Finnish Defence Forces
International Centre

From Operational Requirements to Training Solution

Protection of Civilians for NATO and UN led Operations Pilot Course

Virpi Levomaa & Hanne Dumur-Laanila (eds)

Finnish Defence Forces International Centre

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for NATO and UN led Operations Pilot Course

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Puolustusvoimien Kansainvälinen Keskus

Finnish Defence Forces International Centre

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Acronyms

ACT = Allied Command Transformation

CCOE = Cimic Centre for Excellence

CDD II = Course Control Document 2 – Course Proposal

CDD III = Course Control Document 3 – Programme of Classes/Course Curriculum

DAP = Discipline Alignment Plan

DH = Department Head

E&T = Education and Training

E&IT = Education and Individual Training

FINCENT = Finnish Defence Forces International Centre

HQ SACT = Headquarters Supreme Allied Commander Transformation

ICRC = International Committee of the Red Cross

ITE = Immersive Training Environment

ITS = Integrated Training Services

NAC = North Atlantic Council

NATO = North Atlantic Treaty Organization

NODEFIC = Norwegian Defence International Centre

MC2PS = Military Contribution to Peace Support

PKSOI = Peacekeeping and Stability Operations Institute

PoC = Protection of Civilians

RA = Requirement Authority

ROE = Rules of Engagement

SAT = Systems Approach to Training

SHAPE = Supreme Headquarters Allied Powers Europe

STP = Strategic Training Plan

TNA = Training Needs Analysis

TRA = Training Requirements Analysis

UN = United Nations

UNDPKO = United Nations Department of Peacekeeping Operations

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Thank you all!

Foreword

We all agree that Military Contribution to Peace Support (MC2PS) is a complex and challenging discipline. However, it is also a discipline where it seems natural that all the key stakeholders unite their efforts to work together. Building bridges between all the key organisations has therefore also been the aim of the Finnish Defence Forces (FINCENT) Department Head (DH) from the beginning.

At the Finnish National Defence University, we value the idea of doing things together rather than just cooperating. This is a mindset which entails not merely sharing burdens or responsibilities, but benefiting from the results together as well.

Let me share one of the highlights and achievements we have been able to accomplish during this year with FINCENT's leadership as Department Head in this regard.

Delivering timely education and training is one of the challenges we all face. The question is, how can we transform best practices, research findings or new policies into education and training with the minimum lead time? From our experience, this can only be achieved through multinational and multi-organisational cooperation, or rather doing it together.

As an example of this multinational and organisational collaboration, I'd like to highlight the efforts of all the different stakeholders, organisations and academics that created the Protection of Civilians for NATO- and UN-Led Operations course. No single entity can achieve such a deliverable in a short time.

Finally, I would like to emphasise that we need to increase our network-based working and ensure our education and training is effective, efficient and affordable – for all of us. I encourage us all to utilise the tools NATO has provided – global programming and a systems approach to training, not only for the mili-

tary contribution to the peace support discipline but working closely with the other disciplines that have an interface with us.

With these words, I would like to thank you all for your contribution. We did it together and we can all benefit from it.

Major General Jari Kallio,
Rector of the Finnish Defence University

Preface

The Finnish Defence Forces International Centre, with partners from the United States Army Peacekeeping and Stability Operations Institute, North Atlantic Treaty Organization, United Nations, CIMIC Centre of Excellence and the International Committee of the Red Cross, has developed a unique course on the Protection of Civilians for NATO- and UN-Led Operations.

Past examples of our ability to protect civilians in armed conflicts demonstrate a greater need to foster education and cooperation within and between key international organisations. The creation of a Protection of Civilians course for NATO- and UN-Led Operations arose from this need.

FINCENT's role as a long-term crisis management training provider and Department Head for Military Contribution to Peace Support has not merely offered a great opportunity to enhance cooperation but has also strengthened the individual's faculty by providing a holistic and comprehensive understanding of the different skills and competences needed in protecting civilians. This was the first course in which these stakeholders actively worked together to provide education and training for both NATO and UN staff.

This report is the outcome of the pilot course. It provides a brief history of the FINCENT MC2PS Department Head role and how the Protection of Civilians for NATO- and UN-Led Operations course was created, conducted, evaluated and further developed after the pilot course. It is hoped the report reflects the collaborative spirit of the international organisations with a mutual interest in PoC.

14.12.2018, Helsinki
Virpi Levomaa & Hanne Dumur-Laanila

Why a Protection of Civilians Course for NATO- and UN-Led Operations?

"Civilian protection has not only emerged as an important political reference point on the agenda of the UN Security Council but has become the operational priority of almost all recent peace operations."[1]

The sobering examples of Somalia, Rwanda and Bosnia have made clear that peace operations[2] deployed after the end of the Cold War faced a situation to which no one was adequately adapted[3]. Consequently, the Protection of Civilians has become a central concern of most peace operations[4].

The UN has probably developed the most commonly used definition of the Protection of Civilians by affirming **"its intention to ensure, where appropriate and feasible, that peacekeeping missions are given suitable mandates**

Dwight Raymond,
Peacekeeping and Stability Operations Institute US Army War College

The Protection of Civilians for NATO- and UN-Led Operations course provides comprehensive and practical guidance that can be employed across the entire spectrum of military operations from peacekeeping to major conflict. It explains the commonalities and distinctions between the UN and NATO approaches and is extremely applicable in these and other contexts. Course participants depart with a thorough understanding of civilian risks and are equipped with an array of effective military and non-military methods to mitigate them.

[1] Schütte 2015: 145.
[2] In this report, the term Peace Operations is viewed as a general term, the aim of which is to prevent, limit and manage violent conflicts and make a sustainable impact on rebuilding these societies. See Bellamy, A.J., Williams, P.D. and Griffin, S. 2010.
[3] Schütte 2015: 146, 158.
[4] Lilly 2012: 628; Rolfe 2011: 561.

and adequate resources to protect civilians under imminent threat of physical danger"[5].

Indeed, the Protection of Civilians has been a priority mandate in United Nations peacekeeping since 1999, when the Security Council passed its first resolution on the Protection of Civilians in armed conflict and gave a mandate to protect civilians to the United Nations Mission in Sierra Leone.

There are currently eight UN peacekeeping missions with a mandate to protect civilians and which do so in increasingly complex contexts and environments. Implementing the PoC mandate is a whole-of-mission responsibility and requires coordination and cooperation between civilian, military and police mission components.

Rafael Barbieri,
Department of Peacekeeping Operations and Field Support, United Nations

After both the UN and NATO carved policy and guidance on the Protection of Civilians into their operations, there has been natural need for exploring mechanisms to run parallel operations mandated by the UNSC with some synergy on the issue. The UN DPKO and NATO models on POC are different, but there is an agreement that their paths intersect in the identification of civilian threats.

While information gathering, and intelligence production follow different approaches in UNPKO and NATO Operations, the identification of threats against civilians remains similar. Moreover, the potential actions to mitigate the risk posed by these identified threats vary from one organisation to another, but the need to see civilian threats from the same perspective is crucial to conduct coordinated protection actions.

The UN and NATO mandates, Rules of Engagement (ROE) and overall capabilities are different. This guides both organisations differently at the moment of risk mitigation. While UNPKO might be more successful in protecting civilians by using political tools, NATO might be more effective in deterring potential perpetrators by using force. However, coordinated actions would undoubtedly provide civilians with more effective protection. Coordinated and comprehensive responses can be achieved only by identifying the same threats and fully understanding the mandates, capabilities and modus operandi of each organisation for the protection of civilians.

The UN-NATO course brings together experts and practitioners from both organisations in a unique training programme, which may impact in obtaining synergies in running parallel operations to protect civilians in areas where the efforts of both organisations overlap. More importantly, this course can represent a platform for exploring the need for an extended doctrine on how to operate more efficiently while implementing similar UNSC mandates.

[5] UNSC Res. 1296 UN Doc S/RES/2000, para. 13. 2000.

In addition to UN efforts, NATO has recently recognised that its approach to the Protection of Civilians needed to be formalised, and at the Warsaw summit in July 2016 the member nations therefore endorsed their own policy for the Protection of Civilians**. This policy included all efforts to avoid, minimise and mitigate the negative effects that might arise from NATO and NATO-led military operations.** It was developed with NATO partners and in consultation with the UN and other relevant non-military actors with the aim of promoting long-term, self-sustained peace, security and stability[6]. The policy was quickly followed by the endorsement of an action plan in February 2017 and approval of a Protection of Civilians concept by the North Atlantic Council in June 2018. The concept provides a framework for understanding the holistic nature of protection for the planning and conduct of NATO operations.

Despite being a priority to many international organisations, the Protection of Civilians has proven difficult to implement on the ground[7] and has become much more than just avoiding civilian casualties and assisting in the delivery of humanitarian aid. However, the Protection of Civilians cannot succeed without joint efforts, because it requires much more than the competence and capabilities of a single actor[8].

[6] NATO Policy for Protection of Civilians: https://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2016_07/20160705_1607-protection-civilians-en.pdf
[7] Kjeksrud, Beadle and Lindqvist 2016.
[8] Rolfe 2011: 561.

Tracy Cheasley,
NATO, HQ SACT

In today's complex security environment, it is vital that NATO and the United Nations work together on topics of mutual interest. As Protection of Civilians is important to both organisations, a joint approach to training encourages an increased cooperation and the development of synergies, along with a sharing of perspectives, and a fruitful exchange of ideas.

The NATO-UN Protection of Civilians course offers the opportunity for both organisations to learn together, using active learning methods with exchanges of experience. The course seeks to expose students to the broad scope of this topic with a focus on a population-centric perspective. It highlights common themes relating to the motives, strategies and capabilities of the perpetrators of violence whilst also considering populations vulnerabilities and resiliencies. This course provides a firm basis for further cooperation between NATO and other organisations relating to Human Security.

Military Contribution to Peace Support: How it all started

In 2015, FINCENT was nominated as NATO Department Head for Military Contribution to Peace Support, when the North Atlantic Council (NAC) approved the Strategic Training Plan (STP) for the discipline.

MC2PS is one of NATO's 29 disciplines. Its objective is to enhance interoperability and operational effectiveness among NATO and Partner Nations. A discipline is a body of knowledge and skills which outlines an existing or evolving requirement. For each discipline there is a Requirement Authority (RA) and a Department Head[9]. The Department Head's role is to coordinate all education and training provided to NATO by education and training facilities.

To facilitate this work, all training solutions need to be analysed against operational requirements. The responsibilities of the RA and DH are therefore essential for the governance of the disciplines.

Finnish Defence Forces International Centre

Founded in 1969, the Finnish Defence Forces International Centre (FINCENT) is the first peacekeeping training centre in the world. Currently, FINCENT serves as a crisis management training centre for courses and training events accordant with the UN, NORDEFCO, EU and NATO Partnership for Peace programme by assuring the quality of training and supervising education criteria.

Since March 2017, FINCENT has been the Head of Comprehensive Crisis Management Research as part of the Finnish Defence Force University. This guarantees that military crisis management training combines the findings of the latest research with extensive field experience for the better understanding of training requirements.

FINCENT has also been certified by the United Nations (UN Certificate of Training Recognition), NATO (NATO ACT Quality Assurance) and the Finnish National Defence University (NDU Assurance of Training Quality). Its crisis management training has also been granted the ISO9001 certificate.

[9] NATO Bi-SC 75-7 Education and Individual Training Directive (E&ITD) 2015.

MC2PS is a unique discipline with a broad training landscape, including requirements from conflict prevention, peace-making, peace enforcement, peacekeeping and peacebuilding. In these areas, close collaboration and cooperation with all key stakeholders is crucial, as the objective is to build efficient training capabilities to enable partner countries and other international organisations to work beside NATO in peace operations. This also makes the scope of the Discipline unique.

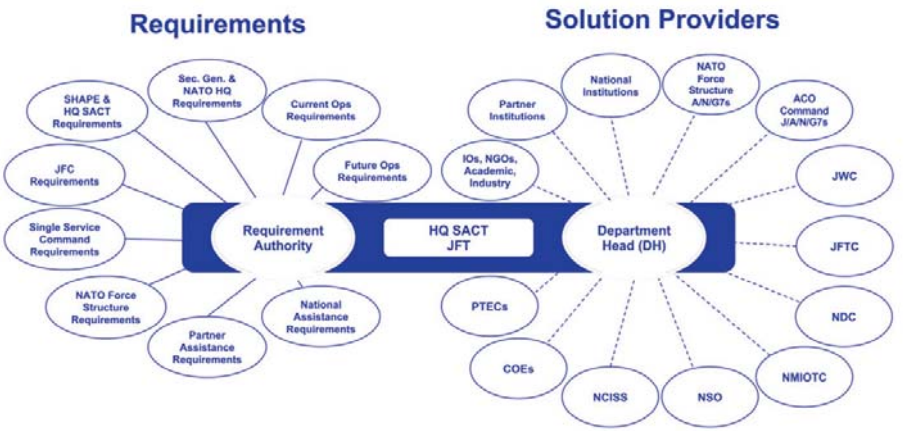
Hannu Mattinen,
MC2PS Department Head, FINCENT

In March 2012, when NATO had just launched its Global Programming, Finland had its first discussions with the HQ SACT Joint Force Trainer. Crisis Management is the only real practical framework for cooperation with NATO, including the elements of cooperative security. Finland, as a long-term Partner with NATO, having utilised all possible NATO tools for interoperability and having being successfully engaged in Peacekeeping with the UN and EU for decades, was recognised as being suited for the Department Head role for Military Contribution to Peace Support Discipline. Above all, Finland could see the Discipline from partners' perspectives and, as a non-aligned nation, was in a good position to build bridges between other key stakeholders within the field of Peace Support.

In February 2013, the first version of the Strategic Training Plan was drafted. This was followed by several iterations of refinement of the plan until it was finally approved by the North Atlantic Council on 22nd December 2015.

In March 2016, Finland signed a Memorandum of Working Agreement with HQ SACT, and by July 2016 the Training Requirements Analysis Report had been published. At the end of 2018, FINCENT, as the Department Head, has held three Annual Discipline Conferences: 2016 in New York; 2017 in Geneva; and 2018 at the New NATO HQ in Brussels.

In practice, collaboration means finding a "common language" and coherent interoperability between military forces through education and training in different conditions. This also provides the opportunity to understand NATO as a global actor. Therein, the MC2PS Department Head is a key contributor, with the dedication to build bridges between all the key stakeholders within the field of Peace Support.



Picture 1. NATO Global Programming Governance Structure.

NATO Global Programming Framework

The MC2PS Department Head work relies on NATO Global Programming, which is the guiding framework for education and individual training (E&IT). Global Programming was launched to enhance NATO's unified effort to develop effective, efficient and affordable education and training solutions. The aim is to ensure the right education and training is offered to the right personnel at the right time and in the right location as economically as possible.[10]

In addition to more organised requirement- and demand-based training, the objectives include greater transparency and follow-up to maintain and ensure a long-term perspective and short-term flexibility, thereby fostering the pooling and sharing principle in the field of education and training. More broadly, the objective is to categorise, capture and manage requirements that become the basis of education and training solutions.

[10] NATO Bi-SC 75-7 Education and Individual Training Directive (E&ITD) 2015.

From Operational Requirements to Training Solutions

NATO maintains its capabilities to prevent, detect, deter and defend against any threat of aggression by conducting Education and Training programmes (E&T) to increase cohesion, effectiveness and readiness. The aim is to assist both partner and member countries in their education and training reform efforts.[11] Education and training opportunities for its nations and partners are aligned with international educational standards.

In NATO, training takes place both at the individual and collective level. Individual training focuses on the development of the abilities necessary to perform tasks and duties.[12] Well-defined and prioritised requirements are the starting point for the programming of individual training solutions. Knowledge is further developed within the framework of collective training.[13]

The training requirement analysis is part of NATO's global programming structure. Training requirements analysis is a way to operationalise operational requirements. Requirements are operational commanders' performance gaps. They state what actors/persons working in the field need to be able to do and produce at different levels. Mission commanders identify mission-specific E&IT requirements based on potential performance gaps.

In addition to Training Requirements Analysis (TRA), the Training Needs Analysis (TNA) is an integral pillar of NATO's Education and Training Global Programming, encompassing the procedures of Training Requirements Analysis. TNA is a process which derives training opportunities from identified E&T shortfalls. In other words, TNA works as a transition from requirements to solutions. **The responsibility of Department Heads such as FINCENT is to lead this process with the support of the Requirement Authority. The Department Head also approves TNA final products (course control documents)**.[14]

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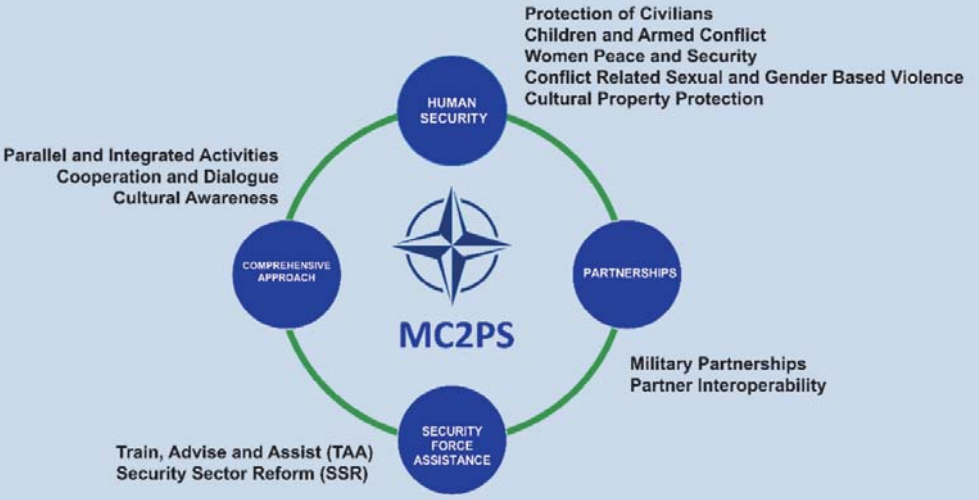
[11] NATO Education and Training. https://www.nato.int/cps/ic/natohq/topics_49206.htm
[12] NATO Bi-SC 75-7 Education and Individual Training Directive (E&ITD) 2015.
[13] NATO Education and Training. https://www.nato.int/cps/ic/natohq/topics_49206.htm
[14] NATO Bi-SC 75-7 Education and Individual Training Directive (E&ITD) 2015.

BOX 1. Military Contribution to Peace Support Clusters

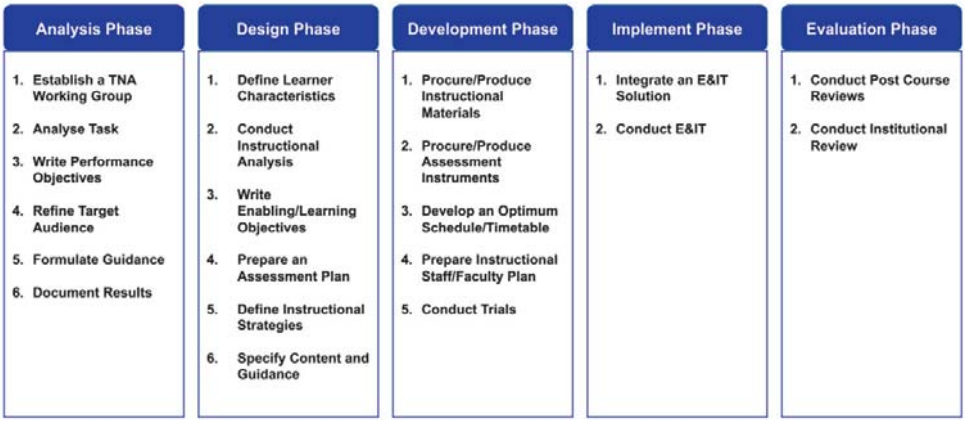
The military contribution to the Peace Support discipline has been divided into four clusters: Human Security, Security Force Assistance, Comprehensive Approach, and Partnerships. The human security cluster, which is at the core of the Protection of Civilians for NATO- and UN-Led Operations course design, focuses on the protection of civilians, children and armed conflict, women's peace and security, conflict related sexual violence and cultural property protection.



The NATO Systems Approach to Training

The NATO training needs analysis (TNA) process relies on the "Systems Approach to Training" (SAT) model, which applies to education and individual training (E&IT). It consists of five distinct phases, which are interconnected, forming a continuous process. Best described, the NATO **Systems Approach to Training is a methodology** which enables the mapping of performance requirements for training and education needs and step-by-step towards training and education solutions. It provides the guidance phase through the initial requirements phase and for continuous improvement and refinement by defining, developing and implementing learning solutions.[15] More importantly, **the Department Head harmonises efforts and contributes to the delivery of efficient NATO education and individual solutions through the Systems Approach to Training methodology.**

[15] NATO Bi-SC 75-7 Education and Individual Training Directive (E&ITD) 2015.



Picture 2. The five phases of the NATO Systems Approach to Training.

BOX 2. The NATO Systems Approach to Training Phases
– Considerations on How to Develop Education and Individual Training Solutions

The Pilot course was designed in accordance with the NATO Systems Approach to Training – but the process would have looked quite similar whatever the modern curriculum development process we had used: start with the outcome; look at the assessment; then look at the learning activities. When all this is done, you can draft the course schedule.

1. **Analysis Phase – Describes Job performance (what a person needs to be able to do and produce, how well and in what conditions).** In this phase, clear performance objectives are outlined by producing a course control document (CCD I & II).
   This helps to answer the following questions:
   - Why train?
   - Who must be trained?
   - What must be trained?
2. **Design Phase – The best possible way to get a person to a specific job performance level (write a curriculum, incl. learning outcomes, assessment, instructional strategy, methods and content**).This phase works like a "mirror" to the analysis phase. **Development Phase – Produces lesson plans, instructional materials, courseware and a course schedule.** The objective is to produce the materials essential for education and training solutions.
   - During the development phase, lesson plans and a courseware are produced based on the CCD III.
   - An assessment plan helps to identify and obtain evidence if learning outcomes (performance objectives) have been met at the right level.
   - A well-planned timetable takes a variety of factors in supporting the learning process into account.
   - Organisational readiness is ensured by preparing instructors and staff for course conduct and administrative routines.
   - Conducting trials helps to identify design flaws and other gaps for improvement. Trials consist of repetitive cycles for testing and developing a course until there is evidence that the education and individual training solution is effective.
3. **Implementation Phase – Run/conduct the course.** The overall purpose is to operationalise the management, support and administrative functions necessary for the successful conduct of E&IT solutions.
   - Activities include planning, preparation and execution.
   - The aim is to conduct an E&IT.
4. **Evaluation Phase – Continually improve the course.** The objective is to assess the efficiency and affordability of the E&IT solution and further determine how it can be improved. This phase consists of systematic quality review and feedback, which in turn support the improvements.

N.B. This is not the full list of the detailed procedures of different phases. The aim is to capture and highlight the essential information needed in planning education and training solutions. Please see fully detailed information in: NATO Bi-SC 75-7 Education and Individual Training Directive (E&ITD) 2015.

Protection of Civilians for NATO- and UN-Led Operations Pilot Course: How We Did It

To provide a holistic understanding of the Protection of Civilians in armed conflicts, FINCENT teamed up with the US Army Peacekeeping and Stability Operations Institute, the United Nations Department of Peacekeeping Operations (UN DPKO) and Integrated Training Services (ITS), NATO Allied Command Transformation (NATO ACT), the International Committee of the Red Cross, and other non-governmental organisations to create the first course of its kind. **The course was designed specifically to bring together the world's two major alliances, NATO and the UN, to exchange views, teach and share best practices for the Protection of Civilians in an integrated environment.**

Course Design

The Protection of Civilians for NATO- and UN-Led Operations course was designed in accordance with the NATO Systems Approach to Training methodology and was conducted as part of the "conduct trials" development phase. The initial training requirement for the course can be found in NATO's Military Contribution to Peace Support Training Requirements Analysis. The course fulfils the NATO requirement for strategic and operational levels. The course was constructed in modules which can be used in different combinations to serve different needs. Its rationale is to cater to both UN and NATO needs.

In addition to NATO methodology, FINCENT's pedagogical concept supported the NATO framework for developing and conducting the course by taking adult learning principles (see box 3), backward design (see box 4), blended learning approach and systematic documentation by using lesson plans into account. Adult learning principles are a set of assumptions that teaching should above all be based on the idea that the adult learner knows why he or she needs to learn.

Backward design aligns with the NATO Systems Approach to Training design phase. Backward design also meets the adult learning principles and provides a direct route to learning outcomes, while ensuring that the learner will learn the required skills, knowledge and competence.[16] Altogether, these methods formed the course design, from course conduct to evaluation.

BOX 3. FINCENT's Pedagogical Concept

FINCENT`s pedagogical concept partly guided the design and implementation of the course curriculum. The pedagogical concept is built on three interlinked guiding principles. These principles are: ownership and commitment through **adult learning principles** (e.g. andragogical principles); **transformative learning**[1] through active learning methods; and quality and competence through **documentation and continuous improvement**. The guiding principles steer the process from training needs analysis to individual lessons.

Developed by Knowles, adult learning has a specific focus on the learner. It is a system of alternative sets of assumptions, the six main principles of which are:[2]

- Adults need to know why they need to learn
- Adults conceive of themselves as being responsible for their own decisions
- Adults have more experience than younger people
- Adults are eager to learn
- Adults are task-oriented
- Adults have inner motivations to learn

Practically, the instructor's role is that of a facilitator. From the course perspective, the participants learn about the Protection of Civilians through different learning methods, and they participate in the assessment of their learning.[3]

Originally launched by Jack Mezirow in the late 1970s,[4] transformative learning, simply defined, describes the processes necessary for adult knowledge transformation and an adult paradigm shift.[5] Transformative learning in this sense means adopting a new capacity, with the recognition that learning is more than merely the acquisition of new knowledge or a new skill.

Transformative learning can take place in many ways, but the core ideas behind it are as follows:[6]

- Individual experience is brought to the educational process
- Critical reflection of the content, the process and the premises
- Dialogue with oneself and with others (attention to attitudes, emotions, personalities and values)
- Holistic orientation (including emotional and social dimensions)
- Awareness of context (deeper appreciation and understanding of the personal and sociocultural conditions)
- Authentic relationships, especially between teacher and learners

Sources:

1. Knowles 1990: 58–63.
2. Lysychkina & Reid-Martinez 2016.
3. Illeris 2014.
4. Sammut 2014: 39.
5. Illeris 2014: 8–9.
6. Ibid.

[16] Levomaa, Lysychkina and Hildenbrand 2016: 131–132.

To meet the requirements for training, where identified, during the training requirement analysis (TRA) and requirement review, the initial NATO training requirement for a strategic and operational level Protection of Civilians Course was established. NATO requirements can also be found in the MC2PS Discipline Alignment Plan (DAP).

The training needs analysis (TNA) for the course started in March 2018. A workshop was held to analyse the existing requirements. The workshop was conducted with the Norwegian Defence International Centre (NODEFIC)[17] in Oslo.

To draft the early stages of course control material, NATO requirements from the MC2PS TRA final report and Discipline Alignment Plan were analysed and merged with United Nations requirements. UN requirements were collected from the tactical-level UN Comprehensive Protection of Civilians Course and previous operational-level UN Protection of Civilians Course materials provided by UN Integrated Training Services (ITS).

After feedback from partner NATO Headquarters Supreme Allied Command Transformation (NATO HQ SACT), UN DPKO, ICRC and PKSOI, a course control document (CCD II) – course proposal – was drafted.

A workshop focusing on the course design was also conducted in May 2018 in Norfolk, United States. This led to the draft course control 3 (CCD III) document.

The development phase, which focused on writing lesson plans and producing instructional materials, was kicked off with a workshop held in Helsinki in June 2018, followed by a workshop at UN, New York in July and further developed with another workshop in Carlisle, United States in August 2018.

[17] As a training centre, NODEFIC offers training expertise for UN and NATO operations.

BOX 4. Why is a Lesson Plan Needed?[1]

In drafting course curricula, a lesson plan helps to give structure to the lesson, support the tracking of work and follow the course. A lesson plan is an indispensable tool for the lesson's self-reflection and evaluation. It allows the analysis of the learning process and improvement of the course curricula.

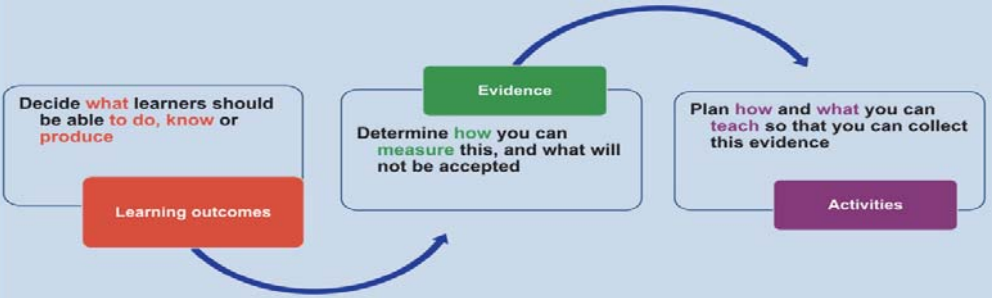
A lesson plan is a document that reflects a clear vision for and structure of the lesson. It is a tool used for conducting a lesson and revising it afterwards to improve the learning process. It documents both the planning and conduct of the lesson. A lesson plan can also be described as a roadmap, because it tells the instructor what learners need to learn and how this can be conveyed most effectively. A well-written lesson plan is a great quality assurance tool for a training facility, because it standardises and describes activities and creates common knowledge of best practices.

A lesson plan in backward design documents how learning outcomes will be attained, and how the achievement will be measured and assessed. It also explains what learning activities can be used to help learners to achieve required learning outcomes. A well-planned course curriculum is essential for teaching. The backward design approach has proven a useful and effective tool in crisis management training. Backward design starts with the outcome, what the learner should know and be able to do, and then produces the lesson. It works backwards to select the right assessment tools and ensures that learners have actually reached the required learning outcomes and have an opportunity to demonstrate this.

Only then does backward design move to choosing the learning activities and materials that will be applied to make the lesson the most appropriate for the learner. The process thus differs greatly from more traditional planning, which normally starts with the materials.

Well-planned learning outcomes are focused on the learner by describing what knowledge and skills the learner will acquire. They help to understand why particular knowledge, skills and attitudes are valuable, which participants should be able to demonstrate at the end of the course.

Source: Levomaa, Lysychkina and Hildenbrand 2016.



Picture 3. The Backward Design has three stages which enhances the direct route to learning outcomes.

The Kick-Off

After several months of intensive preparation, the Protection of Civilians for NATO- and UN-Led Operations pilot course was conducted from 1st until 10th October 2018 at the FINCENT training facilities in Helsinki, Finland. The course was conducted in the same way as a regular iteration, but because it was a pilot course it was monitored more closely by the course staff.

The course was conducted in the same way as a regular iteration, but because it was a pilot course it was monitored more closely by the course staff.

A total of 29 participants from 13 different countries were exposed to NATO and UN approaches to the Protection of Civilians. This diverse group of participants represented Austria, Belgium, Finland, Georgia, Germany, Italy, Japan, the Netherlands, Portugal, Togo, Tunisia, the United Kingdom and the United States. Roughly half the participants had a military background; the other half were civilians with various backgrounds.

As Protection of Civilians requires the participation of the entire staff in the planning and conduct of operations, the course attempted to reach a wide range of participants to ensure that a variety of military functions, civilian organisations and subject experts were represented.

Picture 4. Participants had the opportunity to train in a civil-military environment that provided a wide range of perspectives and enriched the dialogue between participants and instructors.

Learning Outcomes

More than 20 recognised subject experts from the Protection of Civilians community were gathered together to serve as instructors and facilitators for the course. Their knowledge was shared during the lessons and their vast experience supported the learning experience.

Picture 5. The course had 4 main modules which defined the learning outcomes i.e. performance objectives.

The course provided holistic perspective on how to protect civilians in armed conflicts taking into account the different views and capabilities organizations have in the field. It focused specifically on how to protect civilians from harm of the negative effects of armed conflict, including threats of physical violence from own and other's actions. Additionally, the course enhanced the military's understanding of how military activities impact civilians and how the military can support other protection actors in order to minimize the negative impacts of conflict on civilians. The goal was to **enhance participants' understanding of the operational environment from a 'population-centric' perspective** through learning to identify perpetrators of violence threatening the population and assessing the vulnerabilities and resiliencies of the populations.

The over-arching aim of the course was not merely to offer training in Protection of Civilians, but to educate military staff, thereby changing mindsets so that in the future NATO and UN staffs will have a greater understanding of the population-centric perspective.

Other learning outcomes included analysis of civilian vulnerabilities, prevention and response to conflict-related sexual and gender-based violence with cross-cutting topics such as gender, children and youth in armed conflicts. The course also covered the analysis of complex threats arising from political violence, criminal activity, violent extremism and terrorism, and how these affect civilian populations in operational areas. The over-arching aim of the course was not merely to offer training in Protection of Civilians, but to educate military staff, thereby changing mindsets so that in the future NATO and UN staffs will have a greater understanding of the population-centric perspective.

Sine Holen & Petter H. F. Lindqvist,
Norwegian Defence University

With the increasingly complex environments in which conflicts are fought, and where those who suffer most are the civilian population, expectations of the military being a protection actor have naturally grown. We realised that despite the differences between the UN and NATO, their challenges when it comes to human security are similar. Irrespective of whether we wear a blue or green helmet in an operation, we need to ensure that we are sufficiently resourced to be a positive influence in terms of protecting civilians. And what better way to build such resources than to train together and learn from one another across institutions and sectors?

NATO, the UN and other international actors involved in physical protection are all confronted with the same challenges: they both fall short of the expectations of the international community and civilians under attack to offer protection from a wide range of perpetrators of violence – but for different reasons. United under the moral, legal and strategic imperatives to protect civilians from violence in contemporary conflict, there is an equal obligation to bring these organisations and actors together in the pursuit of best practices, exchange of experience, empirical and research-based approaches to the employment of assets to the paradox that must be reconciled: how to create human security through the use of force.

Picture 6. Group discussions helped to share views and exchange ideas.

According to the learning outcomes, and after successfully completing the course, participants were able to:

- **Demonstrate knowledge of the military's role in protecting civilians**
- **Demonstrate how the military can utilise force to protect civilians from threats of physical violence (including civilians' own actions)**
- **Assess the critical characteristics in the Operational Environment relative to Protection of Civilians**
- **Apply Protection of Civilians knowledge in conducting a threat assessment**
- **Recognise that there are different approaches to Protection of Civilians, and that they are complementary**

Assessments of Learning Outcomes

Learning outcomes gave direct guidance for obtaining evidence of learning. Every learning outcome was assessed, giving learners the opportunity to demonstrate what they were required to know and do.

Participants' learning outcomes were monitored using three types of assessment: diagnostic, formative and summative. Diagnostic assessment was used at the beginning of the course to check the starting knowledge level of the participants; formative assessments were used during the course to check the progress of the participants; and summative assessment was used at the end of the course to ensure that participants reached the required level. Participants also assessed their own learning by writing a learning diary. To support this, clearly stated learning outcomes were produced and introduced at the beginning of every lesson.

Instructional Strategies

For NATO, "instructional strategies" is a term which defines the environment where learning takes place. Based on this approach, a creative learning environment was established, including a combination of interactive lectures, stimulating learning games, immersive training and role play. **The aim was to create a learning environment in which participants, with the support of instructors, could enjoy learning and be curious.** A blended learning meth-

od was therefore used, including residential and distance learning. It was acknowledged that participating in a problem-based and collaborative learning environment could increase motivation and develop personal competences.[18]

The Finnish National Defence University's learning platform PVMoodle was utilised to support the blended learning approach. Moodle is a free and open source virtual learning platform which supports collaborative study methods. Moodle enables participants to find all the available data for the course, including pre-material reading packages, to answer polls, submit course work and to communicate with other participants and instructors.

To familiarise participants with the ICRC's work and UN and NATO approaches to the Protection of Civilians, participants completed a mandatory pre-learning package prior to the course. Pre-learning package consisted of reading background papers on various topics (conflict-related sexual and gender-based violence, gender, or children and youth in armed conflicts) concerning the Protection of Civilians. Knowledge was tested afterwards through questionnaires and quizzes. A Kahoot game was used to test participants' knowledge after lessons. Kahoot is an interactive game-based learning plat-

To create a motivating learning environment, instructors can use innovative teaching strategies which in turn motivate participants to perform better. Furthermore, time must be allowed for reflection on how participants are learning and considering how they can further engage in various ways to improve their learning.[1]

For example, the important aspect transformative learning is the dialogue and discussion between learners and with instructors, because it allows learners to analyse alternative approaches and ideas. The shift from thought to action needs creative opportunities to apply newly gained knowledge.

Undoubtedly, the "right kind of" learning environment with the "right kind" of learning activities are critical, especially in competency-based education.[2] As 't Hart and Sundelius[3] aptly explain, the combination of conventional lectures, examples of case studies and role-playing simulations with full-scale exercises are at the core of training programmes.

Sources:

1. O'Sullivan 2015: 278.
2. Levomaa, Lysychkina and Hildenbrand 2016: 107.
3. 't Hart and Sundelius 2013: 456.

[18] See for example, Paladino 2008: 186.

form with multiple choice questions. In Kahoot, players use their own device, while the questions are displayed on screen. Kahoot enables participants to learn while having fun with each other.

A “Parking Lot” was also available for participants. The parking lot served as an internal dialogue model alongside classroom discussions. Participants were able to write questions or comments arising during or after lessons. At the end of the day, time was allowed for answers.

A daily task for the participants was to write a learning diary to enable self-assessment of learning outcomes. Participants were asked to write down the key take-aways of the daily lessons and assess their relevance to their own work (current or future). They were encouraged to use the KWL chart. The KWL chart is graphic organiser which helps participants to organise their ideas and thoughts. It can be used to engage participants in a new topic, activate their knowledge process and monitor their learning.[19] The KWL chart endorses what participants already know, what they want to learn and, finally, what they have learned.

To illustrate the diversity of lectures and groupwork, a few examples follow. For example, a lesson focusing on perpetrators’ motives (in Module 2) was arranged via Skype. Knowledge was tested afterwards with a game that showed how well participants were able to identify the perpetrators´ motives. In addition to the previous example, a demonstration of the UN threat analysis exercise (in Module 3) served to analyse risks associated with threats of physical violence against civilians. The aim was to identify at first the key actors, conduct a risk analysis and then to analyse the different vulnerabilities (race, gender, age etc.) and groups (such as women, children and boys at risk). The UN threat and risk analysis could be used in the final exercise.

[19] See Facing History and Ourselves: https://www.facinghistory.org/resource-library/teaching-strategies/k-w-l-charts

Picture 7. Panel discussion on different Protection of Civilians approaches by UN, NATO and ICRC.

Another group task aimed to use the guiding documents, whether UN, NATO or other additional materials, to produce a poster and mini-lecture (in Module 2) from predefined topics: children and armed conflict; youth; the gender perspective; conflict-related sexual violence; and cultural property protection. The objective was to identify how these themes interlink with each other and with the Protection of Civilians. Each group received constructive feedback after the presentation from Ms Claire Hutchinson from the NATO Secretary General's Special Representative for Women, Peace and Security.

Picture 8. The Immersive Training Environment virtual demonstration.

In addition to the previous examples, participants also had the opportunity to try the Protection of Civilians Immersive Training Environment (ITE), which served as a virtual demonstration of the complex environment in which Protection of Civilians is essential.

For the final exercise, a team of Army War College staff and faculty from PKSOI and the Department of Strategic Wargaming at the Center for Strategic Leadership was tasked with developing and implementing the final exercise, which served as the course's summative participant evalua-

tion. The exercise was conducted during the last two days of the course. The team designed a comprehensive scenario that incorporated cross-cutting topics, such as children and armed conflict, conflict-related sexual based violence, and women, peace and security.

The scenario exercise aimed to test participants' skills and knowledge on how to protect civilians in a complicated conflict situation.

The scenario exercise aimed to test participants' skills and knowledge on how to protect civilians in a complicated conflict situation. For this purpose, each team consisted of civilians and military personnel, enabling the efficient use of each other's competencies. Participants were requested in groups to analyse the situation in the scenario and to provide recommendations based on their analysis. Prior to the exercise, participants had the opportunity to familiarise themselves with the scenario and form a solid situational awareness by reading the designed material.

Toivo Pollock,
participant in the Protection of Civilians for NATO- and UN-Led Operations Pilot Course

Now that the course diplomas have been handed out, it's time to reflect on the course experience. From a participant's perspective, the Protection of Civilians for NATO- and UN-Led Operations Pilot Course was unique for several reasons.

First, the course combined the worldviews of different groups across several different fault lines: military and civilian; UN and NATO; officials and NGOs – to mention a few. This novel approach provided participants with a fruitful opportunity to expand their horizons and gain new perspectives. I can attest to the comprehensive nature of all the syndicates and working groups. On a personal level, I feel I now understand my civilian counterparts better. I hope the feeling is mutual.

Second, the course was comprised of participants with highly diverse backgrounds and areas of expertise. Present were representatives from the UN family, the NATO command structure, several NATO PfP countries, the US Army War College and numerous NGOs and think tanks. Occasionally, it felt as if Dutch or Italian was the working language instead of English! The plethora of backgrounds facilitated discussions and debates, which even became delightfully animated at times.

In modern conflicts, civilians are invariably part of the equation. To quote (or slightly misquote) one of the instructors: "*…the civilians are there, they're not going anywhere.*" Rapid population growth in conflict-prone areas, combined with rapid urbanisation, will ensure that the Protection of Civilians is a major consideration for the modern-day war fighter, peacekeeper and humanitarian operator, and will remain so in the future. To genuinely protect the civilian population, planners and commanders need to consider not only physical protection from different perpetrators, but also "soft" issues such as crime, healthcare and lack of water, food or shelter. Cultural heritage and property must also be protected. There must be a special focus on the most vulnerable segments of the civilian population: women and children.

The course was an enlightening experience, providing food for thought. The general feeling among the military and ex-military participants was definitely one of an increased awareness of "the other side". This being said, combining the military aspects of the Protection of Civilians with the humanitarian side is undoubtedly a prerequisite for success in any modern multidimensional conflict. To be effective, different actors sharing the same operational environment must understand each other.

Lesson Modules	Sub-Categories
Module 1. Military Role	
1.1. Recognise the role that Protection of Civilians has within the conflict	1.1.1 Threats and mission examples 1.1.2 Human security 1.1.3 Military role and Protection onion 1.1.4 Effects and Failures
1.2 Summarise protection responsibilities	1.2.1 Legal framework 1.2.2 PoC in the Conduct of Hostilities 1.2.3 NATO and UN perspectives for the legal framework
1.3 Distinguish different concepts and doctrines	1.3.1 Homework feedback 1.3.2 Importance of cooperation and coordination for PoC 1.3.3 Different concepts and approaches (from UN, NATO and ICRC) 1.3.4 Panel
1.4 Identify all the actors, roles and responsibilities	1.4.1 Civil-Military Interaction 1.4.2 Military contribution to humanitarian assistance
Module 2. Operational Environment	
2.1 Categorise violations and harm against civilians	2.1.1 Motives for committing violence 2.1.2 Cross-cutting topics and themes
2.2 Describe operational environment – conflict	
2.3 Analyse Operational Environment	2.3.1 Vulnerable population 2.3.2 Perpetrators of violence
Module 3. Threat and Risk Analysis	
3.1 Analyse threats (threat assessment)	3.1.1 Comparative Approach 3.1.2 Demo of UN Threat analysis 3.1.3 Other assessment tools
3.2 Strategising (Courses of Action)	
Module 4. Exercise	
	Apply Protection Concepts in ensuring mission success

Table 1. Protection of Civilians for the NATO- and UN-Led Operations Pilot Course Curriculum Matrix.

Course Feedback

"I feel I learned a lot about civil-military interaction and about the ways in which the military operates. Again, there was a huge amount of information and data that needs to be further processed in my mind."[20]

Background

The pilot course was planned as a blended learning solution, and the adult learning principles guided the planning, conduct and evaluation of the course. Scenario-based training was in turn used to ensure that participants were able to use their skills interactively. Learning methods were aligned with learning outcomes and assessment tools, and the use of active learning methods made it possible for learners to benefit from their experiences.

At the same time, as participants already had experience of Protection of Civilians and its related topics, the course's target audience was not a precise replica of the norm. The diversity of backgrounds enabled a higher learning performance, because participants were able learn from each other's differing perspectives.

An indispensable tool for supporting continues improvement is course feedback. It is a vehicle that provides the necessary information for course staff (including instructors) to improve their future work while allowing participants to assess their own learning.

Participants' active assistance in course evaluation presents an opportunity, because it underscores the importance of the learning process. At the same time, participants have more responsibility in the learning process. This helps the overall evaluation process and builds a relationship between participants and instructors.

[20] Participant feedback comment on the third course day.

As this was the first time the course had been conducted, a customised feedback composition was established. While the three different assessment tools enabled the direct guidance of the learning, customised feedback allowed the gathering of valuable information about the lessons, course structure and the overall conduct, including the work of instructors and course staff.

Continuous feedback from participants was collected daily to assess the effectiveness of the quality of lesson guidance or course material and make adjustments during the course if required. Participants gave feedback on daily learning activities, how these activities helped them to learn and the clarity of the activities' instructions through an Internet-based survey (Webropol) after each course day. The feedback assisted in determining how learning activities supported learning and how they should be further developed during and after the course.

Participants were also asked to do a Strengths, Weaknesses, Opportunities and Threats -analysis (SWOT) of the pilot course on the final day. The SWOT analysis was done in small groups, as was the case for the final exercise. The purpose of the SWOT analysis was to obtain more detailed feedback on the course's overall design: what did and did not work, and what needed to be improved in the future.

In addition, at the end of the course, participants answered FINCENT's standard feedback questionnaire through Webropol. A combination of Likert scale and open-ended questions was used, focusing on the course's overall effectiveness, instructors' professionalism, lesson quality and participants' general learning experience. Questions were answered using a rating scale with response options from 1 (completely disagree) to 5 (fully agree). Participants were able to indicate their level of agreement to a given question.

Beyond the participants' feedback, instructors were also asked to provide feedback on the course.

Daily Feedback
Were you able to attain topic objective/learning outcomes?
Which activities helped your learning? How?
Which activities did not help? Why?
Were instructions for the different activities clear?
Were you given enough time and other resources to complete the tasks?
When would you have needed more time?
When would you have needed additional resources?
When would you have needed clearer instructions/tasks?
Were staff available and able to support you?
How able were the other course participants to support you?
How were you able to support others?
SWOT Analysis
Strengths: What worked in the pilot course?
Weaknesses: What did not work in the pilot course?
Opportunities: What features of the course need to be enhanced or developed?
Threats: What needs to be avoided in or removed from the course?
FINCENTs' Standard Feedback
I achieved my own personal goals on the course.
The general goals of the course were achieved.
The course instruction was well conducted.
The course had a good combination of relevant lessons and exercises.
The instructors' professional skills were very good.
FINCENT offered a pleasant study environment.
The lessons on this course were up-to-date and well suited for its purpose.
The students' questions and arguments were answered.
The students got on well and worked well together.
The interaction between the instructors and students was very good.

Table 2. Participants' feedback allowed the gathering of a range of information on the course design, its conduct and the learning process.

Participants' Feedback

According to the participants' feedback, all the lessons were up-to-date and well suited for the purpose. FINCENT was also able to offer a very pleasant learning environment.

Active learning methods and group tasks were appreciated because participants were able to share their own experiences and learn from one and another. The interactive Kahoot game was a particular success. As some participants mentioned in the daily feedbacks, the Kahoot game was not just a good way to use the gained information, it also served to boost discussion and share different perspectives.

Examples of Feedback

Clear Task Instructions
Supportive Learning Atmosphere
Good interaction between participants and instructors
Multiple learning methods

The instructors' helpfulness and open-minded presence allowed participants to feel confident, which opened the way to smooth interaction. Participants felt that it was easy to interrupt instructors and course staff in general at any moment. The parking lot was also seen as an excellent idea and proved very useful for discussing issues that could not be explored during the day.

Based on the daily feedback, the variety of lecture styles, but also the style of the lecturers, was seen as something that kept motivation high. However, it was mentioned that more time could have been allocated to the discussions and feedback in general, and it was also pointed out that instructors could act in future as facilitators during groupwork to ensure the topics being discussed were understood.

The unanimous view of the feedback was that the final exercise was the most important part of the course, and that more time should therefore be allocated to prepare for it in the future. However, the exercise was already well structured in terms of its overall conduct, and some free space was given to participants to manage their tasks. For example, during the exercise, participants in each group were able to decide how they were going to work together through the exercise. Some groups decided to divide into sub-groups, each

with specific tasks to fulfil. As one participant mentioned: “Most teams ended up creating a map of incidents that helped them better understand the number, location, and spread of threats. This was not covered as an option or step but was very helpful for teams and could be understood as part of understanding the environment/geography.” Another comment highlighted how interesting it was to see how groups were actually confronting the same task, which tools they decided to use and how.

Thus, while the final exercise received many positive comments, the feedback also suggested that the scenario briefing should be conducted at an earlier stage in the course to give the participants enough time to prepare. Second, the course games and groupwork should somehow be better linked to the final exercise scenario to make participants more familiar with the material.

Some participants were also worried about the course timetable (a four-hour self-study assignment before the nine-day residential part). It was that the length of the course should be shortened from ten days to five or seven, for example.

In some of the feedback, it was emphasised that most of the interactive games required more time for explaining how the game worked and game summary than was allocated in the course schedule, especially at the beginning of the course. It was also mentioned that some of the lessons and presentations were a little rushed because of the timing of sessions. It was also mentioned that the lesson order could be changed in some parts of the course.

Instructors’ Feedback

The instructors’ feedback was collected in a hot wash-up meeting after the course’s closing ceremony, alongside written feedback.

Based on the feedback, both instructors and participants were concerned about the order of lessons, suggesting it could be changed in some parts of the course. For example, the course should start with a very short overview of

NATO and UN organisation, structure and tasks. Different concepts could already be covered and tested in more detail during the self-study part.

Pre-course self-study materials could also be further edited to establish a more coherent and better balanced pre-reading package. The pre-reading learning outcomes should also be tested by a mandatory PVMoodle test before the residential part of the course. The distance learning part would thus be a more relevant and indispensable part of the course. Finally, it was also decided that the balance between NATO and UN approaches should be ensured throughout the course.

After completing the evaluation, the key considerations may be summarised as follows;

- **The interactive games and groupwork supported learning, but they need to be better interlinked with the final exercise**
- **Some lessons need to be added to or modified in the course curriculum**
- **The exact duration of future courses will be determined with shorter timetables**
- **The order of some activities as well as the allocated timing will be changed**
- **The UN and NATO approaches will be balanced throughout the course**

Picture 9. Course picture, Protection for Civilians for NATO- or UN-Led Operations Pilot Course 2018.

Future Prospects: What Will Change?

Thus far, this report has explored the background of the FINCENT MC2PS Department Head role and how the Protection of Civilians for NATO- and UN-Led Operations course was created, conducted and evaluated.

Both participants and instructors agreed that the Protection of Civilians for NATO- and UN-Led Operations pilot course fulfilled its aims in educating participants in the knowledge, skills and attitude needed to work with Protection of Civilians at strategic or operational levels in NATO or the UN.

Based on the recommendations of the feedback, changes have been made to the new course curriculum matrix 2019 (see Table 3). One concrete change concerns the course timetable, as a ten-day timetable was considered too long and too tight. Too long a timetable might prevent some participants from taking part in the course. The new timetable was therefore scheduled for seven days, plus the distance learning part.

While the number of course modules will remain the same, some lessons were either modified or added to the modules with the objective of offering a more detailed understanding of the related topics concerning the PoC. For example, political conditions and preventive measures, and their interlinking with the Protection of Civilians were not covered in the pilot course. The balance between population-centric, legal and strategic approaches to the Protection of Civilians will therefore be included in the next course.

The order of some activities, as well as their allocated timing, has been changed due to feedback (see Appendix 1 for a more detailed course schedule). It was also decided to better interlink the course's learning activities – games and groupwork – with the final exercise scenario.

Other changes include modifications to the pre-reading package. More detailed readings were added to provide a more consistent understanding of the UN and NATO approaches to the Protection of Civilians. In future, participants will also receive the scenario exercise reading material prior to the residential part of the course.

Module 1. Military Role	Lessons Provided
1.1. Recognise the role that Protection of Civilians plays within the conflict	1.1.1 Threats and mission examples 1.1.2 Population-centric approach 1.1.3 Military role and protection onion 1.1.4 Effects and Failures
1.2 Summarise protection responsibilities	1.2.1 Legal approach to PoC 1.2.2 Strategic approach to PoC 1.2.3 NATO and UN perspectives on the legal framework 1.2.4 Mandate and ROEs 1.2.5 R2P, Chapter VI vs VII
1.3 Distinguish different concepts and doctrines	1.3.1 Homework feedback 1.3.2 Cooperation and coordination 1.3.3 Different concepts and approaches (from UN, NATO and ICRC) 1.3.4 Panel
1.4 Identify all the actors, roles and responsibilities	1.4.1 Civil-Military Interaction 1.4.2 Military contribution to humanitarian assistance
1.5 Describe the conflict cycle	1.5.1 Political-level conflict indicators
Module 2. Operational Environment	
2.1 Categorise violations and harm against civilians	2.1.1 Motives for committing violence 2.1.2 Cross-cutting topics and themes
2.2 Describe operational environment – conflict	
2.3 Analyse operational environment	2.3.1 Vulnerable population & case study 2.3.2 Perpetrators of violence
Module 3. Threat and Risk Analysis	
3.1 Analyse operational environment	Threats vs Risks
3.2 Analyse threats (threat assessment)	3.1.1 Comparative Approach 3.1.2 Demo of UN threat analysis 3.1.3 Other assessment tools
3.3 Strategising (Courses of Action)	
Module 4. Exercise	
	Apply Protection Concepts in ensuring mission success

Table 3. Protection of Civilians for NATO- and UN-Led Operations Pilot Course Curriculum Matrix 2019.

Closing Remarks

As we know, changes in the nature of threats and conflicts necessitates tailored responses, both at the strategic and operational levels, and in this regard the development of training courses is critical: it has a direct impact on the skills and knowledge on the ground.

This UN-NATO pilot course demonstrated that there was an important need to bring together military, civilians and even academia from different disciplines to exchange views on how we can protect civilians in complex environments.

The pilot course had two separate, yet important, objectives. First, the course was designed specifically to bring the world's two major alliances, NATO and the UN, together. From the learning perspective, the over-arching aim was to educate participants to change their mindset, so that in future both NATO and UN staffs would have a greater understanding of the population-centric perspective. We believe we were able to attain this objective. However, the work will continue.

As Mr Barbieri underlined in his comment, "Coordinated and comprehensive responses can be achieved only by identifying the same threats and fully understanding the mandates, capabilities and modus operandi of each organisation towards the Protection of Civilians."

Both NATO and the UN are faced with new realities in relation to protection. Understanding that protection is more than civilian casualty mitigation requires a change in the approaches taken to operations and missions. Understanding a civilian perspective is key to changing the mindset in both organisations

As each organisation has different mandates, experiences and perspectives, training together is the first step in breaking down barriers and exploring common ground: focusing on the positive, examining the lessons identified and working together to review solutions broaden the horizons of the students attending the course and encourage a change in mindset.

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Contributors

Mr Rafael Barbieri is the Deputy Team Leader of the Member States support team in the Integrated Training Service of the United Nations' Department of Peacekeeping Operations (UNDPKO). Rafael's team oversees the development and delivery of United Nations Peace Operations' mandatory and recommended pre-deployment training materials. He has more than 30 years' experience in training and education, more than 20 years' experience in Peacekeeping Operations and has served in the UN Secretariat for over a decade. Barbieri has organised and directed complex training projects involving a wide array of stakeholders. He has worked extensively with partners both within and outside the UN system to produce core and specialised peacekeeping training materials for use by Member States in pre-deployment training of uniformed peacekeeping personnel, as well as for civilian peacekeepers. He has also led the development and delivery of numerous official training materials, including the United Nations Comprehensive

Protection of Civilians (UN CPOC) and the United Nations Senior National Planners Programme (UN SNPP).

Ms Tracy Cheasley is the lead for the "Protection of Civilians" (PoC) work conducted within Headquarters Supreme Allied Command Transformation (HQ SACT). In this capacity, she has managed the NATO Strategic Command's contributions on matters relating to PoC. Her involvement in PoC started in 2015 when the Strategic Commands were tasked with an initial mapping exercise to determine the extent of PoC activities within the NATO military commands. The results contributed to the development of the NATO PoC policy. She is now actively involved in the operationalisation of the policy. This is achieved through coordinating Strategic Command's contributions to a NATO action plan on PoC, which has included to date the development of a NATO Military concept and active contributions to the NATO UN training course. In 2019, the work will continue with the development of an immersive training tool and a military handbook, identifying and supporting appropriate NATO and national exercises while considering lessons identified. While her primary role remains as IO NGO liaison for HQ SACT, she is also the lead for Children and Armed Conflict and Cultural Property Protection. These tasks are all complementary, as to successfully integrate PoC into NATO requires interaction with many organisations, nations, academia and industry, sharing perspectives and gaining understanding of the roles in relation to PoC and integrating these cross-cutting topics under the umbrella of PoC.

Ms Sine Vorland Holen is Senior Advisor at the Norwegian Defence University College. Vorland Holen is responsible for the portfolio on Cultural Understanding and the Women, Peace and Security agenda in International Operations, and leads a project on increasing military capabilities in combating Conflict-Related Sexual Violence.

Colonel Petter H. F. Lindqvist works in Norwegian Defence. Lindqvist is also a former military advisor at the Norwegian Institute of International Affairs (NUPI), with a focus on UN peace operations. He has a varied background with several previous deployments both in UN peace operations and NATO operations in Iraq and Afghanistan. Previous posts include strategic communication in the Defence Staff and MoD. Lindqvist has recently served as Chief of Staff in UNMISS, South Sudan.

Lieutenant Colonel Hannu Mattinen works as the Department Head for NATO's Military Contribution to Peace Support Education and Training Discipline. His section at the Finnish Defence Forces International Centre, FINCENT, also functions as Finland's Centre of Expertise in NATO's Operational Capabilities Concept Evaluation and Feedback programme, as the Finnish

Defence Forces special advisor on Gender and manages all the research programmes in which FINCENT is involved. Prior to his present assignment, Mattinen was the Executive Officer and the Chief of Staff of an international Think Tank, PIAG (the Partner Interoperability Advocacy Group), which promotes Partner – NATO interoperability in the military sphere through innovation, lessons learned, and enhanced cooperation practicalities. In his military career of more than twenty-five years, Mattinen has served in various national and international posts, including Partner National Military Representative to Allied Command Operations in SHAPE and as Finland's Assistant Military Representative to NATO and Senior General Staff Officer in the Ministry of Defence of Finland. Mattinen also has extensive operational experience from UN and NATO Peace Support Operations.

Colonel Dwight Raymond (Retired) is a Peace Operations Specialist at the US Army War College's Peacekeeping and Stability Operations Institute, where he also teaches courses on Humanitarian Intervention and Peace Operations. His military awards include the Bronze Star Medal, Combat Infantryman's Badge, and Airborne, Ranger and Pathfinder qualification badges. Raymond is a graduate of the United States Military Academy and has advanced degrees from the University of Maryland's School of Public Policy, the US Army School of Advanced Military Studies, and the US Army War College. He is one of the primary authors of the Mass Atrocity Response Operations (MARO) Military Planning Handbook and the Mass Atrocity Prevention and Response Options (MAPRO) Policy Planning Handbook. He is also the primary author of the Protection of Civilians Military Reference Guide and several military doctrinal publications regarding peace and stability operations, including the US Army manual on the Protection of Civilians and the US military's joint publication on Peace Operations.

Appendix

APPENDIX 1.

Programme for the next NATO and UN Approaches to the Protection of Civilians Course from 3rd to 10th April 2019.

The aim of the NATO and UN Approaches to the Protection of Civilians course is to develop, within civilian and military participants, a practical understanding of the role of the UN and NATO as protection actors in operations. The course focuses on how to protect civilians from threats of physical violence, including harm from their own actions. The course also enhances the military's understanding of how military options affect civilians and how the military can support other non-kinetic actions to minimise the negative impacts of conflict on civilians. Other learning outcomes include analysis of civilian vulnerabilities, prevention and response to conflict-related sexual and gender-based violence and cross-cutting topics such as gender, children and youth. The course will also cover the analysis of complex threats such as those arising from political violence, criminal activity, violent extremism and terrorism, and how they affect civilian populations in operational areas.

Learning Outcomes:

- **Demonstrate knowledge of the military role in protecting civilians**
- **Demonstrate how the military can utilise force to protect civilians from threats of physical violence (including their own actions)**
- **Assess the critical characteristics in the Operational Environment relative to the Protection of Civilians**
- **Apply Protection of Civilians knowledge in the conduct of a threat assessment**
- **Recognise that there are different approaches to Protection of Civilians and that they are complementary**

Breakfast	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
		08.00-08.15 Orientation	08.00-08.15 Orientation	08.00-08.15 Orientation	08.00-08.15 Orientation		08.00-8.15 Orientation	08.00 Exercise	Exercise product presentation	Computer and Key Return
		Welcome Admin Course, Exercise and Participant Introductions Panel NATO/UN and Humanitarian	Human Security/Population Centric Approach to PoC Strategic Approach to PoC Legal Approach to PoC	ICRC Approach to Protection Homework feedback Importance of Cooperation and coordination for PoC	X-cutting topics Continues Motives Committing Violence		Describe Operational Environment Analysis Operational Environment Threats vs. Risks		Feedback	0900 Departures
Lunch		12.00-13.00	12.00-13.00	12.00-13.00	12.00-13.00		12.00-13.00	12.00-13.00	12.00-13.00	
	13.00 - Arrivals Computer hand-out	Military role – Protection onion Recall Effects and Failures Comments	Mandate + ROEs R2P+Chapter VI vs. VII Use of Force Dilemma Multinational Operations Trends and Mission Examples	Military contribution to Humanitarian assistance and support in general and specifically with PoC Describe the Conflict Cycle X-cutting topics	Perpetrators of Violence (Conflict Analysis Vulnerable Populations Case study		Analysis Op. Environment Demo Road to War	Exercise	Course Summary and Closing Ceremony	
		Reflections and Feedback	Reflections and Feedback	Reflections and Feedback	Reflections and Feedback		Reflections and Feedback			
Dinner	17.00-18.00	18.00-21.00 Speed Dating & Ice-Breaker	17.30-18.30	17.15-18.00	17.00-18.00		17.00-18.00	17.00-18.00		
			Movie Night	Poster Preparations Movie Night		Movie Night		19.00-21.00 Exercise	19.00 Closing Dinner	

APPENDIX 2.

Programme for the Protection of Civilians for NATO- and UN-Led Operations Pilot Course held from 1st to 10th October 2018.

Break-fast	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday
	Arrivals Computer hand-out	08.00-08.15 Orientation	08.00-08.15 Orientation	08.00-08.15 Orientation	08.00-08.15 Orientation			08.00-8.15 Orientation	08.00 Exercise	
		Legal Frameworks of Multinational Military Operations	Trends and Mission Examples Different levels of human security	Homework Feedback	X-cutting topics Continues	Immersive Training Environment Demo	Scenario reading	Exercise		09.00 Computer and Key return
				Importance of Cooperation and coordination for PoC		09.30-10.30 Brunch				10.00 Course Summary and Closing Ceremony
					UN CPOC	10.30-10.45 Orientation				
				Civil Military Interaction, the way military actors and non-military actors interact	NATO PoC	Vulnerable populations				
					Humanitarian PoC	Perpetrators of violence (Conflict Analysis)				
Lunch	12.00-13.00	12.15-13.15	12.00-13.00	12.00-13.00	12.00-13.00			12.00-13.00		12.00-13.00
	Welcome Admin Course and Participant Introductions Intro to Protection of Civilians	Protection of Civilians in the Conduct of Hostilities: Governing Rules and Contemporary Challenges	Military role – Protection onion Recall Effects and Failures	Continues Military contribution to Humanitarian assistance and support in general and specifically with PoC	Panel Discussion	Comparative approaches		Exercise	Exercise	13.00 Departure
					Motives committing violence	14.00-14.30 Light Lunch				
					Describe the Operational Environment (Conflict)	Demo of UN Threat Analysis				
						Other Assessment Tools				
		Comments		X-cutting topics		Strategizing/COAs				
		Reflections and Feedback	Reflections and Feedback	Reflections and Feedback	Reflections and Feedback	Road to conflict Exercise intro			Feedback and Reflections	
Dinner	17.30-21.00 Speed dating Ice-Breaker	17.30-18.00	17.30-18.00	17.15-18.00	17.00-18.00	Reflections and Feedback		17.00-18.00		
			Movie Night	Poster preparations Homework feedback	Immersive Training Environment Demo	18.30 Sightseeing Non-hosted Dinner		Feedback and Reflections	19.00 Closing Dinner	

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