
Preparation: self-reflection on prior knowledge and experience and how it links		2		
Preparation: going to learning resource centres for research		1		
Preparation: pre-game play assessment	1		1	

Delivery: attending formal game sessions	5		4
Delivery: practical work		2	
Delivery: relevant ICT activities	1		1
Delivery: self-directed study using online or text-based open learning materials		2	
Delivery: involvement in informal learning such as group work		5	
Delivery: post-game play assessment	1		1
After delivery: private study, revision or remedial work		4	
After delivery: reflection on what has been learned		3	
After delivery: practice through gaining, using and refining skills in the workplace		40	
			Credit Value (hrs/10) 8

So, the GAP programme is an EQF Level 4 with a credit value of 8 (total of 80 notional working hours).

The final task was to assign the pass/fail rate, and levels of pass to be reported in the learner transcript or record of learning. Based on the pass/fail rates of the equivalent qualification level in UK and Ireland, GAP scoring could go in to detail should this be appropriate in the future:

Gap Scoring
0 – Fail (needs development) 0-49% (F)
1 – Pass (needs guidance and instruction but understands the basics) 50-59% (E)
2 – Satisfactory (needs support to apply basics to different situations) 60-69% (D)
3 – Average (able to perform under instruction) 70-79% (C)
4 – Good (able to work independently across situations) 80-89% (B)
5 – Excellent (able to work creatively and support others learning) 90-100% (A)

However, in line with current practices and industry norms, in discussion with Enquirya it was agreed that showing pass or fail (calculated by combining the average of knowledge and performance for one area, e.g. gender) and a score against knowledge and performance was most appropriate. This score is calculated by counting all scores for knowledge in one area (e.g. gender) and taking the average. In this approach, scoring is weighted as a Pass/Fail with a zero-knowledge score in one question impacting the average of performance demonstrated. This makes sure the scoring system is valid, accurate and measured.

With this information in place it is possible to map the programme into the ECVET practices.
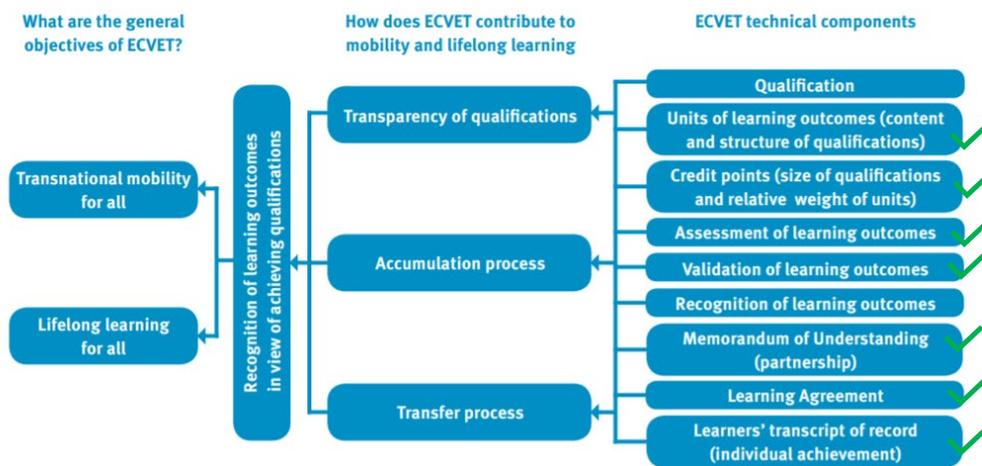
Diagram 5: ECVET Principles leading to mobility and lifelong learning

From the diagram above the GAP project provides all the main components required to achieve recognition as a piece of learning that can then move forwards with the learner. The recognition will require the home nation agencies approval. The completed aspects are:

- Units of learning outcomes. Three trialled learning outcomes through the GAP project; Cultural Awareness, Gender Awareness, and Communication in Peacekeeping
- Credit points of three learning outcomes; 8 points
- Assessment of learning outcomes; pre, during and post assessment using questioning and decision-making
- Validation of learning outcomes; benchmarked against standards and verified by employer end users. Learners are treated fairly having taken account issues of such as circumstances of the assessment, differences in the learning environment between home and host institutions or possible language barriers they may face. The actors should involve implementing the practical results of validating or recognising a learner's credit through the learner transcript. Exit interview conducted by subject matter expert
- MOU: a key part of the ECVET process a sample MOU can be found as Appendix 2. This can be used by the delivery provider in agreement with the employer/home nation
- Learning Agreement: again, a key component of ECVET, which is used in recognition of prior learning and other mobility initiatives. A sample can be found in Appendix 2, it too can be used between the delivery provider and the employer.

The ECVET principles can be used by a range of institutions and bodies including Ministries and other national authorities, social partners, chambers and representatives of sectors as well as education and training providers.

Quality is important for all learning to ensure trust from learners, employers and institutions. Using the ECVET principles for quality for individual learners, GAP recommends providers of the programme complete the following cycle:

- Planning: set clear goals for the learner and has processes in line with the MOU
- Implementation: ensure the acquisition of agreed learning outcomes, the assessment of achieved learning outcomes and the documentation of the results of the learner's assessment
- Evaluation (of the mobility experience): After the mobile learner has returned to the home institution for recognition, the provider confirms/checks whether the learning outcomes achieved are in line with the Learning Agreement. If this is the case, the learner's credit achieved abroad is validated and recognised.
- Review: Based on the results of the evaluation process, an action plan can be developed for improving future mobility exchanges.

According to ECVET, 'The crucial question is whether the main aim of using ECVET for geographical mobility has been achieved for the specific mobile learner, in other words whether it was possible to recognise the knowledge, skills and competence he or she has acquired abroad. If the credit achieved abroad cannot be (fully) validated and recognised as planned, the procedures put in place before, during and after the mobility need to be evaluated and reviewed to ensure that for future mobility exchanges credit can be recognised'.

At the core of ECVET is the recognition of credit (see the definition of credit below).

> Credit for learning outcomes' (credit) means a set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning 'programmes or qualifications'
>
> ECVET Recommendation

Once the assessment is completed, it is important that its outcomes are documented in order to support the validation and recognition in the home institution on the learners' return. The evidence about the learning outcomes achieved can take several forms:

- The use of standardised assessment grids in which the assessors record learners' performance.
- Written statement by the assessor about what has been achieved fully, partially, etc.
- Grades, in which case it is important that there is a common understanding or a translation mechanism between the partner institutions as many education and training systems have very different approaches to grading.

Documentation:

- The learner's transcript of record is issued by the delivery institution in a timely manner upon completion
- The learner's transcript of record clearly sets out what has been achieved. The information is presented in an understandable way for the person who is expected to validate learners' credit achieved abroad as well as for other potential target groups (such as employers).
- The assessed and documented learning outcomes correspond to what has been agreed in the Learning Agreement and/or the MoU (or go beyond this agreement).

A checklist for delivery providers, and the template for the MOU and the Learning Agreement can all be found in Appendix 2.

Results: The GAP skills passport template

The learner transcript, or skills passport in the case of GAP, is a key component to the transferability and recognition of the credits and learning achieved during the programme. The passport needs to show:

- Learner unique reference
- Learning area titles
- EQF Level and credits
- Pass rate score
- Delivery institution title.

Regarding how to layout the information, it is helpful to look at other examples to understand what might work, and what could be compatible with other nations and systems. The learner transcript will go into the organisational email folder to be distributed to the named learners, preserving the anonymity within the GAP system itself, and making the employer or the delivery organisation the data controller with the named contact being the only person other than the individual to see the score related to an individual's name. This is best practice in terms of avoiding unconscious bias as well as vital to GDPR protocols.

Regarding GDPR, with the employer or training organisation being the data controller, there are still processes as the data processor that the GAP platform will need to comply with through the Skills Passport;

- The Data Processor shall ensure that, in respect of all Personal Data it receives from or processes on behalf of the Data Controller, it maintains security measures to a standard appropriate to:
  - o the harm that might result from unlawful or unauthorised processing or accidental loss,

damage, or destruction of the Personal Data; and

- o the nature of the Personal Data *(in this case individual learner's full name and contact person's full name and email address).*

- In particular, the Data Processor shall:

  - o have in place, and comply with, a security policy which:
    - defines security needs based on a risk assessment;
    - allocates responsibility for implementing the policy to a specific individual;
    - is provided to the Data Controller on or before the commencement of this Agreement;
    - is disseminated to all relevant staff; and
    - provides a mechanism for feedback and review.
  - o ensure that appropriate security safeguards and virus protection are in place to protect the hardware and software which is used in processing the Personal Data in accordance with best industry practice;
  - o prevent unauthorised access to the Personal Data;
  - o protect the Personal Data using pseudonymisation *(user ID)*, where it is practical to do so;
  - o ensure that its storage of Personal Data conforms with best industry practice such that the media on which Personal Data is recorded (including paper records and records stored electronically) are stored in secure locations and access by personnel to Personal Data is strictly monitored and controlled;
  - o have secure methods in place for the transfer of Personal Data in this case through the system emailing results by using suitable encryption products and potentially an access password;
  - o password protect all computers and other devices on which Personal Data is stored, ensuring that all passwords are secure (minimum of 6 letters, 1 number and 1 special character), and that passwords are not shared under any circumstances;
  - o take reasonable steps to ensure the reliability of personnel who have access to the Personal Data;
  - o have in place methods for detecting and dealing with breaches of security (including loss, damage, or destruction of Personal Data) including:
    - the ability to identify which individuals have worked with specific Personal Data;
    - having a proper procedure in place for investigating and remedying breaches of the GDPR; and
    - notifying the Data Controller as soon as any such security breach occurs.
  - o have a secure procedure for backing up all electronic Personal Data and storing back-ups separately from originals;
  - o have a secure method of disposal of unwanted Personal Data including for back-ups, disks, print-outs, and redundant equipment; and
  - o adopt such organisational, operational, and technological processes and procedures as are required to comply with the requirements of ISO/IEC 27001:2013, as appropriate to the Services provided to the Data Controller.

Health example

This is a very detailed approach running at 76 pages dissecting each criterion to be physically signed off by an assessor. This would not be workable for GAP and the peacekeeping community due to the time required at the internal verifier approach.

Name:	Description of Task: Apply steroid based creams at above 1%			
Knowledge and understanding required:	**Performance Criteria:**	**Assessed by:**	**Signature:**	**Date:**
- The sources of support, advice and information which may prove helpful to individuals, e.g. information leaflets. - The importance of compliance and circumstances that would require reporting concerns.	Explains the importance of observing individuals for any reactions, and what immediate actions to take if this occurs.			
	Explains procedure for reporting any concerns to the health worker.			
	Records treatment given in plan of care relevant to the delegated task.			
Comments Section:				
* In addition to the training programmes in place a health worker may also sign the performance criteria if the social care worker can demonstrate the requirements. A social care manager may also sign the performance criteria if they are assured that the skills and knowledge have been previously acquired by the social care worker.				

Picture 3: NHS Generic Health Skills Passport[xii]

Sheffield City Council example

This example from a local government agency[xiii] at 16 pages including guidance notes allows for comments related to the experience and actions for improvement or development, and links back to the job role. Again, this is thorough and comes with detailed guidance notes to empower the learner to take charge of their development. It is time-consuming and difficult to take with the learner and doesn't provide a sector-wide benchmark or necessarily explain the transferability of the achievement.

Individual Employer – Personal Assistant Developing and Monitoring Sheet
Suggestions for this can be found in the guidance notes.

Experience, e.g. supported practice	Comments	Agreed actions	Evidence within job role

Individual Employer	Signature:		Date:
Personal Assistant	Signature:		Date:

6

Appendix 3

Title: IT use and Payroll Administration

Description: working with me to support completion of my personal affairs by using a computer to access Dragon NaturallySpeaking (word recognition software), using a keyboard as required to prepare documents, e-mail, etc, following instructions and carrying out payroll administration tasks accurately including HMRC deductions, payslip completion, maintaining bank records and making payments to employees.

Assessment: these tasks have been assessed through observation by me as the employer and inspection of completed procedures.

(Insert name) has:

Skill	Evidence
Shown understanding of and demonstrated how to use Microsoft Word, Excel, PowerPoint, Dragon NaturallySpeaking software, the Internet and e-mail	After initial training checklist of procedures used without needing instruction
Completion of timesheets including working out gross-pay	Completed timesheets
Using HMRC CD-ROM to make income tax and National Insurance deductions	Completed monthly payroll on HMRC CD-ROM
Maintaining computer records of payroll details	Completed computer records
Making net wage payments to employees	Completed payment procedures

17

Picture 4: Example of local government staff skills passport

Student example

The student learning skills passport[xiv] is much more succinct than the other examples at 6 pages long. The onus is on the learner to complete and seek sign off, whereas the GAP programme must be modulated, automated where possible, efficient and cost effective. It does make sense to have an approval date as if there is an opportunity to practice the skills regularly then a refresher course may be needed for full competence.

Picture 5: Student Learning example

Smartphone example

This provides the ease of access and the mobility of taking the credit with the learner. It isn't clear whether there is a download to PDF option as this would be useful for printing or attaching to applications or other European initiatives such as Europass.

Picture 6: Online skills capture example

Europass example

The European Skills Passport is going to be part of the Europass framework documents with the Europass CV being the backbone of this framework. Currently, the existing Europass documents address various target groups:

- Certificate Supplement - holders of a vocational education and training certificate
- Diploma Supplement - holders of a higher education degree
- Europass Mobility - for recording skills obtained through an organised, transnational mobility experience (a work placement, study exchange or voluntary placement in an NGO).

However, there are no documents for:

- Domestic work experiences or traineeships organised or non-organised. A huge scope, as most persons who attend traineeships do that in their home country;
- Domestic non-formal education and training (such as in-company training) and
- Domestic informal learning e.g. from job experiences, leisure activities or volunteer work.

A viable path: To use the Europass Mobility document…

The Europass Mobility document records skills obtained through an organised, transnational mobility experience, which may or may not be integrated in a formal education and training programme. For instance, it can record a traineeship abroad, part of a training course in the home country, or a placement in a company organised by a mobility promoter, independently from any formal course.

The Europass Mobility document has a competence-based approach and is a good tool to record skills developed through an experience as seen below:

5.a DESCRIPTION OF SKILLS AND COMPETENCES ACQUIRED DURING THE EUROPASS MOBILITY EXPERIENCE (No)

(29a) (*)
Activities/tasks carried out
- Install and test switch gear and distribution boards
 Locate and rectify faults in wiring systems
- Locate and rectify faults in electrical equipment
- Install, test, commission and maintain lighting fittings and controls

(30a)
Job-related skills and competences acquired
Managing a domestic electric installation (three weeks):
- plan the resources needed
- order the material required
- interpret schematic diagrams and flow charts
- install and test wiring systems for lighting and power distribution
- complete job-related documentation

(31a)
Language skills and competences acquired (if not included under 'Job-related skills and competences')
- Communicating with Italian contractors; clear improvement of level of Italian language:
- At the end of placement, excellent level of communication; processing of orders from Italian-speaking customers.

(32a)
Computer skills and competences acquired (if not included under 'Job-related skills and competences')
Using MSOffice™ tools for processing documents:
- record and manage electronic documents;

(33a)
Organisational skills and competences acquired (if not included under 'Job-related skills and competences')
Good capacity in organising the tasks carried out during the placement:
- identify priorities;
- manage efficiently relations with other members of the team.

(34a)
Social skills and competences acquired (if not included under 'Job-related skills and competences')
Excellent communication skills in daily contact with customers;
- good knowledge of corporate practices for dealing with customers' requests;
- fits in well with members of the team.

(35a)
Other skills and competences acquired
In the framework of extra-curricular activities: basic first aid training (15 hours) organised by the Red Cross.
Certificate of competence obtained at the end of the training

(36a) (*)
Date
21 | 12 | 2004
dd | mm | yyyy

(37a) (*)
Signature of the reference person/mentor
[Signature]

(38a) (*)
Signature of the holder
[Signature]

NB : This table is not valid without the signatures of the mentor and of the holder of the Europass Mobility.
Headings marked with an asterisk are mandatory.

It is reassuring to see this approach being promoted as it matches the aspirations of GAP however it does not allow for in-formal learning experiences. Potentially, the proposed European Skills Passport will help but for the time-being a specific GAP transcript is still required. The suggested quality management process for this system is something along the lines of the picture below. A way to indicate level of skills and the context within which they were attained, or a common structured grading as often seen with linguistic skills:

One way to grade the skills obtained is to introduce the person completing the ESP to a simplified taxonomy of skill levels such as the one used in the EMU Pass. (See excerpt below)

Taxonomie

1 Has received information from us 3 Has done practical work with us 5 Has special skills
2 Has acquired knowledge with us 4 Has worked independently with us
V = Taxonomie is verified **X** = Taxonomie is NOT verified

Skills		Norm	Employer
Preparation / Planning	Technical data	3	5
	Job instructions	3	X 3
Overlapping Qualifications	Environmental protection	2	1
	Safety at work	3	5
	Team work	3	4
	Organisation	2	2
Quality control	Measuring (incl Logging)	4	4
	Testing, checking	4	4
Production and processing	Cutting / separating	4	1

Excerpt taken from the EMU Pass: http://www.emu-pass.com/GB/

Picture 4: Example of skills measurement in shared records

From these examples the GAP skills passport needs to show:

- Learner unique reference
- Learning area titles
- EQF Level and credits
- Pass rate score
- Delivery institution title
- Date of completion.

User reports

Enquirya and Upskill Enterprise worked together to align, crucially, the post-assessment user report, as well as the pre-assessment user report, and the scoring mechanisms required to show valid achievement to employers and recognition bodies through the Skills Passport. A demo user report was generated from the real data of one user of the January 2019 session in Dublin. The methodology used that links the end user reports and skills passport certification included:

- The assessment indicators are based on the extensive research done by the GAP-consortium. This research occurred in multiple countries and was translated in WP2 to learning outcomes, which were also benchmarked to international standard, and in WP5 to specific indicators grouped in three thematic areas (cultural awareness, gender awareness and communication).

- Upskill with its unique certification expertise worked in partnership with the subject matter experts at TCD to link the indicators to the learning outcomes, by labelling each indicator with one or more learning criteria keys. They then used industry-leading process, the SCQF framework, to map level characteristics and notional learning hours. It also established the thresholds for pass and fail. From a quality assurance point of view, it was ethically/methodologically sound that the review and suggested modifications of this process was done by a separate organisation (Upskill) that was not involved in establishing the indicators (TCD, Enquirya and ADAPT).
- Enquirya translated this into the pre- and post-game assessment report, so that once a user has completed the post-game assessment, the report is automatically generated which include the pre-assessment, the post assessment and the certification/skills passport, including credits and EQF level. Two scores are displayed:
  - (a) weighted score for the pass/fail (chapter 1) and
  - (b) a normal weighing detailing per learning criteria the scores.
- The User Report shows:
  - the average score for the learner as well as an explanation to help learners and employers to understand the process which helps with transparency and cross-understanding of attainment. The pre- and post- assessment results are shown to demonstrate the progress made by the learner which supports the transparency and trust of the employer in the GAP programme.
  - the report then shows the breakdown by indicator of the learner's score was helps them understand which particular areas they scored well in, and areas that may be lower to help them identify areas for development in the future
  - finally, the report explains the score per code which helps with transparency for the learner, the employer and any recognition bodies which is critical for the ECVET principles.
- As the validity of the calculations of the scores is of utmost importance, Enquirya verified their correctness in multiple ways, please refer to Appendix 3.

This means the recommended reporting mechanism and validation documentation for the GAP programme will be:

1. Pre-assessment results sent to trainer to share with learner, to understand starting point and learning support which may be required (for mock up template please see Skills Passport Template chapter)

2. In-game assessment results sent to trainer to share with learner, to understand current achievement and another further learning needed to embed competence e.g. further reading (for mock up template please see Skills Passport Template chapter)

3. Post-assessment results trigger Skills Passport release and is sent to trainer to share with learner and employer along with the individual User Report showing progress. If pass is not achieved recommendation to repeat curriculum.

This process ensures the learner has fair opportunity to learn and improve which is vital for the quality assurance processes in both ECVET and digital credentializing systems.

Comparing the GAP skills passport against international program approaches in VET, WBL and non-formal learning

Case study: France: Ministry of Labour vocational qualifications

A Céref study found:

"Alongside the qualifications awarded within the national education system and the vocational training certificates issued at sector level, the vocational qualifications issued by the Ministry of Labour (MoL) occupy an unobtrusive but growing place within the certification system.

Thus, the number of people obtaining such qualifications has more than doubled in ten years. In 2017, three quarters of the 183,000 candidates for the MoL qualifications were successful, many of them job seekers; 69% of those obtaining the qualifications had found a job six months afterwards[xv]. The certificates issued by the MoL constitute a wide-ranging sphere made up of more than 250 vocational qualifications, which are regularly updated and encompass a wide range of occupations, although there is an emphasis on service-sector specialties[xvi]. Ranging from level V to II of the French national qualifications framework, the training courses leading to award of the qualifications are targeted at the lower levels of the framework before rising gradually to the higher levels, thereby emulating the process of upgrading qualifications and jobs and upskilling the working population.

Observations in the field confirm some basic tendencies[xvii]. The MoL's qualifications are universally recognised for the advantages they confer in terms of access to employment. They are also recognised for their progressive, modular design based on vocational competence certificates (CCPs - certificats de compétences professionnelles), which are precursors of units of competence. These advantages in the search for jobs are, nevertheless, counterbalanced by poor image, a lack of clarity in the offer and inadequate visibility among the various users.

3 When companies take up the MoL qualifications: a typology of strategies

1 Protecting occupations and jobs	**2** Reacting to the economic environment	**3** Producing a tailor-made qualification	**4** Making up for the lack of a relevant qualification obtainable in the education system	**5** Responding to market constraints
Protecting craft workers' jobs and the transmission of scarce or disappearing skills and expertise	Providing training for MoL qualifications in order to mitigate the social impact of restructurings. Recognising employees' experience and offering them retraining	Adapting the qualifications to the specific characteristics of the sectoral activities in order to improve quality and productivity.	Providing training for a specialism or at a level for which there is no equivalent in the education system. Overcoming a labour shortage	Providing occasional training for an MoL qualification in order to comply with the requirements of a regional public market

Comparison to GAP: this suggests a changing mindset that recognises the value of vocational learning to bridge skills gap in the workforce. This is positive for the GAP programme, and certainly fits into the tailor-made qualification category. It also suggests that learning like that offered in GAP, with the GAP Skills Passport as validation of the learning outcomes with associated assessment, has the potential to be recognised by bodies like Ministries of Labour in different nations.

DigitalMe Case Study: Illinois State University[xviii]
According to Wonderlic, 93% of employers said that soft skills are either an "essential" or "very important" factor in hiring decisions.

'Human skills' or 'soft skills' have never been in higher demand. A 2015 LinkedIn study found that 59% of US hiring managers believe it's difficult to find candidates with soft skills. Illinois State University decided to reshape and redefine their Honors Program in partnership with Credly digital badges.

When former Associate Director Amy Oberts commenced her post with the Illinois State University Honors Program she felt it was time for a fresh approach to skill recognition and visibility. It was time to revitalise the program to reflect the increasingly high interest in soft skills for the workplace. In collaboration with then Assistant Provost Dr Rita Bailey, Amy Oberts set out to re-establish what it meant to be an Honors student at ISU, '*We envisioned a program that would offer multiple pathways and ample opportunities for students to engage in meaningful curricular and co-curricular experiences— a Program supported by tools that would recognise students' present successes and be showcased to achieve future aspirations'*.

The innovative new Honors program incorporates digital credentials throughout the learning journey. Students can easily document their learning via their individualised online portfolios. This allows the full range of their skills to be visible and verified thus adding tangible value to the program. Incoming Honors students are equipped with customisable, electronic portfolios that showcase their digital credentials and related learning artefacts. Each credential corresponds to a curricular, co-curricular, or community-related opportunity and includes the option of attaching evidence to be reviewed and assessed by the Honors Program staff and its instructors. Students can pursue opportunities that match

their interests and aspirations and access their Credly profiles to monitor their progress in the Honors Program. The Credly platform, part of the City and Guild group investment, provides all the functionality and ease of use for students to develop their learning pathway and for staff to monitor progress through the program.

"What excites me about digital badging is that I can show my future employers I am so much more than a resume and I have so much more to offer... I can (provide) tangible evidence of what I have learned." Mitch Stengel, Sophomore Communication Education Major, ISU.

The ISU Honors Program digital credentials are social-centric by nature and can be easily exported into professional portfolios, LinkedIn profiles and other social media platforms. This gives ISU unprecedented reach in terms of their ability to communicate the success of the Honors Program via Honors students' personal and professional social media profiles. Digital credentials enable students to have more control over what, how and where they share their learning, this can provide a greater sense of ownership and participation in the learning process - characteristics that are not usually associated with traditional, closed certificates.

"We're honoured to partner with Illinois State on offering a student service that is fast becoming a national model for the power of digital credentials to communicate the true value of the college experience..." Jonathan Finkelstein, Founder and CEO of Credly

A revolutionary way for students to have skills seen and achievements recognised

ISU Honors students partake in multidimensional learning in different styles of teaching environments. The introduction of a digital badging program has empowered students in their pursuit to have these achievements verified and recognised in a digital, easily transferable manner. The style of recognition also considers student participation in co-curricular and Honors community events.

"We have a found a way to allow students to use badging to market themselves professionally, to be able to showcase their skills and talents they need to get into graduate school, or to move on in their professional life." Dr Rita Bailey, Former Assistant Provost, ISU Honors Program.

Innovate+Educate Competency Case Study
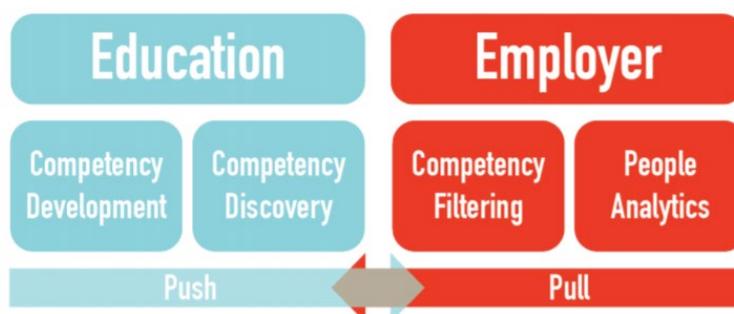
Figure 4[xix]

In Shift Happens: The Entrepreneurs, Wonks, and Investors Revolutionizing the Learning-to-Employment Landscape, a white paper by USA-based competency experts, Innovate+Educate, they explore the problems of competency discovery and communication which apply to how the GAP Skills Passport will be accepted. 'Competency discovery and communication includes two connected problems: how to demonstrate skills and competencies in a way that is widely accepted as valid and reliable (and therefore more meaningful to both employers and individuals), and how to share these credentials effectively using existing social media platforms like Facebook or LinkedIn and existing HR software. While many employers recognize the value in expanding the pool of potential applicants by removing some hiring requirements (like a four-year degree), they need a replacement for these proxies that they can trust to be viable and provide return-on-investment (ROI) in their hiring. Next generation assessments provide valid and reliable metrics for quantifying both hard and soft skills. "Companies want relevant skills," says Kieran Luke, head of General Assembly's Credentialing Network. "And they want ways of determining if you have skills beyond the existing proxies of networks, degrees, and colleges." These assessments take many shapes — traditional surveys, portfolios, online quizzes, challenges, or other demonstrations of skill, and "authentic" assessments rooted in real-world scenarios.'

This new approach and focus on different delivery methods is an exciting, and vital, part of the GAP programme delivery. The paper goes on to explain, 'Providers and consumers of skill assessments and non-cognitive/behavioural competency assessments must be vigilant to avoid over-reliance on numbers to quantify complex interpersonal skills or workforce competencies. Again, this supports the need to keep the human central to the process, both the learner and the assessor, so a post-game interview is strongly advisable if providers can design it into their delivery process. This could then be reflected in the Skills Passport as a confirmation that an interview was completed by a subject matter expert.

The World Economic Forum report, Strategies for the New Economy Skills as the Currency of the Labour Market[xx], provides ten strategies to build a skills-based labour market, followed by summaries of organizations working around the world to create a skills-based labour market. The strategies are:

1. Build, adapt and certify foundational skills
2. Build, adapt and certify advanced skills
3. Build, adapt and certify skills among the adult workforce
4. Realize the potential of educational technology and personalized learning
5. Map the skills content of jobs
6. Design coherent and portable certifications
7. Rethink organization and talent management processes
8. Drive momentum around the concept of skills
9. Align skills taxonomies
10. Shape culture, mindsets and mechanisms for lifelong learning

There are aspects in most of the strategies that can apply or inform the GAP project, the key ones are explored in the following pages.

Strategy 3. Build, adapt and certify skills among the adult workforce: Limited coordination across company reskilling and upskilling efforts as well as **poor public-private collaboration is contributing to labour market inefficiencies and excess costs associated with adult learning**. Given the broader changes to value creation in the economy and the rapid expansion of new technology, in-demand skills will remain in flux for the foreseeable future. The scale of the reskilling and upskilling **challenge requires better collaboration between businesses alongside a shift away from the traditional delineation between government-funded education and employer-funded education**. Renewed adult training systems need to strike a more effective balance between public and private responsibility for financing skilling, **greater agility to labour market demands** and greater comparability of learning content across companies[xxi].

The strategy goes on, 'Beyond school and university-level education, a range of opportunities are currently available to workers looking to iteratively expand and renew their skillset and knowledge throughout their careers. However, the investment in such re- and upskilling remains under-developed and **the current system for updating skills across the adult workforce lacks coordination and common standards**. For example, businesses commonly create bespoke upskilling and reskilling programs. To reduce costs and achieve scale across adult learning frameworks, there is **an urgent need for mechanisms and incentives** for refining and aligning the skills content of adult learning programmes while maintaining some competitive advantage for companies that develop bespoke programmes.' One of the primary aims of the GAP project was to produce a cost-effective delivery system that avoids duplication so it can help to add to the discussion of mechanisms and incentives for aligning learning content using the appropriate technological advantages, strengthening and leading the changes to make this more frequent across Europe.

'Education technology provides a range of new opportunities to develop **cross-applicable skillsets among adult learners at lower costs and greater scale**. Using the Coursera learning platform, Google developed a new IT Support Professional reskilling programme… An alternative approach is taken by General Assembly, which provides reskilling programmes focused on new, in-demand roles such as data scientists to a range of companies. **Standards boards** compiled of leading industry experts **define and validate** the skills taught in General Assembly courses.'[xxii]. Through the earlier work packages of research into the training agencies landscape in CPPB, one coherent voice or standards board wasn't identified for the sector, rather an amalgamation of separate opinions. This resulted in writing the

learning outcomes from a range of international and a range of occupational standards begin to provide a commonality and benchmarks.

Strategy 6. Design coherent and portable certifications: This strategy is about, 'Qualifications—and particularly, certificates—are a central marker for job-fit, yet the skills acquired and the comparability of **qualifications remain unclear due to a lack of broad standards and principles of portability** across different granting institutions, bodies and economies. Without common standards, individuals are unable to signal competencies that they currently possess, and **employers are unable to validate job applicants' claims without further primary assessment**. Under such circumstances, the brand value of any formal qualification and previous work experience become **proxies for the skills** held by individuals. Such proxies will continue to dominate judgement of role suitability and mobility within and between labour markets without coherent approaches to certification. The resulting friction points create additional inefficiencies when matching supply to demand in the labour market, making it difficult for workers to signal the skills they currently **possess at all times—particularly in periods of career transition or when moving to new geographic locals.** A closer focus **on inter-operable skill certification** alongside more broadly aligned standards for proficiency and assessment has the potential to empower individuals by enhancing their awareness of the extent and value of their skillset. This requires a broader shift away from the traditional delineation between government-funded education and employer-funded education to a model of greater collaboration between government and business **on agile training systems** that strike a better balance between public and private responsibility for financing and provide ongoing learning and certifications to workers[xxiii].

As with the project aims of GAP, the WEF strategy goes to discuss the need for, 'closer collaboration and stronger agreement on **cross-applicable certification**—and on the measures of proficiency across educational institutions—can be incentivized through: **clearly defined skills that are taught in each course mapped to a shared skills taxonomy, efforts at recognizing prior learning[xxiv] and new methods of logging qualifications such as a distributed ledger (blockchain).** Some experiments in aligning education frameworks are already underway, such as the European Qualifications Framework, which aims to connect the qualifications recognized between European Union countries. In addition, MIT's Digital Certificates Project has experimented with approaches to provide **skills certification through badging**, leveraging the capabilities of blockchain technology[xxv].' The blockchain approach is interesting and should be explored in any further iterations and evolving cycles of the GAP programme in the future.

Strategy 8. Drive momentum around the concept of skills: GAP has the potential in its approach, and delivery, to be a forerunner in setting the foundations of a more skills-based training, recruitment and talent retention system to benefit both employees and organisations. Strategy 8 discusses that, 'across education and training systems, as well as among employers, there is an urgent need to **move beyond**

the practice of learning bodies of fact and refocus on **building the behaviours and skills** to apply knowledge to tasks[xxvi]. Such a shift will be especially conducive to adding granularity and **aligning the language of job-fit** between employers and educators as skills remain the most common markers of competency within the labour market. A shift to a focus on skills will support all learners' ability to signal their competencies to the labour market and allow greater collaboration between employers and educators.' The GAP programme was created as one of these collaborations and as such has more weight in the daily work and functions of the job role as it currently is. This collaboration needs to continue as the skills, plus the contexts in which they are applied, change with time.

As the WEF report explains, 'Historically, the education system has maintained a disproportionate focus on knowledge and facts in tuition and assessment. Yet this is just one of the three pillars of the competency system, which is composed of not just skills and knowledge, but also attitudes and values[xxvii]. There is mounting evidence that **too many individuals enter the labour market without the skills or mindset for success**[xxviii]. To compound the shortcomings of the education system, employers often view the matching of skills to work as a static one-to-one relationship between degrees and certifications to a position.

Skills can be split **into cross-functional and specialized skills**—where the differentiation refers to the **frequency** with which those skills occur across all industries as opposed to an industry or profession. Skills can be further differentiated **into technical and soft—the ability to use and develop technology versus working within the realm of human interaction**. More recently, the newest in-demand skills are often referred to as emerging skills. **Cognitive skills** commonly cover conceptual thinking and the ability to process thoughts and perform various mental activities, and are most closely associated with learning, reasoning and problem-solving[xxix].

Complementary to skills, experts are increasingly looking to attitudes as a key ingredient of the competency model, moving away from the more static and deterministic nature of knowledge and abilities. **Attitudes are consistent behaviours, emotional intelligence traits and beliefs that individuals exhibit that influence their approach** to a variety of things such as ideas, persons and situations. **Attitudes are learned** and often a big part of the driving force of learning and the approach to doing tasks[xxx].' This runs to the core of why GAP came together to focus on soft skills, and specifically cultural awareness, gender awareness and communication. The in-game assessment uses behavioural markers, and mixes this will the cognitive assessment pre/post game play. By combining the two approaches, GAP can begin to bridge the existing norms within learning recognition and the move towards a more skills-based focus.

'**Each individual builds a unique basket of competencies** throughout their life. Having competencies to **successfully perform daily tasks depends on the interaction of knowledge, skills and attitudes that**

empowers the successful completion of the work at hand[xxxi]. Within this framework, **knowledge is the body of facts, principles and theories** that are related to a field of work or study and can be further split into dependent knowledge **(practical and procedural) and context-independent or theoretical knowledge.** Complementary to knowledge are the range of physical, psychomotor, cognitive and **sensory abilities** that are required to perform a job role. They are sometimes referred to as innate and are harder to shape, requiring early-life targeted investment[xxxii].'

The importance of coaching to embed the GAP curriculum and game

A UK study of 1000 professionals conducted by City & Guilds Group demonstrates the value of coaching to the future of workforces, '79% of UK professionals say they consider coaching useful for adopting new technologies and ways of working'.

The article published on the Institute of Leadership website[xxxiii] goes on to "reveal that coaching is integral to productivity and performance, with 84% of workers saying that coaching should be part of every business's management and development programme".

The research highlights how coaching is a powerful tool to change and adapt in the fast-paced evolving workplaces experienced across all industries. According to the study, "79% say it's useful for adopting new technologies and ways of working. In addition, as businesses begin to see staff from five generations working side-by-side, two thirds (64%) of those surveyed say that coaching has already become important in facilitating intergenerational working. Coaching plays a critical part in boosting productivity as people move between roles or embrace portfolio careers, both growing trends in today's workplace."

Digital Credentialization: quality and affordability

The natural next step for the GAP Skills Passport in the future is to consider digital badging or credentialization.

DigitalMe, a City and Guilds associate organization, tells us that "people and technology are driving the adoption of digital credentials, to close the gap between the skills employers need and the skills they can see". They go on to explain that "Digital credentials are a universal format for framing, capturing and sharing all CV worthy skills and achievements to meet the key market challenges of skilling, upskilling and reskilling. Helping to ensure that the workforce of today and tomorrow is more inclusive, more confident and more productive[xxxiv]".

According to TechCrunch, "the degree is still the coin of the realm in our information economy", but there is unprecedented demand for, and recognition of, non-degree credentials. Currently, 41 million

adults hold some form of non-degree credentials, and tomorrow's students — dubbed the "new normal" — will demand a mix of non-traditional programs to support their learning. In a work life that is likely to include 30 distinct jobs and three distinct careers, these "new normal" students will demand different credentials at different points in their learning life[xxxv]".

Traditional learning-to-employment pathways are becoming a thing of the past. The Innovate+Educate report Shift Happens, makes a strong argument for new competency-based approaches to education and workplace learning, "A shift in the learning-to-employment landscape is beginning to challenge historic models of higher education, training, and hiring. The shift is giving rise to new companies, new models, and partnerships around formal, informal, and corporate learning, as well as new education and workforce strategies and policies. It has aligned the interests of civil rights leaders and corporate titans when it comes to identifying and cultivating talent. It holds the potential to address historic equity gaps — and to accelerate economic mobility".

Shift Happens continues, "This shift is rooted in the recognition that soft skills enable the choreography of teams poised for productivity, and that technical skills now outnumber cognitive and core skills in job descriptions in virtually every industry. It demands better matching between talent and jobs. It is accelerating the demise of the resume, as machine-readable credentials and evidence of competencies replace historic proxies for knowledge and experience. And it reinforces the need for a greater diversity of postsecondary education products and pathways".

An interview with Jonathan Finkelstein, Founder of Credly, explored the digital credential trend, *"Digital credentials can be used to represent a wide variety of accomplishments, and as they take a data-rich and machine-readable format, employers can better discover right-fitting candidates and filter those candidates more accurately and efficiently. This shift enables employers to transparently articulate the skillsets they target in hiring and, in turn, empowers job seekers to more thoughtfully curate educational experiences appropriate to their personal and professional goals.[xxxvi]"*

A definition of digital or alternative credits explains, "What are alternative credentials? Competencies, skills, and learning outcomes derived from assessment-based, non-degree activities and align to specific, timely needs in the workforce"[xxxvii]. The report, Demographic Shifts in Educational Demand and the Rise of Alternative Credentials written by a team from UPCEA, Pearson, and Penn State University   from researching 190 institutions of higher education (including universities and community colleges) revealed that:

- Alternative credentials are offered by 94% of institutions profiled.

- One in five institutions offers digital badges.
- Digital badges are most commonly offered in business-related domains.
- Institutions with corporate engagement consistently valued alternative credentialing more than institutions that did not [have corporate engagement].
- Sixty-four percent of respondents either strongly or somewhat agreed that their unit sees alternative credentialing as an important strategy for its future.

The report goes on to explain the state of credentialing in the USA, "Alternative credentialing has become more common in higher education because it provides individuals with new ways to demonstrate their knowledge and skills to potential employers. Non-credit training courses, non-credit certificate programs, and micro-credentialing all provide learners with less expensive and faster alternatives to traditional degree programs. Degree holders now acquire professional licenses, education certificates and other alternative credentials from a myriad of providers including their professional associations and online programs as well as traditional higher education institutions. What was previously thought of as cutting edge is now becoming mainstream. A 2014 study by the United States Census Bureau revealed that 30% of the adult population holds an alternative credential[xxxix]".

The authors advise that private companies like the business social network, LinkedIn, are playing larger roles in professional learning, credentialing, recruitment, and employment. "The company aspires to be the primary connector of learners, learning opportunities, and employment. In March of 2016, LinkedIn launched more than 50 "Learning Paths" (sequential sets of Lynda.com courses, complete with practice sections, assessments and "accolades" designed to support and motivate learners as they progress, and related digital certificates that can be shared via LinkedIn)[xl].

Udemy, PluralSight, Udacity, edX, various coding bootcamps and many others have targeted the same opportunity to deliver need-to-know content to working professionals, just-in-time, in small units, often with associated digital learning credentials. The U.S. Department of Education's "experimental site" program, which allows alternative learning providers to qualify for Title IV student aid may also play an important contributing role soon. This trend may have the potential to disrupt the diploma[xli] for adult learners as well as for traditional higher education students. It may also serve as a wake-up call to embrace new forms of learning and credentials sooner rather than later, so as not to cede the vast population that needs to "re-skill," upskill, or career-shift[xlii].

The report found, "96% of provosts feel universities are doing a good job of preparing graduates for success in the workforce, while only 14% of Americans and 11% of business leaders strongly agreed that graduates have the necessary skills and competencies to succeed in the workplace[xliii]".

Professionally-focused learning goals require smaller, simpler, more applied learning programs that are shaped by industry need, less expensive than degrees, and sometimes smaller than courses. This matches the style and aim of the GAP programme. They also benefit from recognition through digital credentials that enable learners to tell the story of their learning and development across professional networks and job sites, which in this case begins with the Skills Passport which can evolve into a wider, formal digital badge.

The Demographic Shifts in Educational Demand and the Rise of Alternative Credentials report continues, 'While gaining in popularity, these new programs are not without significant problems. Many of the new private sector providers struggle to deliver consistent quality in learning design, assessment and outcome certification, and their instructors have varying levels of competency. They are fast and nimble, often at the expense of learning efficacy, and they generally lack formal accreditation. All these factors combine to present an opportunity for accredited higher education institutions whose core competencies are firmly established, provided they can adapt and rise to the challenge. The root of the word "credential" is "credence," and the value offered by credibility is only possible when credentials are based on a foundation of solid learning and assessment design, backed by trusted, experienced learning organizations[xliv].

The authors explain that digital badges have been found to make positive increases in course completion rates, average assessment scores, and learning progression. This digital credential trend is increasingly, and quickly, being accepted in the labour market, with leading global businesses such as IBM, Microsoft, Oracle, AICPA, GED, AHIMA, and others from across industry welcome and use open badges for their verified learning and professional credentials. In the last two years, millions of badges have been accepted by learners in more than 120 countries.

US digital credential pioneer Credly formed a partnership with Digitalme in 2016 to expand the use of digital credentials in Europe. "Our collaboration further expands Credly's international operations and enhances the technology underpinning our solutions. As part of this partnership, Credly has built a dedicated European-based data centre, extending its secure, cloud-based credential infrastructure to support Digitalme operations and help organisations based in Europe comply with strict EU data protection regulations, GDPR.[xlv]" Digitalme has played a key role in the introduction and growth of the Open Badge standard, that has united communities and sectors, across borders since 2011. Today, thousands of organisations worldwide are using the universal Standard, stewarded by IMS global, to issue millions of formal, non-formal and informal credentials. This standard is fast becoming the interoperable, sharable and verifiable certification format of the 21st Century to communicate recognition and achievements fit for the digital age[xlvi]. It offers interesting potential for the GAP programme as it continues to evolve beyond the project timelines into future use.

Open Badge: recognizing lifelong learning beyond formal credentialing systems
Related to Strategies for the New Economy Skills as the Currency of the Labour Market[xlvii]: 2, 3, 4, 6

Open Badge is an initiative by Mozilla that aims to create a badging system that can act as, supplement, or replace traditional certificates, and enable the portability of skills and knowledge. Anyone can issue a badge at any point in time against skills or knowledge gained. Individuals can gather those tokens of their qualifications across a range of contexts (tertiary education, on-the-job learning etc.) and at various stages of life[xlviii].

Each badge communicates a qualification, skill or achievement by providing a visual symbol with verifiable data and evidence that can be shared digitally for employment and learning. However, to safeguard the value of each badge, requirements were defined for what a badge must represent for both issuers and earners. To verify a badge, an array of criteria must be met. These include the name of the issuing organization, the requirements to earn the badge, the criteria for assessment, issuance of the badge, and date of issuance, among others[xlix].

The initiative integrates a wide range of stakeholders with an aim to define and develop shared standards and advancing acceptance of badges broadly in the labour market. IMS Global Learning Consortium, a large community of educational institutions, suppliers and government organizations aiming to advance technology to scale and improve education attainment and participation, leads the project and is tasked with driving adoption and portability.

There are now thousands of organizations that issue Open Badges[l], and there are many programmes that use Open Badges as a base, customizing approaches co-designed with specific institutions. For example, the Open Badge for Adult Education, co-funded by the Erasmus+ programme, aims to create a portfolio of badges that includes a range of forward-looking cross-functional competencies[li]. When this is released it could be ideal for GAP recognition.

MIT Digital Certifications Project pilots new approaches to storing and verifying certificates
Related to Strategies for the New Economy Skills as the Currency of the Labour Market[lii]: 3, 4, 6

The current, mostly analogue, system of issuing, storing and verifying certification is not efficient—it can be slow, complicated and unreliable. In adult training, many certification initiatives exist with little harmonization. The outdated technologies that dominate traditional certification systems entail limitations in verifying certificates and making certificates portable across borders. The MIT Digital Certifications Project aims to tackle these limitations[liii]. To create a more transparent and easily verifiable system, MIT Media Lab released in 2016 the first version of a set of tools to issue, display and verify digital credentials using distributed ledger technology and Open Badges specifications.

While such approaches hold much potential, there are certain limitations that were identified through this initial pilot. The most critical ones are privacy, curation of one's experience and lack of markers for the actual value of accrued certificates. The inherent nature of blockchain will allow complete transparency of the content, meaning the track record of past learning cannot be erased. However, further safeguards can empower individuals to protect their privacy. Curation of certifications and experience is typically a feature of seeking employment. Questions remain on how blockchain certification systems can allow for this type of curation. And lastly, a shared understanding of the value of certifications will empower individuals on career management[liv]. The project seeks to work with corporations and enterprises to address many of the obstacles outlined earlier in this paper in creating transparency between and within sectors on skills qualifications and valuing accomplishments to enhance portability and mobility.

The GAP Skills Passport has many of the elements required by these credential or badging programs and sets the foundation whilst these systems mature to be ready for incorporation once European standards are available. This helps make the GAP programme be future-proof as it can evolve with consumer demand and training developments.

Conclusion

The GAP project set out from the beginning to incorporate international and occupational standards which would give credibility, avoid duplication, and help to begin tentative steps towards establishing a common skills language within the multicultural discipline of peace keeping. The consortium knew that recognition through ECVET or other relevant processes was a key component of the project innovation. Through the GAP conferences we have received overwhelming support for the skills passport, using the best practice of informal/non-formal learning recognition, and the best practice from vocational education across Europe with one eye on the global market. European policy experts as well as a range of training providers and employers have expressed their pleasure to see this development and hopes for the sector to use more recognition schemes in the future.

The skills passport is a robust process to validate the learner's skills in the three key areas demonstrated; cultural awareness, gender awareness and communication. Appendix 3 describes the breakdown of the assessment results which will feed the results stated in the passport. The process completed during the mapping of these can easily be followed for the remaining areas; leadership, decision-making, stress management and team work. Having the credit and level calculated helps for the learning to meet national qualifications frameworks as well as European-wide systems like ECVET and Europass to enable all European nationalities operating within CPPB to seek at-home formal recognition. The exit interview by a subject matter expert during the evaluation stage is a strong and

commonly used activity used to establish trust between the learner, employer and recognition body as a strong form of validation of learning. Whilst this not part of the process for the launch in the marketplace due to the need to be downloaded and delivered locally with the user of a trainers' manual, in the future it will be worth using subject matter expert interviews as a dip sampling approach for external verification. The GAP partners could explore the potential to dip sample delivery organisations once a year or once every three years via subject matter experts to ensure the learning is still being delivered at the level required by the curriculum, the consortium, and the Skills Passport.

Skills passport template

The skills passport states the final attainment score, the completion of the programme score. To meet the principles of ECVET, and any future credentialization/recognition processes, the achievement of the learner is the outcome of the last assessment, which is the main interest to the employer. This is the accumulation of benchmarking their previous knowledge level through the pre-assessment, incorporating the learning through the game and in-game assessment, and then evidencing their operating competence in the last assessment. As with most qualifications such as degrees, the final documentation/certificate displays the end result of the learning programme that the learner has achieved.
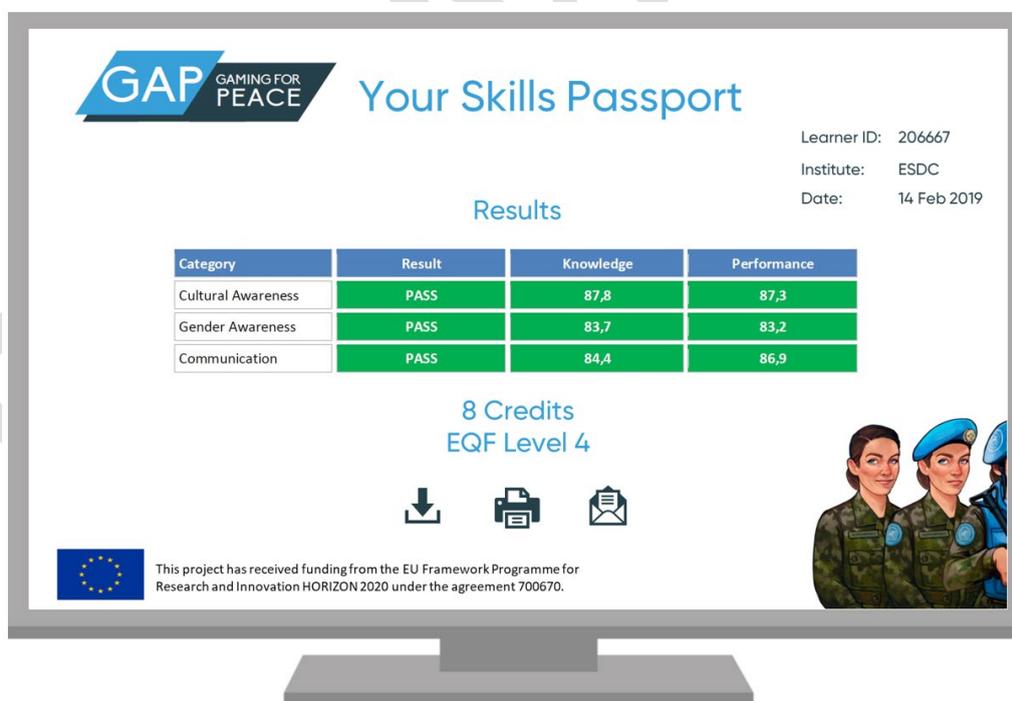
The picture above is a potential visual representation of the required data for the skills passport. Different delivery providers/institutions may want to use their own certification style/layout; however, this is the fundamental data that must be present. If the provider/institution wants to show additional information they are welcome to do so.

The progress statements made by the learner through their GAP journey are recorded through the pre-, in- and post-game assessment. After the first two assessments the learner/trainer/employer will receive a copy either on-screen or via email notification to confirm their current score. This will help them understand their current knowledge and performance level, and where necessary seek or provide further support to develop this. After the final assessment the comparative User Report will be sent and trigger the release of the Skills Passport. These are separate documents to the Skills Passport but within the same brand as demonstrated in the mock-up template below:

GAP GAMING FOR PEACE

Progress Report

Learner ID: 206667
Institute: ESDC
Date: 14 Feb 2019

In game results

Overall			
	Communication	Gender	Culture
Average	3.10	3.20	3.10

Military Play (400 choices)			
	Communication	Gender	Culture
Average	3.15	3.24	3.18

Police Play (272 choices)			
	Communication	Gender	Culture
Average	3.03	3.18	2.97

To pass this programme you need to score 3 or above

This project has received funding from the EU Framework Programme for Research and Innovation HORIZON 2020 under the agreement 700670.

This allows the employer to track the progress of the learner and helps to show the value of the programme by tracking progress at three vital stages. It provides clear evidence of the improvement in competence GAP makes.

The Skills Passport is the badge a learner takes with them at the end of the programme. The progress reports and the pre- and post-assessment report created by Enquirya, and the in-game assessment created by TCD and results generated by ADAPT, form the accumulated justification of the end results. They should also be made available to the learner to help with their mobility. Should a learner take these to a recognition body in their home nation then this body may want to see the learning outcomes and the mapping against the in-game assessment and pre- and post-assessment of the learning criteria and the level characteristics. As these are all part of WP5 and WP6 deliverables they are peer-reviewed scientific publications relating to its results generated in this Horizon 2020 action and in accordance with the conditions set out in Article 29.2 of Horizon 2020 Grant Agreement should be clearly available on the project website for recognition bodies to download free of charge when required.

Appendix 1: map of level characteristics and learning outcomes against assessment

This Appendix shows examples of mapping that was completed to achieve the level and scores for the GAP Skills Passport. Please refer to the accompanying Excel document 'Skills Passport Mapping' for detailed, interactive full view. Below are screenshots of this document as examples.

Reference key page:

Example of Military Cultural Awareness mapping:

Example of Police Cultural Awareness mapping: *(heading appears after first table)*

The first screenshot (Military tab):

Topic	Question	Actors	Pass/Score (%)	Learning Outcome reference	SCQF level descriptor
Cultural Awareness	It is important to know customs of the country where a mission is based.	Military	agree (80) /strongly agree (100)	clk1, clp1, clp2	
Cultural Awareness	Part of being a peacekeeper is to understand the cultural differences between me and my colleagues from other militaries.	Military	agree (80) /strongly agree (100)	clk2, clk3, clk5, clp1, clp2, clp7	
Cultural Awareness	It's only necessary to deal with the formally recognized (usually male) leadership in the local populations.	Military	disagree (80) /strongly disagree (100)	clk4, clk8, clk9, clp1, clp5, clp7	
Cultural Awareness	I understand that religion, spirituality and other beliefs may influence how local populations react to peacekeepers.	Military	agree (80) /strongly agree (100)	clk1, clk11, clp1c, clp2	
Cultural Awareness	Civilians and Non Governmental Organizations are not essential for achieving the goal of for any UN peacekeeping mission.	Military	disagree (80) /strongly disagree (100)	clk1, clk6, clk14, clp2	
Cultural Awareness	I attempt to learn phrases in local language to help with communication and show respect to local people.	Military	agree (80) /strongly agree (100)	clk12, clp1d	
Cultural Awareness	Working with other nationalities is the hardest thing about going on deployment.	Military	disagree (80) /strongly disagree (100)	clk6, clk13, clk14, clk15, clp5, clp6, clp8	
Cultural Awareness	It is important for peacekeepers to understand the impact of cultural identities in creating tension.	Military	agree (80) /strongly agree (100)	clk2, clk3, clk5, clk9, clk10, clp1, clp4, clp7	
Cultural Awareness	Peacekeepers need training in cultural awareness to help de-escalate cultural clashes in missions.	Military	agree (80) /strongly agree (100)	clk3, clk8, clp1, clp4	
Cultural Awareness	It is important to accommodate religious practices of colleagues, including interpreters.	Military	agree (80) /strongly agree (100)	clk1, clk6, clk8, clk10, clk11, clk14, clk15, clp2, clp8	C1L7; C2L6; C3L6; C4L5; C5L5 Level for Topic = SCQF Level 6 (EQF Level 4)
Cultural Awareness	Taking part in social rituals (e.g tea-drinking) with locals is important for building trust.	Military	agree (80) /strongly agree (100)	clk2, clk7, clk12, clp1, clp2, clp5	
Cultural Awareness	I enjoy the opportunity of eating other militaries' national cuisine.	Military	agree (80) /strongly agree (100)	clk2, clk7, clk12, clp1, clp2, clp5	
Cultural Awareness	Peacekeepers must accommodate the local sense of punctuality.	Military	agree (80) /strongly agree (100)	clk2, clk7, clk12, clp1, clp2, clp5	
Cultural Awareness	It's important to figure out who are the informal as well as the formal leaders in the local population.	Military	agree (80) /strongly agree (100)	clk8, clp5	
	Working with police (local or international) is essential				

Example of Police Cultural Awareness mapping:

The second screenshot (Police tab):

Topic	Question	Actors	Pass/Score (%)	Learning Outcome reference	SCQF level descriptor	
Gender Awareness	Women and men can do the same jobs during peacekeeping missions.	Police	agree (80) /strongly agree (100)	gk4, gk5, gk11, gk14, gk15, gk16, gp4, gp6, gp8, gp9, gp10, gp11		
Gender Awareness	Women are useful for engaging with local women.	Police	agree (80) /strongly agree (100)	gk1, gk3, gk7, gk9, gk14, gk15, gp1, gp2, gp4, gp6, gp9, gp10		
Gender Awareness	Having a low proportion of female to male peacekeepers can be a problem on missions.	Police	agree (80) /strongly agree (100)	gk3, gk5, gk9, gk12, gk15, gp4, gp5, gp6, gp9, gp10		
Gender Awareness	It's important to access influential women who are not formal leaders in the local populations.	Police	agree (80) /strongly agree (100)	gk1, gk9, gk13, gk15, gk17, gp2, gp6, gp9, gp10		
Gender Awareness	It is important to aim for gender balance among personnel on peacekeeping missions.	Police	agree (80) /strongly agree (100)	gk1, gk9, gk13, gk15, gk17, gp5, gp6, gp7, gp10		OVERALL SCQF LEVEL 6 = EQF LEVEL 4
Gender Awareness	I would not be comfortable being deployed with LGBTQ+ colleagues.	Police	disagree (80) /strongly disagree (100)	gk2, gk4d, gk8, gk14, gp3, gp4, gp5, gp7, gp8		
Gender Awareness	I am driven to respond to other's insensitive comments and behaviours regarding women.	Police	agree (80) /strongly agree (100)	gk8, gk9, gk16, gk17, gp3, gp11, gp12		
Gender Awareness	To be masculine can include being caring and empathetic.	Police	agree (80) /strongly agree (100)	gk1, gk2, gk6, gk14, gp1, gp2, gp4		
Gender Awareness	Women are as suitable as men for daily patrols on peacekeeping missions.	Police	agree (80) /strongly agree (100)	gk1, gk5, gk7, gk8, gk9, gk11, gk15, gp4, gp5, gp6, gp8, gp10, gp11		
Gender Awareness	A desirable quality in a peacekeeper is emotional sensitivity.	Police	agree (80) /strongly agree (100)	gk1, gk3, gk6, gp1, gp2, gp5	C1L6; C2L6; C3L7; C4L4; C5L6 Level for Topic = SCQF Level 6 (EQF Level 4)	
Gender Awareness	It is important to explain to locals that female officers' authority must be respected.	Police	agree (80) /strongly agree (100)	gk3, gk7, gk9, gk10, gk12, gp2, gp6, gp12		
Gender Awareness	Gender discrimination is about power not sex.	Police	agree (80) /strongly agree (100)	gk1, gk2, gk4, gk16, gk17, gp 10, gp11, gp12		
Gender Awareness	Empathy and understanding another person's perspective is irrelevant to peacekeeping.	Police	agree (80) /strongly agree (100)	gk1, gk2, gk6, gk14, gk15, gp1, gp2, gp4		
Gender Awareness	I prefer being in a mixed gender deployment.	Police	agree (80) /strongly agree (100)	gk1, gk4, gk9, gk11, gk14, gk15, gk16, gp4, gp5		
Gender Awareness	It's only necessary to deal with the formally recognized (usually male) leadership in the local populations.	Police	disagree (80) /strongly disagree (100)	gk5, gk7, gk9, gk17, gp2, gp6, gp9, gp10, gp12		
Gender Awareness	Women can go on missions, but should do desk jobs.	Police	disagree (80) /strongly disagree (100)	gk14, gk15, gk16, gp8, gp10, gp11		

Example of Civilian Communication mapping:

	Topic	Question	Actors	Pass/Score (%)	Learning Outcome reference	SCQF level descriptor	
55	Communication	I consider cultural barriers when planning my communications.	Civilian	agree (80) /strongly agree (100)	cmk4, cmk6, cmk7, cmk9, cmk13, cmp1, cmp2		
56	Communication	It is important to make sure you listen to all local populations and factions in a peacekeeping mission.	Civilian	agree (80) /strongly agree (100)	cmk1, cmk5, cmk13, cmp1		
57	Communication	It is important to vary the use of language and behaviours to appeal to people from other cultures.	Civilian	agree (80) /strongly agree (100)	cmk1, cmk4, cmk5, cmk6, cmk8, cmk10b, cmk12, cmk13, cmp1, cmp2, cmp3, cmp5		
58	Communication	I avoid the use of jargon and technical language.	Civilian	agree (80) /strongly agree (100)	cmk1, cmk6, cmk13, cmp2c, cmp3		
59	Communication	A weapon is the most important tool in de-escalating potentially violent situations.	Civilian	disagree (80) /strongly disagree (100)	cmk4, cmk5, cmk6, cmk12, cmk13, cmp2, cmp5		
60	Communication	I recognise that the work of interpreters is important for the mission.	Civilian	agree (80) /strongly agree (100)	cmk7, cmk8, cmk13, cmp1, cmp5, cmp6		
61	Communication	I use silence rather than interrupt when listening to others.	Civilian	neither agree nor disagree (100)	cmk1, cmk4, cmp1	C1L7; C2L7; C3L6; C4L6; C5L6 Level for Topic = SCQF Level 6 (EQF Level 4)	
62	Communication	I find out the thoughts and views of others through the use of open questions.	Civilian	agree (80) /strongly agree (100)	cmk1, cmk4, cmp1		
63	Communication	I understand a person's cultural norms may influence communication in many ways, including: use of gestures, topics of conversation, greetings, use of humour, decision-making roles.	Civilian	agree (80) /strongly agree (100)	cmk1, cmk4, cmk6, cmk13, cmp1, cmp2, cmp		
64	Communication	I vary my body language to gain rapport with people.	Civilian	agree (80) /strongly agree (100)	cmk1, cmk4, cmp1		
65	Communication	I attempt to learn phrases in local language to help with communication and show respect to local people.	Civilian	agree (80) /strongly agree (100)	cmk1, cmk4, cmp1, cmp3		
66	Communication	I use easily understood everyday words and expressions that everyone is familiar with.	Civilian	agree (80) /strongly agree (100)	cmk1, cmk4, cmp1, cmp3		

Sheets: Key | Military | Police | **Civilian** | In-Game Scoring

Example of in-game scoring:

	A	B Communication	C Gender	D Culture	E	F	G Communication	H Gender	I Culture	J	K	L
1		Communication	Gender	Culture			Communication	Gender	Culture			
2			Overall					Overall (Anne)				
3	Average	3.16	3.18	3.04		Average	3.10	3.20	3.10			
4	Variance	2.26	2.25	2.31		Variance	2.72	2.78	2.78			
5	Count == 5	181	60	150		Count == 5	178	64	115			
6	Count == 3	239	78	210		Count == 3	154	47	93			
7	Count == 1	137	44	139		Count == 1	154	48	100			
8	Count == 0	116	491	174		Count == 0	166	494	344			
9	Count Missing	0	0	0		Count Missing	21	0	0			
10												
11												
12		Military (400 choices)					Military (Anne 400 choices)					
13	Average	3.05	3.05	2.99		Average	3.15	3.24	3.18			
14	Variance	2.15	1.83	2.23		Variance	2.81	2.63	2.86			
15	Count == 5	94	9	73		Count == 5	109	23	78			
16	Count == 3	154	20	117		Count == 3	81	19	53			
17	Count == 1	86	8	74		Count == 1	88	16	61			
18	Count == 0	66	363	136		Count == 0	116	337	202			
19	Count Missing	0	0	0		Count Missing	0	0	0			
20												
21		Police (272 choices)					Police (Anne 272 choices)					
22	Average	3.32	3.21	3.10		Average	3.03	3.18	2.97			
23	Variance	2.37	2.36	2.41		Variance	2.60	2.86	2.62			
24	Count == 5	87	51	77		Count == 5	69	41	37			
25	Count == 3	85	58	93		Count == 3	73	28	40			

Sheets: Key | Military | Police | Civilian | **In-Game Scoring**

Appendix 2: ECVET supporting documents

This Appendix provides some of the detailed information that training providers may want to consider regarding being competent institutions (ECVET terminology). This would enable them to provide the formal recognition as part of their GAP offer to different peacekeeping agencies.

Quality Assurance needs:

	Conception functions			Realisation functions			
Qualifications system / Governance and funding	Design of qualifications	Design of formal or non-formal programmes	Design of assessment/validation process and procedures	Carrying out the formal or non-formal programme	Assessment of learning outcomes (formal, non-formal and informal)	Validation of learning outcomes (formal, non-formal and informal)	Certification/recognition of learning outcomes (including the award of qualification, certificate, diploma...)
Quality assurance (both in qualifications systems and with regard to ECVET)							
Support functions (both in qualifications systems and with regard to ECVET): information, guidance, documentation and communication							
	Design of ECVET elements			Use of ECVET for accumulation and Transfer			
ECVET functions / Governance and funding	Description of qualifications in terms of learning outcomes / Allocation of ECVET points to qualifications and to units	Link between units of learning outcomes and the formal or non-formal programme	Link between assessment/validation processes, the achievement of units of learning outcomes and award of associated ECVET points	Practical use of learning outcomes and credit for mobility	Establishment of learning agreements / Assessment of learning outcomes and award of corresponding credit	Recording of assessed learning outcomes and credit in the personal transcript / Validation of learning outcomes and of corresponding credit / Award of corresponding ECVET points to the learner	Recognition of learning outcomes and process for taking credit into account for the award of qualification (i.e. transfer and accumulation)
Establishment of Memoranda of Understanding (all actors may be involved in the establishment of a MoU directly or by delegation)							

Should employers and/or training providers wish to add to the GAP programme or incorporate it in to their portfolios, the following ECVET questions can help to ascertain what needs to happen to make this happen.

Units of learning outcomes	**Selection of learning outcomes:**
	Has a (have) unit(s) of learning outcomes for mobility been identified?
	Is it clear how this (these) unit(s) relates to the qualification the learner is preparing for?
	Has the home institution clearly identified how the learning outcomes can be transferred and recognised?
	Given learners' prior knowledge, skills and competence, their language skills, the duration of the mobility and the learning opportunities in the host institution, is it feasible:
	• for learners to achieve the defined learning outcomes abroad?
	• to assess the defined learning outcomes abroad?
	Description of learning outcomes:
	Are the learning outcomes descriptions understandable for the main actors involved (learners, teachers/trainers in home and host institutions, any other competent institution that will validate and recognise learning outcomes from abroad)?
	Is there a clear link between the planned assessment and the defined learning outcomes?
	Do the planned assessment criteria and methods enable the evaluation of whether the learner has achieved the defined learning outcomes?
Assessment	Do the actors involved (host and home institution and any other competent institution involved) agree on assessment procedures and criteria?
	Is this agreement related to the questions about who, how, when, etc. and is it described in a transparent way (for example, in the Learning Agreement)?
	Do the actors involved ensure that the assessment they envisage is feasible and appropriate (for example, taking into account constraints such as time and resources available or the language skills of learners and assessors)?
	Does the host institution understand well the level of performance expected by the home institution?
	Are the assessment criteria and indicators clearly related to the agreed learning outcomes and are the assessment procedures clearly related to the assessment criteria and indicators?
	Are the assessment method(s) and criteria appropriate for the learning outcomes concerned (not too complex and not too simple) and feasible for the mobility period?
	Is it clear how the results of a learner's assessment will be documented in his or her transcript of records (thus when the learner returns to his or her home institution, is there evidence on the results of assessment to validate and recognise his or her credit)?

Validation and recognition		Is it clear how learners' credit will be validated and recognised?
		Is it clear who is responsible for the validation and recognition of a learner's credit? Is the mobile learner aware of how this will be done?
		Are the persons responsible for a learner's pathway and possibly the certification, aware of the practical results of validating the learner's credit (for example, exemption from taking certain courses, exemption from formal or summative assessment, acquisition of extra credits) and of recognising the learner's credit (for example, registering a unit in a learner's transcript of record, issuing a certificate, registering the credit in any other way in the learner's transcript of record)?
		Are the practical procedures and responsibilities for validation and recognition of a learner's credit documented in partnership agreements (MoU and/or LA)?
Learning Agreement		Does the Learning Agreement identify the learning outcomes to be achieved, how these will be assessed and how learners' credit will be validated and recognised?
		Does the host institution agree with preparing the learner for the achievement of these learning outcomes?
		Is there agreement about how the host institution will document the result of the assessment (assessment grid, written statement – in what language[s])?
During mobility	**Provision of the learning activities preparing for LO identified in the Learning Agreement**	Are all actors concerned (such as teachers, trainers, the mobile learner) aware of all aspects of the planned learning process abroad that are relevant for their roles (for example, have they received a copy of the Learning Agreement or have they been briefed about their roles in the mobility phase)?
		Is the host institution acting according to its responsibility for the quality assurance of the learning context (for example, safety regulations are respected, the relevant activities can be carried out during the mobility period, the necessary equipment is available, guidance is provided to the mobile learner, teachers or trainers have the required competences for supporting the learning process of the mobile learner)?
		Is the host institution acting according to its responsibility for the quality assurance of the learning process as such? In other words: do they help the learner to acquire the learning outcomes defined in the Learning Agreement?
		Is there a designated person who has the responsibility to oversee the mobility process in the host institution (for example, is a tutor appointed)?
		Does the learner know whom to contact if he or she sees that the Learning Agreement is not being implemented?
		Are the learning activities the learner takes part in at least those which have been foreseen in the phase before mobility?
		Are procedures put in place to ensure compliance with the arrangements laid down in the Learning Agreement (for example, does the person in charge in the host institution carry out regular checks that everything is in line with the Learning Agreement)?
		Are procedures put in place for the handling of problems which might occur during the learning period abroad?

Assessment	Are all actors concerned (such as teachers, trainers, the mobile learner) aware of the assessment criteria to be used to assess the learner?
	Are the assessment procedures and criteria used in line with what has been agreed on?

Evidence/documenta-tion	Is the learner provided with the evidence of his or her assessment which will serve as basis for the validation and recognition of credit?
	Is the learner's transcript of record issued by the host institution in a timely manner upon completion of the mobility period?
	Does the learner's transcript of record clearly set out what has been achieved?
	Is the information presented in an understandable way for the person who is expected to validate learners' credit achieved abroad as well as for other potential target groups (such as employers)?
	Do the assessed and documented learning outcomes correspond to what has been agreed on in the Learning Agreement and/or the MoU (or go beyond this agreement)?

After mobility	Validation	Has the learner achieved the expected learning outcomes, based on the evidence of his or her assessment in the host institution?
		Can his or her credit be validated in line with the LA? If not, why?
		Has the learner been treated fairly in the validation process (taking into account issues such as circumstances of the assessment, differences in the learning environment between home and host institution or possible language barriers they may have faced in the host institution)?
		Do the actors involved implement the practical results of validating learners' credit (for example, exemption from taking certain courses, exemption from formal or summative assessment, acquisition of extra credits)?

	Recognition	Can his/her credit be recognised in line with the Learning Agreement? If not why?
		Do the actors involved implement the practical results of recognising learners' credit (for example, registering a unit in a learner's transcript of record, issuing a certificate, registering credit in another way in the learner's transcript of record)?

	Follow-up	Can the mobile learners progress in their training pathways as planned?
		In case it was not possible to implement the validation and recognition process as planned in the Learning Agreement, does the home institution:
		• identify the reasons for deviating from the Learning Agreement?
		• make it clear to the learner why?
		• identify remedial measures?

The memorandum of understanding (MOU) and learning agreement are key documents in the quality assurance process of ECVET. In the GAP context this would be between the employer and the training provider where employers commission the programme from a provider outside their organisation

and/or a provider outside their home nation. These agreements help to provide further evidence to recognition bodies in the home nations that clear processes were agreed and put in place to guarantee the quality of the non-formal learning programme. It also reassures the employer that they are spending their training budgets on quality provision and quality providers. Below are templates offered by ECVET:

Memorandum of Understanding

Objectives of the Memorandum of Understanding

The MoU forms the framework for cooperation between the competent institutions. It aims to establish mutual trust between the partners. It is explicitly stated in the MoU that the partner organisations mutually accept their respective criteria and procedures for assessment, validation and recognition of knowledge, skills and competence for the purpose of transferring credit. Should the partners agree on additional objectives specific to a given partnership, these should also be included in the MoU.

Identification of the organisations signing the MoU

Partners provide information on the organisations signing the MoU and describe what they are competent for in their systems.

The MoU contains the relevant contact information of all institutions involved and their functions and roles.

Organisations that are covered by the MoU (if appropriate)

The organisations directly signing the MoU are not necessarily all the organisations which are entitled to operate in the framework of the MoU. For example, in the case of MoUs signed at sectoral or regional level, these may concern the full range of VET providers who are governed by the national/sectoral authorities signing. Therefore the MoU may contain either a list of names of VET providers to whom the MoU applies or it can refer to a type of VET provider (for example, those accredited by the national ministry of education). The list can be put in an annex.

Information about the qualification(s) covered by the MoU

The availability of sufficient and transparent information about the VET qualification(s) in the home and host country forms the basis for mutual trust. Relevant information has usually already been exchanged before drawing up a MoU. The MoU itself can contain key information (such as a Europass Certificate Supplement) – possibly in an annex. The MoU can cover a group of qualifications.

Competent institutions with regard to ECVET technical specifications

Partners describe the competence of the competent institutions regarding the ECVET functions (see Annex A). This differs from one system to another. The following needs to be clarified:

- Who is competent to identify the unit(s) of learning outcomes suitable for mobility;
- Who is competent for delivering the education and training programme/learning activities preparing for the unit(s) of learning outcomes covered by the mobility;
- Who is competent to assess whether the learner(s) has (have) achieved the expected learning outcomes;
- Who is competent to validate and recognise learners' credit on their return to the home institution.

Assessment, documentation, validation and recognition

The MoU could explain the procedure and responsibilities for the assessment, documentation, validation and recognition:

- What are the procedures and methods of assessment used by the host institution;
- What is the form of documentation used by the host institution (such as a learner's transcript of record, which can be enclosed as an appendix to the Learning Agreement, the Europass mobility, or form sheets specified by the sending institution);
- Validation: how does the home institution determine that the learning outcomes achieved abroad can be validated;
- Recognition: how does the home institution officially confirm that the learning outcomes have been achieved and validated (such as by issuing a certificate).

More detailed information is provided in the Learning Agreement.

Validity in time of the MoU

Partners specify the duration of the validity of the MoU. In some cases it can be useful to conclude the agreement with a validity of a few years; in other cases, a longer period of validity will be more appropriate. In principle, however, a period of several years is recommended.

Evaluation and review process

Partners specify the date and procedures for evaluating the functioning of the partnership and for future improvement.

Additional topics

The MoU could also include spaces for adding additional topics. For example, partners could agree to establish a partnership that is open to other organisations that would like to join the partnership at a later stage.

Learning Agreement

Information about the establishment of a MoU

The Learning Agreement provides information on whether a MoU has been developed and sets the framework for this specific mobility exchange.

Information about the actors involved

The Learning Agreement contains the key contact information of the partner institutions involved (such as VET providers in the home and host country as well as other competent institutions or intermediary institutions) and the mobile learner (or his/her legal guardian, if applicable).

Duration of the training period abroad

The Learning Agreement specifies the start and end dates and the overall length of the training period abroad.

Qualification being prepared by the learner - including information on where the learner is in his/her learning pathway (his/her current status of acquired knowledge, skills and competence)

To enhance transparency and ensure that the mobile learner is assigned tasks during the mobility stay that are in line with his/her competence level and the training objectives of the stay abroad, it is recommended to provide sufficient documentation of knowledge, skills and competence previously acquired by the learner and/or to state the tasks s/he is already able to carry out (for example, under instruction, under supervision, or independently). Existing instruments and Europass documents will help to describe other already acquired knowledge, skills and competence of the learner, such as language skills.

Description of the learning outcomes to be achieved during mobility

A key element of the Learning Agreement is information about content (unit[s] of learning outcomes) for each specific mobility (and the associated ECVET points according to the home country regulation). In some cases the mobility does not concern a full unit. The Learning Agreement specifies if that is the case and if only part of the learning outcomes are concerned.

It is also recommended to specify how the learning activities abroad will be organised in relation to the learning outcomes to be acquired. The information provided does not need to be too detailed but it is important that the planned learning activities are clearly relevant for the learning outcomes to be acquired. This will facilitate that the mobility period goes smoothly and the learners have sufficient and appropriate opportunities to develop learning outcomes for which they will be assessed. For example, an individual development plan for the learner could be enclosed or one could be created at the beginning of the stay abroad. This plan can describe the tasks to be completed and/or the courses to be attended which are necessary for the acquisition of the agreed knowledge, skills and competence.

Assessment and documentation

To recognise a learner's credit when s/he returns to the home institution, the home and the host institutions specify and agree upon assessment procedures (including criteria, indicators and methods). Furthermore, it is important to specify how the results of the assessment will be recorded in the learner's transcript of record and who is responsible for ensuring that the documentation is clear so that the learning outcomes can be validated and recognised by the home institution.

Validation and recognition

To ensure that the learning outcomes achieved abroad will be integrated into a learner's qualification or pathway, the Learning Agreement specifies how the home institution will validate and recognise them. It also specifies who is responsible for validation and recognition in the home system and more specifically in the home institution (note that the organisation in charge of recognition may be another body). Depending on the system in place, validation and recognition can be kept separate in two steps, but it can also be combined in a single action. This should be explained. In case the learner is participating in a VET programme in which grades are used, it should be specified how grades will be given to the mobile learner for the learning outcomes achieved abroad.

Additional topics

The Learning Agreement can include spaces for adding additional topics relevant for the respective partnership.

Appendix 3: GAP Pre and Post Game User Report

The examples below demonstrate a user report based on their scoring in the pre- and post-training assessment. This supporting report sits behind the Skills Passport as evidence of achievement and will be provided to the learner via the trainer. For the full report and accompanying scoring calculations Excel document please refer to the accompanying documents, 'GAP Pre and Post Game Report Civilian' and 'Calculations of Scores'.

Example of average scores/results for the individual:

1 Average Scores Per Topic

Context of Game The GAP-project, funded by the European Union's Horizon 2020 research and innovation programme, develops a Serious Game for Conflict Prevention and Peace Building personnel. The game lets them experience scenarios through role-playing and thus increase their understanding, creativity and ability to communicate and collaborate with the other organizations in the network organization that is a CPPB mission.

Measuring Learning Part of the project is to develop metrics to measure the learning. This is done by pre and post game assessments aimed at capturing views on cultural awareness, gender awareness and communication. This is an individual overview and aims at supporting the final interview after the end of the game. The scoring indicators are based on the Likhert scale (Strongly Agree, Agree, Don´t Know, Disagree and Strongly Disagree).

Date of assessment 7 januari 2019

Gender Male

User Code User 6

The table below displays averages calculated by dividing the sum of the scores with the number of indicators.

Culture		Gender		Communication	
Pre	Post	Pre	Post	Pre	Post
78,1%	89,6%	78,8%	84,6%	95%	87,5%

Averages Pre and Post Game Scores

Skills Passport results 8 Credits – EQF Level 4

Explanation The table below displays a pass or fail score for each catergory, where the threshold for passing is a value in either knowledge or performance that is equal to or greater than 80%. The values in knowledge and performance are weighted averages, i.e. an average resulting from the multiplication of each component by a factor reflecting its importance. For instance, to calculate the score in cultural awareness/knowledge, a count is made per indicator of the number of knowledge tags (e.g. clk2, clk2). This count is then multiplied with the post-game assessment score. The resulting sum is then divided by the number of cultural awareness knowledge tags.

Category	Result	Knowledge	Performance
Cultural Awareness	PASS	87,8	87,3
Gender Awareness	PASS	83,7	83,2
Communication	PASS	84,4	86,9

Example of breakdown of scores by indicator:

2 Cultural Awareness

Average Score	Pre Game Cultural Awareness 78,1%	Post Game Cultural Awareness 89,6%

Indicator	Pre	Post
It is important to know customs of the country where a mission is based. [clk1, clp1, clp2]	75	100
Part of being a peacekeeper is to understand the cultural differences between me and my colleagues from other organisations. [clk2, clk3, clk5, clp1, clp2, clp7]	100	100
It's only necessary to deal with the formally recognized (usually male) leadership in the local populations. [clk4, clk8, clk9, clp1, clp5, clp7]	100	100
I understand that religion, spirituality and other beliefs may influence how local populations react to peacekeepers. [clk1, clk11, clp1c, clp2]	100	100
Civilians and Non Governmental Organizations are not essential for achieving the goal of for any UN peacekeeping mission. [clk1, clk6, clk14, clp2]	75	100
I attempt to learn phrases in local language to help with communication and show respect to local people. [clk12, clp1d]	100	100
Working with other nationalities is the hardest thing about going on deployment. [clk6, clk13, clk14, clk15, clp5, clp6, clp8]	100	75
It is important for peacekeepers to understand the impact of cultural identities in creating tension. [clk2, clk3, clk5, clk9, clk10, clp1, clp4, clp7]	100	100
Peacekeepers need training in cultural awareness to help de-escalate cultural clashes in missions. [clk3, clk8, clp1, clp4]	100	100
It is important to accommodate religious practices of colleagues, including interpreters. [clk1, clk6, clk8, clk10, clk11, clk14, clk15, clp2, clp8]	75	75
Taking part in social rituals (e.g tea-drinking) with locals is important for building trust. [clk2, clk7, clk12, clp1, clp2, clp5]	75	100
I enjoy the opportunity of eating other nationalities' national cuisine. [clk2, clk7, clk12, clp1, clp2, clp5]	100	100
Peacekeepers must accommodate the local sense of punctuality. [clk2, clk7, clk12, clp1, clp2, clp5]	75	100
It's important to figure out who are the informal as well as the formal leaders in the local population. [clk8, clp5]	100	100
Working with police and militaries (local or international) is essential to figure out the security needs of the local population. [clk1, clk6, clp6]	75	100
I intervene when I see behaviours that show cultural insensitivity, bias or prejudice. [clk1, clk2, clk10, clp3]	75	100
Mission goals can only be achieved with cooperation between the civilian/NGO and and	25	100

Example of the score per code which helps with transparency for the learner, the employer and any recognition bodies:

5   Score per Code

Tag	Score[1]	Learners must demonstrate:
clk1	90,9	Knowledge of how to analyse the intersection of diverse organisational and national cultures related to your mission.
clk2	89,3	Knowledge of the power dynamics within internal and external communities especially due to gender, caste, class, ethnicity, and disability which may make it difficult to hear some voices/opinions.
clk3	100	Knowledge of the range of tools used in encounters where diversity, tensions and conflicts can be expected to arise and a clash of cultures is often inevitable.
clk4	87,5	Knowledge of what is meant by: (a) gender (b) sex (c) masculinities and femininities (d)sexualities, heteronormative, transgender, homophobia (e)cultural discrimination and how it manifests itself within organisations.
clk5	81,2	Knowledge of how to source culture awareness related information including UNDPKO standards and other relevant directives, theories and cultural competency regulations.
clk6	93,8	Knowledge of the importance of recognising that missions bring heterogenous personnel into contact with a range of in-mission organisations and local people who often draw upon cultural background different from those of own organisation and staff.
clk7	81,2	Knowledge of systems of building trust, and the importance of doing so for success of the mission.
clk8	79,2	Knowledge of the types of power relations within different contexts are identified and discussed in terms of the impact on equity and respect based on culture or gender.
clk9	75	Knowledge of how culture, gender and beliefs can affect what is perceived as 'acceptable' and 'non-acceptable' behaviour (such as it may be seen to be more acceptable for men to be assertive than women).
clk10	90	Knowledge of how the worker's own culture, gender and beliefs affect the way that they view the behaviour of others and why it is important to recognise and challenge this.
clk11	93,8	Knowledge of sources of information that provide realistic overview of the full range of in-mission attitudes including that of other actors and organisations as well as local attitudes.
clk12	100	Knowledge of range of engagement styles to use with different actors.
clk13	75	Knowledge of Analyze own understanding of one's own cultural background because your nationality/country of origin/religion has shaped this and others will have different socialization into culture roles.
clk14	87,5	Knowledge of Knowledge of the positive differences culture can make in an international mission with diverse cultures in organizations and in local population.
clk15	75	Knowledge of Analyze and understand one's own and others organizational culture and organizational practices.
clp1	90,9	Performance of build bridges of trust between yourself, your organisation, other mission organisations and the host community.
clp1c	62,5	Performance of build bridges of trust between yourself, your organisation, other mission organisations and the host community, including: (c) learn about other culture's customs and history, whilst acquiring a deeper understanding of your own.
clp1d	100	Performance of build bridges of trust between yourself, your organisation, other mission organisations and the host community, including: (d) learn some basic phrases in the range of languages likely to be used on-mission to reflect interest in the cultures of other actors and your respect for individuals.
clp2	93,8	Performance of describe how cultural differences and different kinds of diversity might be evident in the mission environment between organisations, and in the host country, and how to show respect for this in a multicultural peacekeeping environment.
clp3	100	Performance of recognize, and act on, discrimination based on culture.
clp4	91,7	Performance of take action to maintain calmness and safety in the working environment which values individuals with as little restriction of action as possible to encourage meaningful interactions.
clp5	78,1	Performance of engage with relevant leaders, powerbrokers and personalities to foster good relations between organisations and with local populations.
clp6	95	Performance of work with other organisations to strengthen capacity to respond to community-identified protection needs.
		Performance of analyse key actors directly or indirectly involved or who have influence over a particular

Two examples of the calculations of scores methodology, the first providing averages, the second the detail by knowledge and performance:

CULTURE

Indicator	Pre	Post
It is important to know customs of the country where a mission is based. [clk1, clp1, clp2]	75	100
Part of being a peacekeeper is to understand the cultural differences between me and my colleagues from other organisations. [clk2, clk3, clk5, clp1, clp2, clp7]	100	100
It's only necessary to deal with the formally recognized (usually male) leadership in the local populations. [clk4, clk8, clk9, clp1, clp5, clp7]	100	100
I understand that religion, spirituality and other beliefs may influence how local populations react to peacekeepers. [clk1, clk11, clp1c, clp2]	100	100
Civilians and Non Governmental Organizations are not essential for achieving the goal of for any UN peacekeeping mission. [clk1, clk6, clk14, clp2]	75	100
I attempt to learn phrases in local language to help with communication and show respect to local people. [clk12, clp1d]	100	100
Working with other nationalities is the hardest thing about going on deployment. [clk6, clk13, clk14, clk15, clp5, clp6, clp8]	100	75
It is important for peacekeepers to understand the impact of cultural identities in creating tension. [clk2, clk3, clk5, clk9, clk10, clp1, clp4, clp7]	100	100
Peacekeepers need training in cultural awareness to help de-escalate cultural clashes in missions. [clk3, clk8, clp1, clp4]	100	100
It is important to accommodate religious practices of colleagues, including interpreters. [clk1, clk6, clk8, clk10, clk11, clk14, clk15, clp2, clp8]	75	75
Taking part in social rituals (e.g tea-drinking) with locals is important for building trust. [clk2, clk7, clk12, clp1, clp2, clp5]	75	100
I enjoy the opportunity of eating other nationalities' national cuisine. [clk2, clk7, clk12, clp1, clp2, clp5]	100	100
Peacekeepers must accommodate the local sense of punctuality. [clk2, clk7, clk12, clp1, clp2, clp5]	75	100
It's important to figure out who are the informal as well as the formal leaders in the local population. [clk8, clp5]	100	100
Working with police and militaries (local or international) is essential to figure out the security needs of the local population. [clk1, clk6, clp6]	75	100
I intervene when I see behaviours that show cultural insensitivity, bias or prejudice. [clk1, clk2, clk10, clp3]	75	100
Mission goals can only be achieved with cooperation between the civilian/NGO and and police. [clk1, clk6, clk12, clp2, clp6]	25	100
Working with organisations from other nations means we have a greater range of resources to draw from. [clk1, clk6, clk11, clp6]	100	100
Female officers must give authority to a lower-ranking male colleague to avoid offending local cultural norms. [clk4, clk8, clp2, clp4, clp7, clp8]	0	75
Religious practice should not interfere with work schedules. [clk9, clk10, clk13, clk15, clp1, clp2, clp8, clp9]	25	75

Averages | **Culture** | Gender | Communication

CULTURE

Indicator	Post	Knowl	Score	Perf.	Score
It is important to know customs of the country where a mission is based. [clk1, clp1, clp2]	100	1	100	2	200
Part of being a peacekeeper is to understand the cultural differences between me and my colleagues from other organisations. [clk2, clk3, clk5, clp1, clp2, clp7]	100	3	300	3	300
It's only necessary to deal with the formally recognized (usually male) leadership in the local populations. [clk4, clk8, clk9, clp1, clp5, clp7]	100	3	300	3	300
I understand that religion, spirituality and other beliefs may influence how local populations react to peacekeepers. [clk1, clk11, clp1c, clp2]	100	2	200	2	200
Civilians and Non Governmental Organizations are not essential for achieving the goal of for any UN peacekeeping mission. [clk1, clk6, clk14, clp2]	100	3	300	1	100
I attempt to learn phrases in local language to help with communication and show respect to local people. [clk12, clp1d]	100	1	100	1	100
Working with other nationalities is the hardest thing about going on deployment. [clk6, clk13, clk14, clk15, clp5, clp6, clp8]	75	4	300	3	225
It is important for peacekeepers to understand the impact of cultural identities in creating tension. [clk2, clk3, clk5, clk9, clk10, clp1, clp4, clp7]	100	5	500	3	300
Peacekeepers need training in cultural awareness to help de-escalate cultural clashes in missions. [clk3, clk8, clp1, clp4]	100	2	200	2	200
It is important to accommodate religious practices of colleagues, including interpreters. [clk1, clk6, clk8, clk10, clk11, clk14, clk15, clp2, clp8]	75	7	525	2	150
Taking part in social rituals (e.g tea-drinking) with locals is important for building trust. [clk2, clk7, clk12, clp1, clp2, clp5]	100	3	300	3	300
I enjoy the opportunity of eating other nationalities' national cuisine. [clk2, clk7, clk12, clp1, clp2, clp5]	100	3	300	3	300
Peacekeepers must accommodate the local sense of punctuality. [clk2, clk7, clk12, clp1, clp2, clp5]	100	3	300	3	300
It's important to figure out who are the informal as well as the formal leaders in the local population. [clk8, clp5]	100	1	100	1	100
Working with police and militaries (local or international) is essential to figure out the security needs of the local population. [clk1, clk6, clp6]	100	2	200	1	100
I intervene when I see behaviours that show cultural insensitivity, bias or prejudice. [clk1, clk2, clk10, clp3]	100	3	300	1	100
Mission goals can only be achieved with cooperation between the civilian/NGO and and police. [clk1, clk6, clk12, clp2, clp6]	100	3	300	2	200
Working with organisations from other nations means we have a greater range of resources to draw from. [clk1, clk6, clk11, clp6]	100	3	300	1	100
Female officers must give authority to a lower-ranking male colleague to avoid offending local cultural norms. [clk4, clk8, clp2, clp4, clp7, clp8]	75	2	150	4	300
Religious practice should not interfere with work schedules. [clk9, clk10, clk13, clk15, clp1, clp2, clp8, clp9]	75	4	300	4	300
Being business like with locals is the best way to get locals to trust you. [clk7, clp1, clp5]	25	1	25	2	50
I understand a person's cultural norms may influence communication in many ways, including: use of gestures, topics of conversation, greetings, use of humour, decision-making roles. [clk1, clk5, clk6, clk10, clk14, clp1, clp2, clp8, clp9]	100	5	500	4	400
It is not acceptable for locals to be late for meetings. [clk1, clk2, clk5, clk8, clk9, clp1c, clp5, clp8]	25	5	125	3	75
Other organisations can have resources that are valuable to the mission, e.g. an understanding of local culture. [clk1, clk6, clk11, clp6]	100	3	300	1	100

Averages | **Culture** | Gender | Communication

European Security and Defence College
Doc: ESDC/2019/044
Date: 15 February 2019
Origin: ESDC Steering Committee

Curriculum

To be reviewed by	Activity number	Improving Performance in CSDP Mission	ECTS 1
February 2021	*56*		

Target audience	Aim
Personnel from EU Member States and EU Institutions and relevant Agencies, who are assigned or interested to participate in (future) CSDP missions or operations, or who are to be assigned to a position in a fragile state. The course is also open to staff from other international organisations and third states.	To increase CSDP operational effectiveness by enhancing the communication, gender and cultural knowledge and skills.

Learning Outcomes	Knowledge	- Describe the role of soft skills in advancing the aims of a mission or operation - Differentiate soft skills and 'hard' skills - Explain how the development and application of soft skills in the CSDP Missions and operations can cultivate relationships with local people, other organisations and international colleagues - Analyse the intersection of diverse organisational and national cultures related to missions and operations - Demonstrate the importance of verbal and non-verbal communication methods - Describe how to build and demonstrate trust and respect - Explain how to build and maintain relationships in an environment characterized by diversity. - Explain the positive differences culture and gender can make in a missions and operations with diverse cultures in the organization and in relation with the local population - Explain one's own understanding of one's own gender role shaped

		by socialisation due to for example nationality/country of origin/religion Describe how communication styles differ depending on organizational/gender/cultural diversity
	Skills	• Communicate and interact clearly by using verbal and non-verbal methods of communication • Cultivate systems of building trust both with international colleagues and local people • Demonstrate awareness of the impact of actions and responses to issues on the behaviour of others in the escalation and de-escalation of conflict • Use the positive differences diversitycan make in missions and operations with diversity for n organizations/gender/cultureand in the local population • Take actions and decisionsin daily interaction based on awareness of gender roles and stereotypes • Challenge prejudices, beliefs and behaviours that negatively impact colleagues in the peacekeeping organizations and/or the local population • Management of diversity • Tailor your personal communication style to your audience
	Competencies	• Evaluate one's own culturl/gender/organizationabackground • The ability to facilitate coordination and relationship building on culturally diverse and mixed gender environments • Engage with a common language of soft skills • The ability to identify situations to prevent bias and mitigate and resolve conflict by utilising soft skill processes • Compare and evaluate the impact of communication

<div style="border:1px solid">

<u>Evaluation and verification of learning outcomes</u>

The course is evaluated according to the Kirkpatrick model: it makes use of *level 1 evaluation* (*based on participant's satisfaction with the course*).

In order to complete the course, participants have to accomplish all learning objectives, which are evaluated based on the active contribution in the residential Module, including their syndicate session and practical activities as well as on their completion of the eLearning phases: course participants finalise the autonomous knowledge units (AKUs) and pass the tests (*mandatory*), scoring at least 80% in the incorporated out-test/quiz. Active observation by the course director/lead instructor and feedback questionnaire filled by course participants at the end of the course is used. **However, no formal verification of learning outcome is foreseen; proposed ECTS is based on participants' workload only.**

Assessment before and after the course is supportive for self-reflection and not measuring achievement of the learning outcomes

</div>

Course structure		
Main Topic	**Recommended Working Hours (on-line)**	**Contents**
Game with assessments	6+(5)=11	Either before the course or as blended learning as part of the main topics
E-learning	(4)+2=6	EU Global Strategy and Approach
Communication in, in own organization and mission environment	4+(5) =9	• pre-course assessment • common communication and listening theories and styles • key principles such as confidentiality, building trust and respect

gender awareness in one's own organization and mission environment	4+(5)=9	• diverse culture as an asset in organisation
		  • civilian, military and police actors engagement with diverse communities
		  • responding to changing needs
		  • culturally distinct and aware partnerships work between communities
		  • citizen-centred responses which are equitable, universal, empowering and proactive

cultural awareness in one's own organization and mission environment	4+(5)=9	• the positive differences culture can make in an international mission with diverse cultures in organizations and in local population • an understanding of gender issues within their daily practice • gender mainstreaming within all aspects of their work

<table>
<tr><td colspan="3" align="center">**Course structure**</td></tr>
<tr>
<td>Mentoring in one's own organization and mission environment</td>
<td></td>
<td>

- own understanding of one's own gender role
-
- different gender roles for men and women, and among men and among women.
- beliefs and behaviours that oppress women and men in the mission environment
- post course assessment
- discussion and feedback sessions
</td>
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<tr>
<td>**TOTAL**</td>
<td>**18+(26)=44**</td>
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<table>
<tr><td align="center">Materials</td><td align="center">Additional information</td></tr>
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<td>

GAP on-line game and assessment
GAP Trainer's Handbook
GAP Learning Materials Library

*Desired e-learning (choice from below):*AKU 11A: Gender and UNSCR 1325

AKU 11B : Gender aspects in missions and operations

AKU 10 EU's Mediation and Negotiations Capacities

AKU 21 Intercultural Competences

Suggested reading material:
- EU Global Strategy for the European Union's Foreign and Security policy (June 2016)

- Council Conclusions of 22 January 2018 on the Integrated Approach to External Conflicts and Crises (doc. 5413/18)

- Council Conclusions on Women, Peace and Security (WPS) and annex EU Strategic Approach to WPS (15086/18)

- Civilian Operations Commander Operational Guidelines for Mission Management and Staff on Gender Mainstreaming. EEAS(2018)747

- Upgraded Generic Standards of Behaviour for CSDP Missions and Operations (EEAS(2017) 945 REV 1)

- Joint communication to the European Parliament and the Council: Elements for an EU-wide strategic framework to support security sector reform (SWD (2016) 221 final)
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<td>

Pre-course questionnaire on learning expectations and briefing topics from the specific area of expertise will be used.

All course participants have to prepare for the gaming module by going through the relevant eLearning preparatory phase, which is mandatory.

In a class room setting, there is a Trainer's Manual, which contains all the information necessary for a Trainer to deliver the curriculum, oversee the game play and assessment, assist in personnel's interpretation of feedback and use of supporting learning materials, and facilitate discussion grounded in pedagogical guide in the manual.

In order to facilitate discussion between course participants and trainers/experts/guest speakers, the **Chatham House Rule** is used during the residential Module, participants *"are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed"*
</td>
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</table>

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	Learning Outcome Reference Key		
Abbv.	**Full title**	**Criteria number**	**Example**
ck	communication knowledge	1 to 13	ck1, ck2b, ck5,
cp	communication performance	1 to 6	cp2c, cp3
clk	cultural awareness knowledge	1 to 15	clk , clk3, clk5
clp	cultural awareness performance	1 to 9	clp 1, clp6, clp7, clp8
gk	gender awareness knowledge	1 to 17	gk5, gk6, gk7
gp	gender awareness performance	1 to 12	gp2, gp3, gp4

SCQF Level Descriptors

Abbv.	Full title	Example
C1	Characteristic 1: knowledge and understanding	C1L3
C2	Characteristic 2: Practice; applied knowledge, skills and understanding	C2L1
C3	Characteristic 3: Generic Cognitive Skills	C3L9
C4	Characteristic 4: Communication, ICT and Numeracy Skills	C4L2
C5	Characteristic 5: Autonomy, Accountability and Working with Others	C5L10
L1-L12	Levels 1 through to 12	As above.

Topic	Question
Participants baseline	Please select the date of the evaluation:
Participants baseline	Please indicate your gender:
Participants baseline	Please select your user code (see sticker on iPad).
Cultural Awareness	It is important to know customs of the country where a mission is based.
Cultural Awareness	Part of being a peacekeeper is to understand the cultural differences between me and my colleagues from other militaries.
Cultural Awareness	It's only necessary to deal with the formally recognized (usually male) leadership in the local populations.
Cultural Awareness	I understand that religion, spirituality and other beliefs may influence how local populations react to peacekeepers.
Cultural Awareness	Civilians and Non Governmental Organizations are not essential for achieving the goal of for any UN peacekeeping mission.
Cultural Awareness	I attempt to learn phrases in local language to help with communication and show respect to local people.
Cultural Awareness	Working with other nationalities is the hardest thing about going on deployment.
Cultural Awareness	It is important for peacekeepers to understand the impact of cultural identities in creating tension.
Cultural Awareness	Peacekeepers need training in cultural awareness to help de-escalate cultural clashes in missions.
Cultural Awareness	It is important to accommodate religious practices of colleagues, including interpreters.
Cultural Awareness	Taking part in social rituals (e.g tea-drinking) with locals is important for building trust.
Cultural Awareness	I enjoy the opportunity of eating other militaries' national cuisine.
Cultural Awareness	Peacekeepers must accommodate the local sense of punctuality.
Cultural Awareness	It's important to figure out who are the informal as well as the formal leaders in the local population.
Cultural Awareness	Working with police (local or international) is essential to figure out the security needs of the local population.
Cultural Awareness	I intervene when I see behaviours that show cultural insensitivity, bias or prejudice.
Cultural Awareness	Mission goals can only be achieved with cooperation between the military and civilian/NGOs.
Cultural Awareness	Working with militaries from other nations means we have a greater range of resources to draw from.
Cultural Awareness	Female officers must give authority to a lower-ranking male colleague to avoid offending local cultural norms.

Cultural Awareness	Religious practice should not interfere with work schedules.
Cultural Awareness	Being business like with locals is the best way to get locals to trust you.
Cultural Awareness	I understand a person's cultural norms may influence communication in many ways, including: use of gestures, topics of conversation, greetings, use of humour, decision-making roles.
Cultural Awareness	It is not acceptable for locals to be late for meetings.
Cultural Awareness	Other militaries can have resources that are valuable to the mission, e.g. an understanding of local culture.
Gender Awareness	Women and men can do the same jobs during peacekeeping missions.
Gender Awareness	Women are useful for engaging with local women.
Gender Awareness	Having a low proportion of female to male peacekeepers can be a problem on missions.
Gender Awareness	It's important to access influential women who are not formal leaders in the local populations.
Gender Awareness	It is important to aim for gender balance among personnel on peacekeeping missions.
Gender Awareness	I would not be comfortable being deployed with LGBTQ+ colleagues.
Gender Awareness	I am driven to respond to other's insensitive comments and behaviours regarding women.
Gender Awareness	To be masculine can include being caring and empathetic.
Gender Awareness	Women are as suitable as men for daily patrols on peacekeeping missions.
Gender Awareness	A desirable quality in a peacekeeper is emotional sensitivity.
Gender Awareness	It is important to explain to locals that female officers' authority must be respected.
Gender Awareness	Gender discrimination is about power not sex.
Gender Awareness	Empathy and understanding another person's perspective is irrelevant to peacekeeping.
Gender Awareness	I prefer being in a mixed gender deployment.
Gender Awareness	It's only necessary to deal with the formally recognized (usually male) leadership in the local populations.
Gender Awareness	Women can go on missions, but should do desk jobs.
Gender Awareness	Women have a good influence on males among peacekeepers.
Gender Awareness	Peacekeepers awareness of gender differences in a mission setting increases the overall effectiveness of the mission.

Gender Awareness	Peacekeeping is a man's job.
Gender Awareness	It is not an issue for me to work alongside LGBTQ+ colleagues.
Gender Awareness	There should be family friendly deployment length for peacekeepers.
Gender Awareness	To be feminine can encompass assertiveness and rationality.
Gender Awareness	Female peacekeepers are more likely to be less steady in violent situations than male officers.
Gender Awareness	It's not my job to intervene if someone is making a colleague the butt of a joke about their gender or sexuality.
Gender Awareness	Female officers must give authority to a lower-ranking male colleague to avoid offending local cultural norms.
Gender Awareness	Men and women peacekeepers bring different, yet equally valuable, resources to the mission.
Communication	I consider cultural barriers when planning my communications.
Communication	It is important to make sure you listen to all local populations and factions in a peacekeeping mission.
Communication	It is important to vary the use of language and behaviours to appeal to people from other cultures.
Communication	I avoid the use of jargon and technical language.
Communication	A weapon is the most important tool in de-escalating potentially violent situations.
Communication	I recognise that the work of interpreters is important for the mission.
Communication	I use silence rather than interrupt when listening to others.
Communication	I find out the thoughts and views of others through the use of open questions.
Communication	I understand a person's cultural norms may influence communication in many ways, including: use of gestures, topics of conversation, greetings, use of humour, decision-making roles.
Communication	I vary my body language to gain rapport with people.
Communication	I attempt to learn phrases in local language to help with communication and show respect to local people.
Communication	I use easily understood everyday words and expressions that everyone is familiar with.
Communication	When introducing change I work with others to create jointly owned solutions.
Communication	I try to anticipate and predict possible causes of confusion in communication, and I deal with them up front.

Communication	I use local greetings when interacting with local populations on peacekeeping missions.
Communication	I can tend to say what I think, without worrying about how the other person perceives it. I assume that we'll be able to work it out later.
Communication	When people talk to me, I try to see their perspective.
Communication	When talking to people, I pay attention to their body language.
Communication	Before I communicate, I think about what the person needs to know, and how best to convey it.
Communication	Before I send a message, I think about the best way to communicate it (in person, over the phone, in a newsletter, via memo, and so on).

Actors	Pass/Score (%)	Learning Outcome reference
Military	N/A	N/A
Military	N/A	N/A
Military	N/A	N/A
Military	agree (80) /strongly agree (100)	clk1, clp1, clp2
Military	agree (80) /strongly agree (100)	clk2, clk3, clk5, clp1, clp2, clp7
Military	disagree (80) /strongly disagree (100)	clk4, clk8, clk9, clp1, clp5, clp7
Military	agree (80) /strongly agree (100)	clk1, clk11, clp1c, clp2
Military	disagree (80) /strongly disagree (100)	clk1, clk6, clk14, clp2
Military	agree (80) /strongly agree (100)	clk12, clp1d
Military	disagree (80) /strongly disagree (100)	clk6, clk13, clk14, clk15, clp5, clp6, clp8
Military	agree (80) /strongly agree (100)	clk2, clk3, clk5, clk9, clk10, clp1, clp4, clp7
Military	agree (80) /strongly agree (100)	clk3, clk8, clp1, clp4
Military	agree (80) /strongly agree (100)	clk1, clk6, clk8, clk10, clk11, clk14, clk15, clp2, clp8
Military	agree (80) /strongly agree (100)	clk2, clk7, clk12, clp1, clp2, clp5
Military	agree (80) /strongly agree (100)	clk2, clk7, clk12, clp1, clp2, clp5
Military	agree (80) /strongly agree (100)	clk2, clk7, clk12, clp1, clp2, clp5
Military	agree (80) /strongly agree (100)	clk8, clp5
Military	agree (80) /strongly agree (100)	clk1, clk6, clp6
Military	agree (80) /strongly agree (100)	clk1, clk2, clk10, clp3
Military	agree (80) /strongly agree (100)	clk1, clk6, clk12, clp2, clp6
Military	agree (80) /strongly agree (100)	clk1, clk6, clk11, clp6
Military	neither agree nor disagree (100)	clk4, clk8, clp2, clp4, clp7, clp8

Military	disagree (80) /strongly disagree (100)	clk9, clk10, clk13, clk15, clp1, clp2, clp8, clp9
Military	disagree (80) /strongly disagree (100)	clk7, clp1, clp5
Military	agree (80) /strongly agree (100)	clk1, clk5, clk6, clk10, clk14, clp1, clp2, clp8,clp9
Military	disagree (80) /strongly disagree (100)	clk1, clk2, clk5, clk8, clk9, clp1c, clp5, clp8
Military	agree (80) /strongly agree (100)	clk1, clk6, clk11, clp6
Military	agree (80) /strongly agree (100)	gk4, gk5, gk11, gk14, gk15, gk16, gp4, gp6, gp8, gp9, gp10, gp11
Military	agree (80) /strongly agree (100)	gk1, gk3, gk7, gk9, gk14, gk15, gp1, gp2, gp4, gp6, gp9, gp10
Military	agree (80) /strongly agree (100)	gk3, gk5, gk9, gk12, gk15, gp4, gp5, gp6, gp9, gp10
Military	agree (80) /strongly agree (100)	gk1, gk9, gk13, gk15, gk17, gp2, gp6, gp9, gp10
Military	agree (80) /strongly agree (100)	gk1, gk9, gk13, gk15, gk17, gp5, gp6, gp7, gp10
Military	disagree (80) /strongly disagree (100)	gk2, gk4d, gk8, gk14, gp3, gp4, gp5, gp7, gp8
Military	agree (80) /strongly agree (100)	gk8, gk9, gk16, gk17, gp3, gp11, gp12
Military	agree (80) /strongly agree (100)	gk1, gk2, gk6, gk14, gp1, gp2, gp4
Military	agree (80) /strongly agree (100)	gk1, gk5, gk7, gk8, gk9, gk11, gk15, gp4, gp5, gp6, gp8, gp10, gp11
Military	agree (80) /strongly agree (100)	gk1, gk3, gk6, gp1, gp2, gp5
Military	agree (80) /strongly agree (100)	gk3, gk7, gk9, gk10, gk12, gp2, gp6, gp12
Military	agree (80) /strongly agree (100)	gk1, gk2, gk4, gk16, gk17, gp 10, gp11, gp12
Military	agree (80) /strongly agree (100)	gk1, gk2, gk6, gk14, gp15, gp1, gp2, gp4
Military	agree (80) /strongly agree (100)	gk1, gk4, gk9, gk11, gk14, gk15, gk16, gp4, gp5
Military	disagree (80) /strongly disagree (100)	gk5, gk7, gk9, gk17, gp2, gp6, gp9, gp10, gp12
Military	disagree (80) /strongly disagree (100)	gk14, gk15, gk16, gp8, gp10, gp11
Military	agree (80) /strongly agree (100)	gk1, gk5, gk7, gk8, gk9, gk11, gk15, gp4, gp5, gp6, gp8, gp10, gp11
Military	agree (80) /strongly agree (100)	gk5, gk7, gk11, gk15, gp10

Military	disagree (80) /strongly disagree (100)	gk1, gk5, gk7, gk8, gk9, gk11, gk15, gp4, gp5, gp6, gp8, gp10, gp11
Military	agree (80) /strongly agree (100)	gk2, gk4d, gk8, gk14, gp3, gp4, gp5, gp7, gp8
Military	agree (80) /strongly agree (100)	gk5, gk15, gp7
Military	agree (80) /strongly agree (100)	gk1, gk2, gk4, gk8, gk10, gk14, gp8, gp10
Military	disagree (80) /strongly disagree (100)	gk1, gk5, gk7, gk8, gk9, gk11, gk15, gp4, gp5, gp6, gp8, gp10, gp11
Military	disagree (80) /strongly disagree (100)	gk2, gk4, gk8, gk15, gp11
Military	neither agree nor disagree (100)	gk3, gk5, gk9, gk12, gk15, gp6, gp9, gp10
Military	agree (80) /strongly agree (100)	gk8, gk9, gk11, gk14, gk15, gp6, gp10
Military	agree (80) /strongly agree (100)	cmk4, cmk6, cmk7, cmk9, cmk13, cmp1, cmp2
Military	agree (80) /strongly agree (100)	cmk1, cmk5, cmk13, cmp1
Military	agree (80) /strongly agree (100)	cmk1, cmk4, cmk5, cmk6, cmk8, cmk10b, cmk12, cmk13, cmp1, cmp2, cmp3, cmp5
Military	agree (80) /strongly agree (100)	cmk1, cmk6, cmk13, cmp2c, cmp3
Military	disagree (80) /strongly disagree (100)	cmk4, cmk5, cmk6, cmk12, cmk13, cmp2, cmp5
Military	agree (80) /strongly agree (100)	cmk7, cmk8, cmk13, cmp1, cmp5, cmp6
Military	neither agree nor disagree (100)	cmk1, cmk4, cmp1
Military	agree (80) /strongly agree (100)	cmk1, cmk4, cmp1
Military	agree (80) /strongly agree (100)	cmk1, cmk4, cmk6, cmk13, cmp1, cmp2, cmp
Military	agree (80) /strongly agree (100)	cmk1, cmk4, cmp1
Military	agree (80) /strongly agree (100)	cmk1, cmk4, cmp1, cmp3
Military	agree (80) /strongly agree (100)	cmk1, cmk4, cmp1, cmp3
Military	agree (80) /strongly agree (100)	cmk1, cmk9, cmk10, cmk13, cmp3, cmp6
Military	agree (80) /strongly agree (100)	cmk1, cmk4, cmk10, cmp1, cmp2, cmp6

Military	agree (80) /strongly agree (100)	cmk1, cmk4, cmk13, cmp1
Military	disagree (80) /strongly disagree (100)	cmk1, cmk4, cmk9, cmk10b, cmk13, cmp1, cmp3
Military	agree (80) /strongly agree (100)	cmk1, cmk4, cmk13, cmp1
Military	agree (80) /strongly agree (100)	cmk1, cmk4, cmk5, cmk6, cmk13, cmp1, cmp2
Military	agree (80) /strongly agree (100)	cmk1, cmk9, cmk11, cmk13, cmp3, cmp6
Military	agree (80) /strongly agree (100)	cmk1, cmk4, cmk10, cmk13, cmp1, cmp2, cmp6

SCQF level descriptor	
N/A	N/A
N/A	N/A
N/A	N/A
C1L7; C2L6; C3L6; C4L5; C5L5 Level for Topic = SCQF Level 6 (EQF Level 4)	

C1L6; C2L6; C3L7; C4L4; C5L6
Level for Topic = SCQF Level 6 (EQF Level 4)

OVERALL SCQF LEVEL 6 = EQF LEVEL 4

C1L7; C2L7; C3L6; C4L6; C5L6
Level for Topic = SCQF Level 6 (EQF Level 4)

Topic
Participants baseline
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Participants baseline
Cultural Awareness
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Question
Please select the date of the evaluation.
Please indicate your gender.
Please select your user code (see sticker on iPad).
It is important to know customs of the country where a mission is based.
Part of being a peacekeeper is to understand the cultural differences between me and my colleagues from other police services.
It's only necessary to deal with the formally recognized (usually male) leadership in the local populations.
I understand that religion, spirituality and other beliefs may influence how local populations react to peacekeepers.
Civilians and Non Governmental Organizations are not essential for achieving the goal of for any UN peacekeeping mission.
I attempt to learn phrases in local language to help with communication and show respect to local people.
Working with other nationalities is the hardest thing about going on deployment.
It is important for peacekeepers to understand the impact of cultural identities in creating tension.
Peacekeepers need training in cultural awareness to help de-escalate cultural clashes in missions.
It is important to accommodate religious practices of colleagues, including interpreters.
Taking part in social rituals (e.g tea-drinking) with locals is important for building trust.
I enjoy the opportunity of eating other police services' national cuisine.
Peacekeepers must accommodate the local sense of punctuality.
It's important to figure out who are the informal as well as the formal leaders in the local population.
Working with military (local or international) is essential to figure out the security needs of the local population.
I intervene when I see behaviours that show cultural insensitivity, bias or prejudice.
Mission goals can only be achieved with cooperation between the police and civilian/NGOs.
Working with police services from other nations means we have a greater range of resources to draw from.
Female officers must give authority to a lower-ranking male colleague to avoid offending local cultural norms.
Religious practice should not interfere with work schedules.
Being business like with locals is the best way to get locals to trust you.
I understand a person's cultural norms may influence communication in many ways, including: use of gestures, topics of conversation, greetings, use of humour, decision-making roles.
It is not acceptable for locals to be late for meetings.
Other police services can have resources that are valuable to the mission, e.g. an understanding of local culture.
Women and men can do the same jobs during peacekeeping missions.
Women are useful for engaging with local women.

Having a low proportion of female to male peacekeepers can be a problem on missions.
It's important to access influential women who are not formal leaders in the local populations.
It is important to aim for gender balance among personnel on peacekeeping missions.
I would not be comfortable being deployed with LGBTQ+ colleagues.
I am driven to respond to other's insensitive comments and behaviours regarding women.
To be masculine can include being caring and empathetic.
Women are as suitable as men for daily patrols on peacekeeping missions.
A desirable quality in a peacekeeper is emotional sensitivity.
It is important to explain to locals that female officers' authority must be respected.
Gender discrimination is about power not sex.
Empathy and understanding another person's perspective is irrelevant to peacekeeping.
I prefer being in a mixed gender deployment.
It's only necessary to deal with the formally recognized (usually male) leadership in the local populations.
Women can go on missions, but should do desk jobs.
Women have a good influence on males among peacekeepers.
Peacekeepers awareness of gender differences in a mission setting increases the overall effectiveness of the mission.
Peacekeeping is a man's job.
It is not an issue for me to work alongside LGBTQ+ colleagues.
There should be family friendly deployment length for peacekeepers.
To be feminine can encompass assertiveness and rationality.
Female peacekeepers are more likely to be less steady in violent situations than male officers.
sexuality.
Female officers must give authority to a lower-ranking male colleague to avoid offending local cultural norms.
Men and women peacekeepers bring different, yet equally valuable, resources to the mission.
I consider cultural barriers when planning my communications.
It is important to make sure you listen to all local populations and factions in a peacekeeping mission.
It is important to vary the use of language and behaviours to appeal to people from other cultures.
I avoid the use of jargon and technical language.
A weapon is the most important tool in de-escalating potentially violent situations.
I recognise that the work of interpreters is important for the mission.
I use silence rather than interrupt when listening to others.

I find out the thoughts and views of others through the use of open questions.
gestures, topics of conversation, greetings, use of humour, decision-making roles.
I vary my body language to gain rapport with people.
I attempt to learn phrases in local language to help with communication and show respect to local people.
I use easily understood everyday words and expressions that everyone is familiar with.
When introducing change I work with others to create jointly owned solutions.
I try to anticipate and predict possible causes of confusion in communication, and I deal with them up front.
I use local greetings when interacting with local populations on peacekeeping missions.
I can tend to say what I think, without worrying about how the other person perceives it. I assume that we'll be able to work it out later.
When people talk to me, I try to see their perspective.
When talking to people, I pay attention to their body language.
Before I communicate, I think about what the person needs to know, and how best to convey it.
Before I send a message, I think about the best way to communicate it (in person, over the phone, in a newsletter, via memo, and so on).

Actors	Pass/Score (%)	Learning Outcome reference
Police	N/A	N/A
Police	N/A	N/A
Police	N/A	N/A
Police	agree (80) /strongly agree (100)	clk1, clp1, clp2
Police	agree (80) /strongly agree (100)	clk2, clk3, clk5, clp1, clp2, clp7
Police	disagree (80) /strongly disagree (100)	clk4, clk8, clk9, clp1, clp5, clp7
Police	agree (80) /strongly agree (100)	clk1, clk11, clp1c, clp2
Police	disagree (80) /strongly disagree (100)	clk1, clk6, clk14, clp2
Police	agree (80) /strongly agree (100)	clk12, clp1d
Police	disagree (80) /strongly disagree (100)	clk6, clk13, clk14, clk15, clp5, clp6, clp8
Police	agree (80) /strongly agree (100)	clk2, clk3, clk5, clk9, clk10, clp1, clp4, clp7
Police	agree (80) /strongly agree (100)	clk3, clk8, clp1, clp4
Police	agree (80) /strongly agree (100)	clk1, clk6, clk8, clk10, clk11, clk14, clk15, clp2, clp8
Police	(100)	clk2, clk7, clk12, clp1, clp2, clp5
Police	(100)	clk2, clk7, clk12, clp1, clp2, clp5
Police	(100)	clk2, clk7, clk12, clp1, clp2, clp5
Police	agree (80) /strongly agree (100)	clk8, clp5
Police	agree (80) /strongly agree (100)	clk1, clk6, clp6
Police	agree (80) /strongly agree (100)	clk1, clk2, clk10, clp3
Police	agree (80) /strongly agree (100)	clk1, clk6, clk12, clp2, clp6
Police	agree (80) /strongly agree (100)	clk1, clk6, clk11, clp6
Police	neither agree nor disagree (100)	clk4, clk8, clp2, clp4, clp7, clp8
Police	(100)	clp8, clp9
Police	(100)	clk7, clp1, clp5
Police	agree (80) /strongly agree (100)	clk1, clk5, clk6, clk10, clk14, clp1, clp2, clp8,clp9
Police	(100)	clp8
Police	agree (80) /strongly agree (100)	clk1, clk6, clk11, clp6
Police	agree (80) /strongly agree (100)	gk4, gk5, gk11, gk14, gk15, gk16, gp4, gp6, gp8, gp9, gp10, gp11
Police	agree (80) /strongly agree (100)	gk1, gk3, gk7, gk9, gk14, gk15, gp1, gp2, gp4, gp6, gp9, gp10

Police	agree (80) /strongly agree (100)	gk3, gk5, gk9, gk12, gk15, gp4, gp5, gp6, gp9, gp10
Police	agree (80) /strongly agree (100)	gk1, gk9, gk13, gk15, gk17, gp2, gp6, gp9, gp10
Police	agree (80) /strongly agree (100)	gk1, gk9, gk13, gk15, gk17, gp5, gp6, gp7, gp10
Police	disagree (80) /strongly disagree (100)	gk2, gk4d, gk8, gk14, gp3, gp4, gp5, gp7, gp8
Police	agree (80) /strongly agree (100)	gk8, gk9, gk16, gk17, gp3, gp11, gp12
Police	agree (80) /strongly agree (100)	gk1, gk2, gk6, gk14, gp1, gp2, gp4
Police	agree (80) /strongly agree (100)	gk1, gk5, gk7, gk8, gk9, gk11, gk15, gp4, gp5, gp6, gp8, gp10, gp11
Police	agree (80) /strongly agree (100)	gk1, gk3, gk6, gp1, gp2, gp5
Police	agree (80) /strongly agree (100)	gk3, gk7, gk9, gk10, gk12, gp2, gp6, gp12
Police	agree (80) /strongly agree (100)	gk1, gk2, gk4, gk16, gk17, gp 10, gp11, gp12
Police	agree (80) /strongly agree (100)	gk1, gk2, gk6, gk14, gp15, gp1, gp2, gp4
Police	agree (80) /strongly agree (100)	gk1, gk4, gk9, gk11, gk14, gk15, gk16, gp4, gp5
Police	disagree (80) /strongly disagree (100)	gk5, gk7, gk9, gk17, gp2, gp6, gp9, gp10, gp12
Police	disagree (80) /strongly disagree (100)	gk14, gk15, gk16, gp8, gp10, gp11
Police	(100)	gp4, gp5, gp6, gp8, gp10, gp11
Police	agree (80) /strongly agree (100)	gk5, gk7, gk11, gk15, gp10
Police	(100)	gp4, gp5, gp6, gp8, gp10, gp11
Police	(100)	gp7, gp8
Police	(100)	gk5, gk15, gp7
Police	(100)	gp10
Police	(100)	gp4, gp5, gp6, gp8, gp10, gp11
Police	(100)	gk2, gk4, gk8, gk15, gp11
Police	neither agree nor disagree (100)	gk3, gk5, gk9, gk12, gk15, gp6, gp9, gp10
Police	(100)	gk8, gk9, gk11, gk14, gk15, gp6, gp10
Police	(100)	cmp1, cmp2
Police	agree (80) /strongly agree (100)	cmk1, cmk5, cmk13, cmp1
Police	agree (80) /strongly agree (100)	cmk1, cmk4, cmk5, cmk6, cmk8, cmk10b, cmk12, cmk13, cmp1, cmp2, cmp3, cmp5
Police	(100)	cmk1, cmk6, cmk13, cmp2c, cmp3
Police	(100)	cmp2, cmp5
Police	(100)	cmp6
Police	(100)	cmk1, cmk4, cmp1

Police	(100)	cmk1, cmk4, cmp1
Police	(100)	cmp2, cmp
Police	(100)	cmk1, cmk4, cmp1
Police	agree (80) /strongly agree (100)	cmk1, cmk4, cmp1, cmp3
Police	(100)	cmk1, cmk4, cmp1, cmp3
Police	(100)	cmp6
Police	agree (80) /strongly agree (100)	cmk1, cmk4, cmk10, cmp1, cmp2, cmp6
Police	(100)	cmk1, cmk4, cmk13, cmp1
Police	disagree (80) /strongly disagree (100)	cmk1, cmk4, cmk9, cmk10b, cmk13, cmp1, cmp3
Police	(100)	cmk1, cmk4, cmk13, cmp1
Police	(100)	cmp1, cmp2
Police	(100)	cmp6
Police	agree (80) /strongly agree (100)	cmk1, cmk4, cmk10, cmk13, cmp1, cmp2, cmp6

SCQF level descriptor	
N/A	N/A
N/A	N/A
N/A	N/A
C1L7; C2L6; C3L6; C4L5; C5L5 Level for Topic = SCQF Level 6 (EQF Level 4)	
N/A	N/A

C1L6; C2L6; C3L7;
C4L4; C5L6
Level for Topic = SCQF
Level 6 (EQF Level 4)

OVERALL SCQF LEVEL 6 = EQF LEVEL 4

C1L7; C2L7; C3L6; C4L6; C5L6 Level for Topic = SCQF Level 6 (EQF Level 4)	

Topic	Question	Actors
Participants baseline	Please select the date of the workshop:	Civilian
Participants baseline	Please indicate your gender:	Civilian
Participants baseline	Please select your user code (see sticker on iPad).	Civilian
Cultural Awareness	It is important to know customs of the country where a mission is based.	Civilian
Cultural Awareness	Part of being a peacekeeper is to understand the cultural differences between me and my colleagues from other organisations.	Civilian
Cultural Awareness	It's only necessary to deal with the formally recognized (usually male) leadership in the local populations.	Civilian
Cultural Awareness	I understand that religion, spirituality and other beliefs may influence how local populations react to peacekeepers.	Civilian
Cultural Awareness	Civilians and Non Governmental Organizations are not essential for achieving the goal of for any UN peacekeeping mission.	Civilian
Cultural Awareness	I attempt to learn phrases in local language to help with communication and show respect to local people.	Civilian
Cultural Awareness	Working with other nationalities is the hardest thing about going on deployment.	Civilian
Cultural Awareness	It is important for peacekeepers to understand the impact of cultural identities in creating tension.	Civilian
Cultural Awareness	Peacekeepers need training in cultural awareness to help de-escalate cultural clashes in missions.	Civilian
Cultural Awareness	It is important to accommodate religious practices of colleagues, including interpreters.	Civilian
Cultural Awareness	Taking part in social rituals (e.g tea-drinking) with locals is important for building trust.	Civilian
Cultural Awareness	I enjoy the opportunity of eating other nationalities' national cuisine.	Civilian
Cultural Awareness	Peacekeepers must accommodate the local sense of punctuality.	Civilian
Cultural Awareness	It's important to figure out who are the informal as well as the formal leaders in the local population.	Civilian
Cultural Awareness	Working with police and militaries (local or international) is essential to figure out the security needs of the local population.	Civilian
Cultural Awareness	I intervene when I see behaviours that show cultural insensitivity, bias or prejudice.	Civilian
Cultural Awareness	Mission goals can only be achieved with cooperation between the civilian/NGO and and police.	Civilian
Cultural Awareness	Working with organisations from other nations means we have a greater range of resources to draw from.	Civilian

Cultural Awareness	Female officers must give authority to a lower-ranking male colleague to avoid offending local cultural norms.	Civilian
Cultural Awareness	Religious practice should not interfere with work schedules.	Civilian
Cultural Awareness	Being business like with locals is the best way to get locals to trust you.	Civilian
Cultural Awareness	I understand a person's cultural norms may influence communication in many ways, including: use of gestures, topics of conversation, greetings, use of humour, decision-making roles.	Civilian
Cultural Awareness	It is not acceptable for locals to be late for meetings.	Civilian
Cultural Awareness	Other organisations can have resources that are valuable to the mission, e.g. an understanding of local culture.	Civilian
Gender Awareness	Women and men can do the same jobs during peacekeeping missions.	Civilian
Gender Awareness	Women are useful for engaging with local women.	Civilian
Gender Awareness	Having a low proportion of female to male peacekeepers can be a problem on missions.	Civilian
Gender Awareness	It's important to access influential women who are not formal leaders in the local populations.	Civilian
Gender Awareness	It is important to aim for gender balance among personnel on peacekeeping missions.	Civilian
Gender Awareness	I would not be comfortable being deployed with LGBTQ+ colleagues.	Civilian
Gender Awareness	I am driven to respond to other's insensitive comments and behaviours regarding women.	Civilian
Gender Awareness	To be masculine can include being caring and empathetic.	Civilian
Gender Awareness	Women are as suitable as men for daily patrols on peacekeeping missions.	Civilian
Gender Awareness	A desirable quality in a peacekeeper is emotional sensitivity.	Civilian
Gender Awareness	It is important to explain to locals that female officers' authority must be respected.	Civilian
Gender Awareness	Gender discrimination is about power not sex.	Civilian
Gender Awareness	Empathy and understanding another person's perspective is irrelevant to peacekeeping.	Civilian
Gender Awareness	I prefer being in a mixed gender deployment.	Civilian
Gender Awareness	It's only necessary to deal with the formally recognized (usually male) leadership in the local populations.	Civilian
Gender Awareness	Women can go on missions, but should do desk jobs.	Civilian
Gender Awareness	Women have a good influence on males among peacekeepers.	Civilian

Gender Awareness	Peacekeepers awareness of gender differences in a mission setting increases the overall effectiveness of the mission.	Civilian
Gender Awareness	Peacekeeping is a man's job.	Civilian
Gender Awareness	It is not an issue for me to work alongside LGBTQ+ colleagues.	Civilian
Gender Awareness	There should be family friendly deployment length for peacekeepers.	Civilian
Gender Awareness	To be feminine can encompass assertiveness and rationality.	Civilian
Gender Awareness	Female peacekeepers are more likely to be less steady in violent situations than male officers.	Civilian
Gender Awareness	It's not my job to intervene if someone is making a colleague the butt of a joke about their gender or sexuality.	Civilian
Gender Awareness	Female officers must give authority to a lower-ranking male colleague to avoid offending local cultural norms.	Civilian
Gender Awareness	Men and women peacekeepers bring different, yet equally valuable, resources to the mission.	Civilian
Communication	I consider cultural barriers when planning my communications.	Civilian
Communication	It is important to make sure you listen to all local populations and factions in a peacekeeping mission.	Civilian
Communication	It is important to vary the use of language and behaviours to appeal to people from other cultures.	Civilian
Communication	I avoid the use of jargon and technical language.	Civilian
Communication	A weapon is the most important tool in de-escalating potentially violent situations.	Civilian
Communication	I recognise that the work of interpreters is important for the mission.	Civilian
Communication	I use silence rather than interrupt when listening to others.	Civilian
Communication	I find out the thoughts and views of others through the use of open questions.	Civilian
Communication	I understand a person's cultural norms may influence communication in many ways, including: use of gestures, topics of conversation, greetings, use of humour, decision-making roles.	Civilian
Communication	I vary my body language to gain rapport with people.	Civilian
Communication	I attempt to learn phrases in local language to help with communication and show respect to local people.	Civilian
Communication	I use easily understood everyday words and expressions that everyone is familiar with.	Civilian
Communication	When introducing change I work with others to create jointly owned solutions.	Civilian

Communication	I try to anticipate and predict possible causes of confusion in communication, and I deal with them up front.	Civilian
Communication	I use local greetings when interacting with local populations on peacekeeping missions.	Civilian
Communication	I can tend to say what I think, without worrying about how the other person perceives it. I assume that we'll be able to work it out later.	Civilian
Communication	When people talk to me, I try to see their perspective.	Civilian
Communication	When talking to people, I pay attention to their body language.	Civilian
Communication	Before I communicate, I think about what the person needs to know, and how best to convey it.	Civilian
Communication	Before I send a message, I think about the best way to communicate it (in person, over the phone, in a newsletter, via memo, and so on).	Civilian

Pass/Score (%)	Learning Outcome reference
N/A	N/A
N/A	N/A
N/A	N/A
agree (80) /strongly agree (100)	clk1, clp1, clp2
agree (80) /strongly agree (100)	clk2, clk3, clk5, clp1, clp2, clp7
disagree (80) /strongly disagree (100)	clk4, clk8, clk9, clp1, clp5, clp7
agree (80) /strongly agree (100)	clk1, clk11, clp1c, clp2
disagree (80) /strongly disagree (100)	clk1, clk6, clk14, clp2
agree (80) /strongly agree (100)	clk12, clp1d
disagree (80) /strongly disagree (100)	clk6, clk13, clk14, clk15, clp5, clp6, clp8
agree (80) /strongly agree (100)	clk2, clk3, clk5, clk9, clk10, clp1, clp4, clp7
agree (80) /strongly agree (100)	clk3, clk8, clp1, clp4
agree (80) /strongly agree (100)	clk1, clk6, clk8, clk10, clk11, clk14, clk15, clp2, clp8
agree (80) /strongly agree (100)	clk2, clk7, clk12, clp1, clp2, clp5
agree (80) /strongly agree (100)	clk2, clk7, clk12, clp1, clp2, clp5
agree (80) /strongly agree (100)	clk2, clk7, clk12, clp1, clp2, clp5
agree (80) /strongly agree (100)	clk8, clp5
agree (80) /strongly agree (100)	clk1, clk6, clp6
agree (80) /strongly agree (100)	clk1, clk2, clk10, clp3
agree (80) /strongly agree (100)	clk1, clk6, clk12, clp2, clp6
agree (80) /strongly agree (100)	clk1, clk6, clk11, clp6

neither agree nor disagree (100)	clk4, clk8, clp2, clp4, clp7, clp8
disagree (80) /strongly disagree (100)	clk9, clk10, clk13, clk15, clp1, clp2, clp8, clp9
disagree (80) /strongly disagree (100)	clk7, clp1, clp5
agree (80) /strongly agree (100)	clk1, clk5, clk6, clk10, clk14, clp1, clp2, clp8,clp9
disagree (80) /strongly disagree (100)	clk1, clk2, clk5, clk8, clk9, clp1c, clp5, clp8
agree (80) /strongly agree (100)	clk1, clk6, clk11, clp6
agree (80) /strongly agree (100)	gk4, gk5, gk11, gk14, gk15, gk16, gp4, gp6, gp8, gp9, gp10, gp11
agree (80) /strongly agree (100)	gp6, gp9, gp10
agree (80) /strongly agree (100)	gk3, gk5, gk9, gk12, gk15, gp4, gp5, gp6, gp9, gp10
agree (80) /strongly agree (100)	gk1, gk9, gk13, gk15, gk17, gp2, gp6, gp9, gp10
agree (80) /strongly agree (100)	gk1, gk9, gk13, gk15, gk17, gp5, gp6, gp7, gp10
disagree (80) /strongly disagree (100)	gk2, gk4d, gk8, gk14, gp3, gp4, gp5, gp7, gp8
agree (80) /strongly agree (100)	gk8, gk9, gk16, gk17, gp3, gp11, gp12
agree (80) /strongly agree (100)	gk1, gk2, gk6, gk14, gp1, gp2, gp4
agree (80) /strongly agree (100)	gk1, gk5, gk7, gk8, gk9, gk11, gk15, gp4, gp5, gp6, gp8, gp10, gp11
agree (80) /strongly agree (100)	gk1, gk3, gk6, gp1, gp2, gp5
agree (80) /strongly agree (100)	gk3, gk7, gk9, gk10, gk12, gp2, gp6, gp12
agree (80) /strongly agree (100)	gk1, gk2, gk4, gk16, gk17, gp 10, gp11, gp12
agree (80) /strongly agree (100)	gk1, gk2, gk6, gk14, gp15, gp1, gp2, gp4
agree (80) /strongly agree (100)	gp5
disagree (80) /strongly disagree (100)	gk5, gk7, gk9, gk17, gp2, gp6, gp9, gp10, gp12
disagree (80) /strongly disagree (100)	gk14, gk15, gk16, gp8, gp10, gp11
agree (80) /strongly agree (100)	gk1, gk5, gk7, gk8, gk9, gk11, gk15, gp4, gp5, gp6, gp8, gp10, gp11

agree (80) /strongly agree (100)	gk5, gk7, gk11, gk15, gp10
disagree (80) /strongly disagree (100)	gp6, gp8, gp10, gp11
agree (80) /strongly agree (100)	gk2, gk4d, gk8, gk14, gp3, gp4, gp5, gp7, gp8
agree (80) /strongly agree (100)	gk5, gk15, gp7
agree (80) /strongly agree (100)	gk1, gk2, gk4, gk8, gk10, gk14, gp8, gp10
disagree (80) /strongly disagree (100)	gk1, gk5, gk7, gk8, gk9, gk11, gk15, gp4, gp5, gp6, gp8, gp10, gp11
disagree (80) /strongly disagree (100)	gk2, gk4, gk8, gk15, gp11
neither agree nor disagree (100)	gk3, gk5, gk9, gk12, gk15, gp6, gp9, gp10
agree (80) /strongly agree (100)	gk8, gk9, gk11, gk14, gk15, gp6, gp10
agree (80) /strongly agree (100)	cmk4, cmk6, cmk7, cmk9, cmk13, cmp1, cmp2
agree (80) /strongly agree (100)	cmk1, cmk5, cmk13, cmp1
agree (80) /strongly agree (100)	cmk1, cmk4, cmk5, cmk6, cmk8, cmk10b, cmk12, cmk13, cmp1, cmp2, cmp3, cmp5
agree (80) /strongly agree (100)	cmk1, cmk6, cmk13, cmp2c, cmp3
disagree (80) /strongly disagree (100)	cmk4, cmk5, cmk6, cmk12, cmk13, cmp2, cmp5
agree (80) /strongly agree (100)	cmk7, cmk8, cmk13, cmp1, cmp5, cmp6
neither agree nor disagree (100)	cmk1, cmk4, cmp1
agree (80) /strongly agree (100)	cmk1, cmk4, cmp1
agree (80) /strongly agree (100)	cmk1, cmk4, cmk6, cmk13, cmp1, cmp2, cmp
agree (80) /strongly agree (100)	cmk1, cmk4, cmp1
agree (80) /strongly agree (100)	cmk1, cmk4, cmp1, cmp3
agree (80) /strongly agree (100)	cmk1, cmk4, cmp1, cmp3
agree (80) /strongly agree (100)	cmk1, cmk9, cmk10, cmk13, cmp3, cmp6

agree (80) /strongly agree (100)	cmk1, cmk4, cmk10, cmp1, cmp2, cmp6
agree (80) /strongly agree (100)	cmk1, cmk4, cmk13, cmp1
disagree (80) /strongly disagree (100)	cmk1, cmk4, cmk9, cmk10b, cmk13, cmp1, cmp3
agree (80) /strongly agree (100)	cmk1, cmk4, cmk13, cmp1
agree (80) /strongly agree (100)	cmk1, cmk4, cmk5, cmk6, cmk13, cmp1, cmp2
agree (80) /strongly agree (100)	cmk1, cmk9, cmk11, cmk13, cmp3, cmp6
agree (80) /strongly agree (100)	cmk1, cmk4, cmk10, cmk13, cmp1, cmp2, cmp6

SCQF level descriptor	
N/A	N/A
N/A	N/A
N/A	N/A
C1L7; C2L6; C3L6; C4L5; C5L5 Level for Topic = SCQF Level 6 (EQF Level 4)	
N/A	N/A

C1L6; C2L6; C3L7; C4L4; C5L6 Level for Topic = SCQF Level 6 (EQF Level 4)	OVERALL SCQF LEVEL 6 = EQF LEVEL 4

C1L7; C2L7; C3L6; C4L6; C5L6
Level for Topic = SCQF Level 6 (EQF Level 4)

	Communication	Gender	Culture			
	Overall					
Average	#VALUE!	#VALUE!	#VALUE!		**Average**	
Variance	#VALUE!	#VALUE!	#VALUE!		**Variance**	
Count == 5	#VALUE!	#VALUE!	#VALUE!		**Count == 5**	
Count == 3	#VALUE!	#VALUE!	#VALUE!		**Count == 3**	
Count == 1	#VALUE!	#VALUE!	#VALUE!		**Count == 1**	
Count == 0	#VALUE!	#VALUE!	#VALUE!		**Count == 0**	
Count Missing	#VALUE!	#VALUE!	#VALUE!		**Count Missing**	
	Military (400 choices)					
Average	#VALUE!	#VALUE!	#VALUE!		**Average**	
Variance	#VALUE!	#VALUE!	#VALUE!		**Variance**	
Count == 5	#VALUE!	#VALUE!	#VALUE!		**Count == 5**	
Count == 3	#VALUE!	#VALUE!	#VALUE!		**Count == 3**	
Count == 1	#VALUE!	#VALUE!	#VALUE!		**Count == 1**	
Count == 0	#VALUE!	#VALUE!	#VALUE!		**Count == 0**	
Count Missing	#VALUE!	#VALUE!	#VALUE!		**Count Missing**	
	Police (272 choices)					
Average	#VALUE!	#VALUE!	#VALUE!		**Average**	
Variance	#VALUE!	#VALUE!	#VALUE!		**Variance**	
Count == 5	#VALUE!	#VALUE!	#VALUE!		**Count == 5**	
Count == 3	#VALUE!	#VALUE!	#VALUE!		**Count == 3**	
Count == 1	#VALUE!	#VALUE!	#VALUE!		**Count == 1**	
Count == 0	#VALUE!	#VALUE!	#VALUE!		**Count == 0**	
Count Missing	#VALUE!	#VALUE!	#VALUE!		**Count Missing**	

Communication	Gender	Culture
Overall (Anne)		
3.10	3.20	3.10
2.72	2.78	2.78
178	64	115
154	47	93
154	48	100
166	494	344
21	0	0

Military (Anne 400 choices)

3.15	3.24	3.18
2.81	2.63	2.86
109	23	78
81	19	53
88	16	61
116	337	202
0	0	0

Police (Anne 272 choices)

3.03	3.18	2.97
2.60	2.86	2.62
69	41	37
73	28	40
66	32	39
50	157	142
0	0	0

GAP Pre and Post Game Report

Civilians - User 6

Table of Content

1   Average Scores Per Topic

Context of Game

The GAP-project, funded by the European Union's Horizon 2020 research and innovation programme, develops a Serious Game for Conflict Prevention and Peace Building personnel. The game lets them experience scenarios through role-playing and thus increase their understanding, creativity and ability to communicate and collaborate with the other organizations in the network organization that is a CPPB mission.

Measuring Learning

Part of the project is to develop metrics to measure the learning. This is done by pre and post game assessments aimed at capturing views on cultural awareness, gender awareness and communication. This is an individual overview and aims at supporting the final interview after the end of the game. The scoring indicators are based on the Likhert scale (Strongly Agree, Agree, Don´t Know, Disagree and Strongly Disagree).

Date of assessment

7 januari 2019

Gender

Male

User Code

User 6

The table below displayes averages calculated by dividing the sum of the scores with the number of indicators.

Averages Pre and Post Game Scores

Culture		Gender		Communication	
Pre	Post	Pre	Post	Pre	Post
78,1%	89,6%	78,8%	84,6%	95%	87,5%

Skills Passport results

8 Credits – EQF Level 4

Explanation

The table below displayes a pass or fail score for each catergory, where the threshold for passing is a value in either knowledge or performance that is equal to or greater than 80%. The values in knowledge and performance are weighted averages, i.e. an average resulting from the multiplication of each component by a factor reflecting its importance. For instance, to calculate the score in cultural awareness/knowledge, a count is made per indicator of the number of knowledge tags (e.g. clk2, clk2). This count is then multiplied with the post-game assessment score. The resulting sum is then divided by the number of cultural awareness knowledge tags.

Category	Result	Knowledge	Performance
Cultural Awareness	PASS	87,8	87,3
Gender Awareness	PASS	83,7	83,2
Communication	PASS	84,4	86,9

2   Cultural Awareness

Average Score	Pre Game Cultural Awareness 78,1%	Post Game Cultural Awareness 89,6%

Indicator	Pre	Post
It is important to know customs of the country where a mission is based. [clk1, clp1, clp2]	75	100
Part of being a peacekeeper is to understand the cultural differences between me and my colleagues from other organisations. [clk2, clk3, clk5, clp1, clp2, clp7]	100	100
It's only necessary to deal with the formally recognized (usually male) leadership in the local populations. [clk4, clk8, clk9, clp1, clp5, clp7]	100	100
I understand that religion, spirituality and other beliefs may influence how local populations react to peacekeepers. [clk1, clk11, clp1c, clp2]	100	100
Civilians and Non Governmental Organizations are not essential for achieving the goal of for any UN peacekeeping mission. [clk1, clk6, clk14, clp2]	75	100
I attempt to learn phrases in local language to help with communication and show respect to local people. [clk12, clp1d]	100	100
Working with other nationalities is the hardest thing about going on deployment. [clk6, clk13, clk14, clk15, clp5, clp6, clp8]	100	75
It is important for peacekeepers to understand the impact of cultural identities in creating tension. [clk2, clk3, clk5, clk9, clk10, clp1, clp4, clp7]	100	100
Peacekeepers need training in cultural awareness to help de-escalate cultural clashes in missions. [clk3, clk8, clp1, clp4]	100	100
It is important to accommodate religious practices of colleagues, including interpreters. [clk1, clk6, clk8, clk10, clk11, clk14, clk15, clp2, clp8]	75	75
Taking part in social rituals (e.g tea-drinking) with locals is important for building trust. [clk2, clk7, clk12, clp1, clp2, clp5]	75	100
I enjoy the opportunity of eating other nationalities' national cuisine. [clk2, clk7, clk12, clp1, clp2, clp5]	100	100
Peacekeepers must accommodate the local sense of punctuality. [clk2, clk7, clk12, clp1, clp2, clp5]	75	100
It's important to figure out who are the informal as well as the formal leaders in the local population. [clk8, clp5]	100	100
Working with police and militaries (local or international) is essential to figure out the security needs of the local population. [clk1, clk6, clp6]	75	100
I intervene when I see behaviours that show cultural insensitivity, bias or prejudice. [clk1, clk2, clk10, clp3]	75	100
Mission goals can only be achieved with cooperation between the civilian/NGO and and police. [clk1, clk6, clk12, clp2, clp6]	25	100
Working with organisations from other nations means we have a greater range of resources to draw from. [clk1, clk6, clk11, clp6]	100	100

Indicator	Pre	Post
Female officers must give authority to a lower-ranking male colleague to avoid offending local cultural norms. [clk4, clk8, clp2, clp4, clp7, clp8]	0	75
Religious practice should not interfere with work schedules. [clk9, clk10, clk13, clk15, clp1, clp2, clp8, clp9]	25	75
Being business like with locals is the best way to get locals to trust you. [clk7, clp1, clp5]	25	25
I understand a person's cultural norms may influence communication in many ways, including: use of gestures, topics of conversation, greetings, use of humour, decision-making roles. [clk1, clk5, clk6, clk10, clk14, clp1, clp2, clp8, clp9]	100	100
It is not acceptable for locals to be late for meetings. [clk1, clk2, clk5, clk8, clk9, clp1c, clp5, clp8]	75	25
Other organisations can have resources that are valuable to the mission, e.g. an understanding of local culture. [clk1, clk6, clk11, clp6]	100	100

3   Gender Awareness

Average Score	Pre Game Gender Awareness 78,8%	Post Game Gender Awareness 84,6%

Indicator	Pre	Post
Women and men can do the same jobs during peacekeeping missions. [gk4, gk5, gk11, gk14, gk15, gk16, gp4, gp6, gp8, gp9, gp10, gp11]	100	100
Women are useful for engaging with local women. [gk1, gk3, gk7, gk9, gk14, gk15, gp1, gp2, gp4, gp6, gp9, gp10]	100	0
Having a low proportion of female to male peacekeepers can be a problem on missions. [gk3, gk5, gk9, gk12, gk15, gp4, gp5, gp6, gp9, gp10]	75	100
It's important to access influential women who are not formal leaders in the local populations. [gk1, gk9, gk13, gk15, gk17, gp2, gp6, gp9, gp10]	100	100
It is important to aim for gender balance among personnel on peacekeeping missions. [gk1, gk9, gk13, gk15, gk17, gp5, gp6, gp7, gp10]	100	100
I would not be comfortable being deployed with LGBTQ+ colleagues. [gk2, gk4d, gk8, gk14, gp3, gp4, gp5, gp7, gp8]	75	100
I am driven to respond to other's insensitive comments and behaviours regarding women. [gk8, gk9, gk16, gk17, gp3, gp11, gp12]	100	100
To be masculine can include being caring and empathetic. [gk1, gk2, gk6, gk14, gp1, gp2, gp4]	100	100
Women are as suitable as men for daily patrols on peacekeeping missions. [gk1, gk5, gk7, gk8, gk9, gk11, gk15, gp4, gp5, gp6, gp8, gp10, gp11]	75	0
A desirable quality in a peacekeeper is emotional sensitivity. [gk1, gk3, gk6, gp1, gp2, gp5]	100	100
It is important to explain to locals that female officers' authority must be respected. [gk3, gk7, gk9, gk10, gk12, gp2, gp6, gp12]	100	100
Gender discrimination is about power not sex. [gk1, gk2, gk4, gk16, gk17, gp10, gp11, gp12]	25	0
Empathy and understanding another person's perspective is irrelevant to peacekeeping. [gk1, gk2, gk6, gk14, gk15, gp1, gp2, gp4]	75	100
I prefer being in a mixed gender deployment. [gk1, gk4, gk9, gk11, gk14, gk15, gk16, gp4, gp5]	100	100
It's only necessary to deal with the formally recognized (usually male) leadership in the local populations. [gk5, gk7, gk9, gk17, gp2, gp6, gp9, gp10, gp12]	25	100
Women can go on missions, but should do desk jobs. [gk14, gk15, gk16, gp8, gp10, gp11]	75	100
Women have a good influence on males among peacekeepers. [gk1, gk5, gk7, gk8, gk9, gk11, gk15, gp4, gp5, gp6, gp8, gp10, gp11]	100	100
Peacekeepers awareness of gender differences in a mission setting increases the overall effectiveness of the mission. [gk5, gk7, gk11, gk15, gp10]	100	100

Indicator	Pre	Post
Peacekeeping is a man's job. [gk1, gk5, gk7, gk8, gk9, gk11, gk15, gp4, gp5, gp6, gp8, gp10, gp11]	75	100
It is not an issue for me to work alongside LGBTQ+ colleagues. [gk2, gk4d, gk8, gk14, gp3, gp4, gp5, gp7, gp8]	100	100
There should be family friendly deployment length for peacekeepers. [gk5, gk15, gp7]	75	25
To be feminine can encompass assertiveness and rationality. [gk1, gk2, gk4, gk8, gk10, gk14, gp8, gp10]	0	75
Female peacekeepers are more likely to be less steady in violent situations than male officers. [gk1, gk5, gk7, gk8, gk9, gk11, gk15, gp4, gp5, gp6, gp8, gp10, gp11]	0	100
It's not my job to intervene if someone is making a colleague the butt of a joke about their gender or sexuality. [gk2, gk4, gk8, gk15, gp11]	75	100
Female officers must give authority to a lower-ranking male colleague to avoid offending local cultural norms. [gk3, gk5, gk9, gk12, gk15, gp6, gp9, gp10]	100	100
Men and women peacekeepers bring different, yet equally valuable, resources to the mission. [gk8, gk9, gk11, gk14, gk15, gp6, gp10]	100	100

4   Communication

Average Score	Pre Game Communication	Post Game Communication
	95%	87,5%

Indicator	Pre	Post
I consider cultural barriers when planning my communications. [cmk4, cmk6, cmk7, cmk9, cmk13, cmp1, cmp2]	100	75
It is important to make sure you listen to all local populations and factions in a peacekeeping mission. [cmk1, cmk5, cmk13, cmp1]	100	100
It is important to vary the use of language and behaviours to appeal to people from other cultures. [cmk1, cmk4, cmk5, cmk6, cmk8, cmk10b, cmk12, cmk13, cmp1, cmp2, cmp3, cmp5]	100	100
I avoid the use of jargon and technical language. [cmk1, cmk6, cmk13, cmp2c, cmp3]	75	100
A weapon is the most important tool in de-escalating potentially violent situations. [cmk4, cmk5, cmk6, cmk12, cmk13, cmp2, cmp5]	100	0
I recognise that the work of interpreters is important for the mission. [cmk7, cmk8, cmk13, cmp1, cmp5, cmp6]	75	100
I use silence rather than interrupt when listening to others. [cmk1, cmk4, cmp1]	100	100
I find out the thoughts and views of others through the use of open questions. [cmk1, cmk4, cmp1]	100	100
I understand a person's cultural norms may influence communication in many ways, including: use of gestures, topics of conversation, greetings, use of humour, decision-making roles. [cmk1, cmk4, cmk6, cmk13, cmp1, cmp2, cmp3]	100	100
I vary my body language to gain rapport with people. [cmk1, cmk4, cmp1]	75	100
I attempt to learn phrases in local language to help with communication and show respect to local people. [cmk1, cmk4, cmp1, cmp3]	100	100
I use easily understood everyday words and expressions that everyone is familiar with. [cmk1, cmk4, cmp1, cmp3]	100	75
When introducing change I work with others to create jointly owned solutions. [cmk1, cmk9, cmk10, cmk13, cmp3, cmp6]	100	100
I try to anticipate and predict possible causes of confusion in communication, and I deal with them up front. [cmk1, cmk4, cmk10, cmp1, cmp2, cmp6]	100	75
I use local greetings when interacting with local populations on peacekeeping missions. [cmk1, cmk4, cmk13, cmp1]	100	100
I can tend to say what I think, without worrying about how the other person perceives it. I assume that we'll be able to work it out later. [cmk1, cmk4, cmk9, cmk10b, cmk13, cmp1, cmp3]	75	25
When people talk to me, I try to see their perspective. [cmk1, cmk4, cmk13, cmp1]	100	100
When talking to people, I pay attention to their body language. [cmk1, cmk4, cmk5, cmk6, cmk13, cmp1, cmp2]	100	100

Indicator	Pre	Post
Before I communicate, I think about what the person needs to know, and how best to convey it. [cmk1, cmk9, cmk11, cmk13, cmp3, cmp6]	100	100
Before I send a message, I think about the best way to communicate it (in person, over the phone, in a newsletter, via memo, and so on). [cmk1, cmk4, cmk10, cmk13, cmp1, cmp2, cmp6]	100	100

5   Score per Code

Tag	Score[1]	Learners must demonstrate:
clk1	90,9	Knowledge of how to analyse the intersection of diverse organisational and national cultures related to your mission.
clk2	89,3	Knowledge of the power dynamics within internal and external communities especially due to gender, caste, class, ethnicity, and disability which may make it difficult to hear some voices/opinions.
clk3	100	Knowledge of the range of tools used in encounters where diversity, tensions and conflicts can be expected to arise and a clash of cultures is often inevitable.
clk4	87,5	Knowledge of what is meant by: (a) gender (b) sex (c) masculinities and femininities (d)sexualities, heteronormative, transgender, homophobia (e)cultural discrimination and how it manifests itself within organisations.
clk5	81,2	Knowledge of how to source culture awareness related information including UNDPKO standards and other relevant directives, theories and cultural competency regulations.
clk6	93,8	Knowledge of the importance of recognising that missions bring heterogenous personnel into contact with a range of in-mission organisations and local people who often draw upon cultural background different from those of own organisation and staff.
clk7	81,2	Knowledge of systems of building trust, and the importance of doing so for success of the mission.
clk8	79,2	Knowledge of the types of power relations within different contexts are identified and discussed in terms of the impact on equity and respect based on culture or gender.
clk9	75	Knowledge of how culture, gender and beliefs can affect what is perceived as `acceptable' and` non-acceptable' behaviour (such as it may be seen to be more acceptable for men to be assertive than women).
clk10	90	Knowledge of how the worker's own culture, gender and beliefs affect the way that they view the behaviour of others and why it is important to recognise and challenge this.
clk11	93,8	Knowledge of sources of information that provide realistic overview of the full range of in-mission attitudes including that of other actors and organisations as well as local attitudes.
clk12	100	Knowledge of range of engagement styles to use with different actors.
clk13	75	Knowledge of Analyze own understanding of one's own cultural background because your nationality/country of origin/religion has shaped this and others will have different socialization into culture roles.
clk14	87,5	Knowledge of Knowledge of the positive differences culture can make in an international mission with diverse cultures in organizations and in local population.
clk15	75	Knowledge of Analyze and understand one's own and others organizational culture and organizational practices.
clp1	90,9	Performance of build bridges of trust between yourself, your organisation, other mission organisations and the host community.
clp1c	62,5	Performance of build bridges of trust between yourself, your organisation, other mission organisations and the host community, including: (c) learn about other culture's customs and history, whilst acquiring a deeper understanding of your own.
clp1d	100	Performance of build bridges of trust between yourself, your organisation, other mission organisations and the host community, including: (d) learn some basic phrases in the range of languages likely to be used on-mission to reflect interest in the cultures of other actors and your respect for individuals.
clp2	93,8	Performance of describe how cultural differences and different kinds of diversity might be evident in the mission environment between organisations, and in the host country, and how to show respect for this in a multicultural peacekeeping environment.
clp3	100	Performance of recognize, and act on, discrimination based on culture.
clp4	91,7	Performance of take action to maintain calmness and safety in the working environment which values individuals with as little restriction of action as possible to encourage meaningful interactions.
clp5	78,1	Performance of engage with relevant leaders, powerbrokers and personalities to foster good relations between organisations and with local populations.
clp6	95	Performance of work with other organisations to strengthen capacity to respond to community-identified protection needs.
clp7	93,8	Performance of analyse key actors directly or indirectly involved or who have influence over a particular problem including the role of power relations.

[1] The averages are calculated by counting the number of times the tag is mentioned in the indicators. The sum of the post game scores for the indicators where the tag is mentioned is divided by the number of times the tag is mentioned.

Tag	Score[1]	Learners must demonstrate:
clp8	70,8	Performance of ability to use the positive differences culture can make in an international mission with diverse cultures in organizations and in local population.
clp9	87,5	Performance of ability to recognize and act upon one's own and other organizations' cultures and practices.
cmk1	92,6	Knowledge of key theories and models of communication, including active listening and trust building applied within personal, internal, and mission communications, and how they apply to military, police and civilian organisations.
cmk4	83,3	Knowledge of a deep understanding the benefits and disadvantages of differing communication methods and their effects on relationships and information sharing.
cmk5	75	Knowledge of the importance of non-verbal communication, such as body language, and how different cultures use and interpret body language in different ways.
cmk6	79,2	Knowledge of the role of effective communication in reducing and de-escalating conflict, including the type of constructive behaviour you can take to defuse situations including body language, spoken language, posture, emblems such as illustrators, affect displays, regulators, adaptors and para-language.
cmk7	87,5	Knowledge of when it is recommended to use an interpreter who can convey the message with the needed level of accuracy and precision, and methods for ways of working with interpreters'/language assistants to achieve mission goals.
cmk8	100	Knowledge of how addressing the language barriers and working with interpreters impacts on communication.
cmk9	75	Knowledge of procedures and requirements for formal information sharing between relevant organisations including the restrictions on the disclosure of sensitive information.
cmk10	91,7	Knowledge of how partner organisations are organised .
cmk10b	62,5	Knowledge of how partner organisations are organised including: (b) methods of communication.
cmk11	100	Knowledge of the importance of keeping official and private information separate, and how to keep all data secure.
cmk12	50	Knowledge of the role of emotional intelligence in communication models including recognising own feelings.
cmk13	85,7	Knowledge of how to establish and maintain effective communication in missions, with a range of actors, which ensures integrity, respect, and transparency.
cmp1	90,6	Performance of trust, rapport and communicate in a polite, respectful, ethical, timely, patient and culturally-appropriate manner.
cmp2	78,6	Performance of effective communications methods, including written, verbal and non-verbal, contextualised to the situation.
cmp2c	100	Performance of effective communications methods, including written, verbal and non-verbal, contextualised to the situation in order to (c) achieve mission objectives.
cmp3	87,5	Performance of source and share information using common language and terms with other organisations through an on-going culture of dialogue and co-operation in line with mission mandate and organisational processes.
cmp5	66,7	Performance of work with an interpreter during risky negotiations, highly complex meetings or when detailed and sensitive information is being used.
cmp6	95	Performance of keep secure records of expectations, conversations and agreed.
gk1	75	Knowledge of theories of personality and behaviours.
gk2	82,1	Knowledge of theories of identity and self esteem.
gk3	80	Knowledge of theories/good practice relating to the use and misuse of power and discrimination.
gk4	75	Knowledge of what is meant by gender and sex.
gk4d	100	Knowledge of what is meant by (d) sexualities, heteronormative, transgender, homophobia.
gk5	82,5	Knowledge of how to source gender related information including UNSC 1325 and other relevant directives, feminist theories and gender mainstreaming regulations.
gk6	100	Knowledge of the importance of non-verbal communication, such as body language, and how different cultures and genders use and interpret body language in different ways.
gk7	75	Knowledge of how culture, gender and beliefs can affect what is perceived as `acceptable' and `non-acceptable' behaviour (such as it may be seen to be more acceptable for men to be assertive than women).
gk8	87,5	Knowledge of how the worker's own culture, gender and beliefs affect the way that they view the behaviour of others and why it is important to recognise and challenge this.
gk9	85,7	Knowledge of the power dynamics within internal and external communities including inter-organisation

Tag	Score[1]	Learners must demonstrate:
		especially due to gender, caste, class, ethnicity, and disability which may make it difficult to hear some voices/opinions.
gk10	87,5	Knowledge of concept of power relations.
gk11	87,5	Knowledge of role and impact of traditional practices on self, own organisation, other organisations and wider society is explained in terms of how it perpetuates gender stereotyping and inequality.
gk12	100	Knowledge of the types of power relations within different contexts are identified and discussed in terms of the impact on gender inequality.
gk13	100	Knowledge of power relations include but are not limited to class, race and sexism.
gk14	87,5	Knowledge of analyze own understanding of one's own gender role because your nationality/country of origin/religion has shaped this and others will have different socialization into gender roles.
gk15	83,8	Knowledge of the positive differences gender can make in an international mission with diverse cultures in organizations and in local population domestic violence, checkpoints.
gk16	80	Knowledge of awareness of discriminatory practices based on gender in one's own or other organization.
gk17	80	Knowledge of awareness of discriminatory practices based on gender among local population.
gp1	75	Performance of demonstrate the capacity to be empathic and understand another person's experience from their perspective.
gp2	85,7	Performance of build rapport and communicate in a professional, timely, patient and appropriate manner.
gp3	100	Performance of recognize, and act on, discrimination based on gender or sexuality.
gp4	83,3	Performance of demonstrate commitment to humanitarian principles.
gp5	90	Performance of describe how cultural differences and different kinds of diversity might be evident in the mission environment within own organisation and other organisations, and in the host country.
gp6	84,6	Performance of analyse the activities, motives and interests of actors on the problem, as well as the relationship between actors.
gp7	81,2	Performance of analyse the role of institutions in shaping the attitudes and perceptions of women, men, girls and boys.
gp8	86,1	Performance of maintain fairness for all parties involved in the process.
gp9	83,3	Performance of take actions based in daily interaction based on awareness of how gender roles differ for men and women, and among men and among women.
gp10	79,7	Performance of ability to use the positive differences gender can make in an international mission with diverse cultures in organizations and in local population.
gp11	77,8	Performance of challenge masculine beliefs and behaviours that oppress women in the peacekeeping organizations.
gp12	75	Performance of challenge masculine beliefs and behaviours that oppress women in the local population.

CULTURE

Indicator
It is important to know customs of the country where a mission is based. [clk1, clp1, clp2]
Part of being a peacekeeper is to understand the cultural differences between me and my colleagues from other organisations.
It's only necessary to deal with the formally recognized (usually male) leadership in the local populations. [clk4, clk8, clk9, clp1, c
I understand that religion, spirituality and other beliefs may influence how local populations react to peacekeepers. [clk1, clk11,
Civilians and Non Governmental Organizations are not essential for achieving the goal of for any UN peacekeeping mission. [clk1
I attempt to learn phrases in local language to help with communication and show respect to local people. [clk12, clp1d]
Working with other nationalities is the hardest thing about going on deployment. [clk6, clk13, clk14, clk15, clp5, clp6, clp8]
It is important for peacekeepers to understand the impact of cultural identities in creating tension. [clk2, clk3, clk5, clk9, clk10, c
Peacekeepers need training in cultural awareness to help de-escalate cultural clashes in missions. [clk3, clk8, clp1, clp4]
It is important to accommodate religious practices of colleagues, including interpreters. [clk1, clk6, clk8, clk10, clk11, clk14, clk15
Taking part in social rituals (e.g tea-drinking) with locals is important for building trust. [clk2, clk7, clk12, clp1, clp2, clp5]
I enjoy the opportunity of eating other nationalities' national cuisine. [clk2, clk7, clk12, clp1, clp2, clp5]
Peacekeepers must accommodate the local sense of punctuality. [clk2, clk7, clk12, clp1, clp2, clp5]
It's important to figure out who are the informal as well as the formal leaders in the local population. [clk8, clp5]
Working with police and militaries (local or international) is essential to figure out the security needs of the local population. [clk
I intervene when I see behaviours that show cultural insensitivity, bias or prejudice. [clk1, clk2, clk10, clp3]
Mission goals can only be achieved with cooperation between the civilian/NGO and and police. [clk1, clk6, clk12, clp2, clp6]
Working with organisations from other nations means we have a greater range of resources to draw from. [clk1, clk6, clk11, clp6
Female officers must give authority to a lower-ranking male colleague to avoid offending local cultural norms. [clk4, clk8, clp2, c
Religious practice should not interfere with work schedules. [clk9, clk10, clk13, clk15, clp1, clp2, clp8, clp9]
Being business like with locals is the best way to get locals to trust you. [clk7, clp1, clp5]
I understand a person's cultural norms may influence communication in many ways, including: use of gestures, topics of conver
It is not acceptable for locals to be late for meetings. [clk1, clk2, clk5, clk8, clk9, clp1c, clp5, clp8]
Other organisations can have resources that are valuable to the mission, e.g. an understanding of local culture. [clk1, clk6, clk11,
Average

GENDER

Indicator
Women and men can do the same jobs during peacekeeping missions. [gk4, gk5, gk11, gk14, gk15, gk16, gp4, gp6, gp8, gp9, gp1
Women are useful for engaging with local women. [gk1, gk3, gk7, gk9, gk14, gk15, gp1, gp2, gp4, gp6, gp9, gp10]
Having a low proportion of female to male peacekeepers can be a problem on missions. [gk3, gk5, gk9, gk12, gk15, gp4, gp5, gp
It's important to access influential women who are not formal leaders in the local populations. [gk1, gk9, gk13, gk15, gk17, gp2,
It is important to aim for gender balance among personnel on peacekeeping missions. [gk1, gk9, gk13, gk15, gk17, gp5, gp6, gp7
I would not be comfortable being deployed with LGBTQ+ colleagues. [gk2, gk4d, gk8, gk14, gp3, gp4, gp5, gp7, gp8]
I am driven to respond to other's insensitive comments and behaviours regarding women. [gk8, gk9, gk16, gk17, gp3, gp11, gp1
To be masculine can include being caring and empathetic. [gk1, gk2, gk6, gk14, gp1, gp2, gp4]
Women are as suitable as men for daily patrols on peacekeeping missions. [gk1, gk5, gk7, gk8, gk9, gk11, gk15, gp4, gp5, gp6, g
A desirable quality in a peacekeeper is emotional sensitivity. [gk1, gk3, gk6, gp1, gp2, gp5]

It is important to explain to locals that female officers' authority must be respected. [gk3, gk7, gk9, gk10, gk12, gp2, gp6, gp12]

Gender discrimination is about power not sex. [gk1, gk2, gk4, gk16, gk17, gp10, gp11, gp12]

Empathy and understanding another person's perspective is irrelevant to peacekeeping. [gk1, gk2, gk6, gk14, gk15, gp1, gp2, gp

I prefer being in a mixed gender deployment. [gk1, gk4, gk9, gk11, gk14, gk15, gk16, gp4, gp5]

It's only necessary to deal with the formally recognized (usually male) leadership in the local populations. [gk5, gk7, gk9, gk17, g

Women can go on missions, but should do desk jobs. [gk14, gk15, gk16, gp8, gp10, gp11]

Women have a good influence on males among peacekeepers. [gk1, gk5, gk7, gk8, gk9, gk11, gk15, gp4, gp5, gp6, gp8, gp10, gp1

Peacekeepers awareness of gender differences in a mission setting increases the overall effectiveness of the mission. [gk5, gk7,

Peacekeeping is a man's job. [gk1, gk5, gk7, gk8, gk9, gk11, gk15, gp4, gp5, gp6, gp8, gp10, gp11]

It is not an issue for me to work alongside LGBTQ+ colleagues. [gk2, gk4d, gk8, gk14, gp3, gp4, gp5, gp7, gp8]

There should be family friendly deployment length for peacekeepers. [gk5, gk15, gp7]

To be feminine can encompass assertiveness and rationality. [gk1, gk2, gk4, gk8, gk10, gk14, gp8, gp10]

Female peacekeepers are more likely to be less steady in violent situations than male officers. [gk1, gk5, gk7, gk8, gk9, gk11, gk1

It's not my job to intervene if someone is making a colleague the butt of a joke about their gender or sexuality. [gk2, gk4, gk8, gk

Female officers must give authority to a lower-ranking male colleague to avoid offending local cultural norms. [gk3, gk5, gk9, gk1

Men and women peacekeepers bring different, yet equally valuable, resources to the mission. [gk8, gk9, gk11, gk14, gk15, gp6, g

Average

COMMUNICATION

Indicator

I consider cultural barriers when planning my communications. [cmk4, cmk6, cmk7, cmk9, cmk13, cmp1, cmp2]

It is important to make sure you listen to all local populations and factions in a peacekeeping mission. [cmk1, cmk5, cmk13, cmp

It is important to vary the use of language and behaviours to appeal to people from other cultures. [cmk1, cmk4, cmk5, cmk6, cr

I avoid the use of jargon and technical language. [cmk1, cmk6, cmk13, cmp2c, cmp3]

A weapon is the most important tool in de-escalating potentially violent situations. [cmk4, cmk5, cmk6, cmk12, cmk13, cmp2, cn

I recognise that the work of interpreters is important for the mission. [cmk7, cmk8, cmk13, cmp1, cmp5, cmp6]

I use silence rather than interrupt when listening to others. [cmk1, cmk4, cmp1]

I find out the thoughts and views of others through the use of open questions. [cmk1, cmk4, cmp1]

I understand a person's cultural norms may influence communication in many ways, including: use of gestures, topics of conver

I vary my body language to gain rapport with people. [cmk1, cmk4, cmp1]

I attempt to learn phrases in local language to help with communication and show respect to local people. [cmk1, cmk4, cmp1, c

I use easily understood everyday words and expressions that everyone is familiar with. [cmk1, cmk4, cmp1, cmp3]

When introducing change I work with others to create jointly owned solutions. [cmk1, cmk9, cmk10, cmk13, cmp3, cmp6]

I try to anticipate and predict possible causes of confusion in communication, and I deal with them up front. [cmk1, cmk4, cmk1

I use local greetings when interacting with local populations on peacekeeping missions. [cmk1, cmk4, cmk13, cmp1]

I can tend to say what I think, without worrying about how the other person perceives it. I assume that we'll be able to work it c

When people talk to me, I try to see their perspective. [cmk1, cmk4, cmk13, cmp1]

When talking to people, I pay attention to their body language. [cmk1, cmk4, cmk5, cmk6, cmk13, cmp1, cmp2]

Before I communicate, I think about what the person needs to know, and how best to convey it. [cmk1, cmk9, cmk11, cmk13, cn

Before I send a message, I think about the best way to communicate it (in person, over the phone, in a newsletter, via memo, ar

Average

	Pre	Post
	75	100
	100	100
:lp5	100	100
clp	100	100
	75	100
	100	100
	100	75
	100	100
	100	100
5, c	75	75
	75	100
	100	100
	75	100
	100	100
<1,	75	100
	75	100
	25	100
5]	100	100
	0	75
	25	75
	25	25
	100	100
	75	25
, cl|	100	100
	78.1	**89.6**

	Pre	Post
0,	100	100
	100	0
	75	100
	100	100
, g|	100	100
	75	100
2]	100	100
	100	100
	75	0
	100	100

100	100
25	0
75	100
100	100
25	100
75	100
100	100
100	100
75	100
100	100
75	25
0	75
0	100
75	100
100	100
100	100
78.8	**84.6**

Pre	Post
100	75
100	100
100	100
75	100
100	0
75	100
100	100
100	100
75	100
100	100
100	75
100	100
100	75
100	100
75	25
100	100
100	100
100	100
100	100
95.0	**87.5**

CULTURE

It is important to know customs of the country where a mission is based. [clk1, clp1, clp2]

Part of being a peacekeeper is to understand the cultural differences between me and my colleagues from other organisations. [clk2, clk3, clk5, clp1, clp2, clp7]

It's only necessary to deal with the formally recognized (usually male) leadership in the local populations. [clk4, clk8, clk9, clp1, clp5, clp7]

I understand that religion, spirituality and other beliefs may influence how local populations react to peacekeepers. [clk1, clk11, clp1c, clp2]

Civilians and Non Governmental Organizations are not essential for achieving the goal of for any UN peacekeeping mission. [clk1, clk6, clk14, clp2]

I attempt to learn phrases in local language to help with communication and show respect to local people. [clk12, clp1d]

Working with other nationalities is the hardest thing about going on deployment. [clk6, clk13, clk14, clk15, clp5, clp6, clp9]

It is important for peacekeepers to understand the impact of cultural identities in creating tension. [clk2, clk3, clk5, clk9, clk10, clp1, clp4, clp7]

Peacekeepers need training in cultural awareness to help de-escalate cultural clashes in missions. [clk3, clk8, clp1, clp4]

It is important to accommodate religious practices of colleagues, including interpreters. [clk1, clk6, clk8, clk10, clk11, clk14, clk15, clp2, clp8]

Taking part in social rituals (e.g tea-drinking) with locals is important for building trust. [clk2, clk7, clk12, clp1, clp2, clp5]

I enjoy the opportunity of eating other nationalities' national cuisine. [clk2, clk7, clk12, clp1, clp2, clp5]

Peacekeepers must accommodate the local sense of punctuality. [clk2, clk7, clk12, clp1, clp2, clp5]

It's important to figure out who are the informal as well as the formal leaders in the local population. [clk8, clp5]

Working with police and militaries (local or international) is essential to figure out the security needs of the local population. [clk1, clk6, clp6]

I intervene when I see behaviours that show cultural insensitivity, bias or prejudice. [clk1, clk2, clk10, clp3]

Mission goals can only be achieved with cooperation between the civilian/NGO and and police. [clk1, clk6, clk12, clp2, clp6]

Working with organisations from other nations means we have a greater range of resources to draw from. [clk1, clk6, clk11, clp6]

Female officers must give authority to a lower-ranking male colleague to avoid offending local cultural norms. [clk4, clk8, clp2, clp4, clp7, clp8]

Religious practice should not interfere with work schedules. [clk9, clk10, clk13, clk15, clp1, clp2, clp8, clp9]

Being business like with locals is the best way to get locals to trust you. [clk7, clp1, clp5]

I understand a person's cultural norms may influence communication in many ways, including: use of gestures, topics of conversation, greetings, use of humour, decision-making roles. [clk1, clk5, clk6, clk10, clk14, clp1, clp2, clp8, clp9]

It is not acceptable for locals to be late for meetings. [clk1, clk2, clk5, clk8, clk9, clp1c, clp5, clp8]

Other organisations can have resources that are valuable to the mission, e.g. an understanding of local culture. [clk1, clk6, clk11, clp6]

Post	Knowl	Score	Perf.	Score
100	1	100	2	200
100	3	300	3	300
100	3	300	3	300
100	2	200	2	200
100	3	300	1	100
100	1	100	1	100
75	4	300	3	225
100	5	500	3	300
100	2	200	2	200
75	7	525	2	150
100	3	300	3	300
100	3	300	3	300
100	3	300	3	300
100	1	100	1	100
100	2	200	1	100
100	3	300	1	100
100	3	300	2	200
100	3	300	1	100
75	2	150	4	300
75	4	300	4	300
25	1	25	2	50
100	5	500	4	400
25	5	125	3	75
100	3	300	1	100
89.6	72	6325	55	4800

Weighted Average		
87.8		87.3

GENDER

Women and men can do the same jobs during peacekeeping missions. [gk4, gk5, gk11, gk14, gk15, gk16, gp4, gp6, gp8, gp9, gp10, gp11]

Women are useful for engaging with local women. [gk1, gk3, gk7, gk9, gk14, gk15, gp1, gp2, gp4, gp6, gp9, gp10]

Having a low proportion of female to male peacekeepers can be a problem on missions. [gk3, gk5, gk9, gk12, gk15, gp4, gp5, gp6, gp9, gp10]

It's important to access influential women who are not formal leaders in the local populations. [gk1, gk9, gk13, gk15, gk17, gp2, gp6, gp9, gp10]

It is important to aim for gender balance among personnel on peacekeeping missions. [gk1, gk9, gk13, gk15, gk17, gp5, gp6, gp7, gp10]

I would not be comfortable being deployed with LGBTQ+ colleagues. [gk2, gk4d, gk8, gk14, gp3, gp4, gp5, gp7, gp8]

I am driven to respond to other's insensitive comments and behaviours regarding women. [gk8, gk9, gk16, gk17, gp3, gp11, gp12]

To be masculine can include being caring and empathetic. [gk1, gk2, gk6, gk14, gp1, gp2, gp4]

Women are as suitable as men for daily patrols on peacekeeping missions. [gk1, gk5, gk7, gk8, gk9, gk11, gk15, gp4, gp5, gp6, gp8, gp10, gp11]

A desirable quality in a peacekeeper is emotional sensitivity. [gk1, gk3, gk6, gp1, gp2, gp5]

It is important to explain to locals that female officers' authority must be respected. [gk5, gk7, gk9, gk10, gk12, gp2, gp6, gp12]

Gender discrimination is about power not sex. [gk1, gk2, gk4, gk16, gk17, gp10, gp11, gp12]

Empathy and understanding another person's perspective is irrelevant to peacekeeping. [gk1, gk2, gk6, gk14, gk15, gp1, gp2, gp4]

I prefer being in a mixed gender deployment. [gk1, gk4, gk9, gk11, gk14, gk15, gk16, gp4, gp5]

It's only necessary to deal with the formally recognized (usually male) leadership in the local populations. [gk5, gk7, gk9, gk17, gp2, gp6, gp9, gp10, gp12]

Women can go on missions, but should do desk jobs. [gk14, gk15, gk16, gp8, gp10, gp11]

Women have a good influence on males among peacekeepers. [gk1, gk5, gk7, gk8, gk9, gk11, gk15, gp4, gp5, gp6, gp8, gp10, gp11]

Peacekeepers awareness of gender differences in a mission setting increases the overall effectiveness of the mission. [gk5, gk7, gk11, gk15, gp10]

Peacekeeping is a man's job. [gk1, gk5, gk7, gk8, gk9, gk11, gk15, gp4, gp5, gp6, gp8, gp10, gp11]

It is not an issue for me to work alongside LGBTQ+ colleagues. [gk2, gk4d, gk8, gk14, gp3, gp4, gp5, gp7, gp8]

There should be family friendly deployment length for peacekeepers. [gk5, gk15, gp7]

To be feminine can encompass assertiveness and rationality. [gk1, gk2, gk4, gk8, gk10, gk14, gp8, gp10]

Female peacekeepers are more likely to be less steady in violent situations than male officers. [gk1, gk5, gk7, gk8, gk9, gk11, gk15, gp4, gp5, gp6, gp8, gp10, gp11]

It's not my job to intervene if someone is making a colleague the butt of a joke about their gender or sexuality. [gk2, gk4, gk8, gk15, gp11]

Female officers must give authority to a lower-ranking male colleague to avoid offending local cultural norms. [gk5, gk5, gk9, gk12, gk15, gp6, gp9, gp10]

Men and women peacekeepers bring different, yet equally valuable, resources to the mission. [gk8, gk9, gk11, gk14, gk15, gp6, gp10]

Post	Knowl	Score	Perf.	Score
100	6	600	6	600
0	6	0	6	0
100	5	500	5	500
100	5	500	4	400
100	5	500	4	400
100	4	400	5	500
100	4	400	3	300
100	4	400	3	300
0	7	0	6	0
100	3	300	3	300
100	5	500	3	300
0	5	0	3	0
100	5	500	3	300
100	7	700	2	200
100	4	400	5	500
100	3	300	3	300
100	7	700	6	600
100	4	400	1	100
100	7	700	6	600
100	4	400	5	500
25	2	50	1	25
75	6	450	2	150
100	7	700	6	600
100	4	400	1	100
100	5	500	3	300
100	5	500	2	200
84.6	129	10800	97	8075

Weighted Average		
83.7		83.2

COMMUNICATION

Indicator

I consider cultural barriers when planning my communications. [cmk4, cmk6, cmk7, cmk9, cmk13, cmp1, cmp2]

It is important to make sure you listen to all local populations and factions in a peacekeeping mission. [cmk1, cmk5, cmk13, cmp1]

It is important to vary the use of language and behaviours to appeal to people from other cultures. [cmk1, cmk4, cmk5, cmk6, cmk8, cmk10b, cmk12, cmk13, cmp1, cmp2, cmp3, cmp5]

I avoid the use of jargon and technical language. [cmk1, cmk6, cmk13, cmp2c, cmp3]

A weapon is the most important tool in de-escalating potentially violent situations. [cmk4, cmk5, cmk6, cmk12, cmk13, cmp2, cmp5]

I recognise that the work of interpreters is important for the mission. [cmk7, cmk8, cmk13, cmp1, cmp5, cmp6]

I use silence rather than interrupt when listening to others. [cmk1, cmk4, cmp1]

I find out the thoughts and views of others through the use of open questions. [cmk1, cmk4, cmp1]

I understand a person's cultural norms may influence communication in many ways, including: use of gestures, topics of conversation, greetings, use of humour, decision-making roles. [cmk1, cmk4, cmk6, cmk13, cmp1, cmp2, cmp3]

I vary my body language to gain rapport with people. [cmk1, cmk4, cmp1]

I attempt to learn phrases in local language to help with communication and show respect to local people. [cmk1, cmk4, cmp1, cmp3]

I use easily understood everyday words and expressions that everyone is familiar with. [cmk1, cmk4, cmp1, cmp3]

When introducing change I work with others to create jointly owned solutions. [cmk1, cmk9, cmk10, cmk13, cmp3, cmp6]

I try to anticipate and predict possible causes of confusion in communication, and I deal with them up front. [cmk1, cmk4, cmk10, cmp1, cmp2, cmp6]

I use local greetings when interacting with local populations on peacekeeping missions. [cmk1, cmk4, cmk13, cmp1]

I can tend to say what I think, without worrying about how the other person perceives it. I assume that we'll be able to work it out later. [cmk1, cmk4, cmk9, cmk10b, cmk13, cmp1, cmp3]

When people talk to me, I try to see their perspective. [cmk1, cmk4, cmk13, cmp1]

When talking to people, I pay attention to their body language. [cmk1, cmk4, cmk5, cmk6, cmk13, cmp1, cmp2]

Before I communicate, I think about what the person needs to know, and how best to convey it. [cmk1, cmk9, cmk11, cmk13, cmp3, cmp6]

Before I send a message, I think about the best way to communicate it (in person, over the phone, in a newsletter, via memo, and so on). [cmk1, cmk4, cmk10, cmk13, cmp1, cmp2, cmp6]

Average

Post	Knowl	Score	Perf.	Score
75	5	375	2	150
100	3	300	1	100
100	8	800	4	400
100	3	300	2	200
0	5	0	2	0
100	3	300	3	300
100	2	200	1	100
100	2	200	1	100
100	4	400	3	300
100	2	200	1	100
100	2	200	2	200
75	2	150	2	150
100	4	400	2	200
75	3	225	3	225
100	3	300	1	100
25	5	125	2	50
100	3	300	1	100
100	5	500	2	200
100	4	400	2	200
100	4	400	3	300
87.5	72	6075	40	3475

Weighted Average		
84.4		86.9

Curriculum

To be reviewed by *February 2021*	Activity number 56	Improving Performance in CSDP Mission	ECTS 1

Target audience	Aim
Personnel from EU Member States and EU Institutions and relevant Agencies, who are assigned or interested to participate in (future) CSDP missions or operations, or who are to be assigned to a position in a fragile state. The course is also open to staff from other international organisations and third states.	To increase CSDP operational effectiveness by enhancing the communication, gender and cultural knowledge and skills.

Learning Outcomes	Knowledge	• Describe the role of soft skills in advancing the aims of a mission or operation • Differentiate soft skills and 'hard' skills • Explain how the development and application of soft skills in the CSDP Missions and operations can cultivate relationships with local people, other organisations and international colleagues • Analyse the intersection of diverse organisational and national cultures related to missions and operations • Demonstrate the importance of verbal and non-verbal communication methods • Describe how to build and demonstrate trust and respect • Explain how to build and maintain relationships in an environment characterized by diversity. • Explain the positive differences culture and gender can make in a missions and operations with diverse cultures in the organization and in relation with the local population • Explain one's own understanding of one's own gender role shaped by socialisation due to for example nationality/country of origin/religion Describe how communication styles differ depending on organizational/gender/cultural diversity
	Skills	• Communicate and interact clearly by using verbal and non-verbal methods of communication • Cultivate systems of building trust both with international colleagues and local people • Demonstrate awareness of the impact of actions and responses to issues on the behaviour of others in the escalation and de-escalation of conflict • Use the positive differences diversitycan make in missions and operations with diversity for n organizations/gender/cultureand in the local population • Take actions and decisionsin daily interaction based on awareness of gender roles and stereotypes • Challenge prejudices, beliefs and behaviours that negatively impact

		- colleagues in the peacekeeping organizations and/or the local population - Management of diversity - Tailor your personal communication style to your audience
	Competencies	- Evaluate one's own culturl/gender/organizationabackground - The ability to facilitate coordination and relationship building on culturally diverse and mixed gender environments - Engage with a common language of soft skills - The ability to identify situations to prevent bias and mitigate and resolve conflict by utilising soft skill processes - Compare and evaluate the impact of communication

<u>Evaluation and verification of learning outcomes</u>

The course is evaluated according to the Kirkpatrick model: it makes use of *level 1 evaluation* (*based on participant's satisfaction with the course*).

In order to complete the course, participants have to accomplish all learning objectives, which are evaluated based on the active contribution in the residential Module, including their syndicate session and practical activities as well as on their completion of the eLearning phases: course participants finalise the autonomous knowledge units (AKUs) and pass the tests (*mandatory*), scoring at least 80% in the incorporated out-test/quiz. Active observation by the course director/lead instructor and feedback questionnaire filled by course participants at the end of the course is used. **However, no formal verification of learning outcome is foreseen; proposed ECTS is based on participants' workload only.**

Assessment before and after the course is supportive for self-reflection and not measuring achievement of the learning outcomes

Course structure

Main Topic	Recommended Working Hours (on-line)	Contents
Game with assessments	6+(5)=11	Either before the course or as blended learning as part of the main topics
E-learning	(4)+2=6	EU Global Strategy and Approach
Communication in, in own organization and mission environment	4+(5) =9	- pre-course assessment - common communication and listening theories and styles - key principles such as confidentiality, building trust and respect
gender awareness in one's own	4+(5)=9	- diverse culture as an asset in organisation - civilian, military and police actors engagement with diverse communities

organization and mission environment		• responding to changing needs • culturally distinct and aware partnerships work between communities
cultural awareness in one's own organization and mission environment Mentoring in one's own organization and mission environment	4+(5)=9	• citizen-centred responses which are equitable, universal, empowering and proactive • the positive differences culture can make in an international mission with diverse cultures in organizations and in local population • an understanding of gender issues within their daily practice • gender mainstreaming within all aspects of their work • own understanding of one's own gender role • • different gender roles for men and women, and among men and among women. • beliefs and behaviours that oppress women and men in the mission environment • post course assessment • discussion and feedback sessions
TOTAL	**18+(26)=44**	

Materials	Additional information
GAP on-line game and assessment GAP Trainer's Handbook GAP Learning Materials Library *Desired e-learning (choice from below):*AKU 11A: Gender and UNSCR 1325 AKU 11B : Gender aspects in missions and operations AKU 10 EU's Mediation and Negotiations Capacities AKU 21 Intercultural Competences *Suggested reading material:* ▪ EU Global Strategy for the European Union's Foreign and Security policy (June 2016) ▪ Council Conclusions of 22 January 2018 on the Integrated Approach to External Conflicts and Crises (doc. 5413/18) • Council Conclusions on Women, Peace and Security (WPS) and annex EU Strategic Approach to WPS (15086/18) • Civilian Operations Commander Operational Guidelines for Mission Management and Staff on Gender Mainstreaming. EEAS(2018)747 • Upgraded Generic Standards of Behaviour for CSDP Missions and	Pre-course questionnaire on learning expectations and briefing topics from the specific area of expertise will be used. All course participants have to prepare for the gaming module by going through the relevant eLearning preparatory phase, which is mandatory. In a class room setting, there is a Trainer's Manual, which contains all the information necessary for a Trainer to deliver the curriculum, oversee the game play and assessment, assist in personnel's interpretation of feedback and use of supporting learning materials, and facilitate discussion grounded in pedagogical guide in the manual. In order to facilitate discussion between course participants and trainers/experts/guest speakers, the **Chatham House Rule** is used during the residential Module, participants *"are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed"*

Operations (EEAS(2017) 945 REV 1) • Joint communication to the European Parliament and the Council: Elements for an EU-wide strategic framework to support security sector reform (SWD (2016) 221 final)	