

## Curriculum

|   |                              |                                   |                    |
|---|------------------------------|-----------------------------------|--------------------|
| To be reviewed by<br><i>February 2027</i> | Activity number<br><b>02</b> | <b>Training of Trainers (ToT)</b> | ECTS<br><b>1.5</b> |
|---|------------------------------|-----------------------------------|--------------------|

| CORRELATION WITH CTG / MTG TRAs | EQUIVALENCES |
|---------------------------------|--------------|
|                                 | N/A          |

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| <p><u>Target audience</u></p> <p>Participants can be experienced and unexperienced trainers from the civilian, police and military component, involved in learning related events in a national as well as international context.</p> <p>Priority is given to participants from EU Member States. However non-EU citizens as well as NATO staff are welcome.</p> | <p><u>Aim</u></p> <p>The main aim of this course is to enable participants to convey, respectively, transfer expertise and knowledge to their specific target group. As training is change and improvement, it has a long-term impact that last beyond the training itself when well executed</p> <p>This training focuses more on the “how” rather than on the “what” to teach or to train. By adopting key methodological skills, participants will be able to apply them flexibly across interchangeable contents. The program follows a practical approach and provides a comprehensive ‘toolbox’ of techniques and strategies. Every step of the development process is guided and supported, from formulating learning objectives to providing and receiving feedback, culminating in self-reflection.</p> |
| <p><u>Open to:</u></p> <ul style="list-style-type: none"> <li>▪ EU member States / Institutions</li> <li>▪ Third countries</li> <li>▪ Candidate countries</li> </ul>   |  |

| Learning Outcomes           |   |
|-----------------------------|---|
| Knowledge                   | <p>L01. Define training and the “Training Cycle”</p> <p>L02. Describe the characteristics of a good trainer</p> <p>L03. Differentiate between methodology, pedagogy and didactics</p> <p>L04. Explain how learning occurs and identify factors that influence individual learning processes.</p> <p>L05. Describe how learning and teaching are related</p> <p>L06. Apply effective communication processes in training scenarios to enhance learning outcomes.</p> <p>L07. Implement an outcome-based learning approach to design and deliver training sessions</p> <p>L08. Apply the principle of constructive alignment to create coherent and goal-oriented training activities.</p> <p>L09. Incorporate adult learning principles into the design and delivery of training sessions to effectively meet the needs of adult learners.</p> <p>L10. Adapt training methods to balance trainer-centred and trainee-centred approaches effectively.</p> <p>L011. Identify the advantages of cognitively activating methods in contrast to passive teaching approaches.</p> <p>L012. Recognize the importance of structured and constructive feedback for performance improvement</p> <p>L013. Explain self-awareness and external perception</p> <p>L014. Explain how culture and challenging environments might influence training</p> <p>L015. Explain the Kirkpatrick Model and its levels to understand the mechanisms influencing training evaluation</p> <p>LO 16: Identify key artificial intelligence (AI) tools that can assist educators.</p> <p>LO 17: Describe use cases for artificial intelligence (AI) in supporting educators</p> |
| Skills                      | <p>L018. Apply Bloom’s Taxonomy to develop SMART and meaningful learning objectives</p> <p>L019. Develop topic specific participatory teaching and learning methods</p> <p>L020. Draft a lesson plan</p> <p>L021. Apply feedback principles</p> <p>L022. Apply general visualization principles to effectively use media in training</p> <p>L023. Recognize essential principles for handling difficult classroom situations</p>  |
| Responsibility and autonomy | <p>L024. Demonstrate delivery competencies</p> <p>L025. Assess independently available resources for use in training</p>  |

### Evaluation and verification of learning outcomes

The course is evaluated according to the Kirkpatrick model, using *level 1 evaluation (based on participants' satisfaction with the course)*.

In order to complete the course, participants have to accomplish all learning objectives, which are evaluated based on their active contribution in the residential module, including their syndicate session/practical activities, as well as on their completion of the eLearning phases: course participants must finish the autonomous knowledge units (AKUs) and pass the tests (*mandatory*), scoring at least 80% in the incorporated test/quiz. The course director/lead instructor actively observes the process and participants fill in a feedback questionnaire at the end of the course.

There is no formal verification of the learning outcomes; proposed ECTS credits are based on participants' workload only.

### Course structure

| Main Topics   | Suggested Residential Working Hours + (hours required for individual learning, e-learning etc) | Suggested Contents  |
|---|--|---|
| 1. Key players in EEAS/CSDP and United Nations training environment | 1  | <ul style="list-style-type: none"><li>• Main actors, concepts and used terminology in civil crisis management respectively UN peacekeeping training</li><li>• Sharing of open sources and resources to enable participants to obtain necessary training material by themselves and attain independence as a trainer</li></ul>   |
| 2. Impact of Training   | 2  | <ul style="list-style-type: none"><li>• Definition of "what does training mean: chances, challenges and limits"</li><li>• What are the essential characteristics of a good trainer?</li><li>• KSA- approach in training (Knowledge-Skills-Attitude) and the training cycle</li><li>• The role of the trainer and why it matters (Hattie)</li></ul>  |
| 3. Learning how to learn  | 4 + (2)  | <ul style="list-style-type: none"><li>• Learning theories like experimental learning (Kolb) and different types of learners (VAK/VARK model, Fleming)</li><li>• Identify influencing soft factors in the learning process (i.e. importance of a safe learning environment, stress, classroom setting, group dynamics etc.)</li><li>• Basics on how memory functions (Atkinson/Shiffrin etc.)</li><li>• Connections between emotions and learning</li><li>• Impact of motivation (intrinsic and extrinsic) on learning</li></ul> |
| 4. Relation between learning and teaching                           | 2  | <ul style="list-style-type: none"><li>• Transfer acquired knowledge on how we learn best for use in training and education</li></ul>  |
| 5. Methodology and didactics in Use                                 | 2  | <ul style="list-style-type: none"><li>• Background, definitions and difference of methodology and didactics</li><li>• Differences between method and media</li><li>• Introduction to different learner- and teacher-directed methods</li></ul>  |
| 6. Adult learning principles (andragogy)                            | 2  | <ul style="list-style-type: none"><li>• Aspects and principles in adults' education (Knowles) for use in training</li></ul>   |
| 7. Learning objectives in training and education                    | 2  | <ul style="list-style-type: none"><li>• Background and benefit of outcome- based education</li></ul>  |

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|   |         | <ul style="list-style-type: none"> <li>Blooms Taxonomy – theory, practice and SMART (specific, measurable, achievable, relevant, time-bound) learning objectives</li> <li>Basics of the cognitive load theory (Sweller/Chandler) and its impact in formulating learning objectives (i.e. to avoid a cognitive overload)</li> <li>The principles of constructive alignment (Biggs)</li> </ul>   |
| 8. Presentation techniques and alternate media  | 2       | <ul style="list-style-type: none"> <li>Personal characteristics like body language (nonverbal aspects), use of the voice respectively intonation etc.</li> <li>Self- perception vs external perception, introduction of the JOHARI- window (Joseph Luft and Harry Ingham)</li> <li>Advantages, disadvantages and difficulties in using media, considering the most common ones (i.e. flip chart, pin-board, PowerPoint etc.)</li> <li>Leveraging AI for Image Generation and Presentation Design: Explore the use of AI-powered tools such as DALL-E 3 within ChatGPT for generating images to enhance presentations and visual materials.</li> <li>Investigate platforms like Gamma for streamlining the design process of visually appealing and impactful presentations.</li> </ul>   |
| 9. Preparation of a theoretical and practical teaching unit by using the BOPPPS Model | 8 + (4) | <ul style="list-style-type: none"> <li>Introduction to the BOPPPS-model for planning and conduction lessons and training sessions: B: Bridge- in; O: Learning Objectives; P: Pre- Assessment; P: Participatory Learning; P: Post Assessment; S: Summary</li> <li>“Out of the box”- ideas (i.e. training in- and outside the classroom, audience- response- systems, game-based learning etc.)</li> <li>Alternation of theoretical input and practical coaching phases</li> <li>Utilizing Generative AI for Lesson Planning and Preparation: Investigate the potential of generative AI models like ChatGPT, Gemini, and Claude to assist educators in various aspects of lesson planning and preparation. This could include generating ideas for lesson topics, creating outlines, developing engaging activities, and even drafting initial versions of assessment materials.</li> </ul> |
| 10. Feedback and self-reflection  | 2       | <ul style="list-style-type: none"> <li>Ways to improve as a trainer using rules for applying effective feedback and self-reflection methods as introduced by the Korthagen Reflection Cycle</li> <li>Apply effective feedback and relate to self-reflection methods in order to improve their teaching/training skills</li> </ul>  |
| 11. Practical delivery of a Teaching Unit   | 8       | <ul style="list-style-type: none"> <li>After the above mentioned preparation phase, participants put theory into practice. A 45 minutes training session will be simulated and held by all trainer teams (team-teaching)</li> <li>Taken the “Learning by doing” approach, participants will be given the opportunity to demonstrate their delivery competencies.</li> <li>After each lesson, participants receive a structured feedback from the group as well as from the trainers. Taken this approach, feedback rules will be applied. All sessions will be recorded and made available for the respective team.</li> </ul>   |

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| 12. Classroom management                 | 1               | <ul style="list-style-type: none"> <li>• Identify key soft factors in the learning process</li> <li>• How to create a safe learning environment</li> <li>• The effect of group dynamics in training</li> </ul>  |
| 13. Training in challenging environments | 2 + (2)         | <ul style="list-style-type: none"> <li>• Working in multi-cultural environments</li> <li>• Adapting to different organisational cultures (i.e. military, civilian and police)</li> <li>• How these diverse cultural and institutional specifics are influencing training</li> <li>• Technical issues (i.e. lack of electricity and climate) and their influence on the training process</li> <li>• Understand and identify strategies to effectively address challenging learning environments and unforeseen situations, including effective communication, de-escalation techniques, and group management.</li> <li>• How to successfully introduce new or cross-cutting issues to different audiences</li> </ul> |
| 14. Evaluation                           | 2               | <ul style="list-style-type: none"> <li>• The evaluation process as part of Korthagen's reflection-cycle</li> <li>• The four levels of evaluation according to Kirkpatrick will be addressed</li> </ul>  |
| <b>TOTAL</b>                             | <b>40 + (8)</b> |   |

| <u>Materials</u>   | <u>Additional information</u>   |
|--|---|
| <p>Relevant AKUs based on the agreement between Course Director and ESDC Training Manager</p> <p><u>Suggested mandatory E-Learning:</u><br/>AKU 21: Intercultural awareness</p> <p><u>Suggested recommended E-Learning on voluntary basis:</u></p> <ul style="list-style-type: none"> <li>- AKU 3 - Role of the EU institutions in the field of CSDP</li> <li>- AKU 9: The Security Implications of Climate Change and Environmental Degradation</li> <li>- AKU 11B - Gender aspects in missions and operations</li> <li>- AKU 55 – Strategic Compass</li> <li>- AKU 300 - Inter-cultural Competence in Civilian Crisis Management (ENTRi)</li> </ul> <p><u>Additional Learning Material:</u><br/>ESDC Handbooks<br/>UN Core Pre-deployment Training Materials (CPTM)<br/>How the EU works - The European Union explained<br/>The EU - What it is and what it does<br/>Gender balancing in CSDP missions<br/>CivOpsCdr Operational Guidelines for Monitoring, Mentoring and Advising in Civilian CSDP missions<br/>UN - A Practical Guide to Peacekeeping Training Evaluation<br/>Good Practice Guide on Writing Aims and Learning Outcomes, Queen Mary University/London<br/>EU Policy on Training for CSDP</p> | <p>In order to facilitate discussion between course participants and senior EU personnel, the <b>Chatham House Rule</b> is used during all residential Modules: "<i>participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed</i>".</p> <p>Pre-course questionnaire learning expectations and possible briefing topic from the specific area of expertise could be planned.</p> |