

Training of Trainers (ToT): Communication & Conduct

7-9 September 2026

Jable Castle, Loka pri Mengšu, Slovenia

CALL FOR APPLICATIONS

Introduction

The Training of Trainers (ToT) drives change and improvement. When executed properly, the effects of ToTs extend well beyond the training sessions themselves. A ToT is designed to equip participants to transfer expertise and knowledge to their target groups. The training of civilian crisis management personnel undertaking a training role for the first time, and those with more experience in training delivery, is recognised as one of the key tools to ensure widespread and effective dissemination of new or updated peacekeeping standards and to ensure proper preparedness of peace operations personnel.

A meaningful part of ToTs effective teaching approach is also inclusive communication, which is based on a non-exclusionary communication approach. Inclusive communication is the deliberate practice of designing, delivering, and managing information so that every participant can fully understand, engage with, and replicate the material, regardless of their cultural background, gender, language proficiency, physical ability, or learning style. While a “non-exclusionary communication approach” focuses on systematically identifying, dismantling, and neutralising the hidden barriers that push people out. Ultimately, navigating these nuances within modern crisis management means that CSDP training requires a calibre of trainers who can transfer knowledge clearly, inclusively, and responsibly across these diverse, multifaceted operational cultures.

Course place and time

The training will take place at Jable Castle, Grajska cesta 1, 1234 Loka pri Mengšu in Slovenia. The training dates are 7-9 of September 2026, from Monday to Wednesday.

The Target Group

The training is designed for a maximum of 20 participants with varying levels of training experience. The activity is primarily aimed at police and civilian trainers and instructors involved in preparing personnel for national and international missions and operations and is also open to military and other experts engaged in learning, training, and capacity-building activities at both national and international levels. The competencies covered by the training are also highly relevant for mission personnel and professionals who regularly facilitate workshops, learning activities, meetings, or group processes. Priority will be given to participants from EU Member States.

Course Modules and Course Agenda

Module 1: Introduction to Training of Trainers (ToT): basics, impact, learning

Module 2: Adult Learning and Training Methodology

Module 3: Designing and Developing Effective Teaching Units

Module 4: Adaptive Training Delivery in Diverse and Challenging Environments

Module 5: Inclusive Communication and Facilitation

Module 6: Feedback, Evaluation and Self-Reflection

Course Learning Outcomes

After the completion of the EUTI course (include the name of the course), participants should be able to:

1. Identify the essential characteristics of an effective trainer.
2. Know how to use the training cycle as a guiding framework.
3. Identify the soft factors that influence the learning process, including psychological safety, stress, classroom setting and group dynamics.
4. Design learning environments that encourage participation and minimise fear of judgement.
5. Select appropriate training methods based on desired learning outcomes, audience needs and training context.
6. Apply effective tools when working in multicultural environments.
7. Evaluate the distinction between intent and impact and how language choices shape messaging.
8. Apply effective feedback and self-reflection methods to improve training practice.
9. Evaluate performance by balancing the identification of areas for improvement with recognition of instructional strengths.
10. Demonstrate how to conduct a debrief following a practical teaching unit.

Implementing EUTI Partner

Centre for European Perspective – CEP

Peace Operations Training Centre – POTC

Jable Castle, Grajska cesta 1, Loka pri Mengšu, Slovenia

Map: [link](#)

Website: cep.si

Logistical Information

The training will take place at Knight's Hall on the 1st floor of Jable Castle.

The approximate starting time will be from 8:00 onwards.

If you arrive by car, parking spots are available next to the castle. The training staff will be in touch with you regarding travel, local transfers and accommodation.

Lunch and refreshments, including coffee, will be available throughout the training.

It is advisable to come with a refillable water bottle.

Full attendance and participation in the sessions are a prerequisite for training certification.

Application

Please apply [here](#). The Call for Applications is open until August 9th, 2026.

More Information

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Training of Trainers (ToT): Communication & Conduct

TRAINING PROGRAMME

Day one – September 7					
Time	Subject	Module	Session	Learning outcomes	Facilitator
60 min	Welcome & Introduction to Training	/	- Welcome to the training venue - Introduction of training managers - Introduction of participants - Ground rules - Short introductory quiz	- To introduce the staff, trainers and participants - To break the ice and set the tone of the training	Peace Operations Training Centre Sari Rautarinta Alenka Verbole
60 min	An Introduction and an Overview of ToT	Module 1: Introduction to Training of Trainers (ToT): basics, impact, learning	- the Profile and Role of an Effective Trainer - Introduction to the ADDIE Training Cycle - Fundamentals of Training Needs Analysis (TNA)	- Identify the essential characteristics of an effective trainer. - Explain the purpose and value of Training Needs Analysis. - Introduce the training cycle as a guiding framework: analysis, design, development, implementation, evaluation (ADDIE Learning design process) - Describe the role and responsibilities of a trainer.	Sari Rautarinta Alenka Verbole
15 min	COFFEE BREAK				

60 min	Learning how to learn	Module 1: Introduction to Training of Trainers (ToT): basics, impact, learning	- the psychology of learning & motivation - creating the optimal learning environment (soft factors & group dynamics) - foundations of the training cycle (ADDIE & trainer roles)	- Identify the soft factors that influence the learning process, including psychological safety, stress, classroom setting and group dynamics. - Explain the importance of intrinsic and extrinsic motivation in learning. - Explain the relationship between emotions and learning.	Sari Rautarinta Alenka Verbole
60 min	LUNCH				
90 min	Training Methodologies and Facilitation Approaches	Module 3: Designing and Developing Effective Teaching Units	- methodology, didactics, and training methods - trainer-centered vs. participant-centered approaches - aligning training methods with objectives, outcomes, and learner needs	- Differentiate between methodology, didactics and training methods. - Compare trainer-centred and participant-centred learning approaches. Select appropriate training methods based on desired learning outcomes, audience needs and training context.	Sari Rautarinta Alenka Verbole
15 min	COFFEE BREAK				
60 min	How adults learn	Module 2: Adult Learning and Training Methodology	- principles of andragogy (adult learning theory) - key drivers of adult learner motivation and engagement - designing failsafe, low-anxiety environments for active participation	- Explain the principles of adult learning (andragogy). - Identify factors that motivate and engage more concretely adult learners. - Design learning environments that encourage participation and minimise fear of judgement.	Sari Rautarinta Alenka Verbole

Day two – September 8					
Time	Subject	Module	Session	Learning outcomes	Facilitator
15 min	Recap of Day 1	/	A look back at the sessions of Day 1 in an interactive manner.	- To highlight key points from Day 1 - To fortify delivered knowledge units	Sari Rautarinta Alenka Verbole
90 min	Preparation of theoretical and practical teaching	Module 3: Designing and Developing Effective Teaching Units	- Training activity alignment: linking needs analysis to session design - Instructional sequencing: moving learners from theory to practical application - action-oriented training delivery: integrating coaching, reflection, and exercises - applying Bloom's taxonomy: structuring the cognitive flow of a session	- Design structured, manageable teaching units that directly align training objectives with participants' analysed needs. - Demonstrate effective sequencing of learning activities from theory to practice, utilising precise action verbs to write clear, measurable learning objectives and outcomes. - Integrate coaching, reflection and practical exercises into training delivery. - Apply Bloom's Taxonomy as a foundational framework when designing and developing a session.	Sari Rautarinta Alenka Verbole
15 min	COFFEE BREAK				

90 min	Foundations of Inclusive Communication	Module 4: Inclusive Communication and Facilitation	- principles of inclusive communication and language choices - the intent vs. impact dynamic and bias reflection - managing destructive behaviour and barriers to inclusion - strategies for equitable dialogue and psychological safety	- Explain the principles of inclusive communication. - Evaluate the distinction between intent and impact and how language choices shape messaging. - Learn to identify and understand the reasons behind destructive behaviour. - Demonstrate practical strategies for fostering equitable dialogue and participation. - Reflect on personal and systemic biases and their impact on communication and learning environments. - Identify barriers to inclusion and strategies for creating psychologically safe learning spaces.	Sari Rautarinta Alenka Verbole
60 min	LUNCH				
90 min	Navigating Diverse Training Contexts	Module 6: Adaptive Training Delivery in Diverse and Challenging Environments	- tools for navigating and training in multicultural environments - adapting training approaches to military, civilian, and police organisational cultures - real-time situational evaluation and group management strategies for de-escalation	- Apply effective tools when working in multicultural environments. - Identify ways to adapt training approaches to different organisational cultures, including military, civilian and police contexts. - Evaluate unforeseen situations and demonstrate strategies for effective group management and de-escalation.	Sari Rautarinta Alenka Verbole
50 min	Inclusive Facilitation and Presentation Techniques – PART 1	Module 4: Inclusive Communication and Facilitation	- verbal and non-verbal delivery: voice, tone, and presence - inclusive content design and accessible training media - identifying and eliminating exclusionary language and biased assumptions	- Demonstrate strategies for fostering active and engaging learning environments for diverse audiences. - Demonstrate effective verbal and non-verbal communication skills, including voice, tone, body language and presence.	Sari Rautarinta Alenka Verbole

			de-escalation strategies: identifying and responding to destructive behaviour and microaggressions	- Design and deliver content in ways that are accessible and inclusive. - Identify and eliminate exclusionary language, coded terminology and biased assumptions from training delivery. - Demonstrate appropriate responses to exclusionary behaviour, microaggressions and biased language during learning activities. - Select and apply learning media and training materials while considering accessibility, inclusivity and participant needs.	
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Day three – September 9

Time	Subject	Module	Session	Learning outcomes	Facilitator
15 min	Recap of Day 2	/	A look back at the sessions of Day 2 in an interactive manner.	- To highlight key points from Day 2 - To fortify delivered knowledge units	Sari Rautarinta Alenka Verbole
90 min	Inclusive Facilitation and Presentation Techniques – PART 2	Module 4: Inclusive Communication and Facilitation	- verbal and non-verbal delivery: voice, tone, and presence - inclusive content design and accessible training media - identifying and eliminating exclusionary language and biased assumptions - de-escalation strategies: identifying and responding to destructive behaviour and microaggressions	- Demonstrate strategies for fostering active and engaging learning environments for diverse audiences. - Demonstrate effective verbal and non-verbal communication skills, including voice, tone, body language and presence. - Design and deliver content in ways that are accessible and inclusive. - Identify and eliminate exclusionary language, coded terminology and biased assumptions from training delivery. - Demonstrate appropriate responses to exclusionary behaviour, microaggressions and biased language during learning activities. - Select and apply learning media and training materials while considering accessibility, inclusivity and participant needs.	Sari Rautarinta Alenka Verbole
90 min	Receiving Feedback and Self-Reflection	Module 5: Feedback, Evaluation and Self-Reflection	- active listening and non-defensive techniques for receiving feedback - structured self-reflection models for continuous improvement - evaluating performance and uncovering communication blind spots	- Apply effective feedback and self-reflection methods to improve training practice. - Demonstrate the ability to receive feedback non-defensively and use structured self-reflection methods. - Evaluate personal teaching performance, identify communication blind spots and refine future training delivery.	Sari Rautarinta Alenka Verbole
15 min	COFFEE BREAK				

90 min	Assessing Learning and Evaluating a Training Activity	Module 5: Feedback, Evaluation and Self-Reflection	- Introduction to the assessment cycle and its phases - applying standardised, criteria-based evaluation tools - facilitating constructive peer-review sessions within groups - evaluating training performance by balancing growth areas with instructional strengths	- Presentation of the Assessment Cycle - Apply standardised, criteria-based evaluation tools. - Demonstrate the skills required to facilitate constructive peer-review sessions within a training group. - Evaluate performance by balancing the identification of areas for improvement with recognition of instructional strengths.	Sari Rautarinta Alenka Verbole
60 min	LUNCH				
60 min	Debriefing and Learning Conversations	Module 5: Feedback, Evaluation and Self-Reflection	- structuring and conducting a debrief after a practical teaching unit - facilitating reflective learning conversations to anchor training outcomes	Demonstrate how to conduct a debrief following a practical teaching unit.	Sari Rautarinta Alenka Verbole
15 min	COFFEE BREAK				
30 min	Closing Ceremony	/	- Anonymous form survey - Handing out of Training Certificates - Thank yous	Evaluation survey Certificate ceremony	Samo Selimović, Dimitrij Pahor, Peace Operations Training Centre