

Module 2



Lesson Design & Theories of Learning

Lesson at a Glance

Aim: To integrate the results of training needs assessments and audience analyses into course design and formulate effective learning objectives.

Relevance:

Writing well-constructed learning objectives is critical to training design, as it allows planners and facilitators to “begin with the end in mind”. By clearly establishing what learners are expected to know by the end of the training, facilitators are able to determine whether learning has occurred and whether the training was successful in meeting its goals.

This Module will also introduce three major theories of learning. Understanding how people learn is an important foundation to lesson design. The information in this Module will assist in lesson design and delivery, not only for this TOT, but also for participants' work as training facilitators more broadly.

Learning Objectives:

Learners will be able to:

- Integrate the results of TNAs and audience analyses into training design
- Write “SMART” learning objectives at multiple levels of complexity
- List key characteristics of major learning theories (behaviourist, social cognitive and constructivist) and be able to integrate these theories into lesson designs

Lesson Map

The Lesson	
Introduction	Slides 1-3
I. "SMART" Learning Objectives	Slides 4-5
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II. Writing Learning Objectives at Multiple Levels of Complexity	Slides 6-11
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Recommended duration: 4-5 hours



Starting the Lesson

As a bridge-in to this Module, briefly review the Training Cycle and training needs assessments (TNA) as discussed in Module 1.

What is the purpose of the TNA? (To identify gaps between current and desired competencies. It identifies knowledge, skills and/or mindsets needed to close this gap).

Thus, the TNA, along with the target audience analysis, serves as the starting point when designing a lesson plan or an entire training programme. At the design stage, you will focus on writing learning objectives and outcomes, developing lesson content and activities, incorporating evaluation elements and so on. All modules of the 5-day course will address these stages.

Introduce the following (using the Introductory Slides)

- Module topic
- Relevance
- Learning objectives
- Module overview

I. Writing “SMART” Learning Objectives

Slide 4

I. Writing “SMART” Learning Objectives

Writing clear learning objectives enables training to be designed with a clear end goal in mind.

S – Specific	• The objective should clearly state what the learner will be able to do by the end of the training.
M – Measurable	• It should be possible to measure whether the learner has achieved the objective.
A – Attainable	• The objective should be realistically attainable within the given time period.
R – Relevant	• The objective should be relevant to the needs of the target audience.
T – Time bound	• Clearly state the time in which the objective should be achieved.

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Key message: Training solutions must begin with a clear focus on the desired outcome. **Writing clear learning objectives enables training to be designed with a clear end goal in mind.**

When writing learning objectives, it is often helpful to use the acronym “SMART”:

S – Specific: the objective should clearly state what the learner will be able to do by the end of the training or session.

M – Measurable: it should be possible to measure whether/to what extent the learner has achieved the objective.

A – Attainable: the objective should be realistically attainable within the given time period.

R – Relevant: the objective should be relevant to the needs of the target audience.

T – Time bound: the time in which the objective will be achieved should be clearly stated.

Learning Activity 2.1

How “SMART” is the Learning Objective? (Slide 5)

METHOD

Small group work

PURPOSE

To practice identifying and writing “SMART” learning objectives

MATERIALS

Lists of sample learning objectives (see Annex A)

TIME

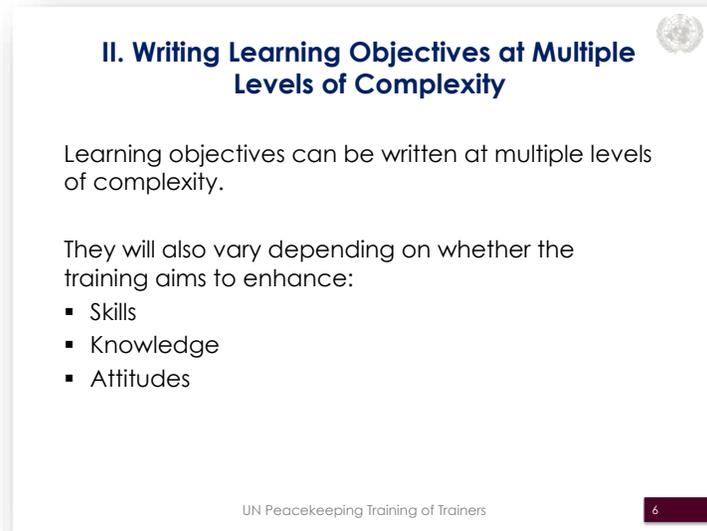
15 minutes

INSTRUCTIONS

- Divide participants into groups of 2-3; provide each participant with a handout of learning objectives (see Annex A)
- Participants will read through the learning objectives, identifying the extent to which each objective is “SMART”
- If the objective does not meet standards, participants should re-write the learning objective to make it “SMART”-er

II. Writing Learning Objectives at Multiple Levels of Complexity

Slide 6

A presentation slide with a white background and a dark blue border. The title is "II. Writing Learning Objectives at Multiple Levels of Complexity" in bold dark blue text, with a small circular logo to the right. Below the title, there are two paragraphs of text and a bulleted list. At the bottom, there is a footer with the text "UN Peacekeeping Training of Trainers" and a small dark red square containing the number "6".

II. Writing Learning Objectives at Multiple Levels of Complexity

Learning objectives can be written at multiple levels of complexity.

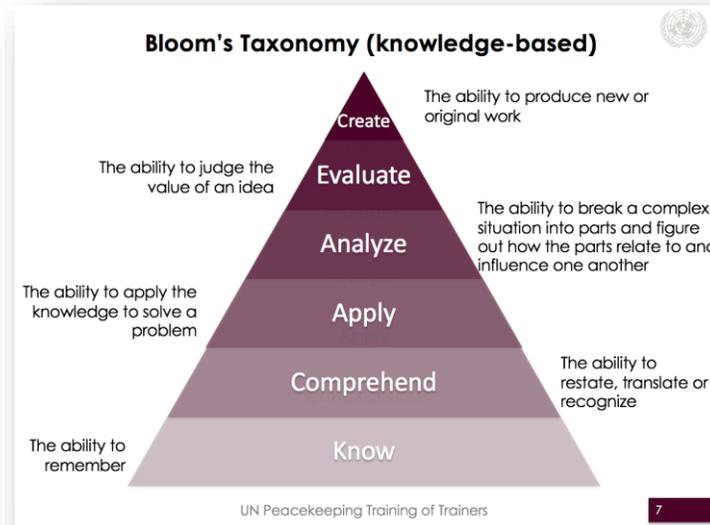
They will also vary depending on whether the training aims to enhance:

- Skills
- Knowledge
- Attitudes

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Key Message: Learning objectives can be written at various levels of complexity. They will also vary depending on whether the training aims to enhance skills, knowledge and/or attitudes.

Slide 7



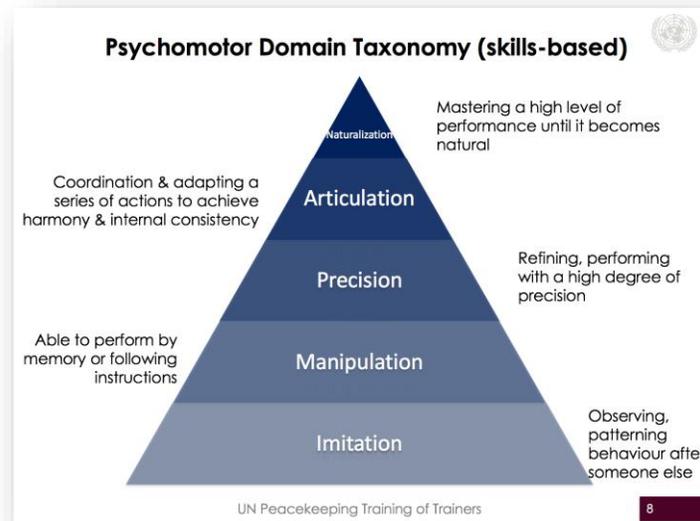
Key Message: Bloom's Taxonomy offers a useful framework when formulating learning objectives for **knowledge-based training**.

Bloom's Taxonomy is a classification tool that provides a hierarchical model of cognition and learning. This is a well-known tool, frequently used in teaching and learning environments. It comprises six levels of cognition:

1. **Know:** the ability to remember
Key verbs: identify, list, recite
2. **Comprehend:** the ability to restate, translate or recognize
Key verbs: describe, explain, summarize
3. **Apply:** the ability to apply the knowledge to solve a problem
Key verbs: apply, solve, predict, perform
4. **Analyze:** the ability to break a complex situation into parts and figure out how the parts relate to and influence one another
Key verbs: analyze, diagram, critique, classify
5. **Evaluate:** the ability to judge the value of an idea
Key verbs: determine, contrast, convince, evaluate
6. **Create:** the ability to produce new or original work
Key verbs: design, invent, create, generate, develop

This framework is hierarchical, meaning that learners must have a strong grasp of a subject at lower levels of cognition (e.g. knowledge, comprehension) before they will be able to operate at higher levels.

Slide 8



Key Message: Skills-based training relies on models known as “**psychomotor domain taxonomies**”. These models include physical movement, coordination and use of motor-skills.

Several different psychomotor domain taxonomies have been developed, with slight variation among them. One such model was developed by Dave (1975),¹ and includes the following:

1. **Imitation:** observing and patterning behaviour after someone else
Key verbs: copy, follow, mimic, repeat, replicate
2. **Manipulation:** able to perform certain actions by memory or following instructions
Key verbs: act, build, execute, perform

¹ Dave, R.H. (1970). Psychomotor levels in *Developing and Writing Behavioral Objectives*, pp.20-21. R.J. Armstrong, ed. Tucson, Arizona: Educational Innovators Press.

3. **Precision:** refining, becoming more exact; performing a skill with a high degree of precision

Key verbs: calibrate, demonstrate, master

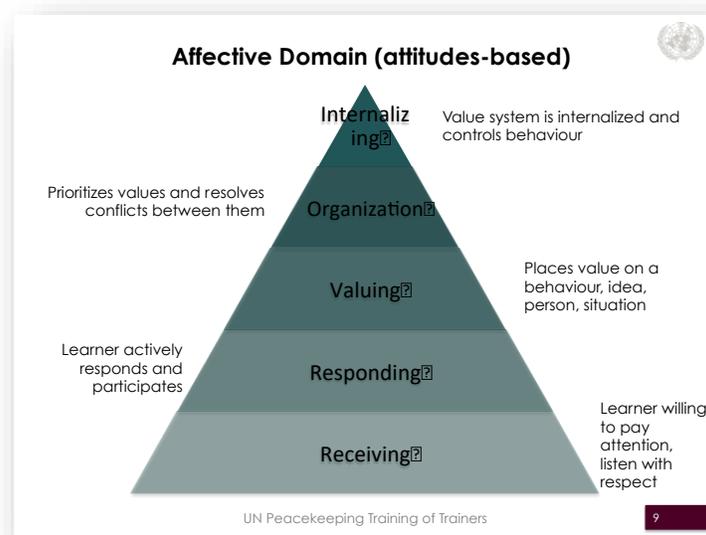
4. **Articulation:** coordination and adapting a series of actions to achieve harmony and internal consistency

Key verbs: adapt, construct, combine, formulate

5. **Naturalization:** mastering a high level performance until it becomes natural

Key verbs: create, design, develop, invent, manage

Slide 9



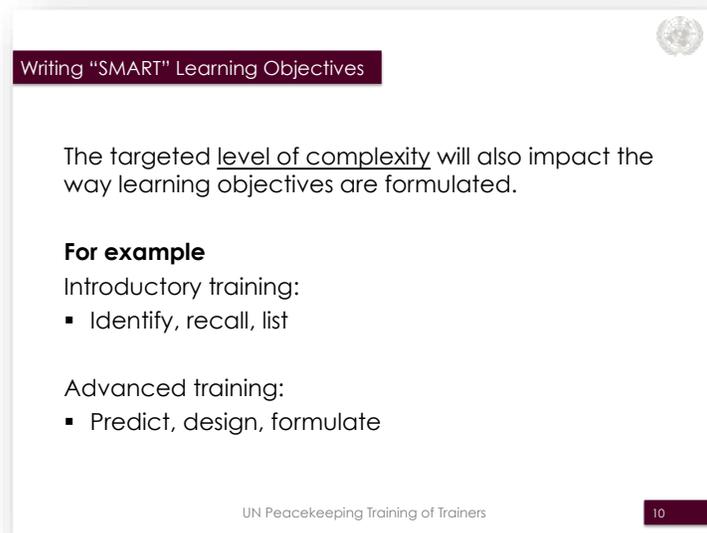
Key Message: Affective domain models are used as a basis for attitudes-based trainings.

The following is one model that can be used to measure the affective domain:²

² Created by Jeffrey Dalto with Convergence Training. Available at: <https://www.convergencetraining.com/blog/teaching-attitudes-the-affective-domain-of-learning-and-learning-objectives>. Accessed 23 March 2020.

1. **Receiving:** learner is willing to pay attention and listen with respect
Key verbs: asks, chooses, describes, follows, names
2. **Responding:** learner actively responds and participates
Key verbs: answers, assists, discusses, labels, performs
3. **Valuing:** places value on a behaviour, idea, person or situation
Key verbs: completes, demonstrates, justifies, selects, invites
4. **Organization:** prioritizes values and resolves conflicts between them
Key verbs: adheres, alters, defends, explains, integrates
5. **Internalizing:** value system is internalized and controls behaviour
Key verbs: acts, discriminates, influences, performs, solves

Slide 10



Writing "SMART" Learning Objectives

The targeted level of complexity will also impact the way learning objectives are formulated.

For example

Introductory training:

- Identify, recall, list

Advanced training:

- Predict, design, formulate

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Key Message: When designing a training it is important to be clear about the **targeted level of complexity**. This will impact the way learning objectives are formulated.

For example, when designing an introductory knowledge-based training, learners may be expected to *identify* or *recall* basic facts. Training aimed at higher levels of complexity may ask learners to *predict*, *design* or *formulate*.

Learning Activity 2.2

Writing Learning Objectives (Slide 11)

METHOD

Individual and small group work

PURPOSE

To practice writing learning objectives at multiple levels of complexity

MATERIALS

- Paper and pen
- Handouts with key verbs for learning objectives (see Annex B)
- Copy of the learning objectives from the lesson participants will be delivering at the end of the week
- Target audience list they were provided with in Module 1

TIME

30 minutes:

- Individual work: 20 minutes
- Peer review: 10 minutes

INSTRUCTIONS

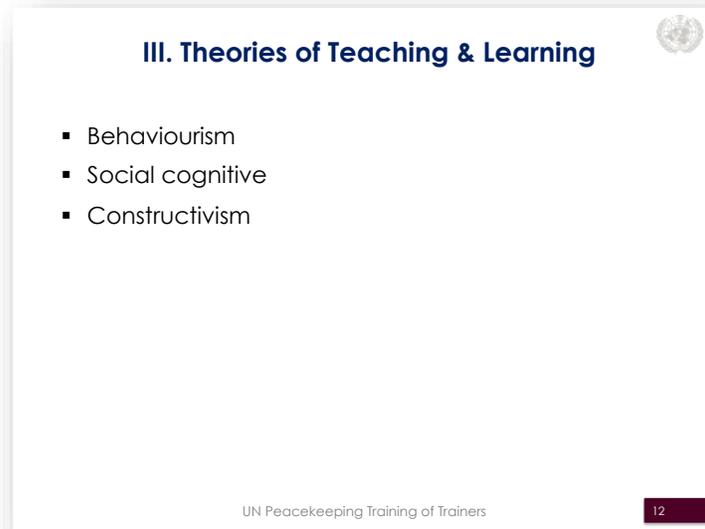
- Have participants read through the given learning objectives for the lesson they will be delivering at the end of the week.
- They will first identify the level of complexity of the learning objectives. Then, practice by re-writing each of these objectives at two different levels of complexity. For example, if the learning objective is currently written at the level of application, how could it be written at the level of knowledge or evaluation?
- Next, participants will write the learning objectives to meet the needs of the target audience they were provided in Module 1. This is the audience they will be targeting in their final performance evaluation at the end of the week. Based on the backgrounds and levels of experience, what would be the most appropriate level of complexity for their lesson? How can the objectives be formulated most appropriately for this target audience?

ASSESSMENT

- Peer assessment: once participants have finished drafting their objectives, they can share out in groups of 2-4. Participants should use feedback from peer evaluations to further refine their objectives. This also gives participants an opportunity to think critically about other participants' objectives.
- Formal written evaluation: participants will include the full list of learning objectives they have drafted in their written portfolios.
- In addition, they will choose learning objectives for the lesson they will present at the end of the week. These objectives will go on the lesson plan they write and should guide the way they plan and deliver their lesson.

III. Theories of Teaching & Learning

Slide 12

A presentation slide titled "III. Theories of Teaching & Learning" with a list of three theories: Behaviourism, Social cognitive, and Constructivism. The slide includes a UN logo in the top right, the text "UN Peacekeeping Training of Trainers" at the bottom, and the number "12" in a red box at the bottom right.

III. Theories of Teaching & Learning

- Behaviourism
- Social cognitive
- Constructivism

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This lesson will introduce three major theories of learning: behaviourism, social cognitive and constructivist. These theories will be introduced via three mini activities – one in each style of learning. Following the activities, the facilitator will debrief on the core tenets of each theory. Participants will discuss the pros and cons of each approach.

Learning Activity 2.3a

Behaviourist Learning Theory – Joint & Integrated Structures in UN Peace Operations (Slides 13-16)

METHOD

Behaviourist approach: lecture and fill-in-the-blank activity

PURPOSE

To demonstrate the behaviourist theory of learning

MATERIALS

- Material (slides and handout) for mini-lecture on joint and integrated structures in UN peace operations (Annex C)

TIME

15 minutes

INSTRUCTIONS

- Begin by giving a short lecture explaining the roles and responsibilities of joint and integrated structures within UN peace operations.
- Give handout to participants. They will be instructed to complete a fill-in-the-blank exercise, in which they will try to match each structure with the corresponding description.
- Before participants begin, instruct them that everyone who gets at least 5/6 correct will be allowed to leave for the next coffee break 5 minutes early. Those who get 4/6 correct will leave on time. Those who get fewer than 4/6 correct will have to stay in the room during the coffee break to study the content.
- Once participants have finished the matching activity, they will trade papers with a partner who will grade their responses. The facilitator should provide the correct answers for grading. The grade will be written on the top of their paper.
- Facilitator will note that a follow-up test will be given the next day to ensure retention (hypothetical only – this will not actually take place within this TOT).
- To emphasize the behaviorist approach, ask if anyone in the room got all answers correct. Write their names on the board to formally praise their good performance.

Learning Activity 2.3

Social Cognitive Learning Theory – Interviewing Techniques for Military Observers (Slides 17-21)

METHOD

Social cognitive approach: interviewing techniques

PURPOSE

To demonstrate the social cognitive theory of learning

MATERIALS

- Slides/materials for mini lesson on interviewing techniques (Annex D)

TIME

25 minutes

- Lecture/demonstration: 10 minutes
- Group demonstrations: 15 minutes

INSTRUCTIONS

- Begin by giving a short lesson on do's and don'ts of conducting interviews, based on the 2019 STM for Military Observers, Lesson 3.4 on Interviewing Techniques.
- This will be followed by a demonstration (see Annex D for the scenario for demonstration)
- Facilitator will ask for a participant to volunteer to come up for the mock interview. The facilitator will demonstrate proper interviewing techniques, as laid out in the lesson.
- Now, participants will break up into groups to practice. They will take turns conducting interviews, while the training facilitators circulate and give feedback. The facilitator(s) should provide verbal praise and constructive criticism in order to reinforce good performances.

Learning Activity 2.3c

Constructivist Theory – Community-Based Policing (Slide 22)

METHOD

Constructivist learning approach: case study

PURPOSE

To demonstrate the constructivist theory of learning

MATERIALS

- Copies of case study for participants (Annex E)

TIME

25 minutes

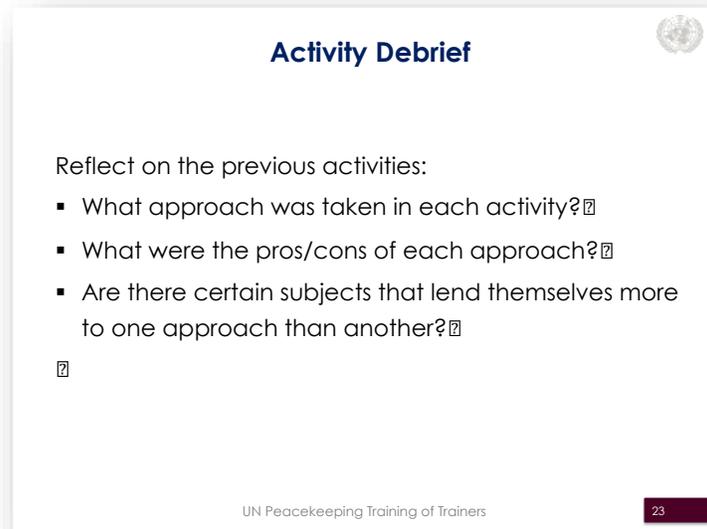
- Group work: 15 minutes
- Sharing out: 10 minutes

INSTRUCTIONS

- To demonstrate constructivist theory, participants will engage in a case study exercise. Unlike the prior activities, this will not begin with a demonstration. Rather, participants will be asked to draw on their own knowledge and experiences to construct new knowledge and thinking about community-based policing (depending on the target group of participants, another case study may be used as appropriate).
- Hand out copies of the case study to participants. Working in small groups, participants should discuss and brainstorm the best course of action.
- After the groups have discussed, the facilitator will ask participants to share. The facilitator should use the debrief session to clarify and reinforce key points. Encourage participants to reflect on their experiences and the ideas shared by everyone in the room. While some direct instruction may be provided, participants' own ideas and experiences should drive the conversation.

Activity debrief

Slide 23



The slide is titled "Activity Debrief" and features a small globe icon in the top right corner. The main content is a list of reflection questions. At the bottom, it includes the text "UN Peacekeeping Training of Trainers" and a small red box with the number "23".

Activity Debrief

Reflect on the previous activities:

- What approach was taken in each activity?
- What were the pros/cons of each approach?
- Are there certain subjects that lend themselves more to one approach than another?

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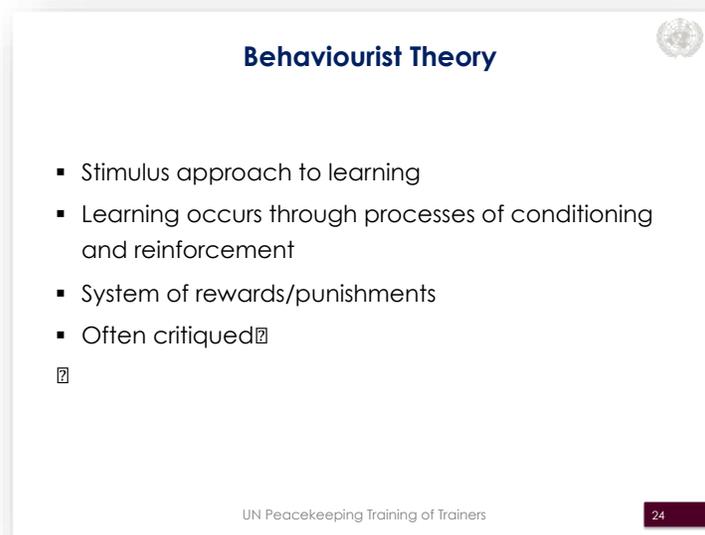
Before providing an overview of each learning theory, lead a time of reflection:

- What approach was taken in each activity?
- What were the pros/cons of each approach?
- Are there certain subjects that lend themselves more to one approach than another?



Other learning theories exist in addition to the ones illustrated in this lesson. Encourage participants to learn more about theories of learning and to be mindful about integrating such theories into their training design and delivery.

Slide 24



The slide is titled "Behaviourist Theory" in blue text at the top center. In the top right corner, there is a small circular logo. The main content is a bulleted list with four items: "Stimulus approach to learning", "Learning occurs through processes of conditioning and reinforcement", "System of rewards/punishments", and "Often critiqued". Below the list is a small square icon. At the bottom of the slide, the text "UN Peacekeeping Training of Trainers" is on the left and the number "24" is on the right, both in white text on a dark red background.

Behaviourist Theory

- Stimulus approach to learning
- Learning occurs through processes of conditioning and reinforcement
- System of rewards/punishments
- Often critiqued

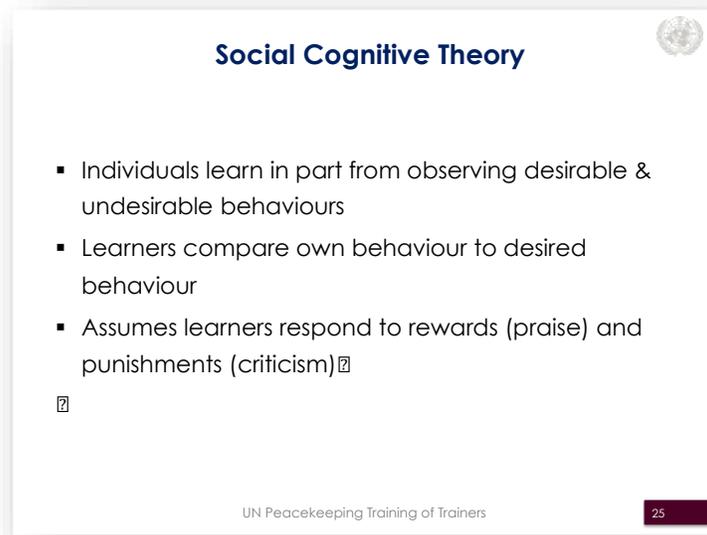
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Key Message: Behaviourist theory is centred on a **stimulus response approach to learning**. It posits that all learning occurs through processes of conditioning, reinforcement and **systems of rewards and punishments**.

In the behaviourist approach, the learner is passive and a blank slate. They respond to the external environment (punishments and rewards).

Though this approach is widely critiqued, it may be considered useful for teaching some concepts in which there is a clear right or wrong answer, for drills or rote work or for establishing rules of behaviour.

Slide 25



The slide is titled "Social Cognitive Theory" in blue text at the top center. In the top right corner, there is a small circular logo. The main content consists of three bullet points, each preceded by a square symbol. The first bullet point states that individuals learn from observing both desirable and undesirable behaviors. The second bullet point states that learners compare their own behavior to a desired behavior. The third bullet point states that learners respond to rewards (praise) and punishments (criticism). Below the bullet points is a small square icon. At the bottom of the slide, the text "UN Peacekeeping Training of Trainers" is on the left and the number "25" is on the right, both in white text on a dark red background.

Social Cognitive Theory

- Individuals learn in part from observing desirable & undesirable behaviours
- Learners compare own behaviour to desired behaviour
- Assumes learners respond to rewards (praise) and punishments (criticism)☒

☒

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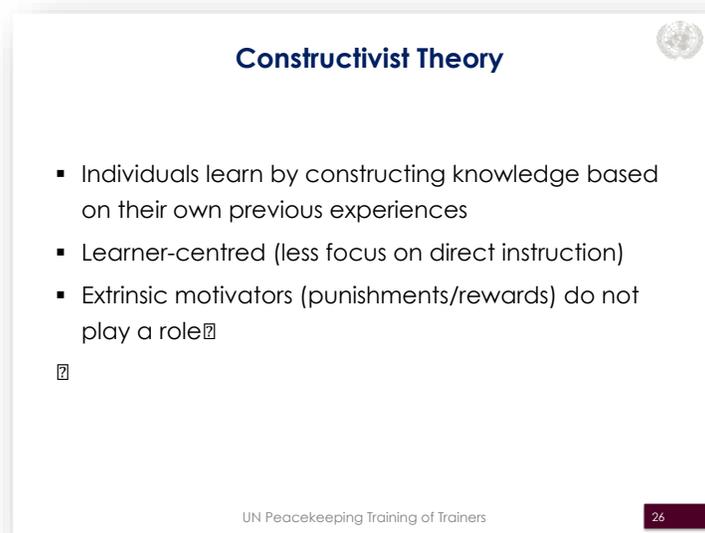
Key Message: Social cognitive theory is grounded in observation and modeling. It is based on the assumption that individuals learn, in part, by observing both desirable and undesirable behaviours and by applying them to their own environment.

In this activity, participants observed a model (the facilitator) demonstrating the desired skill or behaviour before having a chance to practice and receive feedback. Through a process of observation and practice, the learner will compare their own behaviour to that of the demonstration, aiming for mastery of the desired skill/behaviour.

Models can be live demonstrations (as used in the activity above), instructional videos or verbal descriptions. Modeling need not entail acting something out.

Similar to behavioural theory, social cognitive theory assumes that learners respond to rewards or punishments in their motivation to learn. This includes verbal praise or constructive criticism given by the facilitator.

Slide 26



The slide is titled "Constructivist Theory" in blue text at the top center. It features a small circular logo in the top right corner. The main content is a bulleted list with three items. The first item is "Individuals learn by constructing knowledge based on their own previous experiences". The second item is "Learner-centred (less focus on direct instruction)". The third item is "Extrinsic motivators (punishments/rewards) do not play a role". Below the list is a small square icon with a question mark. At the bottom of the slide, the text "UN Peacekeeping Training of Trainers" is on the left and the number "26" is on the right, both in a dark red box.

Constructivist Theory

- Individuals learn by constructing knowledge based on their own previous experiences
- Learner-centred (less focus on direct instruction)
- Extrinsic motivators (punishments/rewards) do not play a role

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Key Message: Constructivist learning theory assumes that individuals learn by constructing their own knowledge and beliefs based on previous experiences. It is **learner-centred rather than teacher-centred**.

In this model, the teacher plays the role of facilitator, rather than providing direct instruction to participants (though some direct instruction may be incorporated). Participants are asked to build on top of prior knowledge to develop new ideas and ways of thinking or understanding. Thus, in this approach, participants are more active throughout the learning process.

Extrinsic motivators (punishments and rewards) do not play a role in this approach.



Take time to review the adult learning principles introduced in Module 1 (Slide 27). Where is there overlap between adult learning principles and the theories of learning discussed above? (E.g., learning by doing, active involvement, drawing on previous life experiences, etc.)

Adult learning principles – adult learners are/have:

- **Autonomous and self-directed:** they should be free to direct themselves and learn by doing. Facilitators must actively involve participants in the learning process, guiding them through rather than supplying them with facts.
- **Accumulated a foundation of life experiences and knowledge:** learning is most effective when connected to this knowledge or experience base.
- **Goal oriented:** learners usually know what goals they want to achieve when attending a training. Facilitators should show participants how this particular training will help them achieve their goals.
- **Relevancy-oriented:** they must see a reason for learning something. The training content should be applicable to their work and responsibilities to be of value to them.
- **Practical:** Facilitators should tell participants explicitly how the lesson will be useful to them on the job. They may not be interested in knowledge for its own sake.

“SMART” learning objectives

- Learning objectives help facilitators begin with the end in mind
- Learning objectives should be specific, measurable, attainable, relevant and time bound

Writing learning objectives at multiple levels of complexity

- When designing a training, it is important to be clear about the targeted level of complexity
- Cognitive, psychomotor and affective domain taxonomies provide hierarchical models useful for developing learning objectives at multiple levels of complexity

Theories of teaching and learning

- Behaviourist theory is centred on a stimulus approach to learning; learning occurs through processes of conditioning, reinforcement and systems of rewards and punishments
- Social cognitive theory is grounded in observation and modeling. It is based on the assumption that individuals learn, in part, by observing both desirable and undesirable behaviours
- Constructivist learning theory assumes that individuals learn by constructing their own knowledge and beliefs based on previous experiences; it is learner-centred

Annex A: Activity 2.1 – SMART Learning Objectives

Participants will read through the following learning objectives and assess the extent to which they are “SMART”. Objectives from the list that are weak in one respect or another should be re-written by participants to make them “SMART”-er.

1. Participants will demonstrate good practices for community-based policing
2. Participants will be able to apply the ‘do no harm’ principle to peacekeepers’ impact on the environment
3. By the end of the training programme, participants will be able to identify various protection actors in peace operations, including roles and responsibilities
4. Describe peacebuilding activities that may be undertaken in a peace operation
5. At the end of this training module, participants will be able identify the 5 out of the 6 steps in the training cycle
6. Participants will be able to design and implement a level 3 training evaluation
7. By the end of the training programme, learners will utilize best practices in training design and delivery
8. Explain the different impact that conflict has on women, men, boys and girls
9. Participants will be able to integrate gender mainstreaming on various mandated tasks
10. Learners will be able to recount the principles of adult learning and implement them into lesson design and delivery
11. Demonstrate knowledge of human rights regulations on the use of force, via a series of hypothetical scenarios
12. Upon completion of this lesson, participants will be able to list five of the six ways learning aids can improve your presentation

Annex B: Activity 2.2 – Key Verbs for Writing Learning Objectives

Knowledge-Based Training

Know	Comprehend	Apply	Analyze	Evaluate	Create
Copy	Arrange	Apply	Analyze	Appraise	Calculate
Define	Categorize	Calculate	Break down	Assess	Change
Describe	Chart	Change	Classify	Argue	Combine
Find	Compile	Construct	Combine	Compare	Compose
Identify	Convert	Demonstrate	Compare	Conclude	Constitute
Indicate	Defend	Develop	Contrast	Contrast	Create
List	Determine	Employ	Critique	Critique	Derive
Match	Explain	Generalize	Defend	Decide	Discover
Name	Formulate	Manipulate	Detect	Discriminate	Document
Order	Generalize	Operate	Formulate	Explain	Explain
Outline	Illustrate	Organize	Generate	Interpret	Generate
Recall	Organize	Predict	Illustrate	Justify	Modify
Recite	Predict	Prepare	Outline	Recommend	Originate
Select	Prepare	Restructure	Paraphrase	Relate	Rearrange
State	Summarize	Show	Plan	Summarize	Specify
Underline	Update	Solve	Structure	Validate	Synthesize

Skills-Based Training

Imitation	Manipulation	Precision	Articulation	Naturalization
Copy	Act	Assemble	Adapt	Adapt
Follow	Build	Calibrate	Construct	Alter
Mimic	Execute	Construct	Combine	Change
Repeat	Move	Demonstrate	Customize	Compose
Replicate	Perform	Master	Formulate	Create
Reproduce	React	Organize	Modify	Design
Trace	Respond	Perfect		Develop
	Show	Sketch		Invent
				Manage
				Reorganize

Attitudes-Based Training

Receive	Respond	Value	Organize	Internalize
Ask	Answer	Complete	Adhere	Act
Choose	Assist	Demonstrate	Alter	Discriminate
Describe	Comply	Differentiate	Arrange	Influence
Follow	Conform	Explain	Combine	Listen
Give	Discuss	Form	Compare	Modify
Hold	Help	Invite	Complete	Perform
Identify	Label	Join	Defend	Practice
Locate	Perform	Justify	Formulate	Propose
Name	Practice	Propose	Generalize	Qualify
Reply	Present	Report	Integrate	Question
Select	Report	Select	Modify	Revise
Use	Select	Share	Synthesize	Verify

Annex C: Activity 2.3a – Behaviourist Learning Theory – Joint & Integrated Structures in UN Peace Operations (based on material from the CPTM)

Below is the content for the mini-lesson on joint and integrated structures in UN peace operations, as well as the worksheet participants will complete after the mini-lesson. Answer key: 1. JOC, 2. IMTC, 3. MSC, 4. JOC/JMAC, 5. JMAC, 6. ISS

Joint and integrated structures in peace operations

Joint and integrated structures ensure good coordination and use of resources.

For support work, all missions have **Integrated Support Services (ISS)** and a **Mission Support Centre (MSC)**.

- **ISS** gives logistics support to all mission components. It controls all logistical resources in a mission. This includes UN-owned, commercially contracted and military logistics or enabling units. Examples are construction and maintenance engineering, medical, movements control, supply and transport.
- **The Mission Support Centre (MSC)** is a single point of coordination for all logistics support in a mission area. A single point of coordination is necessary for all mission components and other UN and non-UN entities involved in logistics support.

To implement its mandate, a peacekeeping mission needs to have good understanding of events, trends and patterns of incidents. **The Joint Operations Centre (JOC) and the Joint Mission Analysis Centre (JMAC)** integrate information from different sources into clear reports.

- The JOC and the JMAC are integrated structures. They have civilian, military and police personnel.
- These two distinct services complement each another. The JOC has central importance because JMAC success builds on JOC success. Wherever possible, JOCs and JMACs co-locate.

Joint Operations Centre (JOC)

- The JOC is the mission's information hub.

- **The JOC consolidates information about developments.** Information comes from components across the mission and the UNCT.
- **The JOC consolidates information daily. Information is used to a) update mission leadership, b) update the mission and c) report to UN Headquarters.**
- A civilian usually heads the JOC.

Joint Mission Analysis Centre (JMAC)

- **The JMAC analyzes and anticipates threats, risks and patterns of incidents to inform medium- and long-term decision-making by mission leadership.**
- The JMAC contextualizes information. Its contribution is deeper understanding to inform decision-making by senior leadership.
- The JMAC assists the Head of Mission to produce medium- and long-term analysis using information from different sources. The focus is on threats to mandate implementation.

The Integrated Mission Training Centre (IMTC) is responsible for providing training services to the mission's peacekeeping personnel (civilian, police and military) and the UN Country Team, where applicable.

Activity 2.3a – Behaviourist Learning Theory – Joint & Integrated Structures in UN Peace Operations – Worksheet

Fill in the blank with the appropriate joint or integrated structure (each structure may be used more than once): ISS, MSC, JOC, JMAC, IMTC

1. Consolidates information from across the mission and UNCT to update mission and report to UNHQ _____
2. Responsible for providing training services to mission peacekeeping personnel _____
3. Single point of coordination for all logistics support in a mission area _____
4. Because of their complementary functions, these two structures co-locate whenever possible _____
5. Analyzes threats to inform decision-making by mission leadership _____
6. Gives logistics support to all mission components and controls logistical resources in a mission _____

Annex D: Activity 2.3b - Social Cognitive Learning Theory – Interviewing Techniques for Military Observers

Mini-lesson on do's and don'ts interviewing techniques (taken from 2019 STM for Military Observers)

When conducting interviews, keep in mind the following dos and don'ts.

Dos:

- Show respect to the individual being interviewed
- Speak slowly
- Get them talking
- Get the facts of what happened
- Confirm your understanding
- Ask one question at a time
- Keep the questions simple
- Restate the answers
- Record all data
- Summarize the information at the end of the interview

Don'ts:

- Sit on the edge of the chair
- Fidget
- Waste time
- Hurry the interviewee
- Use leading questions
- Use "I"
- Be patronizing
- Be antagonistic
- Set traps
- Make promises

Scenario for demonstration: You are working as a Military Observer in a UN peace operation. You are conducting a patrol and happen upon a group of civilians who are in distress because of a recent event. They claim they were victims of an attack by a local rebel group, in which several young men from their community were abducted. In order to investigate the situation, you will be interviewing several witnesses from the local community.

Annex E: Activity 2.3c - Constructivist Theory – Community-Based Policing

(based on STM on Community-Based Policing)

Scenario: The Carana police service is divided into the Carana National Police (CNP) and Gendarmerie. CNP are located in population centres and are controlled by the provincial administration. The Gendarmerie is part of the Ministry of Interior, maintains the police presence in rural areas and is responsible for border security. However, in recent years the Gendarmerie was used more often to suppress opposition political groups than for rural security or border control. In addition, Carana Defence Force units often exercise police tasks, representing government power in the internal security role.

In recent years, CNP and Gendarmerie have suffered a critical shortage of qualified personnel, logistical and financial resources and training. In addition, they have been plagued by heavy politicization, corruption and mismanagement. Police presence in Carana is very low. The estimated number for CNP and Gendarmerie officers amounts to 10,000 officers, or one officer for every 1,400 citizens. Out of this number, only 5 per cent are female officers.

Crime rates are high, particularly in population centres, and there are numerous reports of abuses perpetrated by the police service. This inefficiency and erosion of professional standards has led to a widespread loss of credibility in the eyes of the population.

There are problems with Internally Displaced People (IDPs). The IDPs are mostly women and children, and many of these women are being abused by local youths. Several reports have been made to the CNP but actions have not been taken.

Discuss: working in groups, participants should discuss and suggest the best Community Based Policing course of action.

Suggested responses:

- Joint patrol with CNP/Gendarmerie
- Education and information flow
- Open avenues for report and assistance

- Meet with all stakeholders, victims, etc. in order to build confidence and trust
- Talk to IDPs on one-to-one basis depending on the cultural parameters of the context
- Be polite, responsive and show empathy
- Provide security to victims and provide first aid where applicable
- Facilitate processes of counselling and medical services
- Ensure all stakeholders who should make the system work should be up to their task
- Establish referral systems to put victims in touch with organizations that provide community services.