The 24th IAPTC Conference was held in Auckland over the period 1-4 October 2018. This report summarises the pedagogical committee’s work under Pedagogical Chair Unsgaard’s mandate period as well as pedagogical activities held during this year’s conference.

Pedagogical Strategy and Pre conference planning

The Functional Chair Pedagogy Insp. Camilla Unsgaard\(^1\) has, since her appointment, strategically and successfully worked with the ambition to increase the pedagogical conversations in which we explore methods of instruction, the learning theories that influence our training approach and what quality training looks like based on science and research. This pedagogical strategy is aligned with the objectives of the IAPTC, including “promoting exchange of experience among training institutions regarding different training methodologies”, and is critical in advancing the agenda of the IAPTC.

Before the executive committee (EC) planning meeting for the conference in Cairo in February 2017, Unsgaard reached out to members of the IAPTC via email and explained the strategy. From there the pedagogical committee started to grow from a handful, to today’s approximately 40 members (see Appendix A). Since then, the pedagogical committee has been contacted regularly by Unsgaard and invited to contribute with suggestions on themes, content, speakers and facilitators to IATPC programme. Unsgaard forwarded the pedagogical committee’s contributions to the IATPC secretariat before the EC planning meetings to both conferences in Cairo and Auckland.

During the two EC planning meetings held before each conference 2017 and 2018, Unsgaard lobbied, promoted and actively advised on how to include pedagogy into the programme and on how to enhance the conference methodology itself.

After the EC planning meetings—when decisions on themes, content and speakers were taken—Unsgaard established a narrower core pedagogical team that consisted of the pedagogical representatives as speakers and facilitators in the respective

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\(^1\) Inspector Camilla Unsgaard, Swedish Police, Peace Support Operations, was Pedagogical Chair from decision at AGM during IAPTC conference in Sarajevo 2016, until handover at AGM during IAPTC conference in Auckland 2018.
agreed conference programmes. The core pedagogical team worked closely with Unsgaard in the planning and implementation of the pedagogy streamed activities at both conferences. For Cairo, the team included Chief Suptd. Markus Feilke, Mr. Petteri Taitto, Dr. Illana Lancaster and Dr. Volker Jacoby and as well the invited keynote speaker: Dr. Emile Bruneau. For Auckland the core team consisted of Dr. Illana Lancaster and WGCDR Murray Simons² as well as all the ten stand holders’ representatives in the Knowledge Café³ activity.

The IAPTC Pedagogy Strategy has progressed, thanks to an enthusiastic functional chair, a core of passionate pedagogues, a wider pedagogical support base, and the collective support from an inclusive and progressive EC. From being small in 2016, the pedagogical momentum has grown over the past two years, to the point where pedagogy is now recognised as an important strand to IAPTC.

Development of a Pedagogical Framework and dedicated pedagogical activities mainstreamed in programme

In line with the pedagogical strategy, Unsgaard initiated the development of a Pedagogical Framework for IAPTC at the EC planning meeting to conference in Cairo. Together with the core pedagogical team, Unsgaard introduced this approach at the conference in Cairo 2017 with the document “Moving Pedagogy and Methodology from the Margins” (see Appendix B), which set out an agenda for the kinds of conversations sought within the IAPTC community.

While there was never an intent to develop everyone into pedagogical specialists, the approach was considered part of the journey to promote better learning systems by using science, research, and learning theories to inform robust conversations. The pedagogical committee invited the IAPTC community to explore the following:

- What learning theories currently inform our approach toward training peacekeepers? What learning theories should inform our pedagogical principles and training design?
- How do we design training that is aligned with current research on how adults learn best?
- What does quality training look like for peacekeeping training institutions? How do we develop “industry” standards on quality?

The document also described the dedicated pedagogy activities in the conference programme for Cairo. For the first time at IAPTC, pedagogy was visible and mainstreamed in the programme, everyday. Pedagogy advocates included the keynote speaker, panellists, and facilitators of break-out sessions.

For the 2018 conference in Auckland, the pedagogy committee actively promoted the stream by producing a promotional document: “Toward Developing a

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² For IAPTC24 in Auckland, the host country introduced a position of Assistant Functional Chairs. These appointments acted as in-country liaison officers to facilitate planning for the respective Chairs. For 2018, New Zealand offered WGCDR Murray Simons, as the Assistant Functional Chair- Pedagogy.

³ See Appendix and homepage https://www.24iaptc.com/programme/ under Knowledge Cafes, Stands.
Comprehensive Pedagogical Framework IAPTC 2018, Auckland" (Appendix C). As with Cairo, pedagogy was woven throughout the programme and welcome-pack document reinforced to delegates the dedicated pedagogical activities.

Furthermore, promotion of pedagogical activities and encouragement of conversations was achieved through:

a. Advocacy of good pedagogical and methodological approaches in other stream activities at the ECM planning meeting.

b. Inclusion of pedagogy activities and terms in the conference programme, dedicated pedagogy stream included: Knowledge Café, Brown bag lunch session, breakout sessions and IAPTC plus.

c. New conference methodology—based on learner or participant-centred approach and constructive alignment⁴—was demonstrated with the method of the Knowledge Café session and Brown Bag lunch activity.

d. Continued work on the development of the Pedagogical Framework during IAPTC plus.

b. Repeated references to pedagogy on the website and conference app.


d. Repeated promotion of pedagogy in MC announcements daily during the conference.

e. Posters advertising pedagogy events in corridors during events.

f. Promotion of pedagogy events and the development of the Pedagogical Framework during the Knowledge Café.

Overview of pedagogy stream at IAPTC conference in Auckland

Building on the success and results of 23rd IAPTC Conference in Cairo 2017, the pedagogical stream actively sought to maintain the profile of effective learning methods based on science, research and learning theory in an attempt to promote better practices in member institutions.

There were several dedicated pedagogy-focused events in Auckland, the main one being the Knowledge Café held from 1400 to 16:30 on the first day of the conference. The aim was to inspire change and to promote continuous improvement in the design and delivery of peacekeeping courses by encouraging institute leadership, designers, and deliverers to actively seek methods of achieving learning outcomes based on current and emerging research on how people learn best.

This method involved participants gathering in multifunctional and multicultural groups of ten, each participant then visited one stand (ten stands in total, the group covered all stands), before returning back to the group to reflect on the benefits of

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⁴ Constructive alignment is a principle used for devising teaching and learning activities, and assessment tasks, that directly address the intended learning outcomes (ILOs) in a way not typically achieved in traditional lectures, tutorial classes and examinations. Constructive alignment was devised by Professor John B. Biggs, and represents a marriage between a constructivist understanding of the nature of learning, and an aligned design for outcomes-based teaching education.
the demonstrated activity at each stand. The method included a second round where everyone in the group visited another stand, and thus the group reflections on each stand were deepened.

This highly successful activity was new for IAPTC and pushed boundaries for some traditionalists within the EC. Widley recognised as a high risk event, the acceptance, support and ultimate execution was due to the unwavering passion and commitment by the Pedagogical Chair Unsgaard. The in-country Assistant Chair, WDCDR Murray Simmons, supported with logistical planning and implementation. The unexpected high number of conference attendees posed logistical challenges for the event but the overall activity was considered a large success. As one observer commented, ‘it might have been only two hours on the program, but its impact on the entire conference was immeasurable’. Post conference evaluation surveys revealed the event was one of the most popular events of the conference with some delegates wishing there had been a second Knowledge Café event on Day Two.

The remaining pedagogy stream activities were conducted in break-out sessions:

Tuesday, 2 October 2018
1130 – 1230 Pedagogical Breakout Session, Panel 4: Co-ordination and Community Engagement
This syndicate forum immediately followed the plenary on co-ordination and community engagement (10:30-11:30). This session explored what the presentations on community engagement means for training design and delivery.

Wednesday, 3 October 2018
1030 - 1130, Pedagogical Breakout Session, Panel 6: Police Strategic Guidance Framework: Considerations in Training
This Panel 6 on Police Strategic Guidance Framework (SGF) had two high level speakers; Chief Superintendent Luis Carrilho, United Nations Police Advisor, Department of Peacekeeping Operations and Brigadier General (Retired) Gabriel Jorge Guerrero, Peace Operations Instructor at the Argentinian Armed Forces Joint Staff School. The pedagogical conversations were directly related to Police Divisions work on the SGF and the pre-event to IAPTC for police training professionals regarding SGF that was held on Sunday and hosted by UNPOL Police Advisor Luis Carrilho. The pedagogical breakout session was therefore re-scheduled due to adaption of needs to be included to the two high-level speakers' own breakout sessions. Police Chair Ms. Riana Hester and Pedagogical Chair Camilla Unsgaard were present at the conversations in the breakout sessions.

1230 - 1330, Pedagogy ‘Brown Bag’ Lunch Session
This session was a relaxed, but structured, conversation in which interested delegates continued the conversations about methods of instruction, learning theories, and quality training. Participants bought a plate of lunch and shared their own questions, reflections, and epiphanies.
Thursday 4 October 2018

1600 - 1700 IAPTC Plus: Pedagogical Group

IAPTC Plus is each functional chair and respective committee’s own dedicated time. The pedagogy committee continued to build and move the association forward with its efforts to deepen thinking about how peacekeeping training centers should develop peacekeepers and how they can improve methods—using science, research, and learning theory to inform the conversation. The group reflected upon progress to date and summarized this year’s conference before focusing on goals next year’s conference. The outgoing Pedagogy Chair of two years, Camilla Unsgaard, was thanked and fare welled, before the incoming Chair, Dr Illand Lancaster was congratulated and welcomed.

FLTLT Daniel Mathieson (Learning Development Officer, New Zealand Defence College) was appointed to support Pedagogical committee and took notes for the pedagogy stream (Appendix E).

Rotations of Functional Chairs and way forward towards IAPTC conference in Peru 2019

At the Annual General Meeting held at the end of IAPTC conference, the rotations of the four functional chairs were conducted since they had served their period of two years accordingly to articles of association. Unsgaard’s initiatives of pedagogical strategy and dedicated work were acknowledged by the IAPTC community and EC. The incoming Pedagogical Chair, Dr. Illana Lancaster from United States Institute of Peace (USIP) was welcomed and introduced.

Lancaster is devoted to continuing IATPC’s forward momentum with the pedagogy strategy and development of a Pedagogical Framework. One possible way forward currently being considered is the possibility of a dedicated one-day pedagogy workshop add-on similar to the Police pre-event this year.
Appendix A

List of Participants in the Pedagogical Breakout Groups, IAPTC 11-14 September 2017, Cairo, Arab Republic of Egypt (additional names or changes from IAPTC 2018 New Zealand not included).
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Appendix B
“Moving Pedagogy (and Methodology) from the Margins”

Moving Pedagogy (and Methodology) from the Margins

The goal of the International Association of Peacekeeping Training Centers (IAPTC) is to “promote better understanding of peacekeeping, its goals and objectives and of the methods used in training for peace operations of all types” (http://iaptc.org/about-iaptc). This year the IAPTC Pedagogy Committee would like to build on its previous work and continue to move the association forward in its efforts to deepen its thinking about how we are training peacekeepers. Historically, the IAPTC has focused more of its attention on the what of peacekeeper training - that is, what skills and knowledge peacekeepers need to effectively carry out missions and how training institutions can support peacekeepers in obtaining this knowledge and skills? Less attention has been paid to the various approaches institutions use to deliver training effectively. These conversations in which we explore methods of instruction, the learning theories that influence our training approach, and what quality training looks like are critical to advancing the agenda of the IAPTC. In this conference, we invite the IAPTC community to explore the following:

- What learning theories currently inform our approach toward training peacekeepers? What learning theories should inform our pedagogical principles and training design?
- How do we design training that is aligned with current research on how adults learn best?
- What does quality training look like for peacekeeping training institutions? How do we develop “industry” standards on quality?

At this year’s IAPTC conference, the Pedagogy Committee is intensifying its effort to focus the IAPTC’s attention on how we are training and why we train the way we do by using science, research, and learning theory to inform the conversation. How we train is just as important as what we train on. Toward this effort to move pedagogy and methodology from the margins to the center of the debate, the Pedagogy Committee is offering a keynote presentation by Dr. Emile Bruneau on cognitive neuroscience followed by five sessions dedicated to advancing the conversation around pedagogy.

By the end of the conference, the Pedagogy Committee will develop a document that captures some of the thinking, questions, and concerns that arise. This document will be shared with conference participants upon return to their respective training institutions with the hope that this framework can support our daily work. Additionally, this framework will be built upon during the 2018 annual conference in New Zealand.

How the Brain Works: Implications for Training for Peacekeepers

“The problems are not with the eye when you show information, it’s how the brain will process it, represent it and remember it. It’s not up to the learners to learn, it’s up to us to give the information in a brain-friendly way for them to focus on the learning.”

Using cognitive neuroscience, with a focus on the nexus between learning, pedagogy and psychology, can help us understand memory structures and decision-making systems, and create experiences with a long-lasting effect. During Tuesday morning’s New Approaches for Peacekeeping Training session, Dr. Emile Bruneau, director of the Peace and Conflict Neuroscience Lab at the University of Pennsylvania, will present his current research on better understanding the roles of empathy, dehumanization and collective blame in intergroup conflict. In his presentation, “The brain as driver of conflict and road to

salvation”, Dr. Bruneau will describe how the human brain is infused with a host of unconscious processes that generate and exacerbate intergroup conflict and drive discrimination. Additionally, he will show that our efforts to rise above these tendencies are often fraught with psychological pitfalls. Our best intentions to reduce conflict and erode discrimination often fail, or even backfire.

This presentation is aimed at peacekeepers as ‘students of conflict’. It aims to provide IAPTC members with a basic understanding of the biological basis of conflict, and to provide information about some specific processes that drive conflict in a range of contexts. It will also highlight common pitfalls of intuitive conflict resolution efforts, and demonstrate techniques that have been shown to (sometimes counter-intuitively) succeed.

**PEDAGOGY COMMITTEE THREAD: WHERE TO HAVE THESE CONVERSATIONS**

**Monday 11 September 2017**
14:30 to 16:00 Functional Group Discussion on Pedagogy
Pedagogical Chair, Ms. Camilla Unsgaard, will present the pedagogical framework, invite comments and contributions, and welcome reflection. Presenters, Dr. Emile Bruneau, Dr. Iliana Lancaster, Mr. Markus Feilke and Mr. Petteri Taitto will be present.

**Tuesday 12 September 2017**
13.00 to 14.30, New Approaches for Peacekeeper Training, Pedagogy Committee Keynote & Panel
Dr. Emile Bruneau, Director of the Peace and Conflict Neuroscience Lab at the University of Pennsylvania will present “The brain as driver of conflict and road to salvation”, his current research on how the human brain is infused with a host of unconscious processes that generate and exacerbate intergroup conflict and drive discrimination. Ms. Hester Adriana Paneras (ACCORD), Col. Karyn Thompson (New Zealand Army) and Mr. Stefan Haefner (UNITAR), will share their thoughts and reflections on the presentation and the implications for training.

17.00 to 18:00, Multi-Functional Breakout Group
Dr. Emile Bruneau, Dr. Iliana Lancaster and Ms. Camilla Unsgaard will facilitate a deeper conversation with you and three discussants about his presentation and the implications for training and the great potential for utilizing research finding from brain research in pedagogy and methodology; “brain friendly learning”. Also participating will be Mr. Markus Feilke and Mr. Petteri Taitto.

**Wednesday 13 September 2017**
08:30-10:00, Leadership: Competencies, Development & Performance Panel
Mr. Markus Feilke will demonstrate the importance of soft skills in leadership training for international peace operations. One focus will be on the difference between leading within a national or an international context and the implications for training. He will provide you with some examples of didactic tools aligned with principles of adult learning and constructive alignment that support deep learning.

10:30 to 12:00, Multi-Functional Breakout Group
Mr. Markus Feilke and Dr. Volker Jacoby, Head of Training Team, Operations Division, Zentrum für Internationale Friedensinsätze (ZIF) will facilitate an open conversation on Markus’ presentation and also dig into the pedagogical questions. You will have the opportunity to talk further with Dr. Emile Bruneau, Ms. Camilla Unsgaard, Dr. Iliana Lancaster and Mr. Petteri Taitto will also be participating.

15:00 to 16:30, Thematic Discussion
Mr. Petter Taitto, principal scientist at the Laurea University of Applied Sciences, will guide us through a pedagogical conversation on how to use games, social media, and learning management systems as alternative training methodologies. Also participating will be Dr. Emile Bruneau, Ms. Camilla Unsgaard, Dr. Illana Lancaster, and Mr. Markus Feilke.

**Thursday 14 September 2017**
08:30 to 10:00, Building Bridges for Success: Towards a People-Centered Approach of Peacekeeping Panel
Dr. Illana Lancaster and Ms. Camilla Unsgaard will present on the learning theories that inform their peacekeeper training design.

10:30 to 12:00, Multi-Functional Breakout Group
Dr. Illana Lancaster and Ms. Camilla Unsgaard will facilitate a conversation in which participants will be asked to share their thoughts, experiences, and examples from their training contexts. Facilitators will provide practical examples that illustrate how research has guided the course design and didactics in the Swedish Police and USIP-ACOTA pre-deployment course. Additionally, participants will finalize the pedagogical framework document. Also participating will be Mr. Markus Feilke and Mr. Petter Taitto.

**Friday 15 September 2017**
09:00- to 12:00, IAPTC Plus
Pedagogical Chair, Ms. Camilla Unsgaard, is at your disposal until 12:00.
Pedagogy— or the study and application of best-practice learning systems— permeates every aspect of the IAPTC’s streams: Military, Civilian, and Police. The Pedagogy Committee is committed to move the association forward in its efforts to deepen its thinking about how we are training peacekeepers and why we train the way we do by using science, research, and learning theory to inform the conversation. We come together to seek answers to the following questions:

- What learning theories currently inform our approach toward training peacekeepers? What learning theories should inform our pedagogical principles and training design?
- How do we design training that is aligned with current research on how adults learn best?
- What does quality training look like for peacekeeping training institutions? How do we develop “industry” standards on quality?

Last year in Cairo we were delighted with the interest in sharing and learning about pedagogy and the various approaches institutions use to deliver training effectively. These conversations, in which we explore methods of instruction, the learning theories that influence our training approach, and what quality training looks like are critical to advancing the agenda of the IAPTC.

By the end our time together in Auckland, the Pedagogy Committee will develop a document that captures the Association’s thinking, questions, and concerns around pedagogy. This document will be shared with conference participants, so it can continue to influence the important work of developing highly effective peacekeepers.
Dedicated Pedagogical Conversation Sessions

Monday, 1 October 2018
1430 - 1630 Knowledge Café
The aim of this session is to inspire change and to promote continuous improvement in the design and delivery of peacekeeping courses by encouraging institute leadership, designers, and deliverers to actively seek methods of achieving learning outcomes based on current and emerging research on how people learn best.

There will be multiple café stands presenting various approaches where you will participate actively in the discussion during a brief 15-minute visit. You will have the opportunity to participate in two of these stands. The session starts with a short overview of the activity with participants seated at round tables, mixed military, police and civilians. For more details on the sequence, please read the paper included in your welcome package!

Tuesday, 2 October 2018
1130 – 1230 Pedagogical Breakout Session, Panel 4: Co-ordination and Community Engagement
This syndicate forum will immediately follow the plenary on co-ordination and community engagement (10:30-11:30). In this session we will explore what the presentations on community engagement means for training design and delivery.

Wednesday, 3 October 2018
1030 - 1130, Pedagogical Breakout Session, Panel 6: Police Strategic Guidance Framework: Considerations in Training
This syndicate forum will follow the plenary on strategic guidance framework which runs from 9:00-10:00. In this session we will explore what the presentations on the Police Strategic Guidance Framework means for training design and delivery.

1230 - 1330, Pedagogy ‘Brown Bag’ Lunch Session
This session is a relaxed but structured conversation in which we can continue the conversations we have been having about methods of instruction, learning theories, and quality training. Grab a plate of lunch and bring your own questions, reflections, and epiphanies.

Thursday 4 October 2018
1600 - 1700 IAPTC Plus: Pedagogical Group
This is our own dedicated time to continue to build and move the association forward in its efforts to deepen its thinking about how we are training peacekeepers and why we train the way we do by using science, research, and learning theory to inform the conversation. We will reflect upon what we been working on and summarize this year’s conference and lift our eyes forward for next year’s conference. We will say goodbye and thank you to outgoing Pedagogy Chair of two years, Ms. Camilla Unsgaard, and welcome the new Pedagogy Chair.
The Knowledge Café is an interactive opportunity to reflect on alternative pedagogical approaches.

1. Please sit at a table with no one you know already.
2. After an initial welcome, you will have the opportunity to visit a stand showcasing a pedagogical concept.
3. You will return to your original table to share your insights.
4. A second round will allow you to visit a different stand before returning to share your thinking.
5. Some stands will be available again at the end for open viewing.

This final session of the conference is an opportunity for functional streams to meet. Our main focus will be developing a roadmap to produce the IAPTC Pedagogical Framework.

Brown Bag Lunch Session
Grab a quick plate of food and drop in to our breakout room to enjoy an open session for anyone to pose questions, share ideas, or just get inspired.
Appendix E
Notes from Pedagogy Stream

FLTLT Daniel Mathieson (Learning Development Officer, New Zealand Defence College) was appointed to support Pedagogical committee and took notes for the pedagogy stream activities during IATPC conference in Auckland. The following observations were made during the dedicated pedagogical activities.

Monday, 1 October 2018, 1430 - 1630 Knowledge Café

The session began with a general welcome by Camilla Unsgaard before inviting the delegates to get to know their new colleagues at the table. This was followed by an explanation of the activity before they were dispersed out to visit an allocated stand.

Stand 1: Storytelling (WGCDR Murray Simons, NZDF, New Zealand)

- Storytelling is a unique and effective method that can be used to develop understanding, respect and appreciation of other cultures
- Storytelling does not cost money and can be used anywhere, anytime
- When using this methodology it is important to explain the process to the learners to help them understand
- The facilitator used the following delivery methods:
  - The 4Mat method
  - Use of voice activity; angry and monotone vs dynamic
  - Used dislocation learning and consolidated the learning by the end of the session.

Stand 2: Senior leadership training – training methods and techniques
(Brigadier General, Rtd, G J Guerrero and Col Roberto Gill, Uruguay)

- Design scenarios to input into training that cater to robust discussion
- Create a safe learning environment to enable honest discussions on difficult subjects
- Facilitate discussions
- Allocate plenty of time for discussion
Stand 3: **The kind of learning that changes us forever** (Mr. Jonas Alberoth, FBA, Sweden)

- A facilitated discussion on the importance of making learning memorable
- Shared practically applicable and research-based insights on the phenomena of learning, with a focus on influencing learning and a one-sentence definition of when learning has actually taken place.

Stand 4: **3D Printing** (Mr. Martin Boult, NZDF, New Zealand with team)

- 3D printing can encourage learning, provide deeper engagement and make learning more memorable
- Makes learning more interactive and aids in understanding/remembering
- 3D models make learning tactile and enables learners to pull models apart to see how individual components work (e.g. components of an engine).
- 3D printing can support a blended learning approach by using 3D objects (tactile) with QR codes which provide a link into digital learning.
- Can create 3D models of the harbour approach into cities prior to disaster relief missions. QR codes can then provide links to digital information.
- “Helps to go deeper into the learning and provide greater engagement.”
- “I’m a visual learner so this helps me to really understand”

Stand 5: **Peacekeeping Professional Development and the role of the Advisor** (Ms. Victoria Walker, DCAF with support of Mr. Kurt Eyre, DCAF)

- Focus on interactive learning and reflection with an interactive “drawing session”
- An exploration of scenarios in peacekeeper training
- Explored some new research coming out of DCAF in Geneva

Stand 6: **Socratic Questioning** (Prof Richard Love, US AWC)

- Socratic questioning – a pedagogical tool
Critical thinking – explore the why
Ask the why, not the what
People ask a lot less why questions as we get older
Encourage questioning so that people look at things from a different perspective and get more creative solutions
In the military we race to answer ‘the what’ and don’t focus on ‘the why’. Socratic questioning leads to a more intelligent approach to the problem.
  o Ask ‘is what we’re doing solving the why?’
  o Ask yourself ‘what is it that I’m doing? Why am I here?’

Stand 7: Interactive avatar system bridging classroom to field exercises (Grant Robinson, Defence College Simulation Centre, Australia with team)

The avatar system was showcased as an opportunity for role play.
The system can adjust the age, ethnicity, and voice of the staff member who is engaging with the student in a scenario. The background can also be altered to increase the realism.
Discussion were held on the technical aspects and cost
The person suited up was brought into the room to show how the back end system works.
Selected delegates were given the opportunity to engage with the avatar.

Stand 8: Virtual reality simulations training (Mitchel Willoughby, NZDF, New Zealand with team)

Display began with VBS driver simulation training in action. Delegates had the opportunity to test it out and simulate driving a patrol on a peacekeeping mission.
Virtual Reality headsets were demonstrated and tried by delegates. Advantages and disadvantages were explored.
Addition displays included Extended Reality (XR), Augmented Reality (AR), and Mixed Reality (MR).
Stand 9: **How to design and conduct of integrated training courses** (Dr Volker Jacoby, ZIF, Germany and Chief Suptd. Markus Feilke, Bundes Polizei, Germany)

- Reflection session over multifunctional and multicultural learning environment from a pedagogical point of view
- Trainers should be facilitators, less instructors
- A facilitation approach leads to honest conversations which can lead to a change in attitude
- Training should incorporate all three sectors (trainers and trainees from military, police and civilian) and focus on relationship building
- Integrated training courses require thorough design and conduct to fit the needs of all three sectors
- Focus less on leadership and command and more on facilitation to empower individuals to solve their own problems.
- Less theory, more interaction.

Stand 10: **Scenario based training for senior leadership in the field – Safe Learning Environment** (Ms. Lesley Connoly, UN)

- Explored how to create a safe learning environment where all feel free to share, make mistakes and learn and what methods work best to train leaders who might have a resistance to training
- Build a positive atmosphere, create a respectful environment
- Use case studies, stories, scenarios etc. for learning
- Allow time for discussions and experiences
- What makes a safe learning environment?
  - Be a good listener - but control the situation, be impartial, knowledgeable, have good engagement
  - Create a learning environment, not an assessment environment
Training methodology as presented by the speaker in the panel:

- Mission specific training is the key
- Induction training as it is mostly designed is not sufficient to fully understand the environment
- Need “hard core” ‘mission specific’ training focused on the culture of the community before deploying.
- Focus on ‘how do we engage the community?’
- Create an inclusive environment with all three components training together (military, police and civilian)
- It’s easy to train knowledge and skills, but very difficult to train attitudes. A desired goal of the training is to change behaviour and attitudes.
- The key to changing attitudes is to create a safe and respectful learning environment focusing on improving for example communication, body language, assertiveness, questioning techniques, empathy, social skills and motivation.
- Question: “How do you train attitudes?”, suggestion that came up:
  - Be a role model first. Be respectful, establish norms and ground rules then you can begin to align attitudes.
  - The first thing to train should be multicultural communication skills. Train communication techniques, assertiveness and facilitation skills.
  - Empower trainees to correct one another, this will lead to internal behaviour change.

In the break out session, the participants were divided into working groups and they were asked to reflect upon the speakers presentations and based on own experience together present a training design of a community engagement training.

Group 1:

- Training must cater to all three elements (military, civilian and UN elements) and be long enough to be effective, but short enough not to waste people’s time.
- Training must focus on cultural experiences and community engagement and must be flexible enough to cater to different cultures.
- Create a centralised data base with up to date, relevant information and lessons learned to inform training.
- The training must be Immersive – place your feet into the shoes of the people you’ll be living with, understand their culture.
- Include scenario-based training with expats role playing how the local community will act in certain situations. Follow up with a debrief of the scenario to gain feedback and consolidate the learning.
• 2 – 3 weeks into the mission the training team should provide ongoing training in country.
• Feedback is very important for continual improvement. Sending the training team into country will enable them to get quality feedback on training requirements.

Group 2:
• Explain basic concepts
• Reasons for engagement might well differ between civilians, military and police
• Engage in a context analysis including all partners and beneficiaries (including a conflict analysis)
• Scenario-based training: practise patrolling and engaging with the community through real-life examples, role plays etc. (make trainees step into other people’s shoes, including beneficiaries)
• Allow for sufficient time to debrief and reflect, including on possible violations of the do no harm principle
• Peer learning

Group 3:
• Scoping: understand the mission
• Identify key skills required: empathy, understanding, building trust
• Share information - develop the training programme
• Implement the training
• Communicate with understanding
• Evaluate and monitor training

Group 4:
• Explain basic concepts
• Ask ‘why do we engage in the first place?’
• Context analysis: map partner stakeholders, community profiling
• Scenario-based training
• Debrief role plays – think of unwanted consequences of actions

Group 5:
• Train key competencies such as communication skills, confidence and the ability to mediate
• Focus on building trust with the community
• Understand the environment and culture – including religion
• Understand the situation
• Analyse information
• Develop scenario-based training

Group 6:
• Understand culture and gender bias
- Ask questions on the role of women and men
- Partner with NGOs that provide specialist training

**Wednesday, 3 October 2018, 1230 - 1330 ‘Brown bag’ lunch session**

The participants continued the conversations about methods of instruction, learning theories, and quality training:

**a) Professional Development for senior leadership**

- Trying to find ways for Senior Leaders to connect and exchange ideas. Want to create an online ‘community of interest’ and have deeper discussions but have encountered challenges with a lack of engagement:
  - Created an online collaboration tool using blackboard but have encountered difficulties with having discussions online – chat rooms become stale, many days pass before a response is made.
  - Attempted an online bi-annual conference, but only 7 people tuned in.

- Asked for ideas from the floor:
  - The UN created a mentoring programme and developed a matching network that pairs senior leaders, including with former leaders.
  - Discussion around people not being active online and online forums not being ideal for discussing sensitive information

**b) ‘What would you like to see included in the pedagogy sessions for IAPTC 25 in Peru?’**

- “The whole conference should focus on pedagogy”
- How do we weave the pedagogy sessions into what we do?
- How do we put new ideas discussed during the conference i.e. culture, gender etc. into existing training?
- The opportunity to discuss obstacles encountered with implementing new training
  - This led to discussion about the IAPTC online forum and the ‘IAPTC Pedagogy’ Facebook groups as forums for sharing information
- Develop a formalised pedagogy framework for next year
- Include more breakout sessions to encourage conversations and information sharing
Thursday 4 October 2018, 1600 - 1700 IAPTC Plus: Pedagogical Group

Discussion focused on a) the pedagogical framework and b) pedagogical lessons learned from this year’s conference for next year’s conference.

a) Pedagogical Framework

- IAPTC ECM to provide advisory to member nations on framework and basic learning principles
- Pedagogical framework could be consolidated
  - Key questions include:
    - Who is this framework for?
      - IAPTC EC/ Functional Chairs
      - IAPTC Conference Format
      - IAPTC Delegates (typically strategic level national reps)
      - Regional Associations
      - Institutes
      - Courses
      - A layered hybrid of multiple target audiences
    - What is the right format of this framework?
      - Subject to the previous question
      - Ultimately all training institutions should benefit from the framework – but it needs to cascade down from the IAPTC ECM
      - The pedagogical framework or ‘advisory on pedagogy’ should not be obligatory or imposed upon training centres
  - General elements to include in pedagogical framework (how trainings could be conducted):
    - Training aimed at attitudinal change (ie should acknowledge it takes time to shift cultural acceptance, so needs to be more pragmatic than ambitious)
    - Scenario-based training (particularly for this approach, sufficient time for debriefing and reflection is required) is a good method
    - ‘Hands on’ immersive approach (introduce new techniques by not talking about them, but applying them right away) – this approach could be used already at the next IAPTC conference in Peru. Rather than just telling, IAPTC conferences need to demonstrate and live the philosophy. This can be complemented with theoretical explanations of how and why they are better than traditional approaches. This year’s Knowledge Café was a good example of embedding a technique as part of content coverage.
    - Comprehensive/integrated approach (incorporate all three components (military, police and civilian). Good pedagogical principles should be a part of every activity throughout IAPTC, not just a stand alone stream.

b) IAPTC Conference

- Pedagogy should be mainstreamed into all sessions (where applicable)
- The conference should model effective pedagogy and immersive learning techniques
Furthermore, the coming IAPTC could focus on the following:
- New learning delivery techniques (not necessarily new technologies, as these might be difficult to use across the board)
- Story-telling for learning
- Socratic questioning
- IAPTC members design training courses in small groups
- Visualisation (drawing) workshop

An example being the SGF presentation which could have been truly comprehensive, holistic and provide tangible examples. It should incorporate:
- Real life examples from the field and from trainers (with inputs from mil/civ/pol how they contribute to a holistic implementation of community-based policing)
- Short presentations with more time for small group interaction
- Senior personnel provide a valuable high level 'snapshot' of the 'bigger picture', but future presentations should be shorter to allow time for breakout discussions and small group work