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STRENGTHENING THE CAPABILITIES AND TRAINING CURRICULA OF CONFLICT PREVENTION AND PEACE BUILDING PERSONNEL WITH ICT-BASED COLLABORATION AND KNOWLEDGE APPROACHES

D3.1

Baseline Research and Stakeholder Report on Conflict Prevention and Peacebuilding Training



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Executive summary

The **aim of this report** is to map out and review the current understanding, policy and practice of conflict prevention and peacebuilding training of different stakeholders in larger Europe. A comprehensive picture of the European Training landscape in conflict prevention and peacebuilding (CPPB) is drawn by exploring the **i) EU and state level ii) non-state level and iii) cross-cutting matters that concern most stakeholder**. Furthermore, key players, as EU agencies, training initiatives, networks and recognised training providers and their perspectives on and approaches to training are identified. Subsequent to an analysis of the challenges and gaps the report formulates a set of recommendations for the upcoming project activities, thus setting the grounds for the upcoming analyses and other activities of the Project Peacetraining.eu.

The analysis is based on **literature review** and **desktop research** of primary and secondary sources, namely policy documents, academic literature, reports, websites of training stakeholders and academic articles. Of interest to this project and this report are training providers and programmes in conflict prevention and peacebuilding for policy makers and practitioners of military, police and civilian background. Academic programmes are not considered. The geographic scope lies on training stakeholders in **larger Europe**.

The lowest common denominator on the function of conflict prevention and peacebuilding within the international discourse is that

- **conflict prevention** aims at containing escalation of tensions and re-escalation into violent conflict and that
- **peacebuilding** is a long-term process aiming to reduce the risk of lapse and relapse into armed conflict by creating the necessary conditions for sustainable peace within state and society.

Both concepts and activities overlap and correlate, since strengthening conditions of peace and resilience under peacebuilding subsequently decrease risks of escalation, and are thus of a preventive character. What differs greatly are the instruments and activities of diverse actors, and *how* they use them in conflict prevention and peacebuilding. International organisations (IOs), also the EU, often just responded ad hoc to the fast developing field and concepts of CPPB, by adopting different elements of prevention and peacebuilding at different times.

The **EU** CPPB activities are guided by the Common Security and Defence Policy (CSDP). It follows strategies of conflict prevention with clear cut instruments, such as (i) mediation and diplomacy through EU Delegations and EU Special Representatives, (ii) conflict risk analysis and an early warning system, (iii) confidence-building & dialogue promotion. However, there is no clear-cut definition or strategy on EU peacebuilding, as (iv) CSDP missions/operations (civilian/military), (v) humanitarian aid & development cooperation, (vi) post-war/post-disaster recovery as well as (vii) coercive measures as sanctions and embargos may fall under peacebuilding or prevention, or even development cooperation.

At the non-state level, civil society organisations, including international NGOs, non-profit, faith-based and community-based organisations and association, in turn can take on different functions in CPPB, namely i) fostering social cohesion ii) monitoring e.g. human rights iii) (inter)mediation, iv) dialogue promotion v) advocacy vi) protection e.g. of vulnerable groups vii) service delivery (Paffenholz & Spurk, 2006).

In 2004, the EU developed its first **Training Concept for CSDP**. It stipulates that CSDP training is structured into four types: basic, advanced, pre-deployment training and in-mission/induction training. The European Security and Defence College (EDSD), which is a network college with represented institutions and organisations from all 28 EU Member States, organise training at the EU level. The other large initiative is **ENTRI**, dedicated to training for civilian crisis management. The **target group** of CSDP training is police, military and civilian personnel, diplomats, mission staff and civil servants from Member States or relevant EU institutions, and those who are expected to be involved in CSDP crisis management.

At the non-state level, there exists a variety of organisations, civil society-based, university/research-based and private training centres. Their training approaches are as diverse as their nature, ranging from core courses on peacebuilding, to non-violent conflict transformation to human rights in conflict.

The **EU faces challenges** regarding the lack of coherence, especially regarding dedication and capabilities in civilian crisis management. There is a need to further strengthen EU-UN synergies in trainings, as they often engage in similar CPPB activities; as well as the need to find mechanisms 'to use' returned contracted and seconded mission staff for institutional learning and best practice assessment. Moreover, there appear to be gaps in pre-deployment training, as well as a lack of coordinated in-mission training.

Some of the **challenges for non-state training providers** in Europe at the EU, state and non-state level, are the lack of an exchange and coordination to foster mutual understanding – there is no umbrella network or alliance for non-state training institutions. In addition, just as NGOs in other sectors, civil society training provider may encounter funding problems.

Meeting the **training needs of the field** is a general challenge, as it requires adequate contacts and mechanisms for assessment and feedback with deployment / sending organisations and those who work in the field. Parts of these are adequate and detailed evaluation after trainings, which require extra funding and human resource to its implementation.

Lastly, only the ENTRI certification and standardisation scheme exists in terms of **quality assurance of CPPB training** of European training providers. While a complete harmonisation of all training approaches may not be possible or desirable, a common framework on standards would contribute to enhance the quality.

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Acronyms

APSTA	African Peace Support Trainers Association
ASPR	Austrian Study Centre for Peace and Conflict Resolution
CART	Comprehensive Annual Report on Training Activities
CEP	Centre for European Perspective
CEPOL	Collège Européen de Police (<i>eng</i> European Police College)
CFSP	Common Foreign and Security Policy
CMPD	Crisis Management and Planning Directorate
CPCC	Civilian Planning and Conduct Capability
CPM	Center for Peace Mediation
CPPB	Conflict Prevention and Peacebuilding
CRT	Civilian Response Teams
CSDP	Common Security and Defence Policy
CSO	Civil Society Organisation
DDR	Disarmament Demobilisation Reintegration
EAPTC	European Association of Peace Operations Training Centres
EDA	European Defence Agency
EDP	European Diplomatic Programme
EEAS	European External Action Service
ESDC	European Security and Defence College
EU CIV-CAP	Improving EU Capabilities for Peacebuilding
EU DL	European Union Training Discipline Leaders
EU MTG	European Union Military Training Group
EU OHQ	European Union Operational Head Quarter
EUCTG	European Union Civilian Training Group
EUMS	European Union Military Staff
EUPST	European Union Police Services Training
FBA	Folke Bernadotte Academy
FDFA	Swiss Federal Department of Foreign Affairs
FfP WG	Funding for Peace Working Group
IAPTC	International Association of Peacekeeping Training Centers
ICPS	International Centre for Parliamentary Studies
IcSP	Instrument contributing to Stability and Peace
IECEU	Improving the Effectiveness of Capabilities in EU Conflict Prevention
ILIAS	Internet-based Distance Learning System
IO	International Organisation
IPDTC	International Peace and Development Training Centre (IPDTC)
ITPCM	International Training Programme for Conflict Management
MMAT	Mentoring Monitoring Training Advising
NATO	North Atlantic Treaty Organisation
NGO	Non-governmental Organisation
OSCE	Organisation for Security and Co-operation in Europe

PATRIR	Peace Action, Training and Research Institute of Romania
PDT	Pre-deployment training
PSC	Political and Security Committee
SSR	Security Sector Reforms
ToT	Training-of-Trainers <i>or</i> Train-the-Trainer
TRA	Training Requirement Analysis
UN DPKO	United Nations Department for Peacekeeping Operations
WOSCAP	Whole of Society Conflict Prevention and Peacebuilding
WP	Working Package
ZIF	Zentrum für Internationale Friedenseinsätze (<i>eng</i> Center for International Peace Operations)

1. Introduction

This is the first of five reports, elaborated and delivered under Working Package 3 (WP3) on the analysis of the current training landscape of conflict prevention and peacebuilding in Europe. The aim of this report is to depict and review the state-of-the-art on the understanding and practice of conflict prevention and peacebuilding (hereafter CPPB) training by different stakeholders. Stakeholders include policymakers and practitioners of international organisations (IOs), governments or non-governmental organisations (NGOs) as well as European training, research institutions as well as trainers and involved in CPPB training. This baseline analysis lays the groundwork for the upcoming assessments and other project activities, as it illustrates in which environment this Horizon 2020 Project PeaceTraining.eu is operating and responding to. Under WP 4 novel training methods and multi-dimensional CPPB training curricula will be explored and developed on the basis of this research. Moreover, WP5 is dedicated to create a web-platform to which the findings of WP3 can contribute. Therefore, specific recommendations on the forthcoming assessments and deliverables are given.

The project geographical scope is focusing on training programmes offered in Europe, including EU Member States and a few non-EU countries from 'larger Europe'. References to training practices and findings of non-European actors are made throughout the project. The baseline analysis maps out stakeholders on the EU, governmental (e.g. ministerial and inter-ministerial initiatives, EU projects and institutions) and non-state level (such as civil society-based training institutions and private-sector training). The focus lies on training for policy makers and practitioners of military, police and civilian background. Academic, graduate or post-graduate programmes are not covered. The concepts of conflict prevention and peacebuilding and how EU / governments, and civil society actors engage with them, are briefly discussed to place CPPB training in context. However, an in-depth discussion of European capabilities, successes or failures of actual conflict prevention and peacebuilding praxis, is beyond the scope of the project. Other Horizon 2020 projects, namely [Whole of Society Conflict Prevention and Peacebuilding](#) (WOSCAP), [Improving EU Capabilities for Peacebuilding](#) (EU CIV-CAP) and [Improving the Effectiveness of Capabilities in EU Conflict Prevention](#) (IECEU)¹ are dedicated to the analysis and evaluation of EU military and civilian crisis management capabilities. Under Working Package 3, the Consortium seeks to build upon and complement their findings, making the connection to the European training landscape to see how issues around successes, failures, challenges and *needs in the field* are addressed by training providers. Regarding the research methods and sources, this analysis is solely based on desktop research and literature review of policy documents, project and stakeholder's websites, newsletters and academic articles.

¹ For a full list of EU-funded projects related to conflict prevention and peacebuilding see Annex 1.

In this report, firstly the scope of the analysis and the limitations of this research and report are outlined in Chapter 2. In the following, the review and analysis is structured into three levels 1) CPPB training at the EU and state level 2) CPPB training at the non-state level and 3) cross-cutting matters in CPPB training, which concern most stakeholders within the European CPPB training system. For each level, the same logic is followed, firstly outlining the current discourse on conflict prevention and peacebuilding, identifying and introducing the relevant actors and their framework and approach for training. Subsequently the challenges of CPPB training at the respective level is presented, and based on this assessment recommendations on the upcoming project activities are given. In the closing chapter, the cross-cutting matters in training, identifies curricula categories, namely CPPB principles relevant to training, methods of delivery and mechanisms for quality assurance and certification frameworks are presented.

Working Package 3

- 3.1 Baseline Analysis (Jan 2017)
- 3.2 Curricula Analysis (March 2017)
- 3.3 Interview Report (March 2017)
- 3.4 Methods Analysis (April 2017)
- 3.5 Integrated Assessment Report (June 2017)

Working Package 4

- 4.1 Novel Concepts and Training Methods (Aug 2017)
 - 4.2 Multidimensional CPPB Curricula Framework (Oct 2017)
 - 4.3 Target-group oriented Curricula (Dec 2017)
 - 4.4 Technology Assessment, e-Approaches Report (Feb 2018)
 - 4.5 PeaceTraining.eu Curricula Model Design (April 2018)
-

2. Scope of the Baseline Analysis

The scope of this analysis is in accordance with the project document, providing a synthesis of the CPPB ecosystem including main stakeholders and an overview of the infrastructure of knowledge and capacity building. The Consortium has decided to additionally take into account stakeholders of in larger Europe (European Neighbourhood and Pre-Accession European, non-EU countries). A comprehensive picture on CPPB trainings in Europe should include training providers in countries like Switzerland and Norway, which are strongly engaged in international CPPB and CPPB training. Additionally, the project aims to map out and comprehend those countries and actors, which are more likely to be marginalised and have a lesser voice on the policy and EU level, such as smaller, community-based organisations and countries, which have experienced conflicts more recently like Kosovo, Bosnia and Herzegovina, Serbia and Ukraine. This defined geographical scope does not apply to the sources and materials, which are reviewed and considered under WP3. Studies and reports as well as experts from organisations outside of Europe are considered to ensure access to a broader spectrum of critical insights and expertise relevant to CPPB and training for CPPB. Concerning terminology, *conflict prevention* and *peacebuilding* include the complete spectrum of activities, instruments and measures, at the disposal of the respective stakeholders in CPPB to engage and intervene in situations of intra- and inter-state tensions, escalation and (violent / armed) conflict contexts. How stakeholders understand and engage with these concepts is further elaborated in the following chapters.

The Consortium distinguishes between **primary** and **secondary** stakeholders: **Primary stakeholders** include policymakers and practitioners of international organisations (IOs), governments or non-governmental organisations (NGOs), who design, manage and implement CPPB activities. **Secondary stakeholders** are European training institutions and trainers involved in CPPB training in Europe, as well as universities, research institutes and other training delivering entities (Demarest & Langer, 2016). An important value of this project is this more comprehensive array of actors, which are taken into account. Previous initiatives to collect data on training centres, such as the [Center of International Peace Operations \(ZIF\)](#) (see [ZIF PDF Map](#)), focus on governmental, military and police academies, and do not include essential non-state civil society and private sector training capabilities. Likewise, the [International Association of Peacekeeping Training Centres](#) (IAPTC, 2016) with its regional component the European Association of Peace Operations Training Centres (EAPTC, 2016) are geared towards state institutions, with military and police colleges as their members. The Consortium uses the following **categories of stakeholders** in the Project:

- Intergovernmental organisation (EU)
- Government (state ministry / department)
- Military
- Police
- Nongovernmental (NGO) / non-profit organisation
- Faith-based organisation
- Community-based organisation
- University, research institute
- Corporation / private sector

Some categories may be overlapping, as for example many faith- or community-based organisations are non-profit organisations while military and police sectors are state institutions. Particular focus of this baseline analysis lies on stakeholders which organise and implement CPPB training, namely **training providers**, also referred to as centres, agencies, institutions, academies. Note that

universities or governmental agencies may prepare and host a training, but contract a training centre for the execution. All are stakeholders, but the focus is on the training providing institute. The analysis under WP3 will only consider CPPB training programmes for **policy makers and practitioners with civilian, military and police background - civilian including civil servants and diplomats as well as non-state, civil society staff**. Thus Master programmes or other academic courses are not considered. Training programmes, which are themselves implemented as peacebuilding measures in conflict environments are also outside the specific scope of this project and baseline report. For example, a European NGO delivering a conflict transformation course to Sudanese community leaders is not the subject of this analysis and project.

This report is based on desktop research and an extensive literature review. The primary sources consulted, include official UN and EU documents, communications and policies. Secondary sources include academic literature, (annual, meeting) reports, newsletter and websites of relevant projects, organisations and initiatives. In order to validate the outcomes of this literature-based research, the a version of this report is planned to be published on the websites and other communication channels of the project to invite all relevant and interested stakeholder to provide feedback on it. Secondly, a small group of key experts of trainers, EU training bodies and practitioners will be directly invited to comment on this report. The findings will then be brought together in the Integrated Assessment Report (3.5).

Limitations

As the report provides an overview about the current understanding of CPPB and the European CPPB training landscape, there are limitations concerning the depth and details of analysis. There are only selected examples of stakeholders in CPPB training in Europe, at the EU, state and non-state level. The Consortium does not intent to disregard those organisations that are not specifically mentioned and acknowledges that thereby relevant actors or issue might have not given sufficient attention. The chapters on challenges to CPPB training in Europe depict selected and different perspectives and examples of countries and sectors. However, it does neither reflect the entire spectrum of issues nor does it disentangle the complexities and layers of particular problems of particular countries and / or training providers. Regarding the research resources, the inherent limitations of literature and available online material review are acknowledged. Therefore, as explained above, the report will be made publically available and distributed for feedback amongst a group of experts. The Integrated Assessment report (3.5) will include and reflect upon the comments and inputs made.

3. Discourse on Conflict Prevention and Peacebuilding at the EU and State level

“It is perhaps easiest to think of peacebuilding as part of a continuum aimed at achieving a specific goal (‘to build peace’), involving different players and utilising different instruments towards that common end.” (Blockmans et al., 2010, p.16)

The review and analysis of current training activities of the EU in the field of conflict prevention and peacebuilding (CPPB) requires a brief overview of the state-of-the-art of CPPB. While understanding, practice and policy making has engaged extensively with both terms over the last 25 years, there is currently no universally accepted, clear-cut definition of either *conflict prevention* or *peacebuilding* in the international political or academic discourse. Nonetheless, there is an emerging consensus around core areas and elements of policies and operational practice in CPPB. The United Nation’s discourse and practice serves as an important reference point, since it provides an overall international legal, political and practice framework as well as operational structures for conflict prevention and peacebuilding. According to the UN Secretary General’s report to the UNSC, conflict prevention “consists of efforts to stop violent conflict from breaking out, avoid its escalation when it does and avert its deterioration after the fact” (UNSC, 2015, p.4).² This definition evidently entails an overlap between conflict containment / management – through for instance peacekeeping – and ‘post-war’ activities, which under traditional / earlier UN and academic understanding would be addressed through *peacebuilding* (Ramsbotham et al., 2016). However, based upon feedback and operational lessons-learned over the last 20 years, contemporary training and practitioner organisations have evolved their understanding of these terms. In the Crisis Management Cycle (Major et al., ZIF / SWP, 2012) depicted below, the problems this definition poses are overcome by placing the phases of conflict and the options of intervention (CPPB) in a circular model. Thereby priority is given to the actual *conditions* and *characteristic* of the conflict, rather than a pre-set ‘time-line’. Here, crisis / conflict prevention occurs in times of ‘non-war’ (negative peace), when no armed conflict has broken out (as well as in post-war conditions when violence has ended but conflicts and crisis may still occur). It is worth noting that some prevention instruments may also be implemented *during* periods of conflict escalation and actual armed conflict. Then stakeholders may intervene with a spectrum of measures to mitigate or prevent the i) *further spread* or ii) *further escalation and intensification* of violence – for examples through mediation between conflict parties or deployment of civilian or other peacekeeping capacities. These measures could then still be considered as

Conflict Prevention
aims at the avoidance of occurrence or escalation of violence and armed conflicts, and the evasion of relapse into violence after fighting has ended.

prevention as they aim to contain the spread or prevent the intensification of violence. Ramsbotham et al. (2016) distinguishes between deep / structural prevention, early warning and light / operational prevention. This classification does not match the Crisis Management Cycle (Major et al., ZIF / SWP, 2012), exemplifying the diversity of approaches to conflict prevention. Nonetheless, at the core the understanding of conflict prevention is the same, only that different activities are placed in different phases. In the Cycle model, conflict management instruments apply in the

² For an overview of UN definitions and conceptualizations of conflict prevention see Annex 2.

situation of overt, armed conflict in which military peacekeeping (e.g. for the protection of civilians) and humanitarian aid missions may be deployed. Also in this phase, peace mediation and negotiation can take place. This has contributed to an important recognition in the field: several instruments and measures are relevant in different phases / conditions of conflict, though their modus of implementation and goals may be different in different periods. In post-war phases, also referred to as *peace consolidation* phase, peacebuilding instruments are applied to contain recurrent tensions and violent conflicts.³

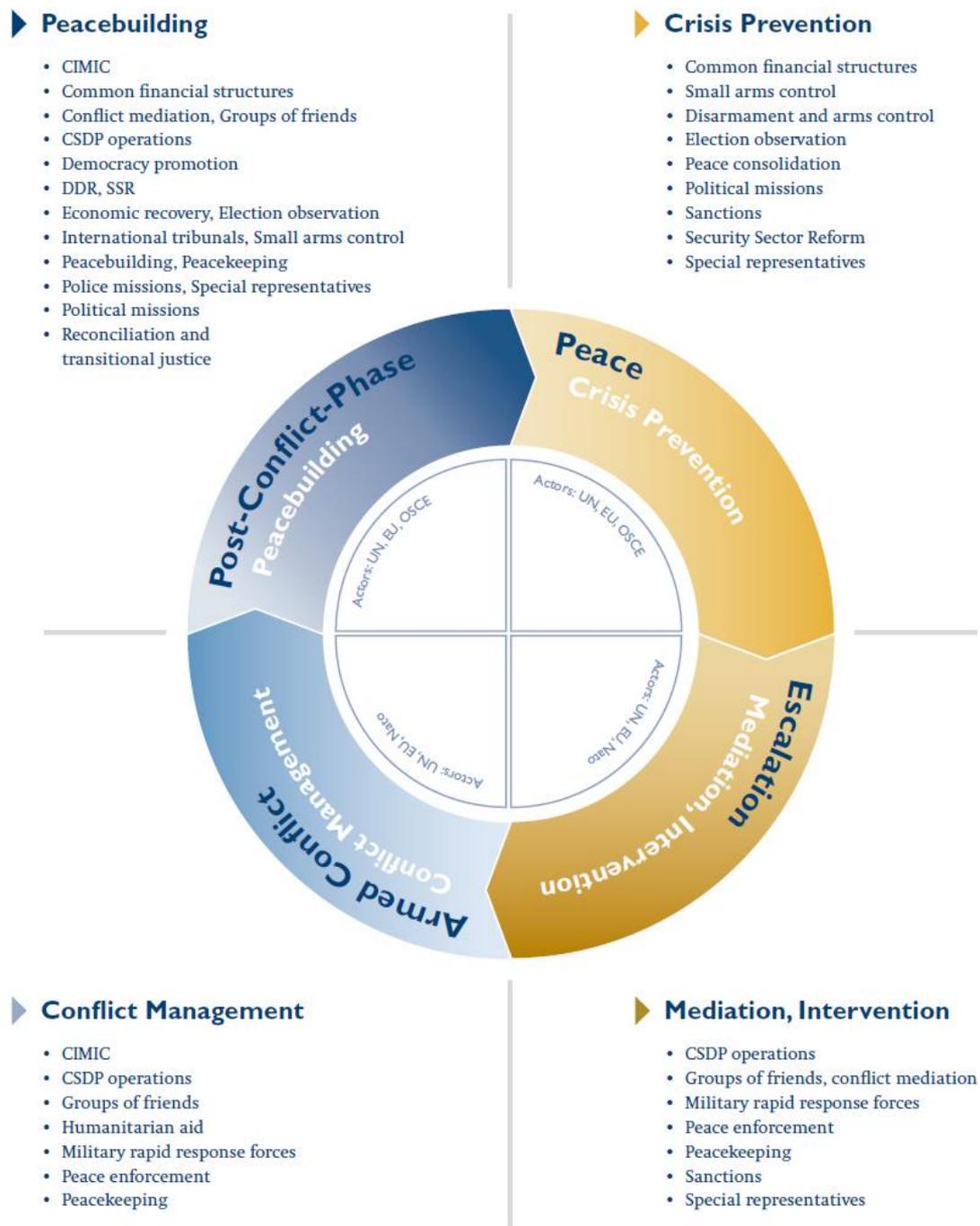


Figure 1: Crisis Management Cycle for IOs / governments ([Major et al., ZIF / SWP, 2012](#), p. 7)

³ For an overview of UN definitions and conceptualizations of peacebuilding see Annex 3.

The UN identifies peacebuilding as a complex, long-term process, aiming at reducing “the risk of *lapsing or relapsing* into conflict by strengthening national capacities at all levels for conflict management, and to lay the foundation for sustainable peace and development” (UN Peacekeeping, 2017, emphasis added). Again, this definition contains elements of prevention. If considering peacebuilding measures as aiming at the creation and support of conditions for peace within state and society, then *prevention*

measures become an important dimension of peacebuilding relevant to countries and contexts not only in *war* or post-war conditions – but also in *strengthening* conditions of peace and resilience. International organisations (IOs) have often just responded ad hoc to this fast developing field and concepts, by adopting and focussing different elements of prevention and peacebuilding at different times. However, few IOs have systematically developed strategies, doctrines and action plans as well as integrated mechanisms for evaluation regarding CPPB instruments.

The EU has only emerged relatively recently as a regional and global actor for peace, engaging *externally*, out-side of Europe in crisis management. In the 1990s, the EU started shaping its policies and “peace profile” alongside an increased engagement for CPPB beyond its borders.⁴ The [Common Foreign and Security Policy \(CFSP\)](#), and the [Common Security and Defence Policy \(CSDP\)](#)⁵, are the central pillars for EU activities in the area of conflict prevention and peacebuilding. In the EU, the terminology of *crisis management* is used to refer to the whole spectrum of intervention in intra- and inter-state conflicts. In recent years, emphasis has shifted to *civilian* capacities for crisis management, although the deployment of military operations is still up on top of the menu of CPPB instruments. Nonetheless, over the past decade, the terms conflict prevention and peacebuilding consolidated in the EU’s rhetoric. While conflict prevention is enshrined in EU policies, peacebuilding is neither explicitly mentioned in the EU treaties, nor is there a European peacebuilding strategy (Blockmans et al., 2010; Stamnes, 2016). To give an example on the lack of detailed and coherent public communication regarding peacebuilding, the website of the European External Action Service (EEAS) gives a very scarce overview of peacebuilding, only mentioning the EU’s role as trading partner and aid donor (EEAS, 2017). Nonetheless, peacebuilding is reflected in instruments⁶ the EU may employ for stabilisation and countering lapse and relapse into armed conflict. The *Draft European Union Programme for the Prevention of Violent Conflicts* of 2001 and especially the *Council Conclusions on Conflict Prevention* of 2011 outline that the EU’s conflict prevention activities are based on the early identification of risk of violent conflict as well as an improved understanding of

“Peacebuilding
involves a range of measures targeted to reduce the risk of lapsing or relapsing into conflict by strengthening national capacities at all levels for conflict management, and to lay the foundations for sustainable peace and development.”
(UN SG Policy Committee, 2007)

⁴ For more information on the EU’s history on conflict prevention and peacebuilding see Blockmans et al. (2010), Stamnes (2016) or Gross & Juncos (2011).

⁵ Under the Lisbon Treaty (2009) the European Security and Defense Policy (ESDP) of 1999 was renamed into Common Security and Defense Policy (CSDP). For a list of EU policy in conflict prevention and security see Annex 2.

⁶ For example, see the Petersberg tasks, which cover disarmament missions, humanitarian and rescue tasks, military advice and assistance tasks, tasks of combat forces in crisis management, conflict prevention and peacekeeping tasks, including peace-making and post-war stabilization. (EUR-Lex, 2016)

conflicts, its root causes, stakeholders, dynamics and conflict-sensitive programming for cooperation in foreign policy.

More generally, the EU may resort to political, diplomatic, military, civilian, trade / economic, developmental and humanitarian aid channels to respond to inter-state or intra-state disputes and tensions. These activities have short- and long-term dimensions, which also depends on the mandating and implementing EU body (Blockmans et al., 2010). The European Commission can act through its Directorate–Generals and the [Instrument contributing to Stability and Peace](#) (IcSP)⁷ for instance supporting long-term peace development initiatives (Stamnes, 2016). Temporary civilian and military crisis management missions under the CSDP are mandated, prepared and deployed under the [European External Action Service \(EEAS\)](#).⁸ Many CSDP missions / operations, or elements of them, fall under peacebuilding as they aim to counter lapse or re-lapse into violence. The mission / operation tasks include 1) humanitarian aid and rescue 2) violence prevention and peacekeeping and 3) military crisis management (for example disarmament and military support and advice) (Lauffer et al., 2016). CSDP missions / operations may include the deployment of civilian experts, such as judges and political advisors, law enforcement agents (police) and military personnel (from ground troops to military observers). Currently there are 16 CSDP missions / operations, six military operations and nine of civilian character (EEAS, 2016d). Under the conflict prevention policies, the EU runs a Conflict Early Warning System for risk management, which is intended to close the gap between early warning and early action (EEAS, 2014b). It involves EU staff across headquarters and in country for a joint assessment process that incorporates recommendations and follow-ups for action. Furthermore, the EU also promotes the systematic use of conflict analysis, notably in fragile and conflict-prone countries (Council of the European Union, 2001). The European Commission and EEAS (2013) have published a *Guidance note on the use of Conflict Analysis in support of EU external action*, which lists tools of fragility assessments and political economy analysis as part of the conflict analysis.

Furthermore, at the political and diplomatic level, the EU can mediate between conflicting parties through its posted 139 Delegations, offices and EU Special Representatives all around the world. The EEAS has a Conflict Prevention, Peace Building and Mediation Instruments Division, with a Mediation Support Team to offer technical guidance and expertise for mediation.

It is apparent that the EU has a wide array of political and strategic options as well as implementing bodies to engage in conflict prevention and peacebuilding. In order to act coherently and

EU Conflict Prevention and Peacebuilding Measures
 Mediation and Diplomacy through EU Delegations &
 EU Special Representatives
 Conflict Risk Analysis
 Early Warning System
 Confidence-building & Dialogue Promotion
 CSDP Missions/Operations (civilian and/or military)
 Humanitarian Aid & Development Cooperation
 Post-war/post-disaster Recovery
 Coercive measures: Sanctions & Embargos

⁷ The IcSP is a financial tool of the Commission, which offers rapid short-term funding for measures during emergencies as well as long-term stabilization and development activities. It is the successor of the Instrument for Stability (Stamnes, 2016)

⁸ The EEAS is the European Union's diplomatic service. It assists the High Representative for Foreign Affairs and Security Policy to execute the Union's Common Foreign and Security Policy (EEAS, 2016c).

coordinated, the *Comprehensive Approach to external conflict and crises* has been developed by the European Commission (2013). The challenges to implementation, also in the area of training, will be further discussed in chapter 5. Before, some Member States' approach to CPPB are presented and the EU-training landscape more closely examined.

Positioning of Selected EU Member States in CPPB Activities

Evidently, EU Member States also engage bilaterally in conflict prevention and peacebuilding, and follow their particular foreign policy priorities and agenda through the EU and other IOs. Below, some of the most engaged Member States in CPPB, and especially civilian crisis management are presented.⁹ It lies beyond the scope of this report to illustrate and discuss all the different foreign policy profiles including their priorities, understanding and rhetoric in detail. It is sought to filter out the strong positioning and engagement for civilian crisis management and CPPB activities and those are mainly of countries that seek to engage in foreign policy and collaboration and cooperation through international institutions, as the EU and UN.

Sweden, for example, is highly engaged in various foreign policy topics around international peace and security. The foreign policy agenda sets clear objectives, prioritising amongst others conflict prevention, peace support, peacebuilding and gender equality. Sweden's third [National Action Plan for the implementation of UN Security Council Resolution 1325](#) and its subsequent resolutions focuses on supporting women as actors for peace and security. A driver and promoter for this agenda is certainly the current Minister of Foreign Affairs Margot Wallström, former Special Representative of UN Secretary-General on Sexual Violence in Conflict.

Spain – often not prevalent or outspoken on CPPB in the international arena – has however for the first time included peacebuilding and the prevention of violent conflicts in their foreign policy agenda as one of the main strategic goals (see the [Plan Director de la Cooperación Española 2005-2008](#), eng Master Plan of the Spanish Cooperation 2005-2008). Their objectives and action framework are set in the [Peacebuilding Strategy](#) of the Spanish aid agency, AECID. Through this strategy Spain aims to position itself and actively contribute and engage in CPPB activities globally.

Finland's foreign and security policy focuses on both international civilian and military crisis management. The country's objective in civilian crisis management is to promote development towards respect for the rule of law and human rights, democracy, good governance and a well-functioning civil society in the target regions. Additionally, they are currently engaged in twelve military crisis management or military observer operations. Another important pillar of Finland's foreign policy is their active commitment in the field of mediation. The objectives and activities regarding mediation are defined in [Finland's National Action Plan for Mediation](#) (2011).

Germany approved a strategic framework, the [Action Plan on Civil Crisis Prevention, Conflict Resolution and Peacebuilding](#) (2004), including fields of action and recommendations for their engagement regarding conflict prevention and peacebuilding. On one hand, the action plan aims to strengthen and further develop institutions and instruments for conflict prevention. The country actively engages in disarmament, crisis prevention and civil conflict resolution.

⁹ The author is well aware that these Member States are and may be heavily involved in military crisis management, through for instance the NATO.

The Netherlands foreign policy agenda takes a broad approach to international peace and security, based on defence, development and diplomacy. The Netherlands plays an active role in preventing armed conflict worldwide and strengthening the international legal order by, for instance, participating in peace missions and supporting reconstruction in post-war countries. Additionally, the country hosts [International Criminal Tribunal for the Former Yugoslavia](#) and the [International Criminal Court](#).

4. EU and State Level Training Landscape – from Policy to Practice

4.1 EU Training Policy and Concept

In the 1990s, the EU emerged as an actor in international crisis / conflict management. Concomitantly the diversity of CPPB instruments and actions increased (Blockmans et al., 2010) and consequently, the requirements for adequately prepared and trained military, police and civilian personnel surged. To give CPPB training a policy framework, the Council of the European Union adopted its first EU Training Policy and Training Concept in 2003 and 2004 (PSC, 2004). This training framework applies in the context of CSDP missions / operations and related activities in the field, such as EU Delegations. The EU Training Concept of 2004 stipulates a coordinated and holistic approach to training by creating and fostering synergies between all training activities at the EU level and complementary national training initiatives (Rehrl & Weisserth, 2013; further referred to as CSDP Handbook 2013). The Concept of 2004 (PSC, 2004) laid the foundation for the European Security and Defence College (ESDC). Around the same time the European Police College (CEPOL), renamed in 2016 into European Union Agency for Law Enforcement Training, was created. Both institutions are further discussed in the following chapter.

Given extensive development of the European training landscape, its actors, and institutional and conceptual changes, the EU adopted a new CSDP Training Policy in March 2017 (EEAS, 2017). The policy aims to foster harmonisation of training standards, skills and methodologies and procedures, to promote operational effectiveness and the development of a common European security and defence culture. The policy confirms that training is a shared responsibility between EU's MS, its institutions and dedicated bodies and that the target audience includes professionals involved with CSDP missions / operations or in national capitals or in Brussels. Compared to the 2004 Policy, the new one emphasises the importance of lessons-learned and sharing of best practice with Commission services, and others through a common CSDP lessons platform. It also stipulates the use of a wide range of training methods and techniques, for example blended learning, experimental learning, simulations and mobile training teams (which was not mentioned in the Policy of 2004). Moreover, the 2017 Policy emphasises pre-deployment training as a requirement for all recruited missions / operations staff – to promote a common organisational culture, standards and code of conduct. Concerning training management, figure 2 illustrates the programming and the implementation cycle, which is divided

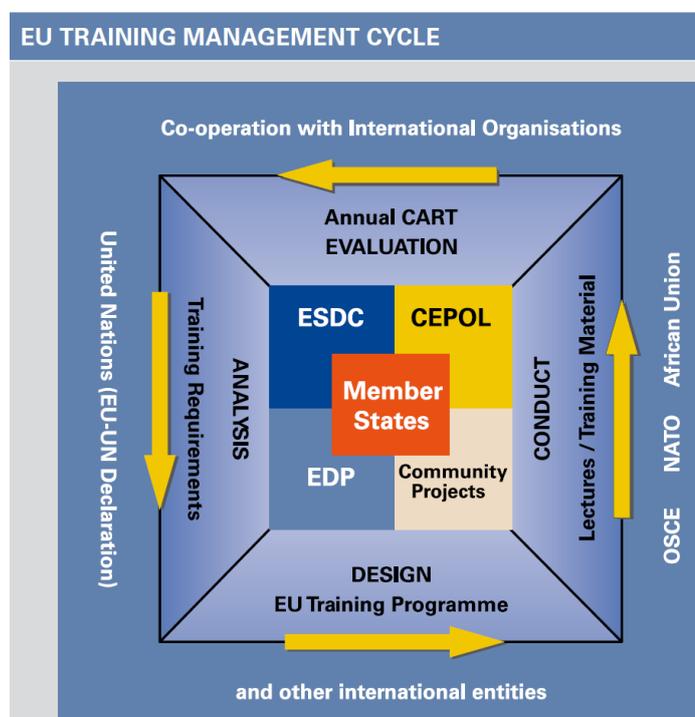


Figure 2: EU Training Management Cycle
(CSDP Handbook, 2013)

into four stages: 1) analysis of training, identifying requirements, 2) design of training programmes 3) implementation of training and 4) an annual evaluation in form of a Report on Training Activities in the field of CSDP (CART) (CSDP Handbook, 2013). Generally, CSDP training is structured into **four types**: basic, advanced, pre-deployment training and in-mission / induction training. According to the EU Training Concept of 2004, the **target group** of CSDP training is personnel with a civilian, police and military background from Member States or relevant EU institutions, and those who are expected to be involved in CSDP crisis management. The training audience includes the leadership and strategic levels from EU and EEAS bodies as well as staff from the operational level of CSDP missions and EU delegations. More details on training audience, types and disciplines of training are provided below but especially in the Curricula Analysis Report 3.2 (March 2017).

4.2 Overview - Who is who?

The sheer number of EU entities and initiatives in the area of CPPB requires a clarification about roles, functions and responsibilities in the domain of training. The structure of [EU CSDP agencies](#) and institutions is complex and for an outsider definitely confusing. One can generally distinguish between three levels: political, strategic and operational agencies. The most important political body for CPPB training is the Political and Security Committee (PSC) under EEAS, which gives guidance for all EU training activities (within CSDP). On the strategic side, the Crisis Management and Planning Directorate (CMPD) drafted the CSDP Training Policy of 2004 and the new one beginning of 2017. The EU Military Staff (EUMS) has a strategic and operational function, as they advise on military issues in CSPD, but also provide trainings (see table below). The EU Civilian Training Group (EUCTG) under the Committee for Civilian aspects of Crisis Management (CIVCOM) and the EU Military Training Group

(EUMTG) are responsible for the Training Requirement Analysis (TRA). The following table depicts the different EU agencies, entities and initiatives which are involved in training related to CPPB activities. Special attention is given to their outstanding or special focus areas as well as their e-approaches. The largest EU level training initiatives, namely the ESDC and ENTRI as well as special issues like pre-deployment training and e-approaches are reviewed in more detail below.

CSDP Agencies and institutions
Political
Political and Security Committee (PSC)
European Union Military Committee (EUMC)
Committee for Civilian aspects of Crisis Management (CIVCOM)
Politico- Military Group (PMG)
Strategic
Crisis Management and Planning Directorate (CMPD)
European Union Military Staff (EUMS)
Civilian Planning and Conduct Capability (CPCC)
European Union Institute for Security Studies (EUISS)
European Defence Agency (EDA) (also has operational role)
Operational
EU Missions and Operations
EU Operations Centre (EU OPCEN)
European Union Satellite Centre (EUSC)
European Security and Defence College (ESDC)
Galavan (2015)

Level & institutional anchoring	Training provider / Stakeholder	Target Group of & Purpose of Training	Programmes, tasks & special features regarding training	E-Approaches
EU Level (operational) under EEAS	European Security and Defence College (ESDC) network college includes 80 national training centres since 2005 Brussels, Belgium	providing training for civil, police and military personnel of Member States and EU Institutions, in some cases, also non-EU nationals	<ul style="list-style-type: none"> - pool of SSR experts - Military ERASMUS - Pre-deployment training (PDT) for CSDP missions since 2014/2015 - Networking events - Kirkpatrick Evaluation Model 	<ul style="list-style-type: none"> - ESDC IDL (internet-based distance learning system - ILIAS) - 69 e-learning course (2014/2015) - In and out test for PDT - build-up of web platform for Military Erasmus (emilyo) - in-mission e-training SSR for newcomers in EUNAVFOR Somalia
EU Level (strategic) Military under EEAS	EU Military Staff (EUMS) with the EU Military Training Group (EUMTG) since 2001 Brussels, Belgium	introduction courses for new staff or EEAS, mission HQs	<ul style="list-style-type: none"> - provides training such as CSDP Foundation Training for Operation Headquarters (OHQs) via Mobile Training Teams - maintaining / updating EU Sharing Training Facilities catalogue -EUMTG assess military training requirements 	
EU Level (strategic and operational) under Council of the European Union, body of Common Foreign Security Policy (CFSP)	European Defence Agency all EU Member States are members since 2004 Ixelles, Belgium	Military staff of EU Member State's military	<ul style="list-style-type: none"> - identifies training requirements (for capability development) - focus: military and technology training (Helicopter, air transport, Communication and Information Systems and Counter-IED, cyber defence training) - support CSDP operations and EU Battlegroups 	
EU Level Police under the European Commission IcSP	European Union Police Services Training (EUPST) 13 Member countries 17 consortium members incl. CEPOL 2008-2018 The Hague, Netherlands	Policewomen and men from EU Member states preparing for operations of EU, UN, AU & other IOs	<ul style="list-style-type: none"> - Life exercise, skills training, interoperability, cross-cutting issues 	

Level & institutional anchoring	Training provider / Stakeholder	Target Group of & Purpose of Training	Programmes, tasks & special features regarding training	E-Approaches
EU Level Police established by Council of the European Union	European Union Agency for Law Enforcement Training (former European Police College CEPOL) network of the national training actors Since 2000 Budapest, Hungary	Law enforcement officials for CSDP missions e.g. SSR	Topics: - EU CSDP police command and planning - Freedom, Security and Justice (FSJ) - European Police Exchange Programme - European Joint Master Programme (EJMP)	- Webinars and e-courses - online platforms for communities of practice - elaboration of database on lecturers, trainers and researcher's database - Justice and Home Affairs (JHA) Training Matrix project: tool providing overview of police training in EU
EU Level Diplomatic Programme under EEAS	European Diplomatic Programme (EDP) since 1999	Young diplomats from Member States and officials of EEAS, European Commission and Council Secretariat	Curriculum includes CSDP and EU crisis management (skill development e.g. on diplomacy & understanding of EU External Action)	- virtual workgroup - web conferences available for participants to exchange and receive information and debate
European Network / Project under auspices of European Commission	ENTri III Europe's New Training Initiative for Civilian Crisis Management (prior European Group on Training (EGT)) 12 partners 2011-2019 (third phase 2016-2019)	Personnel working in civilian crisis management missions under EU, AU, UN, OSCE	- Certification of EU Civilian Crisis Management Courses (C ³ MC) - Course offers: Train-the-Trainer, In-country, core and specialisation courses - Working groups on E-Learning, Course Package Development, Training of Trainers (ToT), Evaluation and Certification) - Country focal points - In Control Mission Handbook in French and English	- In / out tests - Blended learning - Existing e-learning modules: Stress management & Inter-Cultural Competences - Code of Conduct e-learning module (mandatory for all CSDP mission / operations staff) currently under development - Provides links for e-learning courses - Some courses have online evaluation systems - (App of In Control Mission Handbook , under ENTri III discontinued)

Level & institutional anchoring	Training provider / Stakeholder	Target Group of & Purpose of Training	Programmes, tasks & special features regarding training	E-Approaches
Network / Project Youth Supporting European Commission	SALTO-YOUTH Network of 8 Resource Centres working on European priority areas within topic of youth	Youth in Europe and beyond	Training and cooperation resource centre, stands for Support, Advanced Learning and Training Opportunities for Youth (implementing European Training Strategy for youth)	- Online European Training Calendar run by SALTO, Erasmus+ and NGOs working with youth - Toolbox for Training with tools and activity ideas for youth work - Atlas Partner Finding connects youth projects, for partnerships and application Erasmus+ - Catalogue of over 500 trainers

Table 1: EU CPPB Training - Who is who?

European Union Member States

All Member States contribute to conflict prevention and peacebuilding activities as well as training, insofar as they are all members of the ESDC (see below). However, the MS governmental structures and institutions, which deal with CPPB training, vary greatly. The Nordic states as well as Germany, Slovenia, Austria and the Netherlands have developed strong capabilities, creating unique and / or strengthening existing institutions for training in civilian CSDP, such as [the Folke Bernadotte Academy \(FBA\)](#) in Sweden, [Centre for European Perspective \(CEP\)](#) in Slovenia, the [Crisis Management Centre \(CMC\)](#) in Finland or the [Centre for International Peace Operations \(ZIF\)](#) in Germany. Other Member States, especially smaller ones like Croatia or Estonia, are solely represented at EU-level CPPB sphere through their defence ministries or military academies. As explained further below, this brings up a number of challenges.

European Network College - ESDC

The ESDC is the central training organiser and provider for the EU. All 28 Member States are represented in this **network college** and it is comprised of 80 [training providers in Europe](#). The college depends on the support of national training institutes and the sending authority (EU body or Member State), who bears the participation course fees, travel and accommodation costs. The administration and organisation of ESDC lies in the hand of the following divisions:

Steering Committee (representatives of Member States): decision-making body, gives political guidance and strategic direction of ESDC

Executive Academic Board (EAB) (representatives of network institutions): ensures quality and coherence of training through annual identification of lessons learned and needs / requirements and has working groups on

- Working group on Internet-based Distance Learning (IDL)
- Implementation Group: European Initiative to enhance the exchange of young officers
- Executive Academic Board on SSR: Training of EU Pool of SSR Experts

Secretariat: assists Steering Committee and EAB, supports conceptual academic work and training activities in Brussels, closely linked to the Crisis Management and Planning Directorate (CMPD)

Between its foundation in 2005 and 2015, 8,000 **military, police and civilian personnel (including civil servants, diplomats & mission staff)** of EU and Member State's institutions have been trained through ESDC (Rehrl & Glume, 2015, further referred to as CSDP Handbook Missions & Operations 2015). Between 2014 and 2015, the training demands on part of the Member States increased and consequently the ESDC extended its training catalogue from 55 to 71 residential training courses with annual budget of EUR 131,761. In total 2,638 civilian and military staff participated in training activities, including residential courses, Internet-based Distance Learning (IDL) and Military Erasmus (EEAS, 2015a). From 2015 until 2016, the residential course number increased to 77, and in all courses (incl. IDL and Military Erasmus) 5,292 civilian and military staff took part (EEAS, 2016b). The table below depicts the levels and types of courses offered at the ESDC. In addition to the courses, ESDC facilitates alumni and roundtable meetings and an annual open networking event for all interested and involved CPPB actors.

ESDC Training audience (civil servants, diplomats, civilian mission staff, military and police)	Training Activity Level	Examples Course Topics
High-ranking staff / decision makers (Ambassadors, Generals / Admirals, Directors)	CSDP High-level Seminar (2 days)	Execution and development of CSDP policy, crisis management and capability development
Senior staff (diplomats, civil servants, police and military personnel)	Senior mission leaders course CSDP high-level course	EU comprehensive crisis management, senior mission leaders course, gender course
Specialised staff / experts (diplomats, civilian and police staff, with a minimum of practical experience, e.g. legal advisors)	CSDP advanced course / for specialised Staff	SSR, capability development, civilian crisis management, mission planning
Administration and working level staff	CSDP orientation / generic courses	Thematic or regional focus
Nominated / selected personnel from leadership, expert and general levels	Pre-deployment training	Modules on EU's CSDP, mission specific mandate, 'local' culture, (personal) security

Table 2: ESDC Training Programmes
(CSDP Handbook, 2013 and CSDP Handbook on Missions & Operations, 2015)

Training for Civilian Crisis Management - ENTRi

The ENTRi initiative was created in 2011 by IcSP and guided by the European Commission's Service for Foreign Policy Instruments (FPI). It is now in its third phase running from 2016-2019. It has twelve [partner organisations](#)¹⁰, all but two are also member of ESDC. ENTRi is 90% funded by the

¹⁰ Austrian Study Centre for Peace and Conflict Resolution ([ASPR](#)), Austria; Royal Institute for International Relations ([Egmont](#)), Belgium; [Diplomatic Institute](#), Bulgaria; Crisis Management Centre ([CMC](#)), Finland; Ecole Nationale d'Administration ([ENA](#)), France; Center for International Peace Operations ([ZIF](#)), Germany; Scuola Superiore Sant'Anna ([SSSUP](#)), Italy; Netherlands Institute of International Relations Clingendael ([NIIB](#)), Netherlands; Centre for European Perspective ([CEP](#)), Slovenia; Folke Bernadotte Academy ([FBA](#)), Sweden; ;Swiss Expert Pool for Civilian Peace Building ([SEP](#)), Switzerland; Stabilisation Unit ([SU](#)), United Kingdom

Commission and co-funded by the partners. It has a total budget (since its inception) of EUR 8 million. The Center for International Peace Operations (ZIF) in Germany is leading the consortium. During the second project phase (2013-2016), ENTRi II successfully implemented 44 courses with 994 participants from over 80 different nationalities. Both pre-deployment and specialisation courses were offered. Most of the participants were **civilians, such as EU, UN or other mission staff, civil servants but also police and military**. As the organisations, which send the participants, bear all the participant's costs, courses are usually oversubscribed. Therefore, ENTRi has implemented a selection system (Dijkstra et al., EU CIV-CAP, 2016). During ENTRi II, the ENTRi offered the following **types of courses**:

1. **Core course on Non-Mission-Specific Training for EU Civilian Crisis Operations**
2. **Specialisation courses** on topics such as Child Protection, Monitoring and Rehabilitation, Leadership & Gender, Human Rights, Conflict Analysis & Conflict Sensitivity, New Media, Hostile Environment Awareness Training (HEAT), Mission Admin & Support, Rule of Law
3. **Pre-deployment training**, country specific and HEAT
4. **Pilot Training-of-Trainers (ToT)** (in 2015 1x in Slovenia and 1x Kosovo)
5. **In-country courses** (hitherto in Uganda, Ethiopia, Kosovo and Mali)

In the third project phase (2016-2019), ENTRi III has five different working groups: Certification, Evaluation, Training of Trainers, E-Learning and Course Package Development. Currently, courses on negotiation and mediation are offered and six Training-of-Trainer (ToT) courses will be held worldwide. In addition, a didactical toolkit for crisis management courses is under development. Two modules one on Stress Management and the other on Inter-Cultural Competence were already launched. A code of conduct e-learning module, which will become mandatory for all staff to be deployed to CSDP missions / operations, will be elaborated. The subjects of the first three packages are ToT, Gender and Human Rights. Nine packages of modules / training courses will be for the flexible use by trainers.

The **certification of training programmes** is one special feature of the ENTRi initiative. A [C³MC-label](#), open to training centres in and outside of Europe, is awarded to programmes that meet established training standards. The certification programme seeks to provide an objective evaluation, aiming at the alignment of courses with international standards to subsequently enhance the coherence of training activities in civilian crisis management. To ensure and maintain the standards a periodic review by ENTRi partners under the lead of the Scuola Sant' Anna is conducted.

Training for Military

EU Member States have the primary responsibility for military training of nominated personnel, troops / forces as well as elements for command and control, for peace (CSDP) missions. The specific military training and education, which is organised by disciplines, is identified in the *EU HQ Training Guide*. ESDC courses for and on military range from training on protection of civilians, CSDP common module on CSDP (Erasmus Militaire), civil-military cooperation to international law for military legal advisers. For the quality assurance and assessment of military training requirements the EU has established **EU Training Discipline Leaders (EU DL)**, nominated by the EUMC. The EU DL is an expert group to permanently monitor and consider new (military) training requirements (EEAS, 2015b). For the training of young officers, the Erasmus Militaire programme was launched in 2008, to encourage exchange between officers from MS during their training and education. The ESDC runs an 'Implementation Group' for the programme, however also relying on the participation and input from the Naval, Air, and Military Academies of Member States. The extent to which MS have

included the commonly elaborated models on CSDP etc. into their national system depends greatly (Rehrl, 2014; further referred to as CSDP Handbook for Decision Makers 2014). Furthermore, as troops and officers are still primarily educated and trained within their MS, one may question to what extent one can speak of a harmonisation of training for military and a shared *Common European Security Culture*. To what extent, CSDP mission / operations suffer from this, remains subject to the research of EU CIV-CAP and IECEU.

Training for Police

Generally, pre-deployment police training (for CSDP missions) lies, just like military training, in the hand of EU Member States. However, when deployed in CSDP missions / operations, the two main EU training initiatives / organisations offer the training: EUPST and CEPOL. Additionally, police personnel can participate in ESDC (for example SSR) and ENTRI courses (for example Protection of Civilians). The **European Union Police Services Training (EUPST)**, funded by the European Commission, includes seventeen [partners](#), led by the Royal Netherlands Marechaussee (RNLM).¹¹ It aims to build up police capabilities in the areas of interoperability, harmonisation and the international police network for participation in crisis management operations (van der Laan et al. 2016; further referred to as [Clingendael](#)). Up to 1,500 law enforcement officers have been trained already. In the project period from 2015 to 2018, five comprehensive live exercises (2 weeks), twelve training programmes (1 week) and five workshops / academic conferences are planned. About 2,000 police officers and gendarmes will receive training for deployment to CSDP missions. Their course schedule also offers **Train-the-Trainer** courses, focused on mentoring, monitoring, training and advising (MMAT). The **EU Agency for Law Enforcement Training (CEPOL)** trains higher-level police officers on issues around CSDP and the nexus with areas of freedom, security and justice (Dijkstra et al., EU CIV-CAP, 2016). In 2015, CEPOL offered 151 courses (85 residential activities and 66 webinars), 428 exchanges under the European Police Exchange Programme, 24 online modules, one online course, and nine common curricula (CEPOL, 2016).

Pre-deployment training (PDT) and in-mission training

The EU pre-deployment training system involves ESDC, the EU Member States and until 2016 also ENTRI (2013-2016 ENTRI II). Under current development of the EU training system, it is foreseen that all nominated / selected CSDP mission staff shall undergo a PDT to harmonize the management culture and ensure that the mission staff has the relevant skills and knowledge. The Member States have the responsibility for PDT of their **seconded civilian, police and military** CSDP mission staff. PDT for **internationally contracted staff** is under the auspices of the EEAS and delivered through the ESDC as regular PDT programmes. Extensive PDT for contracted staff is a recent development, after its need has been expressed in several meeting and reports (ENTRI, 2012; CSDP Handbook, 2015). ENTRI offered funded pre-deployment training regardless the seconding member states or mission (UN, OSCE, AU or EU mission), based on the idea that all civilian mission staff need training, no matter if seconded or contracted. The ESDC, which has PDT since 2015, implemented in the academic year 2015 / 2016 seven pre-deployment courses. The goal is to hold ten PDT per year. Financing is an issue, as the Member States ought to cover the travel costs, board and lodging and not all of them

¹¹ The consortium members are: Bulgaria, Cyprus, Estonia, Finland, France, Germany, Italy, Netherlands (Royal Netherlands Marechaussee and National Police), Poland, Portugal, Romania (Jandarmeria and National Police), Spain (Guardia Civil and National Police), United Kingdom (Stabilisation Unit) and CEPOL (Collège Européen de Police).

are able to cover. The CSDP mission budget, which is anyhow very limited, can only cover the participation if the respective person is already 'on mission' in the field (Dijkstra et al., EU CIV-CAP, 2016). ESDC holds some of their courses in conference venues of the Commission or Permanent Representations. Trainers of ESDC PDT courses do not cost anything as they are usually drawn from EU institutions. However, the more pre-deployment courses are offered the costlier it gets for the EU (Dijkstra et al., EU CIV-CAP, 2016). Financial implications also concern ENTRI, its participating organisations and the Commission, which provides 90% of the funds. **In-mission, in-theatre or induction training** (when the deployed staff is in the field) ought to deepen the knowledge on the particular context in the host country. It is the **responsibility of the management of EEAS and CSDP mission**. So far it has not been standardized across missions (Dijkstra et al., EU CIV-CAP, 2016). The 6-month post-course evaluation¹² by ENTRI revealed, that about 65% of the mission staff, who previously attended an ENTRI course, did not receive an official follow-up to their training in the field, for example briefings by colleges or supervisors or an proper in-mission training (ENTRI, 2016).

E-Approaches to Training Management

The EU runs a web-based platform named *Goalkeeper*, which aims to establish a link between training and deployment, by serving Headquarters, CSDP civilian missions, Member States and (prospective) course participants. The *Goalkeeper* has four features: *Schoolmaster*, *Registrar*, *Headhunter*, and *Governor*. Most important for training is ***Schoolmaster, an open database or course calendar / catalogue*** with an advance search function (course topic, venue, dates, target audience, network etc.) This course calendar also lists non-ESDC network training activities (Goalkeeper, 2016: Schoolmaster Course List 2016). Generally, any training centre, governmental NGO or IO, can be listed on *Schoolmaster*. However, usually the collection of training providers occurs through Member States, who forward a list with relevant training centres in their countries. Many training organisations are not included, either because they do not necessarily fit the Member State interest in CPPB, or because Member States may lack institutional capacity to communicate and make the link between training providers and the *Goalkeeper* system. Lately, training institutes are invited to register their courses themselves and a mail alerts for new courses has been developed. One could assume that nominated mission staff normally searches for courses through the online platform, whereas (potentially contracted) experts are more likely to follow their peers' recommendations for specific courses.

The feature *Registrar* allows the EEAS and Member States standardized management of civilian personnel for potential deployment to CSDP operations, an electronic management of applications for seconded positions in CSDP missions, and a statistical investigation of EU and national civilian capability development. Via the *Headhunter* the EEAS and HR officers in CSDP operations provide a catalogue of job descriptions to facilitates and standardize the creation of job descriptions. Lastly, accredited users have access to conceptual documents related to CSDP work through the *Governor* application. Since 2016, the administrative management and responsibility of the *Goalkeeper* lies within the EEAS (Goalkeeper 1.3.0., 2016). ENLIST nominators of all EU institutions, agencies and Member States can register their selected national personnel through a secure course registration system of the ESDC: **ENLIST**. There are currently 119 active ENLIST nominators. Participants who want to be registered directly via the ESDC are asked to contact their national nominators. During the

¹² It is an anonymous online survey. Response rate was high with 57%, 563 if 994 course alumni responded (ENTRI 2016).

academic year 2015-2016, ENLIST was used for 39 courses. In this period, manual interventions by the ESDC Secretariat were necessary to fight serious bugs (EEAS, 2015a).

Worth mentioning are also the online tools by SALTO-YOUTH. Although this network, supported by the Commission, is not directly linked to CPPB, it provides some interesting online features in the training area: Firstly, the [Toolbox for Training](#) with tools and activity ideas for youth work is excellent for trainers, experts and training organisations. The [Atlas Partner Finding](#) connects youth projects for exchange amongst the partnerships. Lastly, the [Trainers Online for Youth](#) is a directory of over 500 trainers in Europe.

E-Learning

ESDC operates the **e-learning system ILIAS**, which has a small, [open-access area](#) with information on CSDP and the EU and a closed, login space for students of ESDC courses and administrating tutors. Between 2015 / 2016, the ESDC Secretariat implemented 74 e-learning courses, specifically preparatory courses, accompanying courses, stand-alone courses, test versions (EEAS, 2016a). Furthermore, the ESDC takes just like ENTRI II in and out-tests for pre-deployment courses and uses blended learning. In the field of personal security and safety, the EEAS offers an [online course electronic Hostile Environment Awareness Training \(eHEAT\)](#). However, this course expires in the course of 2016 and a certificate is no longer awarded. The website offers two additional courses in English and French: Basic Awareness in Security (BASE) and Security Awareness in Fragile Environments (SAFE). The completion of these or similar course offered by the UN¹³, are mandatory for civilians before the deployment in a CSDP mission. It is apparent, that **there are neither conflict prevention nor peacebuilding specific e-learning courses nor any of the wide-range of competencies / thematics related to it.**

Regarding the use of new information technologies, ENTRI's Working Group on e-Learning launched an **Application (App)** of the handbook [In Control - A Practical Guide for Civilian Experts Working in Crisis Management Missions](#) in 2015, which is however currently not online. Apart from the regular chapters, the App includes a quiz / test, an interactive mission map, a deployment checklist and links to the training providers, and allows for the integration of other e-learning modules (ENTRI, 2016). The ENTRI *In Control handbook* is available both in [French](#) and English. Furthermore, e-learning [modules on stress management, intercultural competence](#) in the field have been developed and launched. In the next project phase, the modules and their usage will be assessed. A code of conduct e-learning module is currently under development, it will become mandatory for all staff to be deployed in CSDP missions / operations. CEPOL reports that the demand for e-learning rose in 2015. They offered 66 webinars, attracting 6,731 participants in the same year. In addition, they also run an online platform for exchange in the practicing community. Furthermore, for the first time in 2015, an online course 'Police English Language' was implemented. It lasted five weeks and 51 participants took part (CEPOL, 2016).

5. Challenges, Gaps and Needs in CPPB Training at the EU and State Level

The review above has shown the variety of initiatives, actors and advances in CPPB training at EU-level. Despite this recent development, the EU sees itself confronted with a number of challenges to

¹³ UN BSITF and ASITF online courses (Basic and Advanced Security in the Field).

a common, coherent and comprehensive training sector for CSDP as well as other CPPB activities. Additionally, there are needs, which are developing or becoming evident exactly because of this recent and rapid development of the CPPB training landscape (see reports from ENTRi, EU CIV-CAP, Clingendael, IECEU). It would exceed the scope of this baseline research to assess all challenges related to the EUs capabilities in CPPB as well as the 28 Member States' internal debates and CPPB practices that occur in bi- or multilateral cooperation. Intentionally, this project does not wish to duplicate research and findings of other initiatives. The Horizon 2020 project [Improving the Effectiveness of Capabilities in EU conflict prevention](#) (IECEU), for example, offers an in-depth analysis of the European and its Member States capabilities in CPPB, in particular scrutinises the challenges to civil-military cooperation and CSDP missions (IECEU, 2015b). For a detailed assessment of the EU's civilian capabilities, lessons learnt and improvement refer to the Horizon 2020 project EU-CIVCAP (see for example Dijkstra et al., EU CIV-CAP, 2016). In the following, the most important challenges, gaps and needs with regard to training, which are discussed in the literature and in EU communications, are summarised. These are categorised into three interdependent levels: Firstly, challenges on the **macro-level**, involving issues around coherence of actors and cooperation issues within the EU and externally. This in turn influences the **operational level** of training organisations and management, such as pre-deployment trainings, delivered by the EU and its Member States and meeting the training requirements for the field. On the **micro-level** (training-implementation / content-level), there are gaps and needs regarding training content, trainers and returned mission staff, which can be caused by issues of incoherence.

1. Coherence within the EU and Members States

The first challenge the EU faces, not just with regard to training, is the **lack of coherence due to fragmentation** of the large number of EU actors on the strategic, political as well as implementation level. Issues around coherence obviously also effect coordination, cooperation and standardisation of training and the assurance of quality. Central aspects of this incoherence are the different national interests, priorities and approaches to CPPB. For example, there are different regional and thematic foci, as France for example prioritizes security in Africa, especially in its former colonies and countering terrorism (Permanent Mission of France to the United Nations, 2016). Austria on the other hand focuses on peace and stability in Southern Europe, Balkan and South Caucasus region (Federal Ministry, Republic of Austria, Europe, Integration and Foreign Affairs, 2017). Sweden has a strong agenda for gender in peacebuilding and Finland for mediation (Ministry for Foreign Affairs of Finland, 2011; Government Offices of Sweden, 2016). Regarding policing in CPPB and the character of police, there has not been a Council decision yet. Thus, there is no agreement amongst the EU or its MS. Gendarmerie units, in France, Italy and Spain work in their respective countries under the authority of the Ministry of Interior (except in Italy), and engage in a range of (civilian) police work. However, their deployment in CSDP missions / operations is controversial due to the gendarmerie's military equipment and 'robust' character. Other MS favour 'pure' civilian operations, arguing that the deployment of police forces with military status (gendarmerie) will complicate civilian security tasks (Clingendael, 2016). A similar issue has evolved around military CSDP missions / operations, and the role of military in CPPB in general. The lack of common policies and functioning cooperation mechanisms within EU institutions regarding military interventions among the MS present obstacles to interoperability. This entails difficulties in funding, coordination in the planning and deployment of CSDP missions / operations (for more details refer to IECEU, 2015b). This divergence also trickles down to the training sector. The Clingendael (2016) report on police missions, states that it is not the lack of training presenting a challenge but to bring "the many national and EU-level training activities

together in a coherent and standardized overall training package.” The table above on training providers under the auspices of the EU illustrates how plenty and diverse options there are. On paper, the *Comprehensive Approach* foresees coherent, coordinated and complementary measures, which is however challenging to achieve in practice. As it is the primary responsibility of Member States to adequately train their seconded staff (of CSDP missions and EU Special Representatives), there are significant divergences in the quality and impact of training offered by the diverse national institutions (under ESDC and ENTRi). According to the analysis of EU CIV-CAP (Dijkstra et al., EU CIV-CAP, 2016) initiatives to harmonize and standardize training are inhibited as many Member States remain slow into improving and updating training and recruitment procedures. In addition, some **MS lack behind in updating the EU rosters** of available staff on the *Goalkeeper* platform. Consequently, the online roster contains outdated information of personnel that is often not even available for CSDP missions. EU CIV-CAP argues that one reason is that MS need to “deliver the staff” and pay the training in case their personnel is selected through the roster. Hence they simply chose not making qualified staff available for CSDP missions. Consequently, there is no roster of former mission staff and commonly available evaluation reports for institutional learning (Dijkstra et al., EU CIV-CAP, 2016, p. 42f.).

2. Capabilities of EU Member States (for Civilian CPPB Training)

The discrepancy between different Member States in providing adequate staff as well as training options is rooted in the **different capabilities for training, especially in training for civilian mission staff, diplomats and civil servants engaged in CPPB** (regarding financial, structural and staffing capabilities). Finland, Denmark and Sweden have high standards in the pre-identification of personnel and place particular emphasis on adequate training. Before national candidates are added to national rosters, they must attend a generic training programme equivalent to at least two-to-four full-time weeks. Germany and Belgium have similar training requirements for their selected staff. EU CIV-CAP (Dijkstra et al., EU CIV-CAP, 2016) recommends that some MS should improve their personnel policy. Moreover, regarding institutionalisation some Member States CPPB created a separate government body for recruitment and training, especially of *civilian* expert, mission staff, civil servants and diplomats. Germany, Finland and Sweden for instance have a separate organisation for CPPB-related training (see ZIF, FBA and CMC). In other countries like Croatia only state or military actors, the Ministries of Defence and / or Military Academies are responsible for training. They do organise certified courses on peacekeeping; however no governmental agency was created, that is entirely dedicated to training of civilian personnel for CPPB. Again, others like Austria and Italy have, next to their engaged Ministries of Defence and / or Interior, non-governmental organisations represented in ESDC and ENTRi, who are additionally responsible for training of civilian staff. Nonetheless, the representation of state and non-state institutes from one MS in ENTRi and ESDC is rather exceptional.

In terms of training EU countries like Hungary, Luxembourg, Malta, Estonia, and Lithuania do not have the capacity to organise and implement frequently CSDP trainings, especially to prepare civilian for CCPB. However, Luxembourg for example, as one of the smallest MS, has send their staff to trainings in other countries. Nonetheless, other relatively small MS, such as Austria and Finland are actively supporting and contributing to EU training (through staff, training organisations). This brings us back to the first issue of different national interest in CPPB activities.

Related to this, is the issue of EU’s **Civilian Response Teams (CRT)**, the rapid reaction capacity of the EU. The MS have agreed to hold a number of experts available for mission deployment within five days. The CRT pool was supposed to consist of 100 staff from different Member States. Yet that goal

was never met and Clingendael (2016) reports that the CRT concept has failed, as only twice a person (not even a team) has been deployed. For policing, the Civilian Headline Goals prescribe hundred police officers able to deploy within thirty days. Some Member States, such as Austria and Sweden, have created Police Force Pools. Problematic is again the MS' capability to train and then hold the CRT staff available for secondment. The domination of Nordic countries in the set-up is mentioned as a reason for failure of the CRT. It was modelled after systems in Sweden, Finland and Germany, where special government bodies are set to take care of the recruitment process. This was and still is lacking in most other Member States and their "offer" of deployable staff is scarce (Clingendael, 2016).

3. Parallel Training Initiatives EU-UN

The literature review revealed the **challenge of harmonising trainings regimes and structures of the EU and the UN** (Creta, 2014; Hummel & Pietz, 2015; Cîrlig, 2015). Harmonising and standardising training is a gradual process, which hitherto has rather happened ad-hoc and unstructured. There is a need for coordination as the UN and EU deploy peace operations to the same countries (e.g. Mali and Afghanistan) and engage in the same CPPB activities, such as SSR or protection of civilians. A step towards harmonisation is the EU's initiative of opening their courses, those promoted through *Schoolmaster*, for UN mission personnel as well as other IOs (Hummel & Pietz, 2015). Moreover, UN-EU cooperation in CPPB is already institutionalised through the EU-UN Steering Committee, which is *inter alia* tasked to identify options for cooperation in training and exchanging best practices (Cîrlig, 2015). However, this does not automatically result in cooperation mechanisms and action to "trickles down" from the political and strategic to the operational level in training planning. **A system for standardized training and consultation to share lessons identified and foster mutual understanding is not yet in place.** The UN and EU training regimes have been under review in the course of 2015 and 2016. However, so far there are no common training standards on issues like SRR, women and gender (e.g. Res 1325), human rights law or pre-deployment training – the personal safety and security training being one of the shared curricula. However, one can argue that, although a formal harmonisation has not taken place, the content of training is based on shared international principles and a standard set of CPPB instruments. Thus, training programmes of EU and UN convey the same content, skills and knowledge. Divergences would then only be rooted in different training methods and quality, which in turn depend on the trainers and experts. One might even find that the same trainers deliver courses for the UN and EU in for instance gender mainstreaming. However, this is not proven since, as mentioned above, there is no accessible European database for trainers on CPPB.

4. Pre-Deployment and In-Mission Training

The issue of capabilities and coherence between Member States also applies to the management of pre-deployment training. EU CIV-CAP (Dijkstra et al., EU CIV-CAP, 2016) argues that MS should make more use of the offered training options by ESDC or ENTRi, even that "the reality is that the member states are not often able to provide adequate pre-deployment training" (p.49). The example given is plausible: a small country like Luxembourg, who second staff to EUTM Somalia, cannot hold every three months a weeklong seminar for staff from Luxembourg. ENTRi (2016) has also mentioned the challenge of coordinating and implementing country specific PDT 'for the right people at the right time.' Furthermore, there exists a discrepancy between PDT for **seconded and contracted mission staff**. The EEAS has the responsibility of internationally contracted staff, however in 2015 / 2016 it was still criticised that only few contracted personnel attended PDT. Is that due to a shortage of adequate PDT offers or does the mission staff simply not attend (because of time or location)? In

comparison, the OSCE and UN manage to offer suitable courses for contracted staff. Whatever the reason, there is a need to overcome the division between seconded and contracted staff, to prevent incoherent working cultures and preparations of mission staff. Furthermore, it has been reported that **administrative / mission support staff** may not have been adequately trained as there are only few courses on procurement, logistics, and information and communication technology (EU-CIVCAP, 2016). However, contracted staff for 'procurement officer' positions, for example are required to bring professional experiences, and cannot get a position in CSDP missions / operations without it. Therefore, the statement of in the EU-CIVCAP Newsletter (2016) should be further investigated.

EU CIV-CAP (Dijkstra et al., 2016) has already given policy recommendations, firstly calling for sustainable and standardized PDT for all mission staff (contracted and seconded) and secondly an increased EU training budget, for instance providing a mission budget for standardized PDT. Regarding **in-mission training**, prior analyses (in EEAS, 2015a; CPCC, 2015; Dijkstra et al., EU CIV-CAP, 2016) revealed that there is a need for harmonized in-mission introductory training with a minimum standard across missions, for instance information about a Mission Implementation Plan. However, there needs to be a balance between generalized in-mission training about rules of procedures (the same across all missions) and specialised training topics: In the EU operation in Georgia, for instance, staff needs driving instructions for armoured vehicles whereas the Ukraine in-mission training should include SSR inputs. Standardized presentations of induction training may include updated / often changing security and political situations and working procedures and cultures that have not been covered in the PDT. The specific and general needs for in-mission and pre-deployment training will further be analysed in the forthcoming report on Curricula.

5. Meeting the Needs of the Field

Training programmes in CPPB should obviously correspond to the necessities in a given context of the CPPB intervention / measure. Whether CSDP mission / operation staff, military, civilian or police, or diplomats in track I mediation, all need to be adequately prepared with skills and knowledge to meet the challenges and tasks in their work. There should be mechanisms in place to firstly assess these needs and secondly communicate them to the training organiser, who finally designs courses accordingly. The literature review revealed that the existing structures are not sufficiently utilized: ENTRI holds contact to **national and mission / HQ focal points** to receive feedback and information on training needs and requirements for civilian conflict prevention and peacebuilding activities. However, the contact with the ENTRI partners in Europe remained sporadically and via phone, as no focal point has provided written input on needs (ENTRI, 2016). Nonetheless, ENTRI

engages in regular exchange and meetings with relevant EU bodies / divisions, OSCE, APSTA, UN DPKO Integrated Training Service, CSDP missions, EU Member States as well as the European Association of Peace Operations Training Centres (EAPTC). At the ESDC, the Executive Academic Board (representatives of network institutions) is tasks to ensure quality and coherence of training through the identification of lessons learned and needs / requirements. There are three working

Challenges and Gaps in Training at EU-level

1. Coherence among EU stakeholders
 2. MS capabilities for civilian CPPB training
 3. Parallel training structures EU-UN
 4. Pre-deployment and in-mission training
 5. Meeting the Needs of the field
 6. Training content: Skills, Topics, Audience
 7. Inclusion of returnees - Lessons learnt
 8. Knowledge Transfer - Trainers & Experts
-

groups, but none explicitly dedicated to assess the requirements of training in CPPB.¹⁴ The ESDC Secretariat supports conceptual academic work and training activities in Brussels. It is closely linked to the Crisis Management and Planning Directorate (CMPD), which in turn is a strategic body of the EEAS. Providing the “basis for the decision of the EU Council on about ‘what to do, why, where and with whom’ in an international crisis situation”. It is therefore tasked with the strategic and operational planning of CSDP missions / operations. The process involves civilian and military planners and in consultation with other services within and outside of the EEAS (CMPD, 2016). It remains unclear from the literature and information available online, if there is a systematic, centralized and coordinated process within ESDC and CMPD to assess training needs in civilian CPPB activities.

Regarding the assessment of military training requirements, the EU has established EU Training Discipline Leaders (EU DL). The EU DL is an expert group to permanently monitor and consider new (military) training requirements. They conduct an **EU CSDP Military Training Requirements Analysis (TRA)** to identify “gaps, deficiencies and redundant training, in order to highlight the appropriate corrective measures necessary to meet training requirements for a specific CSDP military training discipline” (EEAS, 2015b, p.8). In order to translate recommendation into practice the EEAS developed a *Framework Process for Managing CSDP Military Training Requirements* (EEAS, 2014c). The structures for the analysis of civilian training requirements are less developed, and therefore pose a challenge to the process of training design.

6. Training Content and Target Groups

Regarding the content of training, the literature review revealed that there are insufficient courses on for the middle management on **leadership and management skills** as well as **language courses** (ENTRI, 2012). The Clingendael report (2016) provides an example, referring to the critical shortfall of francophone police personnel. Three years after the ENTRi assessment, the CPCC Questionnaire of 2015 (CPCC, 2015) confirms the continuous need for courses on skills in leadership, change management as well as mission support, mission planning, monitoring mentoring and advising. Regarding military training, IECEU found that ESDC lacks course offers on core institutional and working practice for nominees to EU OHQ, as it is currently only available for EUMS staff (IECEU, 2015a). In addition, more and better specialized training should be offered to senior personnel. As there ESDC offers a range of courses in this area, the question arises whether it is not about the offer, but about the participation of senior staff. The planned research activities under WP3 might provide more insights to this issue. Furthermore, training is expensive and some trained personnel is in the end in some cases not deployed (Dijkstra et al., EU CIV-CAP, 2016)¹⁵. This generic link between training, recruitment and deployment should be subject of future investigation. Regarding training content, another question arises to what extent non-conventional approaches and topics of CPPB are part of training at EU-level. Good examples are the three CPPB instruments, multi-track diplomacy, security sector reform and governance reform, assessed by the Horizon 2020 project WOSCAP (Whole of Society Conflict Prevention and Peacebuilding). As the name indicates, the project aims to provide recommendations on how to achieve a whole-of-society-approach in CPPB, looking beyond the state as the central actor of CPPB activities (WOSCAP, 2016).

¹⁴ *Working group on Internet-based Distance Learning (IDL), Implementation Group: European Initiative to enhance the exchange of young officers and Executive Academic Board on SSR: Training of EU Pool of SSR Experts*

¹⁵ Note, there are no verified numbers on trained, but not deployed personnel.

7. Returnees

Within the EU structures, neither ESDC nor ENTRi have an institutionalized or systemized approach to involve former mission members or returnees in CSDP-related training. The extent to which returned seconded staff is engaged in evaluations, identification of best practices or training of new personnel, depends on the Member State. There is no clear and available, public information on how different Member States handle returnees. For contracted, international personnel of CSDP missions there are even less ways, if any at all, for experience sharing and knowledge transfer through training of future personnel. In addition, knowledge transfer (lessons identified, best practices) does not occur either across / between CSDP missions and relevant EU actors. An annual cross-mission meeting on specialized experts and advisors, Gender, Human Rights, Rule of Law advisors or Heads of Mission, has already been suggested to open the possibility for knowledge and experience sharing (CPCC, 2015). ESDC holds an annual Alumni Event, which however serves a purpose of discussing the larger dimension of European Security Policy, CSDP and the EU's role in a globalised world (see ESDC, Alumni Seminar Programme, 2016).

8. Knowledge: Experts and Trainers

The issue of knowledge transfer through returnees opens up questions regarding the general sources and transporters of knowledge and skills in CPPB training. In other words, **who are the trainers and experts providing CPPB training for CSDP and other EU / national courses?** In the review of official EU documents on training, CSDP handbooks ENTRi reports and website research, it became apparent, that trainers and experts are nearly never mentioned. The *Goalkeeper – Schoolmaster* Catalogue of the EEAS of training opportunities does not provide information on their experts or trainers for the particular courses. ENTRi is fostering the harmonization of European training centres also by sharing trainers and expertise. However, the partners do not offer input about the qualifications and profiles of their trainer and experts, and of course, any sort of evaluations of trainers are done internally – if done at all. There does not seem to be centralized coordination of trainers. Moreover, information on trainers and experts are generally not publically available. Only CEPOL runs a database on lecturer, trainers and researchers. Mentioning this here is not meant as a doubt or critique on the quality of training or the trainers. However, if the EU's goal is to improve and harmonize EU and national training activities, attention should also be placed on the trainers and experts – after all, they deliver the courses with their diverse experiences, qualifications and backgrounds. An inspiration for this project could be the aforementioned trainer catalogue by SALTO YOUTH. This can be further elaborated under Working Package 4.

Recommendations for upcoming Working Packages

1. Coherence of EU-level training (actors and approaches)

- Assess the link between training, recruitment and deployment.

1. EU-UN Cooperation

- Elaborate the possibility of creating a catalogue on common / shared UN-EU training standards or other mechanisms to harmonize training standards (also beyond EU-UN cooperation, e.g. AU and OSCE).

2. Pre-deployment and in-mission training

- Are there sufficient PDT programmes offered for seconded and contracted staff on the relevant topics (mission administration etc.)?
- Assess in interviews with key EU personnel, what the obstacles for mandatory and common PDT for contracted and seconded staff are, and how they can be overcome.
- Scrutinize the possibilities of standardized in-mission training.
- Provide suggestions for possible curricula or modules for standardized in-mission training as well as training for administration and support staff.

3. Training Content and target groups

- In the Curricula and Methods Analysis, it has to be made sure that critical gaps in EU training content / topics and skills are identified.
- Curricula on marginalized topics (and skills) within EU trainings should be identified
- Consider the possibility of mainstreaming findings of other Horizon Projects into EU CPPB training, such as WOSCAP's whole-of-society-approaches. Under WP4, curricula suggestions could be developed.

4. Returnees

- Develop suggestions on how to incorporate mission returnees into CPPC, on the basis of best practices within Member States (WP4).
- Elaborate recommendations on knowledge and experience exchange between former mission personnel (e.g. Gender, SSR advisors) and other EU CPPB activities, for instance workshops at the ESDC Alumni Event.

5. Trainers & Experts

- Assess / map out trainer profiles indicating qualifications and backgrounds for specific training could be made available online. For the Peacetraining.eu website, assess whether there is a demand and need for a centralized trainer and expert catalogue (see point 8). If yes, then it could be developed under WP4 and 5.

6. E-approaches & e-learning

- Close cooperation with ENTRI's Working Group on e-Learning to learn about their web-based app and explore possibilities for developments under WP4 and WP5
- Explore possibilities and obstacles towards a European platform for mission support and e-learning in the field of CPPB.
- Consider SALTO YOUTH online Toolbox for trainers and training providers as a model for similar feature on Peacetraining.eu (if there is a market / demand for it) (WP3/4).

6. Non-State Training Landscape in Europe - Civil Society Actors and their Approaches to CPPB

This chapter provides an overview of civil society-based, private and university-based CPPB training initiatives in Europe. After a brief introduction about 'civil society' and its approach to conflict prevention and peacebuilding (in comparison to the EU level), some examples of civil society training providers in Europe are given. The chapter concludes with outlining challenges and needs, which serve as basis for the forthcoming analytical work of the Consortium under Wp3 and WP4.

Following the ending of the Second World War, European civil society engagement in peacebuilding and prevention of violent conflict, both within Europe and internationally, increased significantly. In the course of the 20th Century and particularly from the mid-1990s onwards, an array of mechanisms and instruments to reduce inter- and intra-state conflicts were developed (Paffenholz, 1998). At first, the role, value and critical contributions civil society can bring to peacebuilding and effective prevention efforts were little understood by governmental and international actors. Their engagement was initially perceived by many states and the UN as complicating CPPB efforts, particularly in the context of inter-state conflicts (Berman & Johnson, 1977). Academic and political discourse until the very last years of the 20th century concentrated largely on the role of the UN, other international organisations and states in peace processes. However, the increasing scale of engagement and practical work implemented by both, international and national NGOs, linked with the increase of intra-state conflicts and the growing complexity of CPPB dynamics, led throughout the 1990s to an increasing recognition of the roles of civil society in peacebuilding and prevention. In the following years states, inter-governmental organisations and civil society actors all developed and evolved their CPPB instruments. The gradual evolution of understanding in the field has been the recognition that each have important – and unique – roles and capabilities they can bring to CPPB and building sustainable peace (Crocker et al., 2001).

For the purpose of this study civil society has been understood as **“the arena of voluntary, collective actions of an institutional nature around shared interests, purposes, and values that are distinct from those of the state, family, and market”** (Paffenholz, 2009). CSOs have some form of autonomous organisational structure and are – in general – not primarily driven by private or economic interest. Civil society comprises different ‘non-state’ actors including non-governmental / non-profit organisations, faith-based and community-based organisations and research institutes, which interact in the public sphere. As explained in the chapter on the project scope, it is this sub-set of civil society, which has been considered in the mapping of civil society-based training providers. In addition to direct engagement in peacebuilding, mediation, prevention and post-war reconciliation and peace consolidation, many civil society organisations have identified the importance of engaging in both public awareness raising and policy advocacy – working to strengthen and improve State and EU capabilities and approaches. In order to strengthen their ability to influence policies and improve practical collaboration to develop the field further, many CSOs across Europe have joined together in regional or global networks and lobbying campaigns (Serbin, 2005). The [European Peacebuilding Liaison Office](#) (EPLO) for example was set up in 1999 in order to improve the representation of organisations before EU institutions and to facilitate access to information. EPLO serves as a platform to strengthen the engagement of European CSOs in policy advocacy towards Brussels-based institutions and EU-member states, while also providing information on CPPB trainings offered by the

different member organisations. Additionally, the [Global Partnership for the Prevention of Armed Conflict](#) (GPPAC)¹⁶ is a global network of NGOs, facilitating exchange of experience, strengthening multi-sectoral cooperation and engagement with UN organisations and agencies, and working to gather best practices and lessons learned in the field.

As discussed in chapter 3, the terms peacebuilding and conflict prevention are used to refer to a wide range of activities to address the root causes and drivers of conflict, prevent or end violence, strengthen peacebuilding capabilities within communities, countries and internationally and support peace consolidation and positive peace. GPPAC, for example, does not define (on their website) conflict prevention or peacebuilding, but rather describe the process of achieving it and their own function in it. They work on shifting peacebuilding instruments from merely reacting to conflict to the prevention of conflicts turning violent. The strategy emphasizes the importance of multi-actor collaboration and strengthening local ownership of peacebuilding and peace processes in the conflict-affected regions aiming at social, gender, restorative, distributive and environmental justice. (GPPAC, 2017; GPPAC, 2013). EPLO on the other hand, presents a definition of peacebuilding similar to that of the UN. Peacebuilding “is a long-term *process* aimed at *preventing the outbreak, recurrence or continuation* of violent conflict” (EPLO, 2016, emphasis added). Peacebuilding activities listed by EPLO overlap in parts with prevention activities – such as early warning and dialogue and mediation – when applied to conflicts before violence breaks out (or to successfully prevent it from occurring in the first place). Additionally, crisis management, conflict-sensitive development, institution building and reform as well as transitional justice and reconciliation are mentioned under peacebuilding. [International Alert](#), as one example of a well-known NGO engaging in peacebuilding, understands peacebuilding as addressing the root causes of conflicts. In particular, they focus on

- i) strengthening community relations
- ii) addressing gender issues
- iii) countering environmental and climate change
- iv) fostering economic development
- v) improving natural resource management
- vi) reducing crime, violence and instability and
- vii) endorsing constructive state-citizen relations (International Alert, 2017).

Given the breadth of experience and engagement of European NGOs in peacebuilding and prevention, there are also many other COSs, which focus on specific dimensions and areas of the field – from provision of Do No Harm training to efforts to strengthen early warning and prevention capabilities in areas affected by instability and conflict. The analytical model of Paffenholz and Spurk (2006) allows for a systematic understanding of the functions of civil society organisations in CPPB. They have developed an analytical model describing the seven functions of civil society (in peace processes): social cohesion monitoring, intermediation, socialisation, advocacy and public communication, protection and service delivery. One can place these function and related activities in the Crisis Management Cycle introduced in part I. As depicted in the table below, most functions / activities take place in many if not all phases of the conflict.

¹⁶ To link with and add the civil society perspective to this project, the GPPAC acts as member of the Expert and Advisory Board.

Function	Example of CPPB Activity	For / In
Social Cohesion	Build ties, promoting trust and dialogue across adversary groups, overcoming enemy images and stereotyping e.g. establish platform / forum for communication in community conflicts	Prevention & peacebuilding
Monitoring	Monitoring conflict trends, dynamics and state and stakeholder activities, human rights, and more to detect conflict indicators and provide early warning	Prevention, crisis management & peacebuilding
Intermediation and facilitations	Dialogue facilitation between government and civil society / local community representatives, humanitarian negotiations also to prevent outbreak of armed conflict	Prevention, crisis management & peacebuilding
Socialization	Inculcate culture of peace and reconciliation through conflict transformation, e.g. organise exchange programmes, peace camps, peace education	Prevention & peacebuilding
Advocacy and public communication	Campaigns and lobbying to achieve direct policy change to address conflict drivers or to mobilise popular support; including addressing needs of vulnerable groups and issues such as (de-)mining, conflict resources (e.g. diamonds), arms trade	Prevention, crisis management & peacebuilding
Protection	Unarmed Civilian Protection – protection through presence and creation of zones of peace	Crisis response / management
Service delivery ¹⁷	Health services, provision of shelter and food	Prevention, crisis management & peacebuilding

Table 3: The functions and activities of civil society in CPPB (adapted from Paffenholz & Spurk, 2006)

To prepare and train personnel of civil society organisations for these activities, institutions – those that implement CPPB and some, which solely focus on training – organise a wide-range of training programmes and professional development courses. Due to the numerous and diverse array of civil society actors involved, no ‘single policy’ or harmonized approach to CPPB training has yet been developed. Depending on the focus of the training provider, the target audience may include NGO staff, government leadership and officials, armed forces, combatants, affected communities, the general public or specific groups / sectors such as women, youth, local authorities or journalists (media). Training programmes may last from one-day workshops to several month courses, conferences and seasonal (summer / winter) schools. Some training providers additionally offer tailor-made training whereas others simply follow an annual training schedule. Given the variety of different training approaches and thematic foci, the following section presents a selection of some civil society based training providers in Europe.

¹⁷ Service delivery is normally an economic task fulfilled of the state or the private sector. Non-state actors have taken up this function up parallel or alternatively to the state.

7. Overview of Non-State Training Providers

This selection of non-state training providers is based on a first identification of training centres in Europe, initiated by the PeaceTraining.eu Consortium as part of the stakeholder mapping. The assorted selection covers different geographical areas in Europe, and providers were selected according to their institutional nature, thematic focus, size, national and international presence and recognition. Firstly, civil society organisations (associations and NGOs) are mapped out, followed by an overview of university-based training centres and lastly private sector training provider.

7.1 Civil Society Organisations (Associations and NGOs)

[Austrian Study Centre for Peace and Conflict Resolution \(ASPR\) \(Austria\)](#)

The ASPR is an independent, non-partisan and non-profit organisation. It aims to contribute to the promotion of peace and peaceful conflict resolution. To that end, the centre engages in CPPB training, education and academic, expert conferences. For instance, it offers an International Civilian Peacekeeping and Peacebuilding Training Programme (IPT), a practically oriented training programme for experts of various professional backgrounds who work – or seek to work – in civilian crisis management and conflict prevention. The main objectives of IPT are to prepare staff for work in conflict prevention and international peace operations, as well as to provide advanced training to strengthen the capacity of staff already on mission. The IPT consist of a *Core Course for Peacebuilders* and various specialisation courses such as *Conflict Transformation*, *Conflict-sensitive Project Management* and *Human Rights in Conflict*. Additionally, the Centre is ENTRI and ESDC member, offering certified courses.

[Academy for Conflict Transformation \(Germany\)](#)

The Forum Civil Peace Service (forumZFD) is a non-partisan organisation, focussing on civic nonviolent conflict resolution. It is supported by more than 150 individual members and about 38 member organisations, amongst them various faith-based associations as well as NGOs working on women and peace. ForumZFD's Academy for Conflict Transformation is a professional learning space, which offers qualification courses on civil conflict transformation and peacebuilding to people with professional experience. The training combines both practical tools with theoretical knowledge in order to prepare people for their work in peace projects and conflict-sensitive development cooperation. The methods of training delivery aim at fostering personal growth, self-determination, responsibility and the ability to act in conflicts. Different courses, some delivered in partnership with other training centres, such as *Designing and Evaluating Peace Projects* and *Systemic Conflict Analysis*, and programmes covering forms of conflict intervention, methods for practical project work and people-related skills are offered. Additionally, a self-learning online platform is available for participants as well as the general / interested public. Training language is English or German.

[International Peace and Development Training Centre \(IPDTC\) – PATRIR \(Romania\)](#)

IPDTC is an independent and non-profit organisation. It offers training programs for governments, EU, UN staff, policy makers, conflict parties and leadership, field workers, local and national organisations. The majority of IPDTC programmes are provided upon request for UN agencies and missions, governments, and national and international organisations. Others are offered at the Global Academy in Romania or as Executive Leadership Programmes in London. IPDTC programmes drawing upon in-depth review of operational experiences, good and bad practices, and lessons

identified in peacebuilding and prevention. Its programmes are interactive, and skills and knowledge-based, designed to ensure practitioners develop *operational capabilities* they can use in the field. Training methodologies include simulations, scenario development, applied practice sessions, briefings, on-line learning and support, and both pre- and post-programme technical assistance and coaching. IPDTC provides 20 programmes and customised / tailored training, inter alia *Designing Peacebuilding Programmes; Peacebuilding, Conflict Transformation and Post-War Peace Consolidation and Recovery; Making Peacebuilding, Prevention and Early-Warning Work; Designing and Implementing Effective Monitoring, Evaluation, Learning and Improvement for Peacebuilding and Peace Support Operations*.

Helsinki España – Human Dimension (Spain)

Helsinki España, a non-profit association, promotes respect and the protection of human rights through education. Their main training programme is *Rapid Expert Assistance and Co-operation Teams for Conflict Prevention, Crisis Management and Post-Conflict Rehabilitation (REACT)*. This five-week course aims at developing practical skills on personal security, threat management, protection of information, first aid, orientation and communication, off road driving, working with interpreters, stress management, negotiation and multicultural communication. Methods of delivery are lectures, debates, group work and role-playing sessions. In addition, it incorporates the Hostile Environment Awareness Training (HEAT), an intensive 40-hour course. Furthermore, Helsinki España offers one-week courses on *International Terrorism and Preventive Diplomacy*. All courses target practitioners or students over 22 years with a university degree and are conducted in English.

Swisspeace (Switzerland)

Swisspeace is a practice-oriented peace research institute and an associated Institute of the University of Basel and member of the Swiss Academy of Humanities and Social Sciences. It aims to contribute to the improvement of conflict prevention and conflict transformation by providing and facilitating spaces for analysis, discussion, critical reflection and learning, research to shape discourses on international peace policy, developing, and applying new peacebuilding tools and methodologies. Its most important partners and clients are the Swiss Federal Department of Foreign Affairs, the State Secretariat for Education, Research and Innovation, international organisations, think tanks and NGOs. With its partners, the institute offers a range of CPPB courses, tailor-made training and e-learning courses, such as the is experience-driven and interactive *Peace Mediation Course*, and *Dealing with the Past Course* about how to cope with legacies of grave human rights violations in post-conflict and post-authoritarian societies (offered in cooperation with the [Swiss Federal Department of Foreign Affairs \(FDFA\)](#)).

International Centre for Parliamentary Studies (ICPS) (United Kingdom)

The ICPS is a research institution of the United Nations Public Administration Network (UNPAN). It aims to promote effective policymaking and good governance through better interaction between Parliaments, Governments and other stakeholders in society. The Centre's primary focus is the empowerment of Human Capital through Capacity Building. To this effect, the Centre organises a range of Training Programmes, Conferences and Policy Discussions. The centre offers amongst many others, professional *certificate* courses in *Conflict Resolution, Transformation and Peacebuilding, Electoral Processes in Post-Conflict Environments* as well as in *Countering Terrorism and Violent*

Extremism. They employ interactive, creative learning methods and use best practice case studies learning.

Tides Training and Consultancy (United Kingdom / Northern Ireland)

Tides Training and Consultancy is a non-profit organisation dedicated to improving peacebuilding proficiency of community actors within Northern Ireland and border counties of Ireland. They strive to promote equity and diversity and promote a sustainable peace based on interdependence and mutual respect. To that end, they offer accredited training programmes in areas such as conflict management, community relations, mutual understanding, and cultural issues. In one such project, the Building Relationships in Communities Programme, Tides trained the members of the Housing Executive in order to improve the capacity of organisation address segregation in housing. They also collaborate with the police, government, and other community organisations.

7.2 Universities as Training Providers

Besides academic, graduate and post-graduate programmes, several universities offer training courses for CPPB practitioners. As this project seeks to map out and analyse training for practitioners, no academic education is presented. The following programmes of universities provide an example on how praxis-oriented training at universities can look like. The [Geneva Academy](#) in Switzerland for instance focuses on branches of international law, that relate to situations of armed violence and the protection of human rights and vulnerable groups in conflict. They offer regular courses and expert meetings, open to professionals – diplomats, lawyers, legal advisers, judges, NGO staff, human rights advocates, media specialists and staff from IOs. The [Center for Peace Mediation](#) (CPM) at the European University Viadrina in Frankfurt (Oder), Germany is part of the [Institute for Conflict Management](#). CPM provides a small number of practical training in mediation such as a *Diplomacy & Peace Mediation in Action*. Those courses address a large audience, likewise diplomats and civil society leaders. The *Oxford Network of Peace Studies* has also provided a range of trainings since 2014 bringing academics together with senior experts, practitioners and policy makers.

International Training Programme for Conflict Management (ITPCM), Scuola Superiore Sant'Anna (Italy)

The ITPCM is a post-graduate programme of the public university Scuola Superiore Sant'Anna. The Training Programme was established with the aim to meet the training needs of personnel involved in international field operations. It offers practical training programme and Sant'Anna is a member of the ENTRi network. ITPCM offers mission / task oriented training courses to the professional capacity of participants (civilians) to work in international missions of crisis management. Upon request, they train at the premises of the Scuola in Pisa, at the headquarters of requesting organisations or directly in the field. Possible training topics are *conflict mapping and management, negotiation and mediation, legal framework of international missions (peace-keeping / peace-support / peace-building / crisis management operations), civil-military cooperation; human rights monitoring and education, intercultural competencies* as well as *Hostile Environment Awareness Training (HEAT)*.

7.3 Private Sector Training Providers

In the private sector, one finds private persons and companies offering CPPB training. They provide *inter alia* consultancy for the implementation of conflict-sensitive projects and tailor-made seminars for peace workers in areas like peace and conflict impact assessments, coaching and debriefing of peace experts, monitoring, evaluation and mediation. Private sector actors also offer programmes on

the development of conflict-sensitive (project) management, operations / business in volatile zones for the adoption of sustainable approaches to security as well as legal and reputational risk management. [Safestainable](#) in Switzerland is one of those independent consultancies specialised in non-financial risk management. They deliver services for companies, who are or seek to operate in volatile environments. Their focus lies on strategic and risk management as well as the creation of sustainable business opportunities. [Inmedio](#), a German-based private institute for mediation, consultancy and development, offers a range of services such as establishing and supporting community mediation programmes and the dissemination of conflict transformation in post-war countries and crisis areas, and mediation training.

8. Challenges and Needs in CPPB Training at the Civil Society Level

In the following, some examples on challenges and needs of civil society-based CPPB training are given. Since this review is only based on literature, available online material and input of Consortium members, it does neither reflect the entire spectrum of issues nor does it summarize particular problems of particular non-state training providers. However, it gives a broad overview of the organisational, funding, cooperation and content-related issues in civil society CPPB training.

1. Mutual Understanding and Best Practice Sharing

The review of different civil society actors and initiatives has shown that a variety of topics and approaches to CPPB training exist. It is not the aim of this project to harmonize or mainstream civil society-based CPPB training. However, as different schools of thoughts, methodologies and practice of CPPB training have developed, an improved mutual understanding of co-existing concepts, approaches and dissemination of best practices can be mutually beneficial for the involved stakeholders – and after all for the common goals in conflict prevention and peacebuilding. On the EU / governmental level, there are fora like ENTRI and ESDC for exchange and collaboration on CPPB training; and ENTRI is also certifying courses. As mentioned above, there are a number of networks and platforms for NGOs to exchange on CPPB in general, but there is neither a European alliance, network or umbrella organisation of non-state training providers, nor agreed training standards.

2. Certified Professionals and their Recognition

Related to the lack of shared standards is the issue of recognition of trained CPPB personnel. Even though, the field of CPPB training is growing and numerous training centres offering professional certification have evolved, the number of trained and certified peacebuilding professionals is still rather low, especially in comparison to other areas such as diplomacy, police and mediation. Moreover, according to PATRIR, Consortium partner and an established and experienced training centre, there is a lack of recognition by society and institutions of these specialised, trained peacebuilding professionals. One measure to attain more acceptance and prominence of the peacebuilding profession is the creation of coherent and recognized certification processes across institutions. Here the above suggested increase in networking and cooperation could help.

3. Organisational Challenges

Frequent changes in NGO staffing, also with regard to trainers, may represent a challenge to coherent training of civil societal institutions, especially in small-scale community-based organisations. Change of staff might entail obstacles to continue the strategic direction, thematic focus and external contacts for informal networking. This especially hits personality-driven organisations, in case the director or other leading staff, like course directors leaves. This issue relates to the possible difficulty of obtaining and keeping qualified staff as well as trainers in general. In addition, many training centres lack operations staff due to the limited core funding for their CPPB activities.

4. Funding

Stable funding is considered a challenge for many civil society organisations engaging in CPPB. Civil society-based training providers may face similar challenges, as they are often also dependent on state or EU funding. Thereby the hierarchy of organisations, related to their type of organisation (e.g.

faith-based or community-based) as well as their thematic focus (niche issue or broad issues in CPPB, relevant for government) plays a role in the allocation of funding. Small and less publicly known organisations are therefore often less likely to receive funds (Potter, 2014). The difficulty and possible lack of funding can lead to job insecurities related to low salaries and / or short-term, project-dependent contracts, thus overall to an inability to retain staff. Moreover, the short-term, project-based funding of organisations and uncertainty of future funding makes long-term planning of for example innovative training programmes difficult. This challenge might be further intensified in case participants have to pay the course fees themselves; hence organisations permanently have to worry receiving enough course registrations. In consequence, small and emerging training organisations may have to spend significant time and capacities in seeking funds rather than carrying out their programmes. To address funding issues of NGOs engaging in CPPB, EPLO has created a Funding for Peace Working Group (FfP WG). The main objective is to secure increased resources of the EU for initiatives in conflict prevention and peacebuilding. The FfP WG concentrates on EU external funding instruments, such as the Instrument contributing to Stability and Peace as well as the annual EU budget and the long-term EU multiannual financial framework. Within this framework, EPLO also organises information meetings for civil society organisations and network events (EPLO, 2017). It remains open to further investigations to what extent training providing NGOs are engaging with this group.

Challenges and Needs at in Training at Civil society-level

1. Mutual Understanding and Best Practice Sharing
 2. Certified Professionals and their Recognition
 3. Organizational Challenges
 4. Funding
 5. Training Content
 6. Meeting the Needs of the Field
 7. Training Access
-

5. Training Content

Concerning training content, there appears to be gaps concerning self-care and personal development contents in training on the individual level. Generally, courses should also reach and transform the trainee's own cultural prejudices and mistrust, since the basis for effective CPPB activities lies within the practitioners themselves. To that end, training providers could engage in closer synergies with research, to gauge and optimize training by borrowing from other fields for example relevant findings on pedagogy and didactics. Concerning programmes / modules on community level CPPB, there should be sufficient skill training on dialogue and mobilisation – hence practitioners learn how to successfully fulfil their function in social cohesion, intermediation or socialization, promoting trust, dialogue and intercultural understanding. Regarding the governmental-policy level, courses should increasingly emphasize and teach about infrastructures for peace of key sectors in state and society such as security, education, economy and culture. Fitzduff and Church (2004) also points out that training conveys too little about how to change structural causes of conflict through long-term, 'meta' activities to achieve sustainable peace. To address social structures that perpetuate power imbalance and cultures of violence requires long-term commitment on side of the intervention. A reason for this focus on short-term interventions could be the preference of donors and NGOs for quick. This would imply that the complexity of change processes become sidelined – also in training curricula (Fitzduff & Church, 2004). To improve training programmes, organisers should make more use of real life case studies and experience sharing of failures and success stories of CPPB. Additionally, it was mentioned that in skill-based programmes /

modules on designing peacebuilding programmes, actor mapping and dialogue techniques, participating CPPB agencies indicated that they had never trained these competencies. Other feedback suggests that there is a limited number of practically oriented training, as the majority focus on theory and factual knowledge instead of training the *skills*. Lastly, members of the Consortium have mentioned, that there should be a greater number of training on CPPB to build upon the momentum of the growing amount of CPPB initiatives. It should be assessed, if that applies likewise for the civil society level and for the EU / governmental level.

6. Meeting the Needs of the Field

Correlated to training content, is the challenge to design programmes that meet requirements of the actual CPPB activities in the field. This concerns the content on knowledge, practical skills and personal competencies. Even though most European civil society actors work closely with local civil society organisations in the conflict zones, it is difficult to assess whether actual needs from field staff are assessed. Ideally, every sending agency that carries out CPPB projects and their respective mechanisms for needs assessment and training design should be assessed. This can only be identified and assessed on a case-by-case review, and therefore exceeds the scope of this analysis. Critics say for example, that programmes dedicate too little on training. As mentioned above, civil society organisations can fulfil different functions in conflict prevention and peacebuilding (fostering social cohesion, monitoring, intermediation, socialization / dialogue promotion, advocacy, protection and service delivery) (Paffenholz & Spurk, 2006). Thus ideally, training courses should enable NGO staff, deployed in a CPPB field project, to contribute to the functions and tasks related to civil society in CPPB.

7. Training Access

As mentioned before course fees might represent an obstacle to training for either the participant or both trainee and organisations, as those might be lacking funds to offer scholarships. Moreover, the moment of delivery and training location might prevent practitioners to attend training: In many cases training is needed when the practitioner is already working in the field. Yet then relevant programmes are often only offered in Europe / the sending country. These financial and logistical hurdles to training participation could be solved, if for instance training centres or sending NGOs collaborate in organizing joint training in the field for deployed staff.

Recommendation for upcoming Working Package

1. Mutual understanding and exchange

- Through its stakeholder engagement component, the project can open spaces (through networking, workshops etc.) to foster mutual understanding and exchange between civil society-based training providers in Europe. The creation of shared standards could be discussed in workshops with stakeholders.
- In the long-term, suggestions and first-steps for the creation of an Alliance or Network of CPPB training providers or a network, just like ESDC for non-state training provider can be elaborated. Ideally a joint network on civilian CPPB training of state and non-state actors can be started.

Recommendation for upcoming Working Package

2. Recognition of Professionals & Training Providers

- The Consortium may raise awareness about the field of CPPB training and professionals engaging in it through stakeholder engagement (at workshops, symposia, events, online platforms).
- Develop suggestions for a certification scheme for courses or training centres, which is accessible and achievable also for emerging training provider (in WP4).

3. Funding

- Engage with EPLO to assess to what extent civil society-based training centres take part and could benefit from the Funding for Peace Working Group.

4. Content and Meeting the Needs of the Field

- Further explore, in interviews the mechanisms for needs assessment and training design.
- When developing new concepts and mission-specific curricula under WP4, consider the gaps in relevant skill training.

5. Training Access

- Investigate the possibility of joint CPPB training programmes offered *in the field*.

9. Cross-cutting Matters in CPPB Training in Europe

So far, insights were given on the training landscape in Europe, listing important training provider on the EU, governmental level and civil society level. This chapter will synthesize the cross-cutting themes that appear when considering the CPPB training ecosystem in Europe. This includes considerations on training curricula categorizes according to their topic / area, shared principles on which CPPB training is built upon, training methodologies, and evaluation and certification frameworks for CPPB training.

9.1 First Identification of Curricula Categories

The table below depicts an *initial* proposal of categorization of different curricula topics in the field of conflict prevention and peacebuilding. The categories could be extended by another level, including sub-curricula or issues that fall under the respective issue. *Capacity development* in CPPB for example can include *Training-of-Trainers, Institutional Development and Organizational Strengthening* as well as *Creating and Strengthening Dedicated Capacities and Infrastructure for Peace*. In addition, there are some crosscutting issues or overlaps that concern several skill-based curricula, for example is cultural awareness, Do No Harm, conflict sensitivity as well as resource and environmental management part of curricula in *Designing Peacebuilding and Prevention Programming* and *Managing Mission & Project Implementation*. Other topics, such as mediation is part of skill-based curricula but also thematic. It is planned to further discuss and elaborate these categorizations during Consortium meetings as well as at events and workshops with relevant stakeholders.

CPPB Curricula Categories	
Core Curricula	<ul style="list-style-type: none"> a. Conflict Prevention <ul style="list-style-type: none"> - Early warning and prevention systems (<i>may also fall under theme</i>) b. Peacebuilding <ul style="list-style-type: none"> - Conflict Transformation (<i>may also be included in skill-based and thematic curricula</i>) - Conflict Resolution
Skill-Based Curricula	<ul style="list-style-type: none"> a. Peace and Conflict Analysis – Peace and Conflict intelligence b. Designing Peacebuilding and Prevention Programming c. Managing Mission & Project Implementation d. Monitoring, Evaluation, Learning and Improvement (MELI) e. Capacity Building in CPPB f. Crisis Management and De-escalation of Critical Incidents g. Security, Self-Care & Well-Being – Working in the Field h. Advocacy and campaigning i. Gender Mainstreaming of CPPB activities j. Preventive Diplomacy, Mediation, Dialogue and Negotiation
Thematic-Based Curricula	<ul style="list-style-type: none"> a. Governance and the State in CPPB (e.g. rule of law, good governance) b. Gender in CPPB c. Societal & Community-Based CPPB d. Security Sector Reform (SSR) and Disarmament, Demobilization and Reintegration (DDR) e. Reconciliation, Healing and Transitional / Restorative Justice f. Preventing and Addressing Radicalization and Violent Extremism

<ul style="list-style-type: none"> g. Environment and Resource-Based Conflicts h. Mediation, Dialogue in Peace Processes in CPPB i. Development and Economic Dimensions of CPPB j. Protection of Civilians and Vulnerable Groups in CPPB k. International Human Rights Law, International humanitarian law, Refugee Law l. Culture and religion in CPPB
<p>Actor-Based Curricula</p> <ul style="list-style-type: none"> a. Women and men in CPPB b. Security Sector (Military, Police and Judiciary) c. Civil Society in CPPB d. Children and Youth in CPPB e. Media in CPPB f. Private sector in CPPB
<p>Moment of Delivery</p> <ul style="list-style-type: none"> a. Military Pre-Deployment Training b. Civilian and Police Pre-Deployment Training (PDT) / Preparation for NGO Staff c. In-Deployment (In Field / Mission / Project) d. Post-Deployment

Table 4: CPPB Curricula Categories

9.2 Cross-cutting Principles in CPPB training

There are standards and principles for CPPB training, which course planners and trainers should incorporate into programmes. The principles of *conflict sensitivity*, *Do No Harm*, *local ownership* and *gender consideration / mainstreaming* can either be a crosscutting all modules, such as gender mainstreaming, or be taught in a particular training activities or modules such as conflict sensitivity

Do No Harm builds on the assumption that external interventions should foster structures, actors and processes that support peace, and not contribute to conflict and harming the people or peace processes. This principle is guiding all CPPB activities of states, IOs as well as NGOs in all phases of conflict prevention and peacebuilding (Anderson, 1999). This guiding concept should crosscut all curricula, from Security Sector Reform to conflict transformation. Furthermore, Do No Harm training input takes form of skill-based courses and curricula / modules like conflict sensitive programming and mission planning and cultural awareness / appropriateness. For CSDP missions, for example the *Code of Conduct and Discipline for EU Civilian CSDP Missions* (EEAS, 2016a) presents one guiding document for behaviour in the field.

Conflict Sensitivity is closely related to the Do No Harm principle, as it generally refers to the ability to understand the conflict context, especially intergroup relations and the effect of the respective CPPB intervention on this context and actors. The principle prescribes the need for awareness and the ability of organisations to “act upon the understanding of these interactions, in order to avoid negative impacts and maximize positive impacts” (Woodrow & Chigas, 2009, p. 10). In CPPB training programmes, this can refer to elements such as

- a collaborative and participatory approach to training design and implementation (among trainer, participants, implementing organisation),
- the need for an in-depth pre-training needs assessment,
- customisation of training curricula to the target group,

- awareness and choosing appropriate location, methodology and spaces when working with conflict groups,
- the inclusion of self-care elements in curricula,
- attention during the training activities to the appropriateness of methodology and language and
- monitoring of the effects the training on the group and the ability of the trainer / course director to act upon possible problems regarding or during the training.

There are guidebooks such [Facilitator's Guide to Conducting an Introductory Workshop](#) published by UKAID (2012) helping trainers to teach on conflict sensitivity in project planning, design and implementation (p. 7). "When training is seen and performed as a process, one can try to keep track of the possible negative impacts. Initial reflection on possible negative impacts can take place during strategy planning, and regular impact reflection should take place during the first training blocks. The same holds for formal and informal peer counselling and coaching settings. When necessary the group can decide to look for other options and go alternative ways" (Sprengr, 2005, p.14).

Gender Mainstreaming

Not later than the UNSC (2000) Resolution 1325 on Women, Peace and Security of 2000, CPPB stakeholders have increasingly acknowledged the importance of gender issues and the role of women and men in CPPB. The EEAS for instance seeks a gender balance in CSDP missions and the EULEX mission in Kosovo has a Gender Resource Centre (EULEX Kosovo, 2016). Furthermore, a report on "Gender, Peace and Security in the European Union's Field Missions" has been published by the FBA (Olsson et al., 2014). With regard to civil society actors, this topic has been long on their agenda. In terms of training, there are many EU, governmental and civil society based courses on women as well as gender (see courses at [ZIF](#), [FBA](#), [swisspeace](#)). Particularly relevant is the Training-of-Trainer course offered at ZIF on the [Integration of a Gender Perspective into Peacebuilding Training](#), which enable trainers / experts how to integrate a gender perspective into their trainings or modules.

Local Ownership describes a gradual process as well as the normative objective of local governments and societies *owning* peacebuilding or prevention measures. It is a prerequisite for sustainable peace, as international CPPB activities need to identify, protect, nurture and support local capacities. Central aspects of *Local Ownership* are participatory measures of CPPB and the idea of 'help for self-help'. It is still a highly contested principle; whose practical implementation meets significant challenges as it is not clear on how best to achieve local ownership of CPPB initiatives (Major et al., ZIF / SWP, 2012). Nonetheless, the EU makes references to it in their CSDP activities, for instance referring to the cooperation with and inclusion of local authorities (EEAS, 2014a; EU Factsheets Kosovo; EEAS, 2010; EU Factsheet Guinea Bissau). It is up to future investigation to what extent CPPB training programmes discuss and practically teach mechanisms and means to achieve local ownership.

9.3 Methods of Delivery in CPPB Training

There exists a variety of methods of delivery used in CPPB training no matter if offered by EU, governmental or civil society-based training centres. These methods either take form in residential or on-site training, online or e-courses or blended learning – which is the "coordinated combination of virtual offers and face-to-face modules for a longer term process of competence development" (Krewer & Uhlmann, 2015, p.21). Depending on the learning objectives of each course, module and session, different methods are useful to achieve highest learning outcomes. The merits and

limitations of the range of delivery methods will be discussed in the Methods Analysis (3.4). At this point only a first overview of categories of methods is given. Generally, there is an understanding that the methods need to provide not only theoretical, but also applied practical learning outcomes. “We do not learn how to do things if we only acquire theoretical knowledge about the thing we want to learn. Acquiring skills, learning how to do things, is a completely – cognitively and physically – different learning process than learning the theory” (Sprengr, 2005, p.4). One of the observations is that while some of the methods are applied and customized for the CPPB field, others are used without a direct link to the specific topic (especially for energizers and icebreakers) for the benefit of non-formal learning that they provide.

Classroom / residential learning	Web-based / e-learning with new and social media
Lectures / presentations	E-lectures in video or audio format Massive Open Online Courses
Interactive group discussions and exchange for example <ul style="list-style-type: none"> - World Café - Fish bowl 	Online discussion forum (guided by administrator or open)
Self-study in class to learn, reflect upon and apply knowledge & skills	Assignments and quizzes to learn, reflect and apply knowledge & skills
Interactive, practical exercises for example <ul style="list-style-type: none"> - Ice breakers, Energizers - Role plays and other ‘game-like’ tasks to learn / train group dynamics (team work, leadership), intercultural communication, test stress situations - Simulations - Co-creation spaces 	Written group assignments, webinars via audio, video and text for example virtual situation room for crisis management (military & civilian), virtual simulations
Group Work for example on <ul style="list-style-type: none"> - Case studies - Experience-sharing - Project Planning - Future forecasting and scenario development 	Written group assignments, webinars for example like the virtual On-Site Operations Coordination Centre (OSOCC) of UN OCHA
Art-based / creative methods like <ul style="list-style-type: none"> - Graphic Facilitation, Painting - Forum Theatre / Theatre of the Oppressed 	Inter-active apps, quizzes with graphics, sounds, maps, video etc.
(Self-)Reflection Exercises <ul style="list-style-type: none"> - Guided Reflection or Meditation - Self-Assessment forms 	E-Tutorials
(In / Out) tests and evaluations in hard copy	(In / Out) tests via online surveys, questionnaires
BLENDED LEARNING	

Table 5: Examples of Training Methods

9.4 Quality Assurance – Training Evaluation

Most organisations conduct course evaluations at the end of the programmes, yet few models include long-term impact evaluation of the training components. General elements evaluated are the perceived usefulness of the training content and methodology, the trainer / training team as well as the logistical arrangements. The standard evaluation system of short- and long-term training results, for ESDC and ENTRi training is the Kirkpatrick Model of evaluation. The model includes four levels of evaluation, which build upon each other, meaning that information from prior levels feed into subsequent assessment on the other levels. As the implementation of all four types requires time, financial and human resource, most training provider only do the first level. Kirkpatrick Partners (2009) describes the levels as follows:

- **Level 1: Reaction**
The degree to which participants find the training favourable, engaging and relevant to their jobs.
- **Level 2: Learning**
The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training.
- **Level 3: Behaviour**
The degree to which participants apply what they learned during training when they are back on the job.
- **Level 4: Results**
The degree to which targeted outcomes occur as a result of the training and the support and accountability package

Non-state training providers often do not have the human capacity and financial resources to conduct evaluations up to level four. Therefore, it is crucial that training providers cooperate with deployment / sending agencies and the organisations and staff in the field. To ultimately assess the training outcomes in the long run a systematic and coordinated approach needs to be followed by training centres and deployment agencies. ESDC mostly uses Level 1 of the Model, based on a questionnaire distributed via Survey Monkey or in hard copy that uses a scale of 1 (lowest) to 6 (highest). Occasionally Level 2 and 3 evaluations were conducted, for example for pilot courses in pre-deployment training (EEAS, 2016a). ENTRi seeks to ensure its course qualities through a four-tier evaluation process according to the four levels of evaluation (ENTRi, 2016):

- In and Out-test
- Course Evaluation by participants, the course director and trainers
- 6-month post-course evaluation with alumni
- Training Impact Evaluation Mission (TIEM) (one on Libya and one on HEAT), one per year through qualitative interviews

The evaluations have shown that deployed personnel applied many of the things learned in pre-deployment and specialization courses. However, the lack of in-mission training and support as well as a briefing or introductions to mission work was criticised.

Evaluation Type	Description	Level of Evaluation	Purpose
In- and Out-Test	<ul style="list-style-type: none"> Participants have to participate in two tests, one before, and one after the ENTRi training course. The focus of the test was not on the individual performance on the respective trainee, but rather on the understanding of the amount of acquired learning. 	<i>Learning</i>	<ul style="list-style-type: none"> Identification of principles, facts and techniques that were understood and absorbed by the participants (cognitive skills, knowledge).
Course-Evaluation	<ul style="list-style-type: none"> 1) Course evaluation sheets for trainees: Focus lied on how participants perceived the different trainers and modules (content and methodology), the overall organisation of the course (incl. logistics) and the facilities. 2) Course organisers were obliged to ask lecturers on how they perceived the training and were asked to note such feedback in the course director's report 3) Peer review by implementing partner organisation. 4) Course directors' report. 	<i>Reaction</i>	<ul style="list-style-type: none"> General estimate of a particular course's success based upon the views of the participants Addresses the trainers' behaviour and the participants' experience Reflects participants' opinions ("customer satisfaction") Measure of feelings, not of actual learning
6-Month-Post Course Evaluation	<ul style="list-style-type: none"> The questionnaire served to assess to what degree participants were able to apply the skills acquired in the training courses, once back at work. The following aspects were focused on: the ability to integrate quickly into the mission environment, the ability to become agents of change within their organisations, the ability to enable former participants to better contribute to the implementation of the respective mission mandate. 	<i>Behaviour</i>	<ul style="list-style-type: none"> Estimation of training related transfer of learning / knowledge into behaviour Feedback to those involved in (re)designing programs to meet future needs
Training Impact Evaluation Mission (TIEM)	<ul style="list-style-type: none"> Through qualitative interviews TIEMs analysed the impact ENTRi pre-deployment and specialisation trainings had on <ol style="list-style-type: none"> capacity building, i.e. knowledge, skills, attitude, network the use of newly acquired skills by the individual in a mission the impact of the individual using the skills built by ENTRi to their performance and implementing the mission mandate. 	<i>Results</i>	<ul style="list-style-type: none"> An assessment of impact of training-related behavioural change on the organisation the trainee was working in.

Table 6: ENTRi's four steps of training evaluation (ENTRi 2016, p.11-14)

9.5 Certification Frameworks

It has been mentioned above, that **there is no common, Europe-wide certification framework or quality standards for non-state CPPB training programmes**. Instead, quality criteria are defined and certification awarded either nationally or according to the type of institution – as civil society organisations sometimes collaborate with academic institutions, offer academic credits for training courses. In most cases, centres offer 'certificate programmes', which only means that participants

are awarded a certificate of participation or in some cases (if an assessment has taken place) 'certificate of competencies'. There have been attempts to agree training standards, such as the 2005 proposed [Agreement on Training Standards](#) for Conflict Transformation Training, which was however only limited to the participating organisations not further spread. Although non-state training providers may apply for ENTRI certification, very few NGOs have done so. Mostly governmental training agencies offer ENTRI-certified courses. For EU and state level course, the ENTRI as well as ESDC gives the framework for certification of programmes.

These issues above should give direction for the upcoming research tasks under Working Package 3. Furthermore, Working Package 4, in the development of generic models, concepts and curricula, can also consider these broader issues around certification and quality standards for CPPB training. Lastly, the Project is equipped and tasked to build new synergies and foster existing networks to address at least some of the challenges mentioned in this report.

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Annex

1. List of Projects Researched and Funded around CPPB in Europe

Name	Start Funding	End Funding	Beneficiary/ Coordinator	Country lead	Call	Type of Action
AIDINMENA - Foreign aid and stability in the Middle East	1/09/2013	8/10/2016	FORSKNINGSSTIFTELSEN FAFO	Norway	FP7-PEOPLE-2012-IEF	Personal Fellowship
Alternative - Developing alternative understandings of security and justice through restorative justice approaches in intercultural settings within democratic societies	1/02/2012	31/01/2016	KATHOLIEKE UNIVERSITEIT LEUVEN	Belgium	FP7-SEC-2011-1	CP-FP - Small or medium-scale focused research project
ATLAS - Armed Conflicts, Peacekeeping, Transitional Justice: Law as Solution	1/02/2008	31/12/2011	10. UNIVERSITE PARIS I PANTHEON-SORBONNE	France	FP7-SSH-2007-1	CP-FP - Small or medium-scale focused research project
AUGGMED - Automated Serious Game Scenario Generator for Mixed Reality Training	1/06/2015	31/05/2018	BMT GROUP LTD	UK	FCT-07-2014	RIA - Research and Innovation action
BBSG - Bosnian Bones, Spanish Ghosts: 'Transitional Justice' and the Legal Shaping of Memory after Two Modern Conflicts	1/09/2009	31/08/2013	GOLDSMITHS' COLLEGE	UK	ERC-2009-StG	ERC-fundamental research
CAERUS - Evidence based policy for post crisis stabilization: bridging the gap	1/03/2014	28/02/2017 (terminated)	UNIVERSITE CATHOLIQUE DE LOUVAIN	Belgium	FP7-SEC-2013-1	CP-FP - Small or medium-scale focused research project
CARISMAND - Culture And RISkmanagement in Man-made And Natural Disasters	1/10/2015	30/09/2018	RIJSUNIVERSITEIT GRONINGEN	Netherlands	DRS-21-2014 -	CSA - Coordination and support action
CASCADE- Exploring the Security-Democracy Nexus in the Caucasus	1/02/2014	31/01/2017	11. FONDATION MAISON DES SCIENCES DE L'HOMME	France	FP7-SSH-2013-2	CP-FP-SICA - Small/medium-scale focused research project

CAST - Comparative assessment of security-centered training curricula for first responders on disaster management in the EU	1/07/2009	30/06/2011	PARIS-LODRON-UNIVERSITAT SALZBURG	Austria	FP7-SEC-2007-1	CP - Collaborative project (generic)
CAWRBP - Children and War: Resilience Beyond Programmes	1/08/2015	31/07/2016	ALL SAINTS UNIVERSITY LANGO LBG	Uganda	FP7-PEOPLE-2011-IIF	Personal Fellowship
Children and War - Children in the crossfire: The cumulative effect of political violence, parent-child relations, and individual characteristics, on the development of aggression	4/11/2008	3/11/2012	INTERDISCIPLINARY CENTER (IDC) HERZLIYA	Israel	FP7-PEOPLE-IRG-2008	Personal Fellowship
CIDAM - Conflict, Identity and Markets	1/06/2008	31/05/2013	UNIVERSITA COMMERCIALE LUIGI BOCCONI	Italy	ERC-2007-StG	ERC-fundamental research
CIVCAP - Preventing and responding to conflict: developing EU CIVILIAN CAPabilities for a sustainable peace	1/12/2015	30/11/2018	UNIVERSITY OF BRISTOL	UK	BES-12-2014	CSA - Coordination and support action
CIVILEX - Supporting European Civilian External Actions	1/05/2016	30/04/2017	ATOS SPAIN SA	Spain	BES-11-2015	CSA - Coordination and support action
CIVILWARS - Social Dynamics of Civil Wars	1/01/2016	31/12/2020	12. UNIVERSITE PARIS I PANTHEON-SORBONNE	France	ERC-2014-ADG	ERC-fundamental research
CLICO - Climate Change, Hydro-conflicts and Human Security	1/01/2010	31/12/2012	UNIVERSITAT AUTONOMA DE BARCELONA	Spain	FP7-SSH-2009-B	CP-SICA - Collaborative project
CLIMSEC - Climate Variability and Security Threats	1/09/2015	31/08/2020	INSTITUTT FOR FREDSFORSKNING STIFTELSE	Norway	ERC-2014-CoG	ERC-fundamental research
CLISEL - Climate Security with Local Authorities (CLISEL) From insecurity takers to security makers: mobilizing local authorities to secure the EU against the impacts of climate change in Third Countries	1/05/2016	30/04/2019	13. UNIVERSITA DEGLI STUDI DI CAGLIARI	Italy	DRS-22-2015	CSA - Coordination and support action

COINTRPe- When Battlefield Success Leads to Effective Counterinsurgency: Searching for a Cross-Regional Theory	1/11/2010	31/10/2014	ISIK UNIVERSITY	Turkey	FP7-PEOPLE-2010-RG	Personal Fellowship
COMBATTRAUMA- From warfare to welfare: a comparative study of how combat trauma is internalized and institutionalized	1/08/2013	31/07/2018	THE UNIVERSITY OF EDINBURGH	UK	ERC-2012-StG_20111124	ERC-fundamental research
COMOVE - Exploring the impact of social mobilization on cooperation in community-based natural resource management systems: Insights from water conflicts in Spain and Mexico	1/09/2016	31/08/2018	UNIVERSITAT AUTONOMA DE BARCELONA	Spain	H2020-MSCA-IF-2014	Personal Fellowship
conFER - Automatic Detection of Conflict Escalation and Resolution in Social Interactions	1/06/2013	31/05/2015	IMPERIAL COLLEGE OF SCIENCE TECHNOLOGY AND MEDICINE	UK	FP7-PEOPLE-2012-IEF	Personal Fellowship
Conflict avoidance - Cross-cultural misunderstandings of conflict avoidance: A multi-method test of the roles of attributions and communication enhancement	1/08/2011	3/10/2013	TECHNION - ISRAEL INSTITUTE OF TECHNOLOGY	Israel	FP7-PEOPLE-2010-IIF	Personal Fellowship
CONFTEXT - Automated Textual Recognition and Classification of International Conflict Events	7/01/2013	6/01/2016	SABANCI UNIVERSITESI	Turkey	FP7-PEOPLE-2012-IRSES	staff exchange scheme (IRSES)
CONRICONF - Contentious Rights: A Comparative Study of International Human Rights Norms and their Effects on Domestic Social Conflict	17/01/2016	16/01/2019	THE OPEN UNIVERSITY	UK	H2020-MSCA-IF-2015	Personal Fellowship
CORE - The role of Governance in the Resolution of Socioeconomic and Political Conflict in India and Europe	1/01/2011	31/12/2013	INSTITUTT FOR FREDSFORSKNING STIFTELSE	Norway	FP7-SSH-2010-3	CP-FP-SICA - Small/medium-scale focused research project
COREPOL- Conflict Resolution, Mediation and Restorative Justice and the Policing of Ethnic Minorities in Germany, Austria, and Hungary	1/01/2012	31/12/2014	DEUTSCHE HOCHSCHULE DER POLIZEI	Germany	FP7-SEC-2011-1	CP-FP - Small or medium-scale focused research project

CRIC - Identity and Conflict. Cultural Heritage and the re-construction of identities after conflict	1/02/2008	31/01/2012	THE CHANCELLOR, MASTERS AND SCHOLARS OF THE UNIVERSITY OF CAMBRIDGE	UK	FP7-SSH-2007-1	CP-FP - Small or medium-scale focused research project
CSV - Conflict, Strategies, and Violence: An Actor-based Approach to Violent and Non-Violent Interactions	1/02/2013	31/01/2018	UNIVERSITY OF ESSEX	UK	ERC-2012-StG_20111124	ERC-fundamental research
CTMEE - Perspectives of Conflict Transformation from the Middle East and Europe	3/06/2012	2/06/2015	COVENTRY UNIVERSITY	UK	FP7-PEOPLE-2011-IRSES	staff exchange scheme (IRSES)
D-BOX - Demining tool-BOX for humanitarian clearing of large scale area from anti-personal landmines and cluster munitions	1/01/2013	30/04/2016	AIRBUS DEFENCE AND SPACE SAS	France	FP7-SEC-2011-1	CP-IP - Large-scale integrating project
DIASPEACE - Diasporas for Peace: Patterns, Trends and Potential of Long-distance Diaspora Involvement in Conflict Settings. Case studies from the Horn of Africa	1/03/2008	28/02/2011	JYVASKYLAN YLIOPISTO	Finland	FP7-SSH-2007-2	CP-FP - Small or medium-scale focused research project
DISCON - Disease environment and civil conflict	1/10/2013	30/09/2017	LUDWIG-MAXIMILIANS-UNIVERSITAET MUENCHEN	Germany	FP7-PEOPLE-2013-CIG	Personal Fellowship
DITAC- Disaster training curriculum	1/01/2012	31/12/2014	UNIVERSITAETSKLINIKUM BONN	Germany	FP7-SEC-2011-1	CP-FP - Small or medium-scale focused research project
DySoMa- The Dynamics of Solidarity on Madagascar: An Ethnography of Political Conflicts and Appeasement Strategies in the Context of a Pronounced Consensus Norm	1/11/2016	31/10/2019	MARTIN-LUTHER-UNIVERSITAET HALLE-WITTENBERG	Germany	H2020-MSCA-IF-2015	Personal Fellowship
ECCO - Ethnic/Cultural Conflicts and Patterns of Violence	1/08/2010	31/03/2013	INSTITUTT FOR FREDSFORSKNING STIFTELSE	Norway	FP7-PEOPLE-IEF-2008	Personal Fellowship
eCUTE - Education in Cultural Understanding, Technologically-Enhanced	1/09/2010	31/12/2013	HERIOT-WATT UNIVERSITY	UK	FP7-ICT-2009-5	CP - Collaborative project (generic)

EIW3R - The Ethics of Information Warfare: Risks, Rights and Responsibilities	1/06/2010	31/05/2012	THE UNIVERSITY OF HERTFORDSHIRE HIGHER EDUCATION CORPORATION	UK	FP7-PEOPLE-2009-IEF	Personal Fellowship
ELSI - Emotional Learning in Social Interaction	1/01/2012	30/11/2017	KAROLINSKA INSTITUTET	Sweden	ERC-2011-StG_20101124	ERC-fundamental research
Emotions in conflict - Direct and Indirect Emotion Regulation as a New Path of Conflict Resolution	1/02/2014	31/01/2019	INTERDISCIPLINARY CENTER (IDC) HERZLIYA	Israel	ERC-2013-StG	ERC-fundamental research
EU peacebuilding - EU peacebuilding outside the neighbourhood: learning from the cases of Afghanistan, Darfur/Chad, the Democratic Republic of Congo	21/06/2010	20/06/2012	THE UNIVERSITY COURT OF THE UNIVERSITY OF ST ANDREWS	UK	FP7-PEOPLE-2009-IEF	Personal Fellowship
EUCONRES - A European Approach to Conflict Resolution? Institutional Learning and the ESDP	1/05/2008	30/04/2013	THE UNIVERSITY COURT OF THE UNIVERSITY OF ABERDEEN	UK	ERC-2007-StG	ERC-fundamental research
EU-GRASP - Changing Multilateralism: The EU as a Global-regional Actor in Security and Peace	1/02/2009	31/12/2012	UNITED NATIONS UNIVERSITY - COMPARATIVE REGIONAL INTEGRATION STUDIES	Belgium	FP7-SSH-2007-1	CP-FP - Small or medium-scale focused research project
EUNPACK - Good intentions, mixed results – A conflict sensitive unpacking of the EU comprehensive approach to conflict and crisis mechanisms	1/04/2016	31/03/2019	NORSK UTENRIKSPOLITISK INSTITUTT	Norway	H2020-INT-SOCIETY-2015	RIA - Research and Innovation action
Foresight - Do Forecasts Matter? Early Warnings and the Prevention of Armed Conflict	1/09/2008	31/10/2011	KING'S COLLEGE LONDON	UK	ERC-2007-StG	ERC-fundamental research
FRAME- Fostering Human Rights Among European (external and internal) Policies	1/05/2013	30/04/2017	KU LEUVEN	Belgium	FP7-SSH-2012-1	CP-IP - Large-scale integrating project
FUTURESYRIA- Mapping an uncertain future: Social and spatial change in conflicting Syria	1/09/2015	31/08/2017	UNIVERSITY OF OXFORD	UK	H2020-MSCA-IF-2014	Personal Fellowship
GAP - Gaming for peace	1/09/2016	28/02/2019	TRINITY COLLEGE DUBLIN	Ireland	BES-13-2015	CSA - Coordination and support action

GATED - Segregated education in post-conflict Bosnia and the possibilities of future conflicts in Europe	1/10/2016	30/09/2019	TRINITY COLLEGE DUBLIN	Ireland	H2020-MSCA-IF-2015	Personal Fellowship
GenderJust - Truth and Reconciliation Commissions and the Political Economy of Gender Justice: Discursive Power, Authority and the Subaltern	1/08/2017	31/07/2019	THE CHANCELLOR, MASTERS AND SCHOLARS OF THE UNIVERSITY OF CAMBRIDGE	UK	H2020-MSCA-IF-2015	Personal Fellowship
GEOPV - Conflict landscapes & life cycles: exploring & predicting african political violence	1/05/2012	30/04/2017	UNIVERSITY OF SUSSEX	UK	ERC-2011-StG_20101124	ERC-fundamental research
GLONEXACO -The Global-Local Nexus of Armed Conflicts: The interlinkages between resource-fuelled armed conflicts and the EU's raw materials supply	1/08/2015	31/07/2018	INSTITUT BARCELONA D ESTUDIS INTERNACIONALS, FUNDACIO PRIVADA	Spain	H2020-MSCA-IF-2014	Personal Fellowship
GOJ - The gender of justice: the prosecution of sexual violence in armed conflict	1/01/2013	31/12/2017	GOLDSMITHS' COLLEGE	UK	ERC-2012-StG_20111124	ERC-fundamental research
GOVERN- Local Governance and Dynamic Conflict in Developing Countries	1/07/2012	30/06/2017	LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE	UK	ERC-2011-StG_20101124	ERC-fundamental research
Greyzone - Illuminating the 'Grey Zone': Addressing Complex Complicity in Human Rights Violations	1/09/2015	29/02/2020	THE UNIVERSITY OF EDINBURGH	UK	ERC-2014-STG	ERC-fundamental research
GRIEVANCES - The Economics of Grievances and Ethnic Conflicts	1/01/2013	31/12/2017	UNIVERSITE DE LAUSANNE	Switzerland	ERC-2012-StG_20111125	ERC-fundamental research
ICELCT - Inter-Continental Exchange of Leadership in Conflict Transformation	31/01/2013	30/01/2017	COVENTRY UNIVERSITY	UK	FP7-PEOPLE-2012-IRSES	staff exchange scheme (IRSES)
ICT4COP - Community-Based Policing and Post-Conflict Police Reform	1/06/2015	31/05/2020	NORGES MILJO-OG BIOVITENSKAPLIGE UNIVERSITET	Norway	FCT-14-2014	RIA - Research and Innovation action

IECEU - Improving the Effectiveness of the Capabilities (IEC) in EU conflict prevention	1/05/2015	31/01/2018	LAUREA-AMMATTIKORKEAKOULU OY	Finland	BES-12-2014	CSA - Coordination and support action
INFOCON - Involving Transnational Communities - Civil Society Forum on Conflicts	1/04/2008	31/03/2011	STICHTING INTERNATIONALIST REVIEW	Netherlands	FP7-SSH-2007-1	BSG-CSO - Research for Civil Society Organisations (CSOs)
INFOCORE - (in)forming conflict prevention, response and resolution: the role of media in violent conflict	1/01/2014	31/12/2016	LUDWIG-MAXIMILIANS-UNIVERSITAET MUENCHEN	Germany	FP7-SSH-2013-2	CP-FP - Small or medium-scale focused research project
IOW - The Individualisation of War: Reconfiguring the Ethics, Law, and Politics of Armed Conflict	1/05/2014	30/04/2019	EUROPEAN UNIVERSITY INSTITUTE	Italy	ERC-2013-ADG	ERC-fundamental research
ISSICEU - Intra-and Inter-Societal Sources of Instability in the Caucasus and EU Opportunities to Respond	1/01/2014	31/12/2016	UNIVERSITAET ST. GALLEN	Switzerland	FP7-SSH-2013-2	CP-FP-SICA - Small/medium-scale focused research project
iTrack - Integrated system for real-time TRACKing and collective intelligence in civilian humanitarian missions	1/05/2016	30/04/2019	UNIVERSITETET I AGDER	Norway	BES-10-2015	RIA - Research and Innovation action
JAD-PbP - Just and durable peace by piece	1/02/2008	31/01/2011	LUNDS UNIVERSITET	Sweden	FP7-SSH-2007-1	CP-FP - Small or medium-scale focused research project
KOSNORTH - The European Union and its normative power in a post-conflict society: a case study of northern kosovo	1/09/2015	31/08/2017	UNIVERSITAET GRAZ	Austria	H2020-MSCA-IF-2014	Personal Fellowship
MeCoDEM - Media, conflict, and democratisation	1/02/2014	31/01/2017	UNIVERSITY OF LEEDS	UK	FP7-SSH-2013-2	CP-FP - Small or medium-scale focused research project
MEDI@4SEC - The emerging role of new social media in enhancing public security	1/07/2016	31/12/2018	THE UNIVERSITY OF WARWICK	UK	FCT-15-2015 -	CSA - Coordination and support action

MEMOSUR - A Lesson for Europe: Memory, Trauma and Reconciliation in Chile and Argentina	1/07/2014	30/06/2017	ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA	Italy	FP7- PEOPLE- 2013-IRSES	staff exchange scheme (IRSES)
MICROREB - Micro-dynamics of rebellions: An inquiry into the role of middle level commanders in Chad	1/08/2009	31/07/2012	FONDATION NATIONALE DES SCIENCES POLITIQUES	France	FP7- PEOPLE- IOF-2008	Personal Fellowship
MIGWAR - Investigating the interactions between civil wars and migration	1/10/2015	30/09/2017	UNIVERSITE CATHOLIQUE DE LOUVAIN	Belgium	H2020- MSCA-IF- 2014	Personal Fellowship
MultiPart - Multi-Stakeholder Partnerships in Post-Conflict Reconstruction: The Role of the European Union	1/04/2008	31/10/2010	SCUOLA SUPERIORE DI STUDI UNIVERSITARI E DI PERFEZIONAMENTO SANT'ANNA	Italy	FP7-SSH- 2007-1	CP-FP - Small or medium-scale focused research project
NBMR AND AMBIVALENCE- Extending the Needs-Based Model of Reconciliation to ambivalent contexts: The emotional needs of adversaries who simultaneously serve as both victims and perpetrators	1/08/2011	31/07/2015	TEL AVIV UNIVERSITY	Israel	FP7- PEOPLE- 2011-CIG	Personal Fellowship
OPSIC - Operationalising Psychosocial Support in Crisis	1/02/2013	31/01/2016	DANSK RODE KORS (DANISH RED CROSS)	Denmark	FP7-SEC- 2012-1	CP-FP - Small or medium-scale focused research project
PEACE - Local ownership and peace missions	1/06/2011	31/05/2013	THE UNIVERSITY OF BIRMINGHAM	UK	FP7- PEOPLE- 2010-IEF	Personal Fellowship
Peace negotiations - International Alliances for Preventive Diplomacy and Conflict Resolution: Peace Negotiations and Implemented Resilience Strategies	1/07/2011	30/06/2014	CONSIGLIO NAZIONALE DELLE RICERCHE	Italy	FP7- PEOPLE- 2010-IOF	Personal Fellowship
Peace Training.eu Strengthening the Capabilities and Training Curricula of conflict prevention and peacebuilding personnel with ICT-based collaboration and knowledge approaches	1/09/2016	30/11/2018	SYNYO GMBH	Austria	BES-13- 2015	CSA - Coordination and support action

POLICIES_FOR_PEACE - The economics of lasting peace: The role of policies and institutions	1/08/2016	31/07/2021	UNIVERSITE DE LAUSANNE	Switzerland	ERC-2015-STG	ERC-fundamental research
Political Violence - Cycles of Political Violence A Comparative Historical Political-Sociology Analysis of Italy and Northern Ireland	1/10/2009	30/09/2011	EUROPEAN UNIVERSITY INSTITUTE	Italy	FP7-PEOPLE-IEF-2008	Personal Fellowship
POLITICAL VIOLENCE - Political Violence Legitimization in Ireland and Cyprus	1/08/2011	31/07/2013	QUEEN'S UNIVERSITY BELFAST	UK	FP7-PEOPLE-2010-IEF	Personal Fellowship
PovCon - Poverty in the Face of Conflict	21/05/2012	20/05/2014	INSTITUTE OF DEVELOPMENT STUDIES	UK	FP7-PEOPLE-2011-IEF	Personal Fellowship
Preventing_Conflicts - Understanding and preventing conflicts: on the causes of social conflicts, and alternative institutional designs for their prevention	1/07/2008	30/06/2013	UNIVERSITAT POMPEU FABRA	Spain	ERC-2007-StG	ERC-fundamental research
PRIV-WAR - Regulating privatisation of "war": the role of the EU in assuring the compliance with international humanitarian law and human rights	1/01/2008	30/06/2011	EUROPEAN UNIVERSITY INSTITUTE	Italy	FP7-SSH-2007-1	CP-FP - Small or medium-scale focused research project
RATE - Repression and the Escalation of Conflict	1/02/2014	31/01/2019	UNIVERSITÄT MANNHEIM	Germany	ERC-2013-StG	ERC-fundamental research
Reaching Out - demonstration of EU effective large scale threat and crisis management outside the EU	1/10/2016	30/11/2019	AIRBUS DEFENCE AND SPACE SAS	France	DRS-03-2015	IA - Innovation Action
RECORD - Frame Justification and Resonance in Conflict-related Discourse: Legitimation strategies in the public construction of collective conflicts	1/09/2014	31/08/2016	THE HEBREW UNIVERSITY OF JERUSALEM	Israel	FP7-PEOPLE-2013-IEF	Personal Fellowship
REFLECT - Reflective game design	1/09/2013	31/08/2017	UNIVERSITA TA MALTA	Malta	FP7-PEOPLE-2013-CIG	Personal Fellowship
REQUE 2 - The 4th Geneva Convention's Drafting History as the origin of the Responsibility to Protect (R2P) and Duty to Prevent (D2P).	1/09/2016	31/08/2018	UNIVERSITA DEGLI STUDI DI VERONA	Italy	H2020-MSCA-IF-2016	Personal Fellowship

RESINTORG - Responsibility of International Organisations for Human Rights Violations	1/05/2012	9/03/2015	MAX-PLANCK-GESELLSCHAFT ZUR FORDERUNG DER WISSENSCHAFTEN EV	Germany	FP7-PEOPLE-2011-IEF	Personal Fellowship
Riots & welfare - A Micro Level Analysis of Communal Violence in India with a new Database on Maharashtra	1/04/2009	31/03/2012	INSTITUTE OF DEVELOPMENT STUDIES SUSSEX	UK	FP7-PEOPLE-IOF-2008	Personal Fellowship
SIP in Israel - Social Information Processing and Exposure to Political Violence: Relations to Maladaptive Behavior in Preschool Children	1/11/2010	31/10/2014	UNIVERSITY OF HAIFA	Israel	FP7-PEOPLE-2009-RG	Personal Fellowship
SIREN - Social games for conflict Resolution based on natural interaction	1/09/2010	31/08/2013	NATIONAL TECHNICAL UNIVERSITY OF ATHENS - NTUA	Greece	FP7-ICT-2009-5	CP - Collaborative project (generic)
SIT-SG - Security in transition: An Interdisciplinary Investigation into the Security gap	1/06/2011	30/11/2016	LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE	UK	ERC-2010-AdG_2010 0407	ERC-fundamental research
SPBUILD- Sustainable peacebuilding	1/01/2010	31/12/2013	UNIVERSIDAD DE LA IGLESIA DE DEUSTO	Spain	FP7-PEOPLE-ITN-2008	Fellowship programme
STATECAP- State Capacity, Development, Conflict, and Climate Change	1/02/2010	31/01/2015	STOCKHOLMS UNIVERSITET	Sweden	ERC-2009-AdG	ERC-fundamental research
TACTIC - Tools, methods And training for Communities and Society to better prepare for a Crisis	1/05/2014	30/04/2016	HELMHOLTZ – ZENTRUM FÜR UMWELTFORSCHUNG GMBH - UFZ	Germany	FP7-SEC-2013-1	CSA-SA - Support actions
TAMNEAC - Training and Mobility Network for the Economic Analysis of Conflict	1/01/2011	31/12/2014	HUMBOLDT-UNIVERSITÄT ZU BERLIN	Germany	FP7-PEOPLE-2010-ITN	Fellowship programme
TAPIR-COFUND	1/01/2012	31/12/2014	STIFTUNG WISSENSCHAFT UND POLITIK	Germany	FP7-PEOPLE-2010-COFUND	Fellowship programme

TARGET - Training Augmented Reality Generalised Environment Toolkit	1/05/2015	30/04/2018	ARTTIC	France	FCT-07-2014	RIA - Research and Innovation action
TAW - A Theory of Asymmetrical Warfare: normative, legal, and conceptual issues	1/01/2014	31/12/2015	UNIVERSITY COLLEGE LONDON	UK	FP7-PEOPLE-2012-IIF	Personal Fellowship
The Space of Crisis: Towards a Critical Geography of Complex Humanitarian Emergencies	22/12/2009	21/12/2012	UNIVERSITY OF MANCHESTER	UK	FP7-PEOPLE-2007-4-1-IOF	Personal Fellowship
TJMAP - Transitional Justice Mapping	1/07/2012	30/06/2013	GOLDSMITHS' COLLEGE	UK	ERC-2011-PoC	CSA-SA(POC)
ToftCIG - Demography, Politics and Conflict: The Case of India	1/09/2013	8/06/2018	THE CHANCELLOR, MASTERS AND SCHOLARS OF THE UNIVERSITY OF OXFORD	UK	FP7-PEOPLE-2013-CIG	Personal Fellowship
TRANSCON - Global civil society, new diplomacies and the EU External Action. Transforming socio-environmental conflicts through non-violent international support of empowerment processes.	1/10/2011	30/09/2013	COVENTRY UNIVERSITY	UK	FP7-PEOPLE-2010-IEF	Personal Fellowship
Transformations - Transformations of violence during the decline of insurgencies	1/09/2012	28/02/2015	EUROPEAN UNIVERSITY INSTITUTE	Italy	FP7-PEOPLE-2011-IEF	Personal Fellowship
TRANSPEACE - Transnational Community Mobilizations for Peace: French Jewish Mobilizations in Israel	1/10/2010	30/09/2012	THE UNIVERSITY OF WARWICK	UK	FP7-PEOPLE-2009-IEF	Personal Fellowship
TRANSSEC- Transnational Security law	1/03/2014	28/02/2018	UNIVERSITY OF GLASGOW	UK	FP7-PEOPLE-2013-CIG	Personal Fellowship
Transversal Politics - Ethnic Conflict, Cross-Community Practices & Transversal Assemblages	1/08/2010	31/07/2013	CARDIFF UNIVERSITY	UK	FP7-PEOPLE-2009-RG	Personal Fellowship

UNDERVIO - Social Studies Teachers' Understanding and Ethical Discussion of Political Violence and Nonviolence	1/09/2012	31/08/2016	UNIVERSIDAD DE LA IGLESIA DE DEUSTO	Spain	FP7-PEOPLE-2012-CIG	Personal Fellowship
ViEWS - The Violence Early-Warning System: Building a Scientific Foundation for Conflict Forecasting	1/01/2017	31/12/2021	UPPSALA UNIVERSITET	Sweden	ERC-2015-AdG	ERC-fundamental research
VIOLEX - Violence Expressed - a comparative study of testimonies of violence among Kurdish activists	15/01/2011	14/01/2013	DIGNITY-DANSK INSTITUT MOD TORTUR FORENING	Denmark	FP7-PEOPLE-2009-IEF	Personal Fellowship
Water and war - Water Scarcity as Potential Cause of Global Conflict – Time for UN Green Helmets or a New EU Water Strategy?	1/04/2012	31/03/2016	RUHR-UNIVERSITAET BOCHUM	Germany	FP7-PEOPLE-2011-CIG	Personal Fellowship
WOSCAP - Whole-of-Society Conflict Prevention and Peacebuilding	1/06/2015	30/11/2017	STICHTING GLOBAL PARTNERSHIP FOR THE PREVENTION OF ARMED CONFLICT	Netherlands	BES-12-2014	CSA - Coordination and support action
Youcizen - Youth Citizenship in Divided Societies: Between Cosmpolitanism, Nation, and Civil Society	1/07/2012	30/06/2017	UNIVERSITY OF DURHAM	UK	ERC-2011-ADG_2011 0406	ERC-fundamental research

2. Conflict Prevention conceptualizations (UN)

Conflict Prevention conceptualizations	Citation
“Sustaining Development Gains: Towards a UNDP Strategy for Conflict Prevention” (2013)	
UNDP Prevention strategy	<i>UNDP’s desire to develop a conflict prevention strategy recognises the imperative of understanding the drivers of both peace and change, and fundamentally, the drivers of violent conflict that can derail UNDP’s primary goal of supporting inclusive and sustainable human development.</i>
Conceptualizing Conflict Prevention – emerging areas of consensus	<ul style="list-style-type: none"> ▪ <i>Conflict prevention is important in all peace and development contexts;</i> ▪ <i>Conflict prevention action should begin long before the first signs of violence; Conflict prevention requires political will, leadership, action, and resources;</i> ▪ <i>National ownership and national capacities are central;</i> ▪ <i>Civil society has a vital role to play in conflict prevention;</i> ▪ <i>Every conflict is different and context analysis must inform prevention strategies;</i> ▪ <i>Conflict prevention needs to be transformative in nature;</i> ▪ <i>Structural, operational and systemic prevention all matter</i>
Scope of conflict prevention	<i>A focus of conflict prevention means reducing the risk of violent conflict to strengthen the foundations for sustainable development and peace.</i>
Conflict prevention and peacebuilding	<p><i>UNDP’s conflict prevention strategy will need to work hand in hand with UNDP’s newly formulated peacebuilding strategy, embracing the reality that peacebuilding and conflict prevention are deeply intertwined core objectives of the United Nations which share similar premises, principles and strategies.</i></p> <p><i>Within the UN, the Security Council has described ‘peace-building as the inclusive concept and prevention of violent conflict as a consistent underlying objective’.</i></p>
“Integrally linked” to development	<i>This report advances a conceptualisation of conflict prevention starting from the premise of UNDP as a development agency, and thus the causes, dynamics and pathways out of violent conflict are viewed as integrally linked to the ways in which development is undertaken.</i>
Conflict prevention understood through a theory of change focusing on: <ul style="list-style-type: none"> ▪ context-relevant measures ▪ operational, structural and systemic 	<p><i>For UNDP, the lapsing or relapsing of violent conflict will be prevented (and/or its potential reduced) through a mix of context relevant, operational, structural and systemic measures that seek to address the complex and deeply rooted nature of conflict and fragility.</i></p> <p><i>In country contexts, this will occur in ways that sustain peace and foster inclusive development as national capacities are established or re-established to transform the issues that drove violent conflict in the first place, through collaborative processes and forums that engage state and society and foster the development of shared priorities, and</i></p>

<p>measures</p> <ul style="list-style-type: none"> ▪ national capacities ▪ conflict transformation ▪ conflict sensitivity in programming, strategy and policy 	<p>through the application of conflict sensitivity in programming, strategy and policy.</p>
<p>Four key conceptual foundations:</p>	<ol style="list-style-type: none"> 1. Ensuring that a deep and nuanced understanding of context and the particular drivers of conflict in any settings constitute a starting point for conflict prevention efforts. 2. Supporting the establishing and/or re-establishing of national capacities to resolve conflict peacefully. 3. Focusing on transforming conflict - (...) address conflict dynamics in order to prevent the outbreak, escalation, spread or recurrence of violence. Transformative approaches recognize the intertwined, multi-causal and multi-levelled nature of violence and violent conflict. 4. Focusing on operational, structural, systemic aspects of preventing conflict
<p>Context-sensitivity</p>	<p>The setting in which conflict prevention action is to be practiced depends fundamentally on the local social, and political economy realities.</p> <p>Five contexts of UNDP engagement in conflict prevention at country level are identified:</p> <ul style="list-style-type: none"> • Regular programme countries • Contexts of fragility • Countries in transition • Countries in the immediate aftermath of conflict, and • Countries in medium and long-term peacebuilding conditions.
<p>Streams of conflict prevention</p>	<p>Early warning; early response (EWER)</p> <p>Armed violence reduction and prevention (AVRP)</p> <p>Preventing genocide and mass atrocities (linking to R2P)</p> <p>Various thematic and cross cutting areas related to violence prevention, i.e. elections and gender.</p>
<p>Three areas of action addressing ‘sources of tension within and between societies, states and regions’</p>	<p>Structural actions within states, designed to prevent conflict from occurring, should address: horizontal inequalities; governance related issues, i.e. around the failure of public policies to achieve even handed results; corruption – which violates public trust; and development programming that focuses on decreasing structural risk factors;</p> <p>Operational actions, applicable in immediate crises. These involve addressing sources before they lead to violent conflict or its escalation, including strengthening means for protection for civilians in armed conflict and post-conflict settings, the use of sanctions as a bargaining tool to bring parties to the table, support for mediation and preventive</p>

	<p><i>diplomacy efforts, and on humanitarian aid aimed at prevention – i.e. addressing food insecurity and resource scarcity where these are fuelling violence;</i></p> <p>Systemic actions refer to measures to address the global risk of conflict that transcend state boundaries. Systemic efforts are thus needed to reduce specific risk factors such as environmental degradation, regulating conflict-perpetuating industries, reducing illicit arms, promoting human development.</p>
Report of the Secretary-General on the United Nations and conflict prevention: a collective recommitment (2015)	
<p>Conflict prevention is at the core of the post - 2015 development agenda</p>	<p><i>The agenda breaks new ground in the way in which it recognizes the interlinkages between sustainable development, peace, governance, human rights and the rule of law. It is built on the premise that peaceful, inclusive and just societies are more likely to achieve their development goals, while development fosters peace and promotes inclusion. Prevention is mainstreamed throughout. Goal 16, on peaceful societies, justice for all and inclusive institutions, is the most explicit expression of these relationships.</i></p>
<p>Conflict prevention as the core function of the U.N.</p>	<p><i>Conflict prevention, the core function of the United Nations, consists of efforts to stop violent conflict from breaking out, avoid its escalation when it does and avert its deterioration after the fact.</i></p>
<p>Reaffirming prevention of serious violations of human rights as a system-wide, core responsibility</p> <p>The need for alignment and coordination</p>	<p>Human Rights upfront initiative:</p> <p><i>It is nothing less than a push for cultural change throughout the United Nations system so that the prevention of serious violations of human rights is reaffirmed as a system-wide, core responsibility for all. Operationally, and crucially from a conflict prevention angle, this means that the system must work more closely and better together, with shared analysis and strategy, and aligning the actions and priorities of Headquarters and the field.</i></p>

3. Peacebuilding Conceptualization (UN)

Peacebuilding Definitions and Concepts	Citation
Decision of the Secretary-General's Policy Committee (2007)	
<p>Defining the scope</p>	<p><i>Peacebuilding involves a range of measures targeted to reduce the risk of lapsing or relapsing into conflict by strengthening national capacities at all levels for conflict management, and to lay the foundations for sustainable peace and development. Peacebuilding strategies must be coherent and tailored to specific needs of the country concerned, based on national ownership, and should comprise a carefully prioritized, sequenced, and therefore relatively narrow set of activities aimed at achieving the above objectives.</i></p>

Report of the Secretary-General on peacebuilding in the immediate aftermath of conflict (2009)	
National capacity development as central to all peacebuilding initiatives	<i>National capacity development across all these areas must start immediately. (...) It must be a central element of all peacebuilding activities from the outset and be targeted particularly at strengthening national leadership to forge a clear vision with manageable priorities.</i>
Pillars of peacebuilding Challenges for a unified approach	<i>The United Nations has deep capabilities in the fields of peace and security, human rights, development and humanitarian action, and successful peacebuilding requires the combined efforts of all of these “pillars”. However, the United Nations entities with capacity in these fields were each designed for a different purpose. Each of them has different mandates, guiding principles, governance structures and financing arrangements — and different cultures and notions of how things should be done. (...) This becomes a complicating factor for unity of purpose and action on the ground.</i>
Progress report of the Secretary-General on peacebuilding in the immediate aftermath of conflict (2010)	
Emphasis on national responsibility for peacebuilding The need for a unified approach to support national agendas.	<i>Peacebuilding is primarily a national challenge and responsibility. However, the international community, including the United Nations, has a critical role to play in supporting the national agenda. Our response must be a collective effort, with all the pillars of the United Nations — peace and security, human rights, development and humanitarian — fully engaged in support of a common vision.</i>
UN Peacebuilding: an Orientation, Peacebuilding Support Office (2010)	
National ownership	<i>Peacebuilding is primarily a national challenge and responsibility. It is the citizens of the countries where peacebuilding is underway, with support from their governments, who assume the responsibility for laying the foundations of lasting peace. National ownership is essential to success.</i>
National capacity	<i>National capacity development must be central to all international peacebuilding efforts from the very start, as part of the entry strategy, not the exit. Indeed, a core objective for peacebuilding is to reach as soon as possible the point when external assistance is no longer required, by ensuring that all initiatives support the development of national peacebuilding capacities. This is a challenge, especially in the early days when peace is fragile and national capacity is often displaced and severely limited. Nevertheless, peacebuilding must focus proactively on (re)building national capacity, otherwise peace will not be sustainable. To support this effort, a collective assessment of existing capacities should be conducted early on.</i>
Common strategy	<i>Inclusive peacebuilding involves many actors. The key to effective peacebuilding lies in an agreed common strategy, nationally owned, with clear priorities against which the UN, the international community and national partners can allocate resources.</i>

Peacebuilding in the aftermath of conflict (2014)	
Peacebuilding as an “inherently political exercise”	<i>Our understanding of peacebuilding has come a long way since the creation of the United Nations peacebuilding architecture in 2005. We have become increasingly cognizant that peacebuilding is inherently a political exercise that depends on political leadership and demands sustained international political accompaniment, as well as a favourable regional environment.</i>
Key priority directions in peacebuilding	<i>“three key priority directions for the engagement of the United Nations system in peacebuilding, namely inclusivity, institution-building and sustained international support and mutual accountability”</i>

4. List of Policies and Strategies on relevant to the CPPB field in Europe

Name	Year
Common Security and Defence Policy Under the Lisbon Treaty (2009) the European Security and Defense Policy (ESDP) of 1999 was renamed into Common Security and Defense Policy (CSDP).	2009
Council conclusions ‘Increasing the Impact of EU Development Policy: an Agenda for Change’	2012
Council Conclusions on Conflict Prevention	2011
Council conclusions on the EU’s comprehensive approach	2014
Draft European Union Programme for the Prevention of Violent Conflicts	2001
EU Conflict Early Warning System Factsheet	2014
EU Global Strategy Implementation Plan on Security and Defence	2016
EU Horn of Africa Regional Action Plan (2015), EU regional strategy for Syria and Iraq (2015) Mali (2015) or the Sahel (2016)	2015/2016
European Parliament resolution of 18 December 2008 on development perspectives for peace-building and nation building in post-conflict situations (2008/2097(INI))	2008
Global Strategy for the European Union’s Foreign And Security Policy	2016
Guidance note on the use of Conflict Analysis in support of EU external action	2013
IMPACT ASSESSMENT REPORT – EXECUTIVE SUMMARY CAPACITY BUILDING IN SUPPORT OF SECURITY AND DEVELOPMENT	2016
Instrument contributing to Stability and Peace (IcSP) - Thematic Strategy Paper 2014-2020 and accompanying Multiannual indicative Programme 2014-2017	2014
Joint Communication on the EU’s comprehensive approach to external conflict and crises	2013
REGULATION (EU) No 230/2014 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 11 March 2014 establishing an instrument contributing to stability and peace	2014
REGULATION (EU) No 233/2014 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 11 March 2014 establishing a financing instrument for development cooperation for the period 2014-2020	2014