**Finnish Defence Forces International Centre**

# Curriculum Development for
# HUMAN SECURITY / PROTECTION OF CIVILIANS

## NATO DISCIPLINE MILITARY CONTRIBUTION TO PEACE SUPPORT

**Puolustusvoimat**
Försvarsmakten • The Finnish Defence Forces

# Agenda

| | Workshop Contributing to Human Security through training | | |
|---|---|---|---|
| **Time** | Topic; guiding question | Method | Involved |
| **1330** | Introduction | Introduction round | All |
| **1340** | What is learning?<br>Curriculum Development – SAT<br>What is a good PoC/HS training? | Presentation<br>Presentation and discussion | Virpi presents, Wilbert facilitates<br>All participate. |
| **1400** | Example: CPOC course development.<br>Lessons Learned | Presentation and experience sharing | |
| **1415** | The broader PoC training landscape | Joint mapping and info sharing | |
| **1430** | Building a reference curriculum;<br>national implementation | Expertise sharing and brainstorm | |
| **1445** | The way forward; recommendations | Brainstorm and joint formulation | Wilbert facilitates<br>All participate |

# What is learning?

*"Learning is a relatively **permanent change of behaviour** based on experience"*

- Knowledge
- Skill
- Attitudes
-> Competence

# Person is able to clean the weapon individually without supervision according to weapon maintenance manual

Knowledge of rifle assembly, cleaning procedures, techniques

**Cognitive**

Applying cleaning procedures, the cleaning itself

**Psychomotor**

Believe in the value of cleaning the Weapon.

**Affective**

# Why do we need education and training?

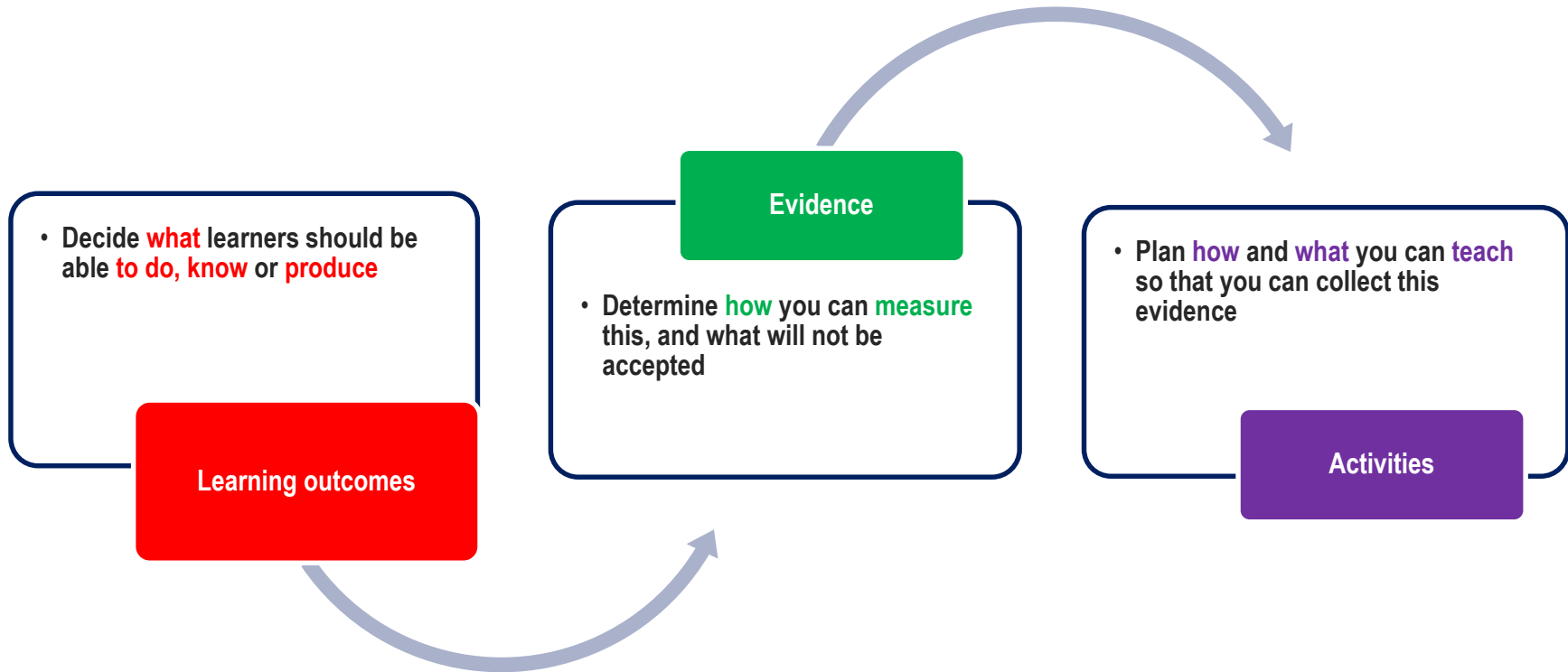*Requirements are operational commanders' performance gaps!*

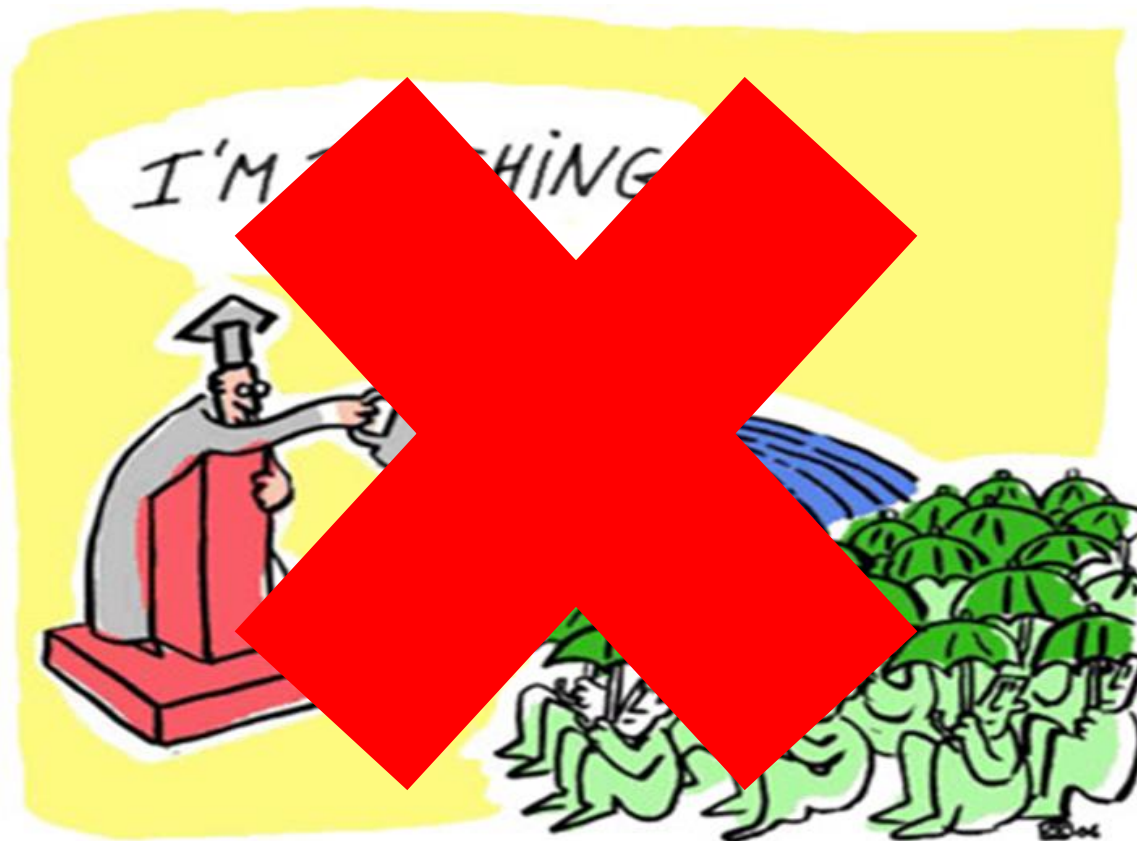**Performance gaps describe what we need to be able to do!**

# How do we do curriculum development?

| Analysis Phase | Design Phase | Development Phase | Implement Phase | Evaluation Phase |
|---|---|---|---|---|
| 1. Establish a TNA Working Group | 1. Define Learner Characteristics | 1. Procure/Produce Instructional Materials | 1. Integrate an E&IT Solution | 1. Conduct Post Course Reviews |
| 2. Analyse Tasks | 2. Conduct Instructional Analysis | 2. Procure/ Produce Assessment Instruments | 2. Conduct E&IT | 2. Conduct Institutional Review |
| 3. Write Performance Objectives | 3. Write Enabling/ Learning Objectives | 3. Develop an Optimum Schedule/ Timetable | | |
| 4. Refine Target Audience | 4. Prepare an Assessment Plan | 4. Prepare Instructional Staff/Faculty Plan | | |
| 5. Formulate Guidance | 5. Define Instructional Strategies | 5. Conduct Trials | | |
| 6. Document Results | 6. Specify Content and Guidance | | | |

NATO Systems Approach to Training

# Outcome Focused Design - Backward Design

- Decide **what** learners should be able **to do, know** or **produce**

**Learning outcomes**

**Evidence**

- Determine **how** you can **measure** this, and what will not be accepted

- Plan **how** and **what** you can **teach** so that you can collect this evidence

**Activities**

# What makes a good PoC/HS training?

**Discussion**
**Sharing experiences**

# Example
# NATO UN POC

**Lessons Learned**
**Sharing experiences**

# NATO UN POC Course

**2017**
FINCENT/MC2PS DH participation at NATO PoC Concept WSs and MC2PS HS Cluster Requirement Review WSs
**2018**
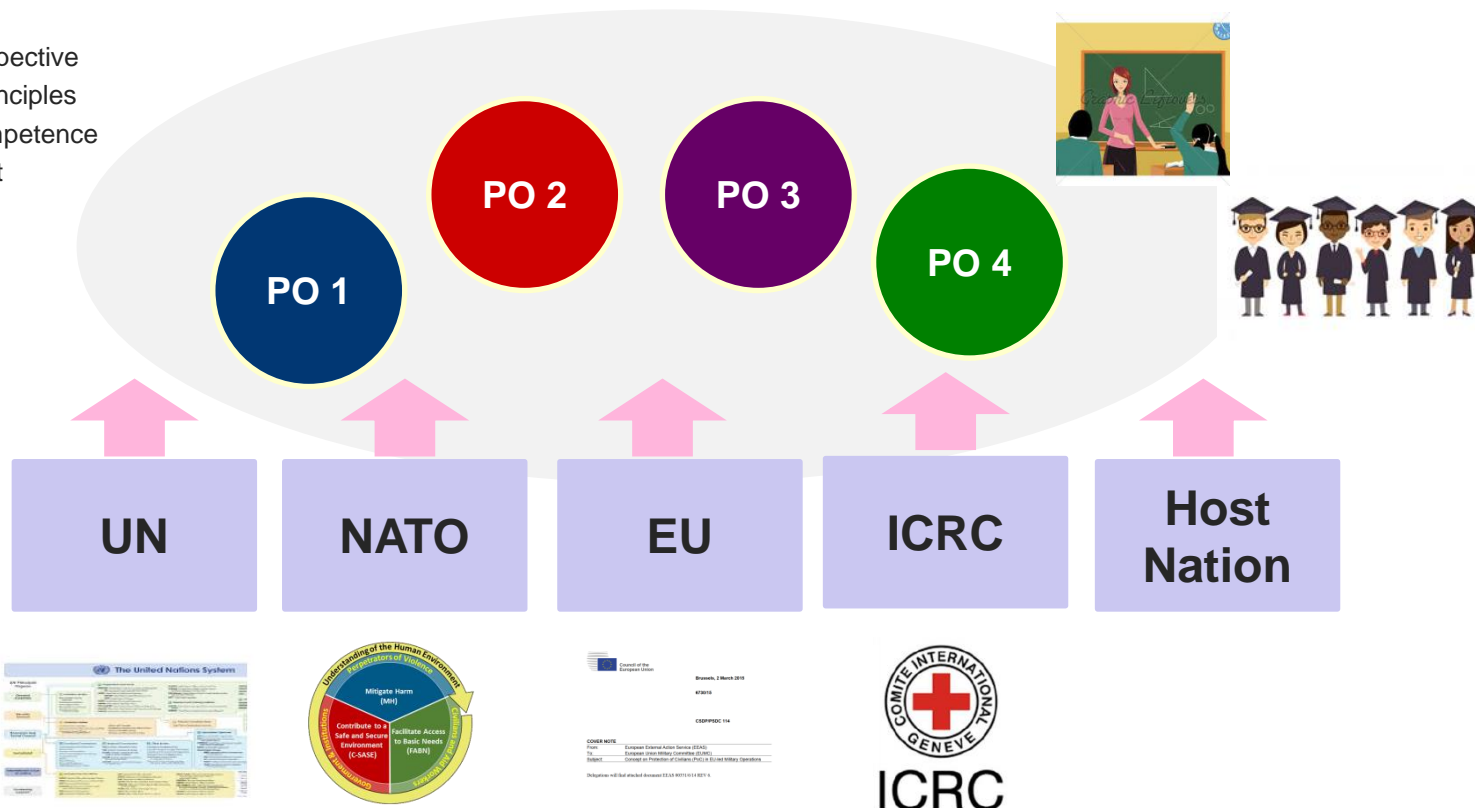Analysis, Design and Development WSs
Pilot Course

2016 MC2PS ADC

1   1   2   2   3   3   4

2017 MC2PS ADC

4   5   5   6   7   8   9

NEW YORK CITY

CCOE

PKSOI

ALLIED COMMAND TRANSFORMATION

GCSP

NODEFIC

VIKING 18

ALLIED COMMAND TRANSFORMATION

PKSOI

Nato POC concept WS 1 2/2017

MC2PS HS WS 1 2/2017

Nato POC concept WS 2 4/2018

MC2PS HS WS 2 4/2017

Nato POC concept WS 3 6/2018

MC2PS HS WS 3 6/2017

Nato POC concept experiment . 9/2017

MC2PS HS WS 4 3/2018.

MC2PS WS 5 (xD) 4/2018.

Nato.YK.EU experime.@Viking18

MC2PSHS WS 6 5/2018.

MC2PS HS WS 7 6/2018.

MC2PSHS WS 8 8/2018.

Pilot Course 10/2018.

# The Bigger Picture – What is PoC for all of us?

Holistic Perspective
Common Principles
Generic Competence
Development

Paricipants
Staff
Students

**PO 1** **PO 2** **PO 3** **PO 4**

Institutions

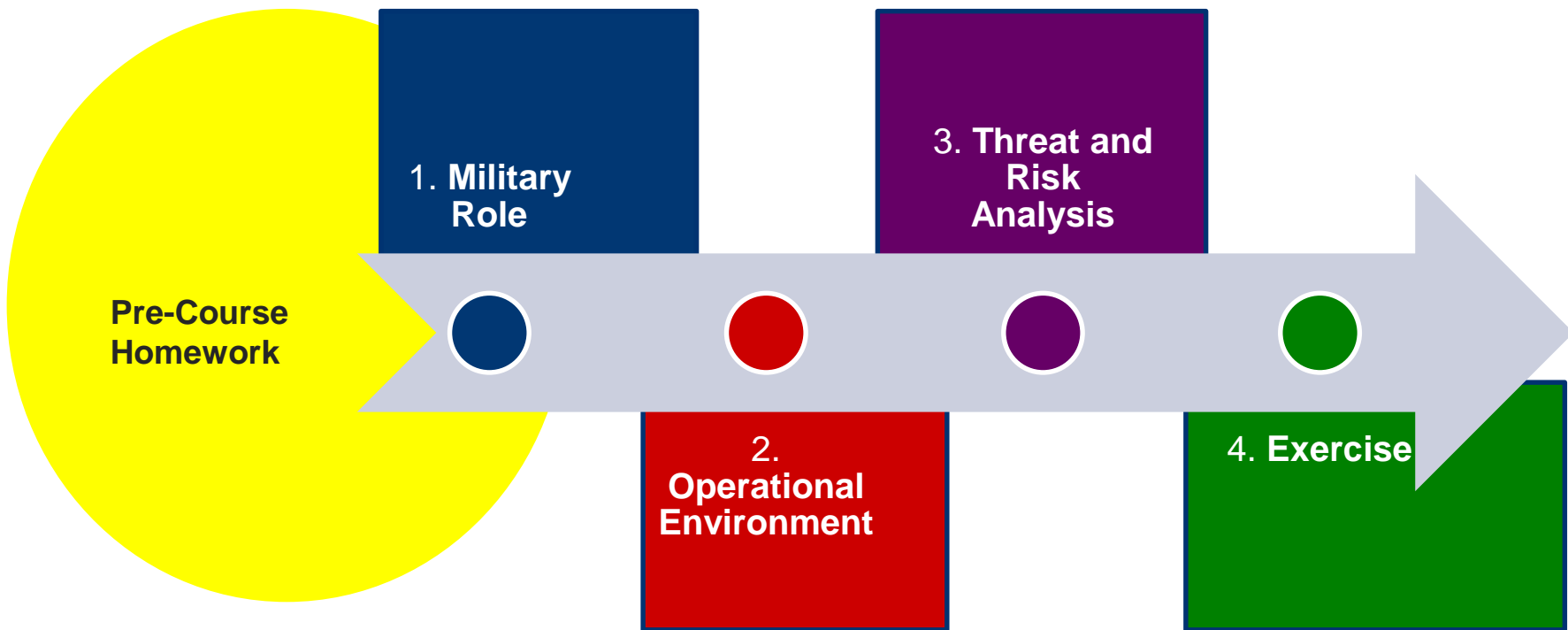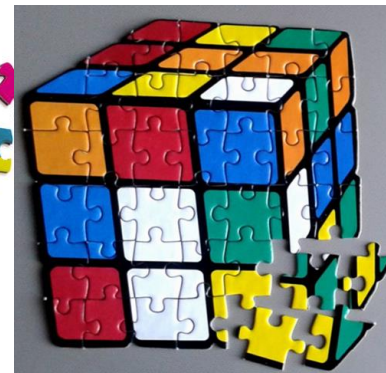| UN | NATO | EU | ICRC | Host Nation |

Concept
Doctrine
Process
Culture

# Work in progress...

From Operational Requirements to Training Solution

Protection of Civilians
for NATO and UN led Operations Pilot Course

DRAFT

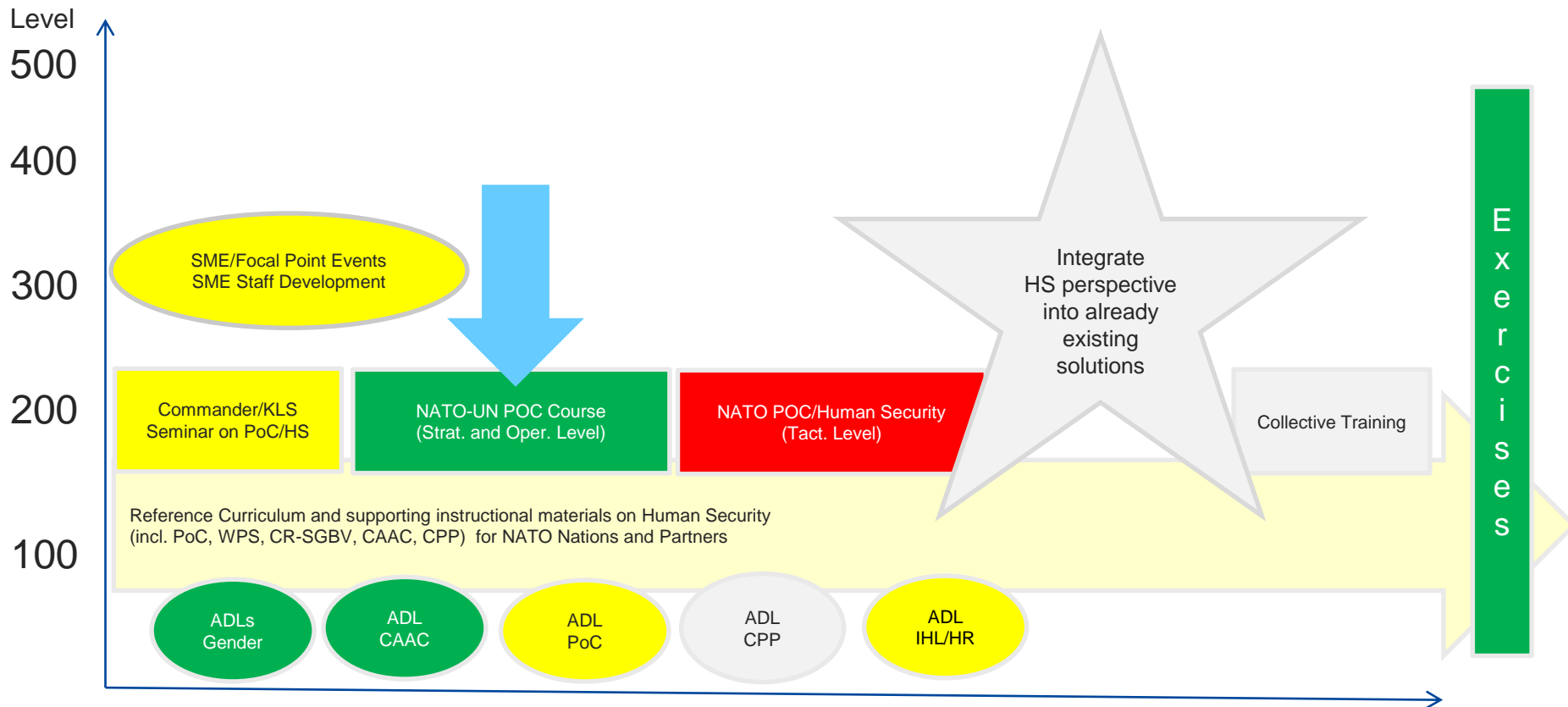**Production Process requires systematic approach and hard regimented work !!!**

# Education and Training Landscape for Human Security and Protection of Civilians

# NATO MC2PS Human Security (HS) Education and Training Landscape



Level

500

400

300 — SME/Focal Point Events / SME Staff Development

200 — Commander/KLS Seminar on PoC/HS | NATO-UN POC Course (Strat. and Oper. Level) | NATO POC/Human Security (Tact. Level) | Collective Training

Integrate HS perspective into already existing solutions

100 — Reference Curriculum and supporting instructional materials on Human Security (incl. PoC, WPS, CR-SGBV, CAAC, CPP) for NATO Nations and Partners

ADLs Gender | ADL CAAC | ADL PoC | ADL CPP | ADL IHL/HR

Exercises

# Human Security (HS) Cluster Work plan

2020

- Support PoC/CAAC Focal Point Annual Event
- Continue Reference Curriculum development
- Conduct and evaluate pilot seminar for Commander Seminar on PoC
- Participate in other activities Protection of Civilians/Human Security Activities (incl. PoC Immersive Training Environment)

2021

- Start the development process for Protection of Civilians/Human Security Tactical level course
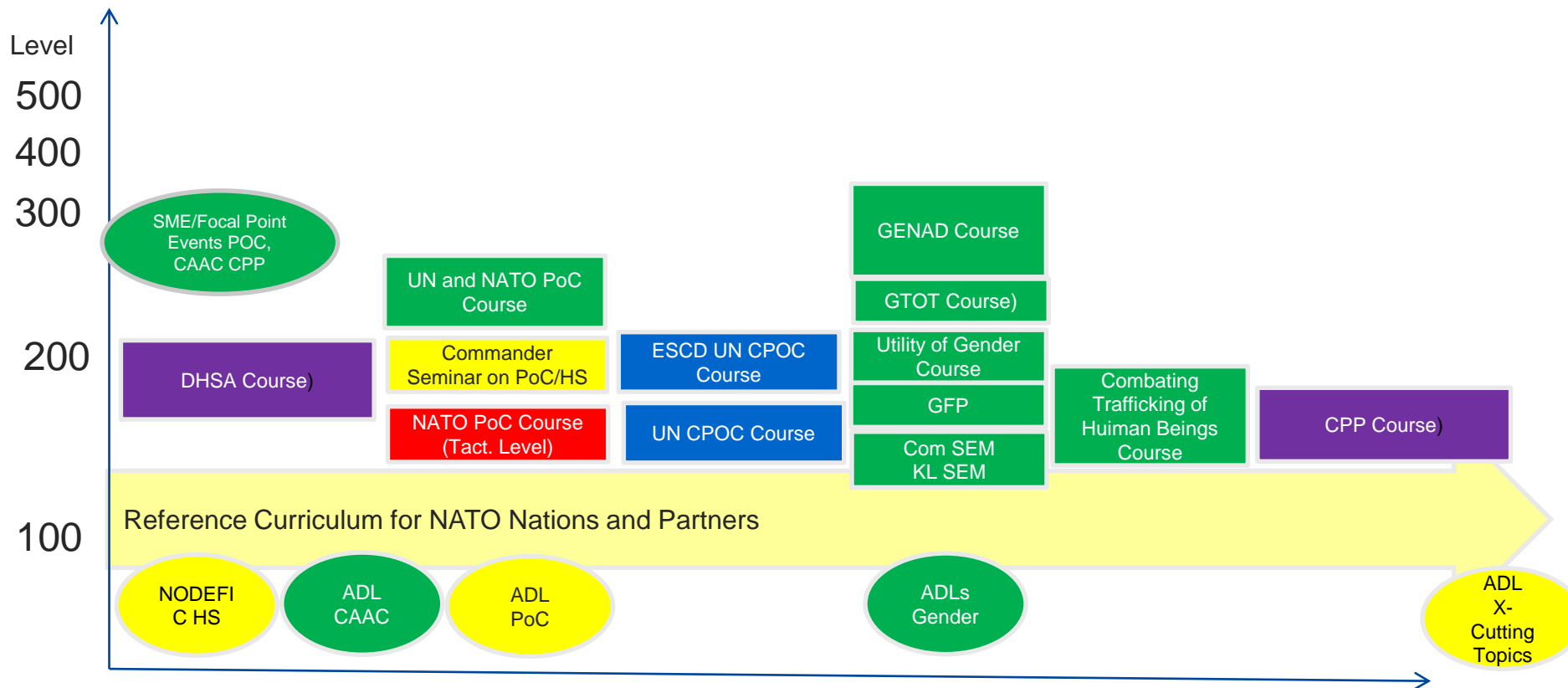
# MC2PS Work Plan for 2020

| Priority | Human Security (HS) | Security Force Assistance (SFA) | Comprehensive Approach (CA) | Partnerships (PART) |
|---|---|---|---|---|
| 1 | Start development process for Human Security Reference Curriculum | Evaluate SFA Operators pilot course | Evaluate Commander/Key Leader Seminar on Comprehensive Approach | Lead TNA for NATO Interoperability process Course |
| 2 | Support NATO PoC SME/Focal Point Event | Lead TNA for Institutional Advisor course and Evaluate pilot course | Investigate possibility to review NATO CA Awareness course | Lead TNA for Military Partnerships Seminar |
| 3 | Evaluate Commander Pilot Seminar on PoC | Plan TNA activities for SFA Conference | | |
| 4 | Multidisciplinary requirements (xD) WSs | | | |
| 5 | Review of Existing Training Solutions | | | |

# Wider Education and Training Landscape for Human Security



Level

500

400

300

200

100

SME/Focal Point Events POC, CAAC CPP

DHSA Course)

UN and NATO PoC Course

Commander Seminar on PoC/HS

NATO PoC Course (Tact. Level)

ESCD UN CPOC Course

UN CPOC Course

GENAD Course

GTOT Course)

Utility of Gender Course

GFP

Com SEM KL SEM

Combating Trafficking of Huiman Beings Course

CPP Course)

Reference Curriculum for NATO Nations and Partners

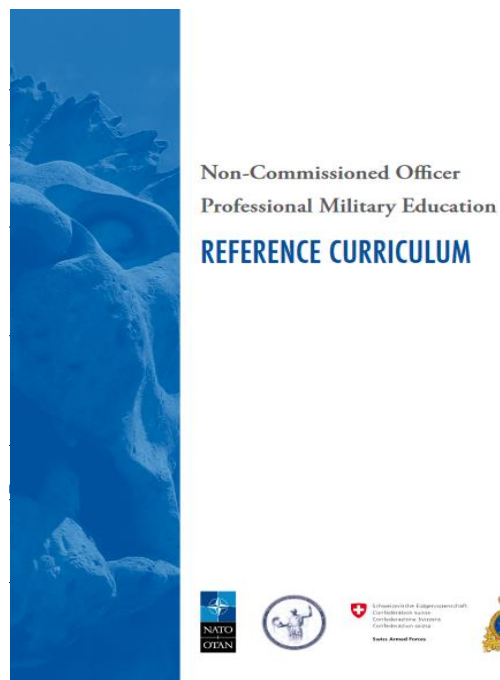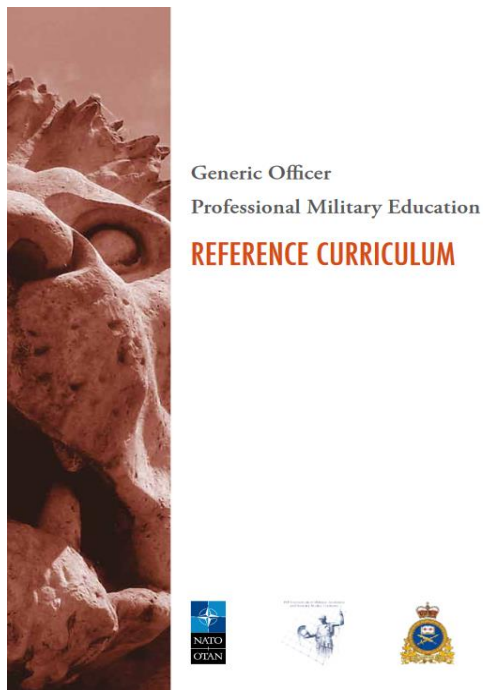NODEFIC HS

ADL CAAC

ADL PoC

ADLs Gender

ADL X-Cutting Topics

# Reference Curriculum

# What is Reference Curriculum?
# Why we need to produce Reference Curriculum and Instructional Material Bank?



Generic Officer
Professional Military Education
**REFERENCE CURRICULUM**

Non-Commissioned Officer
Professional Military Education
**REFERENCE CURRICULUM**

**Building Integrity**
Reference Curriculum - 2017

Integrity, Transparency and Accountability
in the Defence and Security Related Sector

**Good governance and Building Integrity
in the defence and security sector**

NATO Building Integrity Education and Training Discipline

# Reference Curriculum



**REFERENCE CURRICULUM**

NATO

Version 0.1 (November 2019)

## I. AIM OF THIS DOCUMENT

The aim of this document is to serve as a reference, a starting place, for organizations and individuals responsible for academic military education (PME) in NATO nations or partner countries looking to develop their national curriculum in this topic. The aim is to support Nations and enhance interoperability in NATO and with partners.

## II. HUMAN SECURITY

ADD

## III. STRUCTURE OF THIS CURRICULUM

Reference curriculum is intended to serve as blueprint on professional military education at masters' degree level (level 7 according to European Qualification Framework) for military officers and possible civilian students. Reference Curriculum is divided into Blocks, Modules and Lessons.

Each Block has an overall aim and description. Each Module has more detailed description, assessment options and some ideas and examples on how this module could also be integrated into existing military education. Each Lesson will have its own aim, learning outcomes, assessment ideas, learning activities/methods, required reading materials and supporting materials. Lessons are also supported by examples of instructional materials.

Reference Curriculum Layout

| Block 1 | Block 2 | Block 3 | Block 4 | Block 5 |
|---------|---------|---------|---------|---------|
| Module 1.1 | Module 2.1 | Module 3.1 | Module 4.1 | |
| Module 1.2 | Module 2.2 | Module 3.2 | Module 4.2 | |
| | Module 2.3 | Module 3.3 | Module 4.3 | |
| | Module 2.4 | Module 3.4 | Module 4.4 | |
| | | Module 3.5 | | |

## IV. USING THIS CURRICULUM

This curriculum has been developed by using NATO's Systems Approach to Training approach together with Backward design methodology and terminology. Therefore, curriculum is a roadmap to what learners should be able to do, know and produce after each and every lessons. It offers end-state learning outcomes with possible assessment tools and learning activities.

The focus in reference curriculum is to support the mind-set change by covering all the elements related to competence: knowledge, skills and attitude - the focus is not solely on the academic knowledge but also very much on the attitude part of competence. Therefore, transformative learning activities and instructional material examples are a core part of this reference curriculum.

The curriculum has been built around existing instructional materials - like ADLs and video-lessons - in order to support NATO nations and partner countries in harmonizing and enhancing their national education efforts with modern education methods and delivery techniques. But this curriculum also has alternative delivery methods to support all the different end-users.

It is assumed that institutions adopting reference curriculum will devote appropriate time and resources with team of both subject matter experts and pedagogical experts in order to tailor this for the national training audience in PME education at Masters' degree level. That might include adding national policies and guidelines, translating instructional materials to national languages and integrating these themes into existing courses in national curriculum.

## V. ADDITIONAL RESOURCES

There are several useful sources of information that reflect the different perspectives relevant to the topic and are therefore recommended to be followed by the end-users of this reference curriculum.

# Structure of the Curriculum

**Block 1:**
- **Human Security**
- Module 1.1: Introduction
- Module 1.2: Academic Debate

**Block 2:**
- **Military role**
- Module 2.1: Understand the Human Environment
- Module 2.2: Understand the Threats
- Module 2.3: Creating the Security
- Module 2.4: Assessment and Integration
  - **Topics to be linked to Block 2**
    - Human Trafficking
    - Resilience
    - Cyber/Internet and urbanization

- **Block 3:**
- **"Cross-Cutting Topics"**
- Module 3.1: POC
- Module 3.2: CAAC
- Module 3.3: CPP
- Module 3.4: WPS
- Module 3.5: BI
-
- **Block 4:**
- **Practical Application in NATO**
- Module 4.1: Best Practices
- Module 4.2: Tools
- Module 4.3: Actors
- Module 4.4: So what for NATO

# RC Work Plan

- Project Plan presentation early 2020
- Kick Off Workshop Spring 2020
- Individual work until end of Autumn 2020
- WSs as needed on late Autumn/Winter 2020-2021
- Final Product presentation 2021
- Pilot 2021 preparations


- Pilot course in January 2022 at FNDU

# Way Ahead

# Thank You!

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