



PROBLEMS OF CRIMES AGAINST HUMANITY AND TOOLS FOR DEVELOPMENT OF OFFICER'S SKILLS ON CONFLICT PREVENTION MISSIONS. GAP- GAMING FOR PEACE PROJECT

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Abstract

We are living in very diverse world. We meet a lot of people from different cultures and religions in our private life and on duty. The world is becoming more and more biased and radicalized. Gaming for Peace (GAP project) is a project funded through the European Commission Horizon 2020 Security programme. GAP is developing a new curriculum in soft skills for instance communication, cooperation, empathy and understanding and gender awareness and cultural competency for personnel deployed in peacekeeping missions.

INTRODUCTION

The tragedy of our times is that new international and national conflicts are still breaking out in spite of close international cooperation of countries. And despite of the high involvement of United Nations, European Union, Council of Europe and other international organisations the world is becoming more and more biased and radicalized. Modern man must also cope many challenges associated with difficult situations resulting from national and international conflicts including the most serious type of crimes – the crimes against humans and humanity. Conflict areas are especially in the most exposed to a high crime rate, acts of terrorism and crimes against humanity.

Especially law enforcement officers who serve on peacebuilding, peacekeeping or conflict prevention missions have to be good educated and prepared for any situations met on mission. Traditional training must be enhanced by soft skills training. Law enforcement officers should work well with others and achieve their goals with respect of human rights and ethics. Project *Gaming for Peace GAP* can be very helpful in training of soft skills in education for law enforcement missions. The presentation concerns description an idea of this project and its results.

PURPOSE

GAP is developing a new curriculum in soft skills e.g.: communication, cooperation, empathy and understanding of the position and priorities of personnel from different countries and organizations and understanding the roles of gender awareness and cultural competency. Police officers, soldiers, NGO staff generally speaking - personnel deployed in peacekeeping missions should be good prepared not only in the area of their professional tasks but also in the area of communication and understanding of the environment in which their acts.

The project collected deployment experiences from relevant civilian and military informants in Europe. These were used to develop a training game, to be used by those being deployed in Conflict Prevention & Peace Building (CPPB) roles. GAP volunteers were sourced from police, military and other relevant people with experience in CPPB

This curriculum was embedded in an immersive role-playing game with standardized metrics to measure learning outcomes. To ensure relevance for endusers, GAP was interviewing 168 personnel from enduser partners: 124 male and 44 female, 101 military (60%), 51 police (30%), 16 civilian (10%). This helped to identify best practices from stakeholder and end-user perspectives and requirements. Each interview took approximately two hours of discuss and answering for questions. Through these interviews, the researcher collected the experiences of police personnel who were deployed in Conflict Prevention and Peacebuilding (CPPB) missions and/or crisis management and peace operations. These experiences were used to develop the scenarios for a role playing game and the game will be used for training personnel for deployment in current or future CPPB missions.

Personnel deployed on Conflict Prevention and Peace Building (CPPB) missions, have to be equipped with the skills and knowledge to perform successfully from the start of their tour of duty. As was mentioned before within the training was emphasised the soft skills of communication and cooperation, empathy and understanding of the position and priorities of personnel in other organizations and roles in the field, and in gender awareness and cultural competency as a one of the most important factor of proper communication.

The EU has been involved in 34 CPPB missions in three continents since 2003, deploying 150,000 personnel from militaries, police, civilian and non-governmental organizations.

CPPB missions are diverse in terms of the range of organizations deployed and the local contexts. Therefore, the interviews were structured around such themes, with the interviewee being prompted to draw on their personal experiences and use examples to illustrate their points.

More over the trend in number and scale of missions is moving upwards, and the problems underlying these missions are becoming more complex and challenging for the EU to respond to strategically and operationally. Training large numbers of personnel from different organizations and nations is an enormous challenge, in terms of logistics and cost.

Using of modern educational device will help to achieve better skills of personnel for conflict prevention and peace keeping missions and their missions will be more efficient and effective and training before the mission may be more effective and cheaper.

On the beginning of the work the project's team had to establish to main problems:

- coordination between various organisations, including peace building stakeholders, policy makers and other international research projects past and current, to conduct

a rigorous assessment of current knowledge and existing training related to conflict prevention and peace building in order to capture current best practice.

- - identification of training needs, to develop an innovative base curriculum and tool for delivery and further development of that base curriculum through the design and play of a multiple player role playing game.

Through broad consultation and review of relevant documentation current gaps were identified in training for the soft skills needed to perform successfully in multicultural EU missions which manifest diverse understanding of operations, gender and culture. the project team determined that the best tool to improve the training would be a multiple player role playing game. It will be an efficient and effective means of developing and delivering a curriculum in those skills. What's more, this game will bring additional benefits:

- no limit on the number of personnel who can be trained.
- the game can be customized at low cost by different stakeholders.

Consortium of GAP

the consortium consists of many European entities, mostly universities and academies, and representatives of public administration:

Partner No. 1 – Trinity College Dublin, Ireland (The coordinator of the project)

Trinity College Dublin is Ireland's leading university (QS World University Ranking, THE World University Ranking, Academic Ranking of World Universities (Shanghai)). It is ranked at 71 in the World and 25 in Europe in the 2014 QS World University Ranking across all indicators. TCD is ranked in the top 100 universities in the world in 14 subject areas including Computer Science and Information Systems and Psychology.

Partner No. 2 – Future Analytics Consulting

Future Analytics Consulting (FAC) is an innovative, multidisciplinary SME which specialises in the areas of spatial planning, research and development, economic and socio-economic analysis. Founded in 2010, and benefitting from the extensive academic and commercial experience of its senior personnel, FAC has gone from strength to strength in the intervening period. Currently employing a multidisciplinary staff of 23, FAC continues to grow, expanding both its corporate expertise and its service offering.

Partner No. 3 – Haunted Planet Studios Ltd.

Haunted Planet Studios is a Limited company registered in Ireland (reg no. 482259). The company specialises in real-world role-playing games with a strong narrative component and has a track record in innovative Serious Games for cultural heritage. Haunted Planet Studios has four staff members and has published four serious games based on its proprietary game engine so far

Partner No. 4 - Edward M Kennedy Institute for Conflict Intervention, National University of Ireland Maynooth, Ireland

Edward M Kennedy Institute for Conflict Intervention Ireland is a constitution part of Maynooth, University, Ireland. The Institute is largely funded through a grant from the Irish Government and the National University of Ireland. It has a high level of engagement with the

International community, including key practitioners and organisations active in the practice of conflict intervention.

Partner No. 5 – University of Ulster

Ulster is a university with a national and international reputation for excellence, innovation and regional engagement. We make a major contribution to the economic, social and cultural development of Northern Ireland and play a key role in attracting inward investment

Partner No. 6 – Police Service of Northern Ireland (PSNI)

The Police Service of Northern Ireland (PSNI) is the Law Enforcement Agency (LEA) in Northern Ireland with responsibility for policing and security. Established in 2001, it replaced the RUC GC as part of the overall Belfast peace agreement implementation.

Partner No. 7 – UpSkill Enterprise

UpSkill Enterprise Ltd brings together a dedicated team of learning and development specialists who have experience of working with a range of high profile clients on challenging assignments in the global market. Cofounded in Northern Ireland and England with access to an international team of associates, UpSkill prides itself on developing and implementing innovative and creative practical solutions and strategies for advancements in learning and development and professionalising workforce.

Partner No. 8 – Laurea University of Applied Sciences

Laurea University of Applied Science (Greater Helsinki region, Finland) is a research- and development-oriented UAS that focuses on service innovations, which produces high-quality professional competence. Laurea employs approximately 500 personnel and has about 8 000 students, of which 1 200 study in the adult education programmes (Master Degrees).

Partner No. 9 – Finnish Defence Forces International Centre

The National Defence University is a governmental institution part of Finnish Defence Forces, that is responsible for educating the future leaders of Finland's armed forces. Research at the NDU serves the purpose of developing military science as an academic field and responds to the three main tasks of the Finnish Defence Forces: a) National defence, b) Cooperation with other government authorities and c) International cooperation.

Partner No. 10 - National Defence University Warsaw

National Defence University is a public academic institution subordinate both to the Ministry of Defence and the Ministry of Science. It provides interdisciplinary education in the field of widely understood security and defence to both civilian and military students, along with serving as an expert body to a variety of security and defence institutions of the Republic of Poland. The University is the alma mater of Polish commanding and staff officers and civilian experts in national and international security matters.

Partner No. 11 - Enquirya

Enquirya is a SME located in Amstelveen (Netherlands), specialised in international evaluation, assessment and quality assurance in the field of security, civilian crisis management and civil

protection. Its mission is to support EU institutions, NATO and national organisations to deliver effective governance, strengthen their learning capacity and increasing the effectiveness of their capabilities.

Partner No. 12 - Police Academy in Szczytno

Police Academy in Szczytno is a public institution of higher education—a university of state services, within the meaning of the Act of 27 July 2005—Law on Higher Education (Journal of Laws No. 164, item 1365), supervised by the Ministry of the Interior, as well as a Police organizational unit within the meaning of the Act of 6 April 1990 on the Police. For several years, it has been a major educational and scientific centre of the Police.

Partner No. 13 - Bulgaria Defence Institute (BDI) “Professor Tsvetan Lazarov”

The Bulgarian Defence Institute “Professor Tsvetan Lazarov” is the main scientific research, experimental, engineering and expert structure of the Ministry of Defence of the Republic of Bulgaria. It performs nearly all of the Armed Forces’ basic and applied research and technology development.

Partner No. 14 – Portuguese State Police (PSP)

The Public Security Police is a security force, uniformed and armed, with the nature of public service and endowed with administrative autonomy.

The mission is to defend the democratic legality, ensuring internal security and the rights of citizen s” (Constitution) “(...) *It is a police placed at the service of democracy and citizens (..)*

Partner No. 15 – Irish Defense Forces are the military of Ireland. They encompass the Army, Air Corps, Naval Service and Reserve Defence Forces.

The project team is completed by: Expert Advisory Board, End users Advisory Board and GAP Ethics Committee. Expert Ethics Committee ensuring the ethical treatment of peacekeepers participating in interviews and game testing for the project is of paramount importance. The Committee is also responsible for reviewing and approving the GAP dual use policy, which ensures that the GAP game my only be used for ethical purposes. The Ethics Committee provide on-going monitoring of these issues throughout the duration of the project.

THE ROLE OF POLAND IN THE GAP AND FINDINGS FROM POLAND

Polish police and military took part in Work Package No 3 and 5. The work consisted of identified best practices from stakeholder and end-user perspectives and requirements. The key stakeholders was surveyed/interviewed to examine their training, and the kind of processes and methods they are currently using and what they would like or need to use in the future.

In Work Package No 5 evaluated of the GAP application’s constituent components in order to ensure that the game’s operational, educational, technical and specialist content is robust and relevant to end users in operational context. Evaluated also the GAP application in order to prove the soundness of the application’s system architecture and to validate the design of the user interface.

The most important objectives in the project for Poland was:

- develop a community of practice of key end users including peacekeepers, military, police forces, civil administration, NGOs
- generation of a variety of stakeholder and end-user perspectives to identify key skills and competencies that are not covered in established training
- examine the range of processes and methods used in practice to increase preparedness/performance with regard to soft skills
- identification of experiential 'soft skills' or competencies, focusing on those relevant to training for CPPB as driven by user experience
- identify operational context (resources and constraints), as it applies to different conflict resolution stakeholders. This will establish a set of operational criteria against which the role of the game can be evaluated
- gender analysis of end user composition and experience
- to carry out formative evaluation activities to guide development of the GAP application and methodology on an iterative basis in terms of functionality, content, usability and user experience
- to assess the operational suitability and role of the GAP application within organizational and inter-organizational contexts, representing the voices of different stakeholders
- to perform summative evaluation to inform guidelines and policy for the use of games in peace building and conflict resolution
- to explore the ethical aspects of gaming methodologies using the GAP platform and ensure ethics-by-design from concept to operational usage

The assumption of the project was that potential interviewees from Poland have previous experience of CPPB and/or crisis management and peace operations. Furthermore, it was important that interviewee must have been deployed in the field after January 1st 2003 and if relevant, retired not more than five years.

Information from interviews and statistic data:

- After all interviews average deployments of interviewee was: 1,67 per head
- Moreover soft skills were indicated as crucial for the performance of their tasks. The most useful on mission were: cultural competencies, understanding of another culture that prevails in the workplace, knowledge of foreign languages, the official language of the mission, and the ability to speak in the language of the local population
- Soft skills constituted only a small part of the training before mission.
- Self-education was an attempt to improve the training that police officers carried out before the mission
- Very helpful was the participation of "veterans" from previous rotations.
- Communication allows fulfilling organisational functions (planning, organising, motivating, controlling) and obtaining goals. It makes possible any cooperation.
- As for cooperation with the local population, the most important aspects were the understanding and respect for both sides of conflict.

- As for gender issues, opinions are divided. Some respondents express that women are needed in the police missions because it is easier to work with them (contact with local women, women search, negotiation support, etc.). Other respondents are convinced that women can go on mission but only on supporting positions: logistics, medical and psychological help, avoiding combat or command positions.

As members of the GAP team, we hope that end-users will be satisfied with the use of the role-playing game which is the result of the project.

The text above is based on documents and publications of the GAP project. It contains a description of project's goals, tasks and work borrowed from documents and project publication materials.