

PeaceTraining.eu



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

D3.2

Existing Peacebuilding and Conflict Prevention Curricula Report



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Executive Summary

The aim of this report is first to introduce a number of existing analytical approaches to defining and designing curricula, including relevant models on learning processes and second to analyse the current strengths, challenges and gaps of curricula in the Conflict Prevention and Peacebuilding (CPPB) training.

In absence of a common European understanding and conceptualization of CPPB training curricula, PeaceTraining.eu provides a lens as well as theory-informed and practice-validated structure and guidelines on criteria for CPPB curricula. This can be used by training stakeholders at EU, state and non-state level to understand and review existing as well as design new curricula.

The degree to which training stakeholders make use of existing theories and concepts of adult education and bring those into the context of CPPB training, differs greatly. Therefore, the report introduces the relevant definitions and conceptualizations of training curricula as well as models on learning processes and objectives, namely Bloom's Revised Taxonomy and the Fields of Competence Model. The aspect of *conflict sensitivity* is flagged, as it is particular and crucial to CPPB training curricula development and training delivery. Subsequently, specific examples of *curricula models* and *frameworks* from the field of CPPB training are presented.

Before delving into the findings of the curricula analysis, a categorization of curricula issue areas as well as a set of guiding criteria of curricula components and questions for the analysis are presented. These guidelines, in form of a question catalogue, can be used by CPPB training stakeholders to review their own curricula or as a reference to design new ones, as it clearly indicates, what to look for in an assessment of curricula.

Findings of the curricula analysis conducted by PeaceTraining.eu Consortium include that, in terms of strength, the field has undergone significant developments in the past two decades for instance in number, diversity, breadths and depth of training curricula. Furthermore, the pool of trainers has increased significantly and there is a broadening spectrum of CPPB methods, systems, tools and approaches.

Moreover, the analysis revealed gaps in three categories: one are thematic gaps in the European CPPB training landscape, which are currently not or very rarely covered, such as environmental peacebuilding or self-care and stress management. Second, gaps across curricula / affecting a range of CPPB curricula, inter alia including issues around competence and skills training, ownership and cultural sensitivity were identified. Third, some particular examples of gaps in specific curricula in European CPPB training were detected.

Many of these gaps could be addressed by the creation of a common CPPB framework. The absence of Europe-wide, cross-sector guidelines or even standards in form of a curricula framework and training approach, present a challenge to CPPB training in Europe. This also concerns the lack of common course levels (like basic, specialised and advanced) and affects coherence across sectors and programmes, quality standards and consistence of quality.

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List of Acronyms

AGDF	Aktionsgemeinschaft Dienst für den Frieden
AIZ	Akademie für Internationale Zusammenarbeit (<i>eng</i> Academy for International Cooperation)
ARCA	Associations and Resources for Conflict Management Skills
AU	African Union
BBC	British Broadcasting Corporation
CART	Comprehensive Annual Report on Training Activities
CEPOL	Collège Européen de Police (<i>eng</i> European Police College)
COTIPSO	Certificate of Training in United Nations Peace Support Operations
CPCC	Civilian Planning and Conduct Capability
CPPB	Conflict Prevention and Peacebuilding
CSDP	Common Security and Defence Policy
DDR	Disarmament, Demobilization and Reintegration
DPO	Department of Peace Operation
ECTS	European Credit Transfer System
EEAS	European External Action Service
ENTRI	Europe's New Training Initiative for Civilian Crisis Management
ESDC	European Security and Defence College
EU	European Union
EU CIV-CAP	Improving EU Capabilities for Peacebuilding
FriEnt	Arbeitsgemeinschaft Frieden und Entwicklung (<i>eng</i> Working Group on Peace and Development)
GIZ	Gesellschaft für International Zusammenarbeit (<i>eng</i> German Corporation for International Cooperation)
HEAT	Hostile Environment Awareness Training
I4P	Infrastructure for Peace
IAHV	International Organisation for Human Values
IDP	Internally Displaced Person
IECEU	Improving the Effectiveness of Capabilities in EU Conflict Prevention
IED	Improvised Explosive Device
INEE	International Network for Education in Emergencies
IO	International Organisation
IPDTC	International Peace and Development Training Centre
ITS	Integrated Training Service
KAIPTC	Kofi Annan International Peacekeeping Training Centre
KOFF	Kompetenzzentrum Friedensförderung (<i>eng</i> Center for Peacebuilding)
MELI	Monitoring, Evaluation, Learning and Improvement
NATO	North Atlantic Treaty Organization
NGO	Non-governmental Organisation
OCN NI	Open College Network Northern Ireland
OECD	Organisation for Economic Co-operation and Development
OECD-DAC	Organisation for Security and Co-operation in Europe - Development

	Assistance Committee
OSCE	Organization for Security and Co-operation in Europe
PATRIR	Peace Action Training Institute Romania
PBSO	Peacebuilding Support Office
PDT	Pre-Deployment Training
PoC	Protection of Civilians
PSC	Political and Security Committee
SALTO YOUTH	Support, Advanced Learning and Training Opportunities for Youth.
SGBV	Sexual and gender-based violence
SSR	Security Sector Reform
ToT	Training-of-Trainers <i>or</i> Train-the-Trainer
UN	United Nations
UN DPKO	United Nations Department for Peacekeeping Operations
UNDDR	United Nations Disarmament, Demobilization and Reintegration Resource Centre
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Science and Cultural Organisation
UNITAR	United Nations Institute for Training and Research
UNOY Peacebuilders	United Network of Young Peacebuilders
UNSCR	United Nations Security Council Resolution
USIP	United States Institute of Peace

1 Introduction

In the discourse of academia and practitioners at EU, state and non-state level, a diversity of definitions and conceptualization of training curricula exist. Very few of those attempt or practice tailoring conceptualisations in the context of conflict prevention and peacebuilding. There is neither a common understanding on which elements a curriculum can and should contain, nor what potential criteria and quality indicators for these components are. Furthermore, the degree to which training stakeholders make use of existing theories and concepts of adult education and bring those into the context of conflict prevention and peacebuilding (CPPB) training, differs greatly. For instance, at EU-level, two of the major operational training stakeholders are Europe's New Training Initiative for Civilian Crisis Management (ENTRI) and the European Security and Defence College (ESDC), embedded in the European Training Policy. However, these two EU and government affiliated entities neither promote or follow a similar analytical or conceptual approach to adult learning and curricula development, nor do they articulate common specificities of what a curriculum used in the CPPB field should generally contain.¹ Similarly, non-governmental, non-profit and research-oriented training providers practice an array of different approaches to curricula, its definition and (quality) criteria for designing and implementation.

The aim of this report is to introduce a number of existing analytical approaches to defining and designing curricula, including relevant models on learning processes as well as to analyse the current trends, strengths, challenges and gaps of curricula in the Conflict Prevention and Peacebuilding training field. In absence of a common European understanding and conceptualization of CPPB curricula, the approach undertaken by the PeaceTraining.eu project provides a lens and structure, which can be used by training stakeholders at EU, state and non-state level to understand and review

For details on the state-of-the-art of CPPB training in Europe, its actors, policies, networks and training approaches refer to the [3.1 Baseline research and stakeholder report on conflict prevention and peace building training \(of Jan 2017\)](#).

existing curricula. After presenting current definitions of training curricula (outside of the CPPB context) in Chapter four, two models on adult learning (Bloom's Revised Taxonomy and the AIZ Fields of Competence model), emphasizing different learning objectives are illustrated. Examples on their application to CPPB curricula topics are given. Conflict sensitivity is then flagged as one underlying aspect of CPPB training preparation and implementation. Chapter five is dedicated to examples of approaches to curricula in the CPPB field. Subsequently, informed by research,

interviews and curricula analysis, this report presents a categorization of curricula issue areas. The categories, combined with a guideline in form of a list of quality criteria and indicators for the separate curricula components, shall i) help to understand the concept / components of curricula ii) be used assess curricula and iii) present a reference point for the development of new curricula. The categorization and guiding criteria presented the basis for the following curricula analysis.

Chapter eight presents a summary of findings of an analysis the Consortium conducted of a sample of curricula. This analysis builds on extensive review of curricula materials, training

¹ PeaceTraining.eu does note that the ESDC offers a standardised, ENTRi-certified course on Civilian Crisis Management ([EU Concept Core Course on Civilian Crisis Management](#)). However that is only one standardized, ENTRi-certified ESDC course of the around 70 residential training courses, offered by ESDC members. It also does not imply that ESDC and ENTRi have a similar analytical understanding of curricula in CPPB training.

programmes, concept notes and training manuals as well as literature informed by practice and academia on conflict prevention and peacebuilding. The strength of current CPPB training curricula are briefly presented.² Subsequently, the focus lies on the identification of gaps in European CPPB training curricula, in terms of generally missing course topics, such as environmental peacebuilding or self-care and stress management, to issues lacking across curricula, like competence and skills training, ownership and cultural sensitivity and lastly specific issue. A core challenge, found in the curricula analysis, findings of the Baseline Study and practitioner interviews (Interview Report D3.3), is the absence of Europe-wide, cross-sector guidelines or standards in form of a curricula framework and training approach. This also concerns the lack of common course levels and affects coherence across sectors and programmes, quality standards and consistence of quality.

The findings of this analysis can help training stakeholder, decision-makers, training centres and trainers to adjust their training approach. PeaceTraining.eu will base its upcoming work on these and will specifically elaborate possible resolution to some of the issues together with the involved stakeholders, like trainer and training centres.

² For details on the European training landscape in terms of actors, policies and understanding of CPPB please refer to the Baseline Study (Wolter & Leiberich, 2017).

2 Research Approach and Methods

The research for this particular report commenced with a first recalling of the PeaceTraining.eu baseline analysis, where over one hundred CPPB training providing organisations in Europe and its immediate neighbourhood, of intergovernmental, governmental, NGO / non-profit or private nature, were collected. Amongst those, 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 were considered. Thus, Master programmes or other academic courses were not considered within report and project (Wolter & Leiberich 2017, p. 10-11).

From the baseline assessment, the PeaceTraining.eu Consortium categorized training programmes in the CPPB field according to:

- Core curricula within conflict prevention and peacebuilding
- Skill-based (e.g. monitoring and evaluation)
- Thematic-based (e.g. environment, governance or gender in CPPB)
- Actor-based curricula (e.g. private sector or media in CPPB) and
- Moment delivery (pre-deployment / in-mission or project / post-field posting).

Chapter six gives further details on these categories.

The third step for the curricula analysis, was defining the concept curriculum, its core components and criteria of assessment. This process build upon using existing knowledge of practice as well as existing definitions and conceptualizations of curriculum such as UNESCO (2017) and ENTRi (2017). In defining and conceptually understand CPPB curricula, the project Consortium took an inclusive and broad approach, considering the training cycle of planning, implementation and evaluation as well as logistics, trainers and target group profiles, course content (programme, methods and support materials) and recognition and quality criteria (conflict sensitivity, accreditation, quality standards etc. The following figure illustrates the Consortium's understating of the defining parameters of a CPPB training curriculum:

Curricula Component	• Elements to include/refer to in the analysis
Programme / Agenda	<ul style="list-style-type: none"> • Length • Themes/Topics covered • Indication on training level (e.g. basic or advanced) • Sequencing of modules and timing
Learning Objectives	<ul style="list-style-type: none"> • Organised according to one framework (Bloom, Fields of Competencies or other) • Spelling out the level at which learning is intended (intra-personal, inter-personal, community, policy etc) • Spelling out the "prevention" and "peacebuilding" impact of the respective learning
Target Audience	<ul style="list-style-type: none"> • Reference to profiles (incl. roles in CPPB sector) and linking these profiles with case studies introduced in the Programme/Agenda • Background requirements (e.g. years of mission experience)
Methods	<ul style="list-style-type: none"> • Residential, e-learning or blended • Consideration of conflict sensitivity, gender, possibility of re-traumatization
Assessment & Certification	<ul style="list-style-type: none"> • Accreditation of course • Competency certification of participants • Certificate/Diploma upon completion of course
Trainer Profiles	<ul style="list-style-type: none"> • Detailed description, thematic and training experience, relevant publications and approach to training
Evaluation	<ul style="list-style-type: none"> • Design of course evaluation system • Design of evaluation & improvement process between trainers & host institution
Logistics	<ul style="list-style-type: none"> • Costs • Location / Facilities (incl. accomodation) • Travel (incl Visa)

Figure 1: Curricula Components (which the PeaceTraining.eu Consortium conceptualised in Leuven, January 2017)

Furthermore, the following supportive elements in form of resource materials were identified as being part and parcel of a curriculum design:

Supportive Elements / Resource Materials

Bibliography

- Handbooks, toolboxes (for practitioners)
- Official documents (UN Resolutions, EU policies etc.)
- Academic literature (Books, Articles etc.)
- Multimedia (Videos, Podcasts, Apps etc.)
- Databases
- Case Studies
- (Interactive) maps

Before the course

- Participants' profiles + Learning Expectations / Contributions Templates
- E-Learning/ Social Media Communication Platforms

In course support for participants

- Slides, handouts, quick reference guides, briefing notes

In course support for trainers

- Trainer/facilitator guidelines and manuals

After the course

- Related courses / programmes/ practices
- Online platforms for exchange and support (amongst participants & trainers)
- References (practitioners, peers, groups) that could provide a human-based support structure for the learner and trainer/facilitator

More details on the criteria and suggested indicators to identify and detect them, while reviewing a training curriculum, are presented in Chapter six of this report.

Having identified training providers and defined curricula categories and components, a **sample of relevant CPPB curricula** was chosen, according to the following selection criteria:

1. *Diversity in type of training providers*: governmental, intergovernmental, NGO, military, police, NGO / non-profit, university and research institutes, corporation / private sector
2. *Geographical diversity* (selecting training programmes from providers all over Europe)
3. *Perceived visibility* and impact in terms of course catalogue, participation in European and / or international networks and partnerships, publications and other, training-related activities such as publications of manuals and training handbooks.

For the reviewed curricula programmes please refer to the annex.

This analysis was then conducted based on primary sources. These include documents, such as training programmes, curricula overview and websites of relevant projects, organisations and initiatives. Moreover, findings from interviews³ with relevant stakeholders: trainers, EU and governmental decision-makers, representatives from training organisations as well as CPPB

³ Interviews were conducted within Working Package 3, deliverable 3.3 of the PeaceTraining.eu project.

practitioners were considered. Consulted secondary sources include academic literature on adult learning, field-specific training manuals and handbooks, practitioner toolboxes and reports.

Limitations

The PeaceTraining.eu Consortium understands its value in this study in acting as an ambitious starting point and reference for similar research in the field. At the same time, we understand that the research aspects of such a project are limited by the extensive research scope, availability and mix quality and consistency of information gathered.

The first limitation concerns the sources of information. Training approaches, concepts and programmes as well as trainer guidelines and handbooks were reviewed for this analysis. There was no 'field research' in the sense of accompanying the actual planning and implementation of training programmes. The reliance on publicly available materials as well as shared documents of training providers skews the analysis / findings in the sense that the practical planning, delivery / implementation and evaluation of particular training curricula were not considered directly. The analysis takes on the perspectives of the researchers, informed by their experiences as trainers and the interviews conducted in the framework of PeaceTraining.eu with training stakeholders. On paper, curricula might reflect state-of-the-art adult training standards, methods and latest CPPB contents; however, its implementation may be inconsistent and learning objectives may not be followed-up in the methods of training delivery. Nonetheless, some gaps in content or meta-challenges could be detected regardless of the lack of accompanying of training delivery. A triangulation of data was to a certain extent possible, as findings from curricula reviews were buttressed by interview findings as well as expertise from the Consortium.

The second challenge relates to differing quality of information. The access to extensive materials on curricula, such as course programmes, concept notes, information on methods and trainers as well as bibliographies, differed substantially between training providers. For ENTRi-certified courses, for example, programme and concept note are publicly available. Some other organisations were hesitant to share curricula with the Consortium. One obstacle for the collection and access of curricula on military training are lengthy procedures of procuring the course materials, by going through chain of command. For police training, for instance the registration to CEPOL e-Net only proceeds through national authorities in the country of origin, and thus details on curricula were not available for Consortium members. NGOs, trainers and private training organisers were hesitant to share, due to the protection of private property as the training concepts are the basis of their livelihood. To counter this limitation, the research process is made transparent as well as findings of the analysis of each curricula area are made public on the PeaceTraining.eu website. Stakeholders are invited to comment and give feedback. This way the PeaceTraining.eu Consortium provides a collaborative space for exchange, which could gain the trust of the different training providers for a co-creation analysis and shared platform to boost innovation.

3 Training Curriculum Understanding and Conceptualizations

This chapter introduces relevant existing definitions and models on curricula and subsequently presents an overview of different forms of conceptualizations of training curricula.

Education, namely learning and teaching in the form of training, workshops, webinars and other, is modelled and conceptualised across disciplines including conflict prevention and peacebuilding; yet not always with a clear reference to the science and principles of pedagogy (traditional education or children / youth learning) or andragogy (adult learning). In this context, concepts such as “curriculum”, “curricular framework” and “curricular model” are used frequently without a clear conceptual reference in mind. This leads to significant differences in definitions and models of ‘curriculum’. Definitions range from curriculum being a very complex „agreement among communities, educational professionals, and the State on what learners should take on during specific periods of their lives and what, why, how and how well students should learn in a systematic and intentional way” (UNESCO - IBE, 2013, p. 16), to simply being understood “as a planned course of study” (UNESCO - IBE 2013, p. 16). UNESCO’s definition (2017) defines it as „a systematic and intended packaging of competences (i.e. knowledge, skills and attitudes that are underpinned by values) that learners should acquire through organised learning experiences both in formal and non-formal settings”. This makes explicit references to learning objectives as in knowledge, skills and attitudes as well as the formal and non-formal elements, which are essential and increasingly present in the conceptualisation and design of CPPB curricula. The courses outlined by those providers, who we surveyed, range from including everything that relates to the learning experience, to referring to a curriculum as being merely a “syllabus”, or the sequence of modules included in an educational plan.

Having laid out the different forms a curriculum can take on, the following section gives a detailed account of curricula as intention and plan as well as learning process, specifying how different learning objectives define the curriculum design, and even further considering those objectives at the centre of curricula. As much as there is a variety in definitions of curriculum, there are models to explain, understand and structure learning processes. Two known and relevant ones are introduced in the following and placed into the CPPB training context.

A Curriculum is „a systematic and intended packaging of competences (i.e. knowledge, skills and attitudes that are underpinned by values) that learners should acquire through organised learning experiences both in formal and non-formal settings” (UNESCO, 2017).

Based on this literature and the analysis of CPPB curricula, PeaceTraining.eu conceptualises curriculum as follows:

1. **Curriculum as content:** what is to be taught and with what support materials; this was the most prevalent and was encountered both when seeing “course outlines” “manuals” and “syllabi” as being offered as examples
2. **Curriculum as intention and plan:** what the learning objectives are in different contexts, whether formal education systems, non-formal training contexts or informal spaces, where education occurs without a clear intention in this sense.
3. **Curriculum as learning experience and process:** how the learner experiences the act of education (including to what extent learner-centred methods are implemented) as well as the conceptualisation of the process of learning is designed (including preparatory, delivery and follow-through phases).
4. **Curriculum as social norming and social contextualisation:** how learning is placed in the wider social contexts, this was encountered when the role of conflict prevention and peacebuilding education was exemplified as a tool for peacebuilding or as a process that needs to grow from/ within and with respect to the realities on the ground.
5. **Curriculum as recognition and standards:** what is the formal (e.g. diploma, certificates) and informal value-added (e.g. prestige upon completion of certain course) associated to following and completing a certain curriculum), this is encountered in the mentioning of the accreditations as well as in the quality standards that are used.

4 Models on learning processes and learning objectives

Learning objectives stand at the centre of each training curriculum and its design. They answer what trainees should be able to do, create, understand etc. at the end of a training. The complexity of CPPB practice and the diverse tasks and functions, practitioners have to take on, require that training in particular subject areas cover different knowledge, skills and attitude. The models on learning processes and goals (in terms of knowledge and competences) presented below, serve on the one hand for the development and design of training curricula for the entire spectrum of CPPB topics and target audiences. On the other hand, they can be a frame to assess existing training curricula regarding their learning objectives. The following models also presented a reference point for the curricula analysis (part two of the report).

4.1 A Revision of Bloom's Taxonomy of Educational Objectives (Taxonomy of Learning)

A frequently used classification to understand learning, related to knowledge and cognitive processes, is the taxonomy of educational objectives, also referred to as **Bloom's taxonomy of learning** (Bloom & Krathwohl, 1956). Nowadays, a revised version of the framework by Anderson and Krathwohl (2001) is used, featuring a **two-dimensional framework of knowledge and cognitive**

processes. The knowledge dimension of the revised taxonomy is divided into four and the cognitive process dimensions into six categories. Both, the original and revised taxonomies are hierarchical, implying that the categories of the knowledge and cognitive process dimensions build on one another, becoming more complex and abstract. As depicted in the pyramid below, the thinking skills of lower order are the base for the development of higher order thinking skills like analysing. Note that the categories of cognitive learning processes overlap and are not always clear-cut.

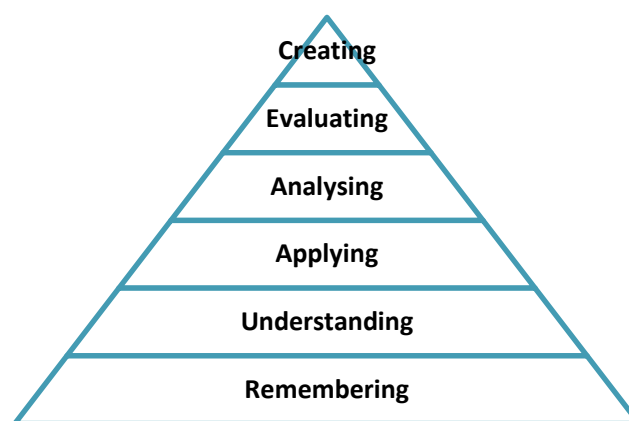


Figure 2: The pyramid of learning – Cognitive dimension of learning (Anderson & Krathwohl, 2001)

The following two boxes outline an example of how the PeaceTraining.eu Consortium has sought to apply Bloom's Revised Taxonomy (based on Anderson and Krathwohl) to a particular CPPB curricula topic (in this case, *UNSC Resolution (UNSCR) 1325 and gender mainstreaming in the context of Disarmament Demobilization and Reintegration (DDR) programming*).

Knowledge Dimensions according to Bloom's Revised Taxonomy	Example: UNSCR 1325 and gender mainstreaming in the context of DDR
a) Factual knowledge: the basic elements that students must know to be acquainted with a discipline or solve problems in it. <ul style="list-style-type: none"> ▪ Knowledge of terminology ▪ Knowledge of specific details and elements 	<i>What</i> does gender mainstreaming mean in CPPB, specifically in DDR. What is Res 1325 about. <i>How many</i> ex-combatants took part in DDR programmes in country x and <i>how many</i> of them are women.
b) Conceptual knowledge: the interrelationships among the basic elements within a larger structure that enable them to function together. <ul style="list-style-type: none"> ▪ Knowledge of classifications and categories ▪ Knowledge of principles and generalisations ▪ Knowledge of theories, models, and structures 	<i>Why</i> did or did not x number of female ex-combatants take part in DDR programmes overall or in country x.
c) Procedural knowledge: How to do something; methods of inquiry, and criteria for using skills, algorithms,	<i>How</i> can these female ex-combatants be reached, and which

Knowledge Dimensions according to Bloom's Revised Taxonomy	Example: UNSCR 1325 and gender mainstreaming in the context of DDR
techniques, and methods. <ul style="list-style-type: none"> ▪ Knowledge of subject-specific skills and algorithms ▪ Knowledge of subject-specific techniques and methods ▪ Knowledge of criteria for determining when to use appropriate procedures 	gender-sensitive measures have to be applied in DDR programming (how to gender mainstream designing / planning, monitoring and evaluation of DDR programmes).
d) Metacognitive knowledge: knowledge of cognition in general as well as awareness and knowledge of one's own cognition <ul style="list-style-type: none"> ▪ Strategic knowledge ▪ Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge ▪ Self-knowledge 	Learner's consciousness about his / her own (biased) position, working context, and interest regarding DDR programmes and female (ex)-combatants.

Table 1: Knowledge Dimensions according to Bloom's Revised Taxonomy (based on Krathwohl, 2002)

According to the Revised Taxonomy, there are six cognitive processes linked to knowledge. They range from simplest and concrete *remembering*, to *creating*, the most complex and abstract cognitive process. Learning objectives in CPPB training can be set in accordance to these different processes. For example, a programme can specify “at the end of the course, participants are able to understand gender mainstreaming in peacebuilding and create a gender mainstreamed DDR programme”. In detail, the processes are shown in the following table, again with the example of CPPB training.

Cognitive Dimensions according to Bloom's Revised Taxonomy	Example: UNSC Res 1325 and gender mainstreaming in the context of DDR (in Burundi)
a) Remembering: Retrieving, recognizing, and recalling knowledge from long-term memory.	<u>Recognizing</u> issues concerning UNSCR 1325. <u>Recalling</u> methods of DDR and methods / tools of gender mainstreaming.
b) Understanding: Constructing meaning from oral, written, and graphic messages through exemplifying, classifying, summarizing, inferring, comparing, and explaining.	<u>Comparing</u> gender-sensitive DDR programmes in Burundi and Democratic Republic of Congo and <u>explaining</u> why and how female ex-combatants were approached by DDR programmes, <u>interpreting</u> challenges to gender mainstreaming in DDR programmes.
c) Applying: Carrying out or using a procedure through execution or implementation.	<u>Carrying out</u> a gender-sensitive / gender mainstreamed DDR programme in another context e.g. Colombia.

Cognitive Dimensions according to Bloom's Revised Taxonomy	Example: UNSC Res 1325 and gender mainstreaming in the context of DDR (in Burundi)
d) Analysing: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.	<u>Differentiating</u> the diverse approaches to DDR of IOs and NGOs in different countries, <u>breaking</u> the DDR process and its complexities into its parts (D, D and R) and <u>determining</u> how gender mainstreaming can / should take part in each of them. <u>Attributing</u> best practices and lessons identified of gender mainstreaming in different DDR programmes.
e) Evaluating: Making judgments based on criteria and standards through checking and critiquing.	<u>Assessing, judging</u> DDR programmes of IOs and NGOs all over the world from a gender perspective (on the basis of UNSCR1325 criteria and other guidelines e.g. human rights perspective). <u>Checking</u> if lessons identified became lessons learnt and best practices incorporated.
f) Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.	<u>Reorganizing</u> and reviewing measures for gender mainstreaming in DDR programming on the basis of past successes and established good practice, <u>planning</u> , harmonizing and implementing gender-sensitive DDR programmes of IOs and NGOs for particular countries.

Table 2: Cognitive Dimensions according to Bloom's Revised Taxonomy (based on Krathwohl, 2002)

The reference of learning objectives to particular stages of learning according to Bloom presents a good starting point for curricula design and assessment. However, there are certain limits to the usage of Bloom's model, when it comes to *personal competences* and *attitudes*, especially in the context of CPPB training. Practitioners in CPPB need to have / bring with them and train certain social competences, such as intercultural communication and cooperation, which prepare them to react and engage in the difficult situations and settings / contexts of (armed) conflict. Therefore the PeaceTraining.eu Consortium has sought to identify from existing practice and literature, the following model, dealing with 'competences' in training curricula.

4.2 The Fields of Competence Model (AIZ)

The Fields of Competence Model, used by the Academy for International Cooperation (AIZ) of the German Corporation for International Cooperation GmbH (GIZ) are based on generic competence-based learning solutions. *Competence* is “an individual’s ability to behave efficiently and effectively to deal with situations in a changing and inconsistent setting” (Krewer & Uhlmann, 2015, p.8). Competences are people’s embedded abilities, which develop over time and are acquired through reflective and self-managed use. They enable a person to act and react in an adequate way, depending on the situation. On the individual level, competences are the basis for defining the outcome of learning processes and teaching. The **Fields of Competence Model** (figure right) aims to combine and develop multifaceted competences related to people’s behaviour in terms of feeling, thinking, communication and action, in other words **personal, specialist, social and methodological competences**. For every measure, these four competence fields can be specified by listing all sub-competences, which influence competent action. One could argue that the know-how / subject area competence refers to Bloom’s factual and conceptual knowledge, method competence to procedural knowledge and the personal competence referring to Bloom’s metacognitive knowledge. However, this model provides at least two aspects that reach beyond Bloom’s knowledge and cognitive learning dimensions, and those being crucial to CPPB training: First, the integration of *reflection* to all four areas of competences and second placing *attitude* at the centre of it. Courses can sensitise participants and train their ability to reflect upon

- problems within their field of expertise (e.g. DDR),
- the methods they apply in daily tasks (such as monitoring and report in a DDR programme),
- their communication and cooperation within their project or missions as well as with local and international partners or host population, NGOs or authorities and
- their own and organisation’s role, interest, motivation and impact (for example in terms of Do No Harm and conflict sensitivity).

At the centre of the four competences and the ‘central governing authority’ within each individual lies the attitude, which regulates the effective implementation of competences based on values and towards a specific goal. The AIZ states that “Attitude is the inner authority that directs a person’s actions when the challenges are new, the contexts unknown and there is no routine to fall back on” (Krewer & Uhlmann, 2015, p.13). It frequently changes and updates itself in a person’s behaviour. Thus, training can seek to foster an attitude change towards effective response to the CPPB context and work environment. Generally, this model can be used for joint creation of competence profiles and competence needs, clarification of existing competence and to assure that training address all the relevant competences depending on the desired learning outcomes. PeaceTraining.eu has used this Model in addition to Bloom’s Revised Taxonomy for the analysis of learning objectives, presented in curricula materials.

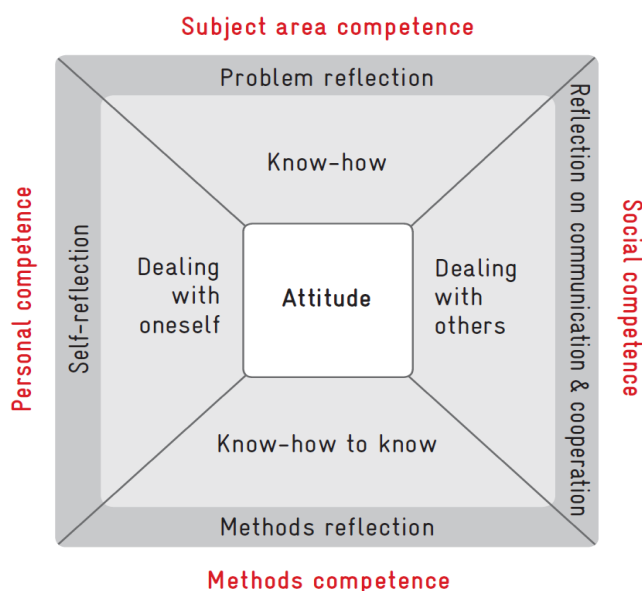


Figure 3: Fields of Competence Model
(Krewer & Uhlmann, 2015)

Nonetheless, the definitions of curriculum and presented models on learning process and objectives lack some particular aspects crucial to all CPPB activities including training. Unlike many other formats of adult education, the analysis, design, delivery and evaluation of training curricula in conflict prevention and peacebuilding, should be given the lens of **conflict sensitivity**. Any intervention in the field of CPPB, including training, has both intended and unintended impacts on the participants. As a minimum, a conflict sensitive approach aims to maximise the positive and minimise the negative impacts of the intervention within the organisation's mandate (Conflict Sensitivity Consortium, 2012). Literature on conflict sensitive peace education on contexts of armed conflicts serves as a reference point for conflict sensitive CPPB training (see International Network for Education in Emergencies (INEE) and USIP, 2013). The Consortium identifies the following aspects as most relevant to sensitive training in the field of conflict prevention and peacebuilding:

Aspects of Conflict Sensitivity in CPPB Training Design and Delivery

Derived from existing literature, *conflict sensitivity* (including but not being limited to Do No Harm) within the training context should include:

- ✓ Awareness, analysis and contextualisation of the training experience within the conflict assessed context.
- ✓ **Trauma awareness** concerning all training stakeholders (participants, trainers etc.) and assessment on the possibility of re-traumatisation triggered by training activities.
- ✓ **Sensitivity to power relations** (gender, ethnicity, hierarchies etc.) and ensuring equitable access and participation (including contribution and acknowledgement of own perspectives and truths) of different stakeholders in the learning process.
- ✓ Creation of a **safe space / trustworthy atmosphere** (especially for sensitive topics on violence, gender, children and youth, dealing with the past etc.).
- ✓ Consideration on possible **biases / discrimination / structural or cultural violence elements** introduced through curricula content.
- ✓ A constant **monitoring and evaluation** of the intended and unintended impacts of the training programme.

5 Approaches to CPPB Curricula: Examples from the field

In the CPPB field, among the curricula studied, institutions offering peace education, training of trainers as well as the research institutes and universities have generally demonstrated a more complex and comprehensive approach to conceptualising the curriculum offered. As they touched upon several of the above-mentioned dimensions of curricula, some case studies will be provided in the following. Interestingly, none of them offers an explicit definition of a curriculum of their own. Our recommendation towards conceptual clarity is to refer to the triad of concepts: *curriculum*, *curriculum model* and *curriculum framework* and include them into the praxis of CPPB institutions offering capacity building.

CURRICULUM	“inventory of activities implemented to design, organise and plan an education or training action, including definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers” (CEDEFOP, 2011, p.43)
CURRICULUM MODEL	a coherent format and process in design that the curricula of core, specialised and pre-deployment training programmes have to follow (ENTRi, 2017a)
CURRICULUM FRAMEWOK	<p>“overarching document, that</p> <ul style="list-style-type: none"> - places national statements of vision, economic development and education policy in a curriculum context; - sets out broad aims and objectives of the curriculum at the various stages of schooling; - explains the educational philosophy underlying the curriculum and approaches to teaching, learning and assessment that are fundamental to that philosophy; - outlines the curriculum structure, its subjects or learning areas and the rationale for the inclusion of each in the curriculum; - allocates time to various subjects and / or learning areas in each grade or stage; - provides guidelines to syllabus developers, teacher trainers and textbook writers; - prescribes requirements for curriculum implementation, monitoring and evaluation” (UNESCO – IBE, 2011, p.18).

Table 3: Curriculum, Curricula Model & Curriculum Framework

The following case studies illustrate existing examples of CPPB curriculum frameworks and curriculum models.

EU Training Concept

One *curriculum framework* is found in the CPPB training sector is for example the EU Training Concept of 2004 (PSC, 2004). It places European visions, goals and policies, such as Common Security and Defence Policy (CSDP), of conflict prevention and peacebuilding activities in a curriculum context. It stipulates training that training is divided into *basic*, *advanced*, *pre-deployment* training and in-mission / induction training, and that the target group 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. The European Security and Defence College (ESDC), a network comprised of 80, mainly state training providers in Europe, further outlines the curriculum structures, specifies target groups as well as the subjects and learning areas.⁴

ENTRi and the C³MC Certification System for Training Curricula in Civilian Crisis Management

Europe's New Training Initiative for Civilian Crisis Management (ENTRi) has fitted its approach and understanding of a curriculum within the EU Training Policy 2004 / 2017. ENTRi's creation of the C³MC certification system for training curricula in the area of civilian crisis management laid the ground for synergies and synchronisation of training activities. ENTRi proposed a framework methodology, or model according to which they have established three types of curricula: core, pre-deployment and specialisation training. According to the framework methodology, the course must be set up according to the following six core elements (ENTRi, 2017a):

Issue areas: Strategy goals

- What are the core concepts that define this issue area?
- What are the strategic goals in addressing this issue given challenges of crisis-affected settings?

Objectives with respect to:

- Understanding main concepts and tools;
- Challenges and dynamic specific to crisis-affected settings given the issue are;
- Skills and expected tasks;

Content

- Concepts, general dynamics and challenges;
- Relevant methods of intervention, relevant methods of evaluation;

Training methodology

- Tasks and skills oriented;
- Interactive;
- Case-study based;
- Involving group work and simulation exercises;

Timeline

Evaluation of training

- Core criteria and main questions;
- Ways of integrating evaluations results into the training programme;

Certification

In terms of the formatting of its presentation, the curriculum description should include the following ENTRi (2017):

⁴ For more information on the ESDC training structure see Rehrl & Weissnerth (CSDP Handbook) (2013) and for a short summary see Wolter & Leiberich (2017, p. 23).

- *Concept Paper* with clear indications of the change objective and learning objectives of the course
- *Section on minimum requirements* (experience age, exposure education of target group)
- Section illustrating the best *training methodologies* to deliver that specific course
- *Draft agenda* (course programme)
- *Official documents* – to be used as part of the training materials (EU, UN docs)
- *Essential bibliography*

ENTRi provides us with two things: firstly, the methodological considerations for the set-up of course curricula and secondly certain “tangible” components and information a curriculum should present. This distinction seems logical and useful for the development of curricula. However, the following aspects about these two could be further improved, which PeaceTraining.eu deems crucial for an analytical and practice-oriented understanding: Firstly, we suggest to not distinguish between *Objectives* and *Content* (see previous page), as the points listed under *Objectives* and *Content* concern similar issues (concepts, dynamics, challenges), which seem to generally fit under learning objectives. Learning objectives, as illustrated in the previous chapters, link in with the overall course content (subject / topic) and then explicitly spell out which understanding of main concepts, dynamics and challenges as well as skills etc. the participants shall acquire. In that regard, the course content-related knowledge of concepts, dynamics, challenges and tools (methods of intervention and evaluation)) and skills can be *summarized* under learning objectives.

Secondly, the consideration of trainers should be included in the framework methodology. Practice shows that trainers are one of the most important factors for training, not just giving direction to the training / setting the course of training, but ultimately being the guarantors of quality and standards of adult learning. A successful implementation of training curricula depends largely on the trainer faculty. Linked to trainers are the methods, as their implementation also depends on the trainer. Overall, of course one has to keep in mind that ENTRi’s framework methodology applies to those training organisers, who wish to receive the C³MC certification for training in civilian crisis management. ENTRi’s framework methodology is suitable as one of the first attempts to create a quality framework with specified core elements that should be included whenever institutions and organisations offer / work with training curricula.

Peace Education Competence Framework developed in the context of ‘United Network of Peacebuilders’ (UNOY), Project ‘Mainstreaming Peace Education: Competence Framework’, funded by EU Erasmus+

The framework provides tools for designing, monitoring, evaluation and assessment of competence development in the area of peace education with the aim of improving the professionalization of peace educators in the youth and non-formal education sectors. The field-specific approach to peace education as well as proposed *competence framework* presents an insightful and detailed addition to other European curricula frameworks. Broadly, the project understands peace education as competence development, and details the widely-used ‘ASK model’ (attitudes, skills and knowledge) with peacebuilding specific competences:

- **“Knowledge** the things one knows and understands based on experiences and / or study.
- **Skills** the ability to take action or do something based on practice.
- **Attitudes** settled ways of thinking and feeling about something.”

(Fras & Schweitzer, 2016, p.10)

Overall, the Peace Education Competence Framework is comprehensively illustrates:

- **Theoretical and conceptual foundations** of conflict, violence, peace (peace education, peace building).
- **Competences:**
 - o Contextual competence in peace education being *interdependence, participation* and *diversity* (see Fras & Schweitzer, 2016, p. 11).
 - o Action competence areas are: *living peace* and *building peace*.
- **Learning objectives** and concrete sample **learning outcomes**, matching each of the competence area.
- **Educational guidelines** covering key steps in developing an educational pathway and three sample pathways, based on the action competence areas.
- **Resources** and additional readings per theme and chapter.

With appreciation of the existing approaches to CPPB curricula, the ambition of PeaceTraining.eu is to take the model forward and suggest a curriculum framework starting with the categorization of CPPB issue areas that are or can be covered in CPPB curricula. Subsequently, curricula components and their respective quality criteria and indicators are presented. It serves two purposes: first, it is used as a reference point in the review and analysis of existing curricula and second, it may serve as a basis for curricula development / design and assessment in the wider field, across sectors of conflict prevention and peacebuilding, not just the area of civilian crisis management.

6 PeaceTraining.eu Curricula Categorization and Criteria for Analysis

In conducting the curricula analysis, the PeaceTraining.eu Consortium first elaborated a ‘long list’ of curricula areas and themes relevant to the development of operational competence in CPPB, followed by a detailed description of what should be included as categories in a ‘curricular model’. This is what will be referred to when discussing how the project has approached this broad field. The report will then outline a ‘short-list’ of topics based predominantly on those areas / curricular themes the Consortium was able to analyse given time and resource constraints for the initial curricula review. This ‘short list’ offers a comprehensive ‘first phase’ framework of analysis, and provides a significant contribution in its scope and methodology. The lists can be found below.

Development of the CPPB curricula themes training areas list:

The list was developed with input from all Consortium partners, and used information from previous PeaceTraining.eu research. Leading this process was a joint team made up of trainers, analysts and practitioners from the Department of Peace Operations (DPO) and the International Peace and Development Training Centre (IPDTC) of the Peace Action Training and Research Institute of Romania (PATRIR). Staff from PATRIR has over twenty years’ experience in the CPPB field and have provided more than 300 CPPB training for policy makers, practitioners and experts in the field in 40 countries worldwide. Development of the curricula thematics / training areas list drew upon:

- Open source information and publications on training currently provided or provided in the past in Europe and internationally in the CPPB field;
- Published reviews of training and projects, including publications and consultations of key EU-backed Consortia and research projects, which have reviewed fields / topics of training, competences and ‘areas’ to be covered in CPPB training;
- Reviews of ‘needs’ for practitioners and those working in CPPB developed through lessons learned, evaluation reports and field-based needs assessments carried out by: UNDP, PBSO, EU CIVCAP, OECD-DAC, the ARCA Project, EU research projects, and field-based multi-stakeholder joint evaluation and review processes in Iraq, Afghanistan, Northern Ireland, Nepal, Sri Lanka, Nigeria, Colombia, Mexico, Cyprus, Israel-Palestine, Syria and Libya of needs for personnel⁵;
- Consultations with senior EU and international trainers;
- Findings from the baseline research 3.1 (see Wolter & Leiberich, 2017);
- Insights from interviews conducted with relevant training stakeholders.

While undertaking research on CPPB training could effectively be limited to those courses which explicitly outline (in the title of the course for example) their contribution to ‘peacebuilding’ or ‘conflict prevention’, the PeaceTraining.eu Consortium has sought to outline a broader constituency of programmes relevant to achieving operational competence for those deployed in CPPB and CPPB-related missions and functions in the field. The Consortium therefore addressed both:

⁵ Ohio & Mcandles (2013); UNDP (2013); United Nations General Assembly; United Nations Security Council (2014); United Nations General Assembly (2014); Keating & Wiharta (2012); Landsus & Malcorra (2011); De Carvalho, & Alghali (2010); Della-Giacoma (2017); OECD (2013); OECD (2012), OECD (2012); Rivers et al. (2012); Chivvis (2010); Eshaq & Al-Marani (2013); Lauffer & Hamacher (2016); Bojicic-Dzelilovic & Martin (2016); Kacsó et al. (2014); Brand-Jacobsen et al. (2016)

1. Training thematics and curricula addressing core CPPB-related competences;
2. Training thematics and curricula relevant for practitioners, policy makers and stakeholders working in / deployed in areas affected by or at risk of conflict.

The curricula survey was then structured to address:

- Core curricula,
- Skills-based curricula,
- Thematic-based curricula,
- Actor-based curricula and
- Moment of delivery.

‘Core curricula’ refers to courses directly / specifically addressing the topics of ‘peacebuilding’ and / or ‘conflict prevention’. There are a range of courses on these topics (for instance, the survey of core courses on peacebuilding is based on twenty-one courses).

Skills-based curricula refer to core skills required for operational competence for staff deployed in CPPB and CPPB-related missions, including operational (performance-based) needs and challenges, which staff are likely to encounter when deployed in CPPB contexts. This refers to programme management tasks (including designing peacebuilding and prevention programming, and monitoring, evaluation, learning and improvement), skills based programmes to facilitate relationship building in deployment areas (such as mediation, dialogue and negotiation), and those topic areas which seek to develop skills and techniques for the personal well-being of CPPB practitioners (for example, security, self-care & well-being).

Thematic-based curricula refer to courses in the CPPB field, which cover broader crosscutting themes apparent in CPPB interventions. Here, structural aspects of CPPB interventions were listed including topics that cover governance in post-war societies, Security Sector Reform (SSR), and economic aspects of peacebuilding. Additionally, courses which examined community-based interaction with peacebuilding, reconciliation, healing and transition were examined, as were cross cutting issues such as gender, environmental and natural resource dimensions, and International law were incorporated.

The analysis of **actor-based curricula** incorporates curricula analysis of courses, which are based on particular actors in the CPPB field. Here, six groups were identified in the long list: Women, security sector, civil society, children and youth, the media, and the private and health sector.

The PeaceTraining.eu curricula analysis also reflects the **moment of delivery** as an important line of enquiry. Here, the consortia outlined

- pre-deployment (military and civilian),
- in-deployment / in-mission; and
- post deployment.

The stage at which training is undertaken is significant, reflecting the different learning needs in different moments of mission preparation, deployment / intervention, and post-mission for those involved in deployment on CPPB interventions and programming.

Core Competences & Training Fields: Deepening & Developing the Research Agenda

The matrix can be *further* delved into from different angles, with several competences / training areas proving to be umbrella terms themselves for a range of sub-curricula. For instance, *Capacity development* in CPPB can include *Training-of-Trainers*, *Institutional Development and Organisational Strengthening* as well as *Creating and Strengthening Dedicated Capacities* and *Infrastructure for Peace* (I4P). In addition, each individual aspect of *Disarmament, Demobilization and Reintegration* can be explored in greater depth – for instance approaches to cantonment, psychological support to former combatants, the role of integrating former combatants into peacebuilding contexts.

Core Competences & Training Fields: Crosscutting Issues

In addition, several competences / training areas overlap into different categories on the list, either as modules / sessions in an overall training or as the focus of training programmes in and of themselves. Here, for example, one could cite gender in peacebuilding as a topic in its own right (hence being part of the thematic based curricula), as well as a topic area which is reflected in a number of other curricula (for instance through curricula developing a gender analysis as part of a conflict analysis framework). Similar can be said for the topic of cultural awareness, which incorporates specific skills, but is also a topic area in its own right. Moreover, there are other overlaps that concern several skill-based curricula, such as Do No Harm, conflict sensitivity, and resource and environmental management. These examples form a part of curricula in *Designing Peacebuilding and Prevention Programming* as well as in *Managing Mission & Project Implementation*.

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 	
Skills-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 for CPPB 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 and Transitional Justice f. Preventing and Addressing Radicalization and Violent Extremism g. Environment and Natural Resources in CPPB h. Mediation, Dialogue in Peace Processes in CPPB i. Economic Dimensions and Business in 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 m. New media and technologies for CPPB n. Peace Education for CPPB
Actor-Based Curricula <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 g. Health Sector in CPPB
Moment of Delivery <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 according to PeaceTraining.eu (March 2017)

Guidelines for CPPB Curricula Analysis

Following the thematic categorisation, the PeaceTraining.eu Consortium has elaborated a set of curricula components and relevant criteria which provided the base for our analysis of existing curricula and which will also be considered when a multi-dimensional curricular model for CPPB will be developed in subsequent WP of the project. This categorisation, without claiming to be comprehensive, and rather being conceptualisation work in progress, is presented in the table below:

Curriculum Components: What are the criteria?	Indicators: What to look for in a curriculum analysis?
1) Core	
a. <u>Programme / Agenda</u> <ul style="list-style-type: none"> • detailed • clear and logical 	Is there a course programme with clear cut sessions / modules, breaks etc., building on one another?
b. <u>Concept Note --> Approach to training</u> <ul style="list-style-type: none"> • multi-disciplinary • participant-centred • general, overview vs. focussed, detailed, in-depth 	Is there a concept note (summary) of the training programme? <ul style="list-style-type: none"> • Do we find evidence of covering different disciplines/ areas? <ul style="list-style-type: none"> Disciplinary Multidisciplinary Interdisciplinary • Is the curricula offered by joint faculties/ departments? Are the trainers / experts from different field / disciplines? • Do you find any mentioning of expressions such as “participant-centred”, “learner-centred” or other indications that the course will rely heavily on the participants’ input? • Do you find mentioning of the fact that the course is custom-made for the specific group of participants? • Is it a general course or focused on a specific topic?
b. <u>Concept Note → Learning Objectives / outcomes</u> <ul style="list-style-type: none"> • main concepts, tools, challenges & dynamics of CPPB • learning process (according to levels of Bloom’s Revised Taxonomy) • attitude change / foster reflection (Fields of Competence Model) • cultural and conflict sensitivity 	<ul style="list-style-type: none"> • Are the learning outcomes clearly defined? • Is there reference to core concepts, tools, challenges and dynamics in the issue area? • Are there references to learning competences, knowledge and skills and attitude change (e.g. empathy, perspective, motivation)? • Look for keywords / reference to learning presented in Bloom’s Taxonomy (<i>remember, understand, apply, analyse, evaluate, create</i>) or synonyms / related words <i>recall, recognize, knowledge, know-how, insights, differentiate, produce, plan, generate etc.</i>) • Are aspects of conflict sensitivity (possible re-traumatisation, power relations to gender, ethnicity and hierarchy etc. accounted for?
b. <u>Concept Note → Target group</u> <ul style="list-style-type: none"> • mixed group of practitioners, policy makers, civil servants, 	<ul style="list-style-type: none"> • What is the target audience of the training? • How diverse or homogeneous is the target group? • What prior experience (e.g. in years) is expected of

Curriculum Components: What are the criteria?	Indicators: What to look for in a curriculum analysis?
<p>diplomats, administrative staff, NGO staff etc.</p> <ul style="list-style-type: none"> different backgrounds: civilian, military, police <p>→ Level</p> <ul style="list-style-type: none"> basic, advanced, professional level of training 	<p>the target group?</p> <ul style="list-style-type: none"> Is the training directed at senior, mid-level or support staff?
<p>c. <u>Methods & methodology</u></p> <ul style="list-style-type: none"> residential, e-learning or blended 	<ul style="list-style-type: none"> Is it classroom, e-learning, blended-learning? Which methods are mentioned, which adjectives describe them (interactive, arts-based, etc.)? Is there a reference to conflict sensitivity?
<p>d. <u>Assessment of participants</u></p>	<ul style="list-style-type: none"> Is there an in / out test or other forms of assessment of the participants? When is the assessment taking place (continuous and / or final assessment)?
<p>e. <u>Certificates for Participants</u></p>	<ul style="list-style-type: none"> Are participants given a certificate of attendance? Or are they given a certificate of competences (after a test / assessment)?
<p>f. <u>Evaluation of course</u></p> <ul style="list-style-type: none"> Kirkpatrick model - levels of evaluation 	<ul style="list-style-type: none"> Is there a course evaluation by participants and trainers? Look for references to aspects / key terms from Kirkpatrick model (reaction, learning, behaviour, results) Which level of the Kirkpatrick evaluation model is completed? Are there other mechanisms of evaluation?
<p>g. <u>Trainer profiles</u></p> <ul style="list-style-type: none"> the existence of such profile in the curricula, regarding field experience, years of professional experience, didactical experience / skills 	<ul style="list-style-type: none"> Look for references on trainers & experts Who are the trainers? What background do they have? Do they have field experience?
2) Supportive Elements / Resource Materials	
<p>a. <u>Bibliography</u></p> <ul style="list-style-type: none"> quantity and quality of references (e.g. not Wikipedia) variety of references 	<ul style="list-style-type: none"> Are materials provided? Do you find references to materials in the curriculum? Is there supportive material for a) participants b) trainers <i>before, during and after</i> the training?

Curriculum Components: What are the criteria?	Indicators: What to look for in a curriculum analysis?
(academic, official documents, multimedia etc.)	<ul style="list-style-type: none"> What is it and when is it provided (before / during the training)?
b. <u>Slides & handouts</u>	<ul style="list-style-type: none"> Are they made available for participants?
c. <u>Trainer guidelines and manuals</u> <ul style="list-style-type: none"> quantity, details / specific instructions level of customization for specific curricula 	<ul style="list-style-type: none"> Are there any and made available to trainers? Are more general manuals used or are there manuals specifically designed for target group / region / topic that the curricula are on?
3) Other aspects	
<u>Accreditation</u> of training institute or programme <ul style="list-style-type: none"> certification of the institution certification of the course 	<ul style="list-style-type: none"> Is the training institute accredited by any international, national or other entity (e.g. UN or Ministry of Foreign Affairs)? Are particular courses certified? (e.g. ENTRi or Certificate of Training in United Nations Peace Support Operations (COTIPSO))
<u>Costs</u> <ul style="list-style-type: none"> affordability availability of scholarship / support 	<ul style="list-style-type: none"> How much does the course cost (participation fees)? Who finances the participation? Are scholarships awarded? For whom?
<u>Infrastructure</u> (location, facilities) <ul style="list-style-type: none"> adequateness of facility (enough rooms available, good size etc.) accessibility of facility 	<ul style="list-style-type: none"> Where does the course take place (conference hotel, military academy, training centre's facilities, EU facilities)? Is it easy to reach and is logistical assistance provided (e.g. airport pick up service)
<u>Travel Arrangements</u> <ul style="list-style-type: none"> flights, airport pickup visa 	<ul style="list-style-type: none"> Are there visa restrictions for some participants? What are the travel possibilities and who organises it?

Table 5: Guidelines for curricula analysis according to PeaceTraining.eu (March 2017)

Having introduced the methodological and theoretical perspectives behind this analysis report on existing CPPB curricula, we now turn into looking at the findings gathered after collecting and assessing a significant number of training outlines, curricula, manuals gathered from a variety of training providers in 'larger' Europe.

7 Developments and Strength of CPPB training Curricula – a brief overview

While the focus of this study is on identifying gaps and challenges, it is also of value to identify strengths that exist in CPPB training in Europe. As the number of CPPB activities (CSDP missions, NGO projects etc.), and thus the number of personnel engaged in them have increased significantly over the last two to three decades, the demand of CPPB training and consequently also the offer of such training rose. In interviews, curricula review as well as the Baseline Study (Wolter & Leiberich, 2017) several developments and strength of CPPB training curricula in Europe have been identified⁶:

Training stakeholders and systems

1. The number of actors involved in providing CPPB training has increased. The Consortium has identified around a hundred in Europe (governmental, military, police, universities and research institutes, private, non-governmental / community-based training organisations);
2. A system of CPPB training has evolved at the EU and Member State level, with the adaptation of the EU CSDP Training Policy 2004 /2017. Under this framework, the EU has created several bodies for civilian, police and military CPPB training.
3. The diversity of sectors – including civil society, government (diplomatic academies and military and policy colleges) and private sector – providing CPPB training has increased;
4. There is increasing cooperation between training providers in Europe and those in the Middle East, Asia, Africa, Latin America and North America improving cross-fertilisation, sharing of lessons, tools and approaches, and improving the quality of training;
5. Gradually, there are several examples of improved coordination, standardisation and improvement of quality between training providers in the field, including in the ENTRi and ESDC;
6. The understanding and recognition by governments and deployment agencies of the importance of CPPB training has increased.

Trainers

7. The overall pool of trainers has increased significantly, as has the diversity in backgrounds and professional profiles and experience of trainers.

Curricula content and training approach

8. There has been a significant increase in the breadth and depth of training available in the field;
9. There has been a clear broadening in the spectrum as well as innovation of CPPB methods, systems, tools and approaches, including e-learning, non-formal and experiential education methods;
10. Important areas such as conflict sensitivity, trauma counselling, Do No Harm are increasingly taken up and standardised across the field;
11. While there is a long way to go, significant steps have been taken to improve gender mainstreaming in CPPB training. There are also more women engaged as trainers and as participants receiving training;

⁶ To remain within the margin of this report, these points are introduced in acknowledgement of the need for future research.

12. There is a gradual / slow but discernible improvement of the link between CPPB implementation and evidence-based identification of required competences / needs on the ground, and (some) CPPB training.

CPPB training resources

13. There has also been substantial development of resources, with an increase in the number and quality of handbooks, manuals, training guides and resources for CPPB-specific training developed over the last 25 years – covering nearly all possible sectors of the field.

Training audience

14. The field has also seen a shift in training audience, with more young people receiving CPPB training at an earlier age, as well as also courses for senior staff (e.g. by ESDC);
15. There is an increasing number of local community multipliers and participation and thus CPPB training takes progressively more account of the realities on the ground.

Funding

16. An increase in funding provided to support CPPB training.

8 Summary of Findings of Gaps in CPPB Training Curricula

The analysis of CPPB training curricula reveals a spectrum of gaps influencing quality, coherence and development of necessary competences for those being deployed in the field. To make sense of the information gathered and to better inform improvements in curricula development, design and implementation, gaps in CPPB training curricula have been categorised according to:

1. Common CPPB Framework Gap (no Europe-wide multi-sectoral common framework for CPPB training)
2. Thematic gaps in the European CPPB training landscape (currently not, or very rarely covered in European CPPB training)
3. Gaps affecting a spectrum of CPPB curricula (gaps found *across* various of CPPB curricula)
4. Gaps in *specific* curricula offered in CPPB training in Europe

8.1 Common CPPB Framework Gap

As noted above, there is currently no EU or Europe-wide multi-sectoral common framework for conflict prevention and peacebuilding training. While the increasing diversity and number of training contents, methods and approaches can be seen as a value, the absence of a common framework has very practical implications for CPPB training. To what extent this gap presents a challenge is explained in more detail below, in the following chapter.

8.2 Thematic Gaps in the European CPPB Training Landscape

This refers to topics not or only rarely addressed in European CPPB training. Comparing the spectrum of available CPPB training in Europe today with i) Programmatic priorities of missions on the ground; ii) Assessment of key drivers, factors and conditions of conflict; iii) Evaluations and lessons learned in peacebuilding and prevention; iv) Assessment of practitioners needs and challenges faced in the field; v) Training provided elsewhere in the world; and vi) Policy priorities of the EU and EU-Member States as well as other international organisations such as the UN, a number of important thematic and curriculum gaps can be identified. These include the ones listed below, but may not be limited to those.⁷

i. *Prevention*

While prevention has been identified as a priority for the EU, UN and many EU Member States, and while it is mentioned as a topic in many training, there are few (if any) courses in Europe today providing rigorous and practical operational, skills-based and / or conceptual training on implementing prevention of armed conflicts and armed violence. This includes a lack of applied approaches, systems, tools and methods for doing prevention, comprehensive reviews of lessons identified and good and bad practices, case studies amongst other. When prevention is covered, it often remains on the 'factual knowledge and conceptual level' (see Bloom conceptualization of knowledge). For example, participants learn *about* Early Warning Systems, but are rarely taught *how*

⁷ It is important to note that there other additional thematic/practice areas not addressed in CPPB training in Europe today of importance to operational effectiveness and implementation of CPPB in the field. A more comprehensive comparison including more extensive field-based needs assessment, review of experiences and practices in CPPB, and consultations with practitioners and deployment agencies in the field, and then comparing findings with review of training currently available, could help address additional areas. This, however, remained outside the current scope of PeaceTraining.eu in this phase.

to design, develop and implement them, or common experiences of challenges, what works, what does not work, and practical strategies and tools that can improve the early warning – effective response link. There are very few to no courses in Europe providing practical, evidence-based training on prevention for mission staff, agencies and personnel deployed to the field.

ii. *Stress-Management, Self-Care and Well-being in the Field*

Experience from the field shows that civilians, military and police are often not adequately equipped to handle stress and anxieties in challenging work and living contexts, where they may be exposed to violence, suffering and injustice, coupled with long periods away from home or living and working in a different cultural context, possibly without traditional social support and family networks. The rate, intensity and difficulty of work for many positions may also cause additional stresses and challenges (Interviews with trainers and practitioners; Interview Report D3.3). Assessments with practitioners have shown that build-up of cumulated and unresolved anxieties, tensions and stress can lead to poorer job performance, increase in tensions, frustrations and burn-outs, lower levels of capacity for empathetic engagement with partners and conflict parties, and high rates of turnover and withdrawal from the field. Current Hostile Environment Awareness Training (HEAT) and pre-deployment courses cover stress management and self-care only marginally. The ENTRi HEAT programme recognises stress management in extremely dangerous, life threatening situations (e.g. under fire, ambush or kidnapping) as a learning objective (ENTRi Course Concept HEAT, 2013). However, the course does not train tools for self-care and strategies to mitigate stress in non-life threatening, but stressful work and living situations in the field. The International Association for Human Values (IAHV Peacebuilding) is one of the few organisations, which specifically offers training for practitioners addressing needs for stress-management, self-care and well-being in the field. Furthermore, ENTRi II developed an [e-learning module on stress management](#) (ENTRi, 2017b) and the In Control Handbook includes a section on mental health and stress management. However, there is also currently no ESDC course on it. Hence, it is clear that the general training sector does not cover this key need sufficiently.

iii. *Sexual Exploitation and Abuse Awareness, including Sexual and Gender-Based Violence in CPPB*

There are few to no training in most countries in Europe specifically addressing sexual exploitation and abuse awareness or sexual and gender-based violence (SGBV) in CPPB. Many organisations, such as OXFAM and Nordic Police forces deployed in international missions are pioneering development of core training or on-site and on-line modules on SGBV, but few programmes address incidents of abuse and sexual exploitation by / in CPPB missions. Courses or modules / sessions on human rights, child protection and gender mainstreaming, which may address these issues in part, rarely do so in-depth or provide operational guidance for how to practically implement it in the field. The UN recently introduced an e-learning course to 'Tackle Sexual Exploitation and Abuse' (UN, 2017a) and the Kofi Annan International Peacekeeping Training Centre (KAIPTC) offers a course on this topic (KAIPTC, Factsheet Training, 2017). Sweden is also a model with an innovative course implemented across deployment agencies and training providers, including military and police forces, providing high-level coaching for senior command and mission leadership on implementing gender-mainstreaming and best practice into missions and operations. NATO is also seeking to strengthen its implementation on the Military Guidelines on the prevention of, and response to, conflict-related sexual and gender-based violence. Nonetheless, this important topic remains a relatively underdeveloped field and a current gap in CPPB training in Europe.

iv. Environmental Peacebuilding

Environmental peacebuilding⁸ and its coverage in training is a slowly emerging field, at least in Europe. The United Nations Environment Programme (UNEP) is the forerunner institution in terms of research, practice and training (delivered through UNITAR). Part of environmental consideration in CPPB is the question of “greening peace operations” by reducing missions’ ecological footprints through, for example, energy efficiency and sustainable waste management. However, the EU is lagging behind in mainstreaming environment in their CSDP actions and training. Neither ENTRi, ESDC partners nor NGOs⁹ are offering courses on environmental peacebuilding or environmentally protective and sensitive peace operations. A positive development in this regard is the UNEP-EU partnership project, which created a self-study module on prevention and economic policy, and an online training on land, natural resources and conflict prevention (UN, 2017b; UNEP, 2017). In addition, NATO is offering courses regarding ‘Net Zero Energy, Water and Waste’ and a training on ‘Environmental Management for Military Forces’ (NATO Energy Security Centre of Excellence, 2016; NATO School Oberammergau, 2016).

v. Economic Dimensions of Peacebuilding and Prevention and the Role of Business in CPPB

The importance of addressing the economic dimensions of conflict, violence and peace are widely recognised in academic and practitioner literature (Wennmann, 2010; Subedi, 2012). The engagement of the business community in prevention of armed conflict, peacebuilding and supporting peace processes, and contributing to recovery, reconstruction and peace consolidation after war is an area with significant potential. The support of small and medium businesses for recovery, social innovation enterprises and their capacity to address local needs during and after war, and income and employment generating schemes to generate peace dividends and strengthen social and individual resilience have been identified as potential CPPB programming areas. There are also several examples of programmes in the field, where peacebuilding organisations engage with local business communities as peace constituencies and forces for peace. There is, however, currently no training in Europe to prepare CPPB personnel for programmatic engagement, learning good and bad practices, or reviewing practical evidence-based case studies from the field, addressing the economic dimensions of peacebuilding and prevention and the role of business in CPPB.

vi. Entertainment Media, Social Media and Peace Journalism in CPPB

The power and importance of media and its impact on conflicts has been recognised by many in the CPPB for decades (Ross & Tehranian, 2010; Youngblood, 2017). Organisations such as Search for Common Ground, the Institute for War and Peace Reporting and the BBC have implemented programming on media and peace, and engaging journalists and entertainment media to support peacebuilding in conflict contexts around the world. More recently, the importance of social media both for contributing to conflict dynamics and as a potential force for CPPB has moved into focus. Several organisations also provide training in conflict areas for journalists and other media actors. Presently, there are few to no programmes across Europe to train those being deployed in lessons

⁸ **Environmental peacebuilding** “incorporates natural resource management into peacebuilding activities and strategies to support security, humanitarian, and development objectives.” (Environmental Peacebuilding, 2017). The practice of environmental peacebuilding seeks to respond to the needs of the “biodiverse communities around the world that struggle to prevent or mitigate conflicts over natural resources” (Ajroud & Edmond, 2015).

⁹ The practice oriented research and training institute Swisspeace offered a course on Preventing and Resolving Natural Resource Conflicts, yet lastly in 2013.

identified, experiences, and how to approach engaging with entertainment media, social media and peace journalism in support of CPPB. ENTRi is one exception offering a course on 'New Media'.

8.3 Gaps Affecting a Spectrum of CPPB Curricula

i. CPPB Competences / Learning Objective Gap

Training should equip CPPB practitioners with the adequate personal, social and methodological competences as well as know-how to effectively fulfil their task and achieve or contribute to CPPB objectives in the field (see Chapter 4.2). *Competence* is "an individual's ability to behave efficiently and effectively to deal with situations" (Krewer & Uhlmann, 2015, p.8) in the often-rapid changing conflict / work setting. However, many curricula lack orientation towards training the necessary practical competences and skills for working in CPPB. While many programmes, which address specific thematics (e.g. mediation and dialogue) are highly skills-centred, across the board most lack *CPPB-specific* skills training and development of all four competence areas (see Fields of Competence Model). Some programmes, which are often highly skills-based, for instance much of pre-deployment training (PDT), may provide skills-training in 4xwheel driving, monitoring, reporting and interviewing. Yet for many sectors, PDT may give reference to CPPB-related competences such as mediation, dialogue or conflict analysis, but these are often addressed in 90-minute lectures, and rarely provide actual training and testing skills.

Some other training providers, like Folke Bernadotte Academy (FBA), UNITAR or IPDTC, are very explicit about learning objectives and balance between knowledge, social and personal (CPPB-specific) competences. In addition, for much of the curricula reviewed only limited evidence was found to suggesting curricula learning objectives at higher levels (see Bloom's Pyramid, Chapter 4.1). It is good / necessary to have courses which address basic / foundation levels of 'understanding' and 'analysing' and only train certain skills for instance mediation or human rights monitoring at an introductory level. Nonetheless, the realities on the ground require that participants, in most positions, need not only know basic theories for example on mediation, but need to be able to mediate between warring parties or monitor human rights abuses of prisoners of war. While current training may often increase levels of 'awareness' and 'understanding', many programmes fall short of 'making the link' between *knowledge-awareness* and *ability to implement in the field*.

ii. Assessment & Verification of Competence Gap

With the exception of ENTRi and most ESDC courses, there are few training centres that systematically assess and verify acquired skills / competences. Most certificates address participation, but not certification of competences.

iii. Gender Mainstreaming & Inclusivity Gap

Analysis of the breadth and spectrum of CPPB courses shows that there is still insufficient *gender mainstreaming* and both conceptual and practical modules and curricula addressing *inclusion* (gender, ethnicity, cultural) in CPPB. There has been a significant increase of i) policy recognition of the importance of women's participation and leadership in CPPB; ii) programming on gender and peacebuilding; and iii) women's participation in missions and CPPB activities. At the same time, the breadth of topics addressed in most CPPB curricula, have not been revised, developed or mainstreamed to *train* participants on *how* to mainstream gender along the project / mission planning cycle. Referring to the Fields of Competence Model (see Chapter 4.2), one can argue that

not all dimensions of competences (personal, specialist, social / interpersonal and methodological competences) are covered regarding gender in CPPB.

iv. Reflection and Self-Reflection Gap

Few training includes modules, sessions or customised methodologies for *reflection* and *self-reflection*, which can be a key element for acquisition, deepening and improvement of skills. As illustrated by the Fields of Competence Model (Chapter 4.2), reflection is a central aspect in adult learning and an integral part of the four areas of competence development (personal, specialist, social and methodological competences). This is increasingly present in civil society programmes, as for example many courses of the non-profit training organisation Academy for Conflict Transformation facilitate reflection, as well FBA / ENTRi courses Gender Advisor and Gender and Leadership. Nonetheless, it remains a gap in the European training field overall.

v. Conflict and Power Relations / Dynamics Gap

Across the breadth of curricula assessed few courses directly addressed the critical issue of conflict and power relations and dynamics, particularly with regards to gender, race, caste, class, ethnicity, hierarchy and rural-urban divides. Many generic curricula seem designed without recognition or engagement with the realities of conflict and power relations / dynamics on the ground and how these can impact mission implementation and CPPB objectives and results.

vi. Conflict and Cultural Sensitivity and Respect Gap

While increasingly recognised as important by many practitioners, agencies and missions in the field, few training directly address or include sessions or dedicated entire curricula on *how* to implement and practice conflict, cultural sensitivity and respect in mission implementation, programming, relations with stakeholders, partners and communities, and in personal attitudes and behaviours. Therefore, it should be given more attention in CPPB curricula across Europe. Some sectors – such as Nordic police in international missions – test and select recruited candidates along cultural sensitivity and respect criteria (Interview Report D3.3). Within training curricula, themselves, however, this topic was seen as receiving little to no substantive attention.

vii. Ownership and Respecting & Empowering Indigenous Practices / Respectful Practice gap

As with cultural sensitivity and respect, there is a major gap in EU CPPB training when it comes to course contents, curricula or modules to train and prepare practitioners for developing approaches to programme practice which supports and strengthens authentic ownership by local / national stakeholders. Content on local ownership and mind-fullness to local context and especially on *how* to achieve it, was found potentially lacking in curricula on civil society in CPPB as well as in DDR courses. There is the danger that DDR programmes are quite top-down and follow a one-size-fits-all approach in different conflict situations (Autesserre, 2014). Thus, DDR training needs to be particularly attentive about it. Many of the few in Europe existing courses on transitional justice often lacked content on indigenous or local instruments and traditions of justice and reconciliation. In Nordic police training models, principles of local ownership are part of the doctrine and standard operating procedure for most police missions (Interview Report D3.3). It is also a central principal / value espoused in CPPB practice by many civil society organisations. In curricula, however, how to implement these values in programming and CPPB missions is largely absent. Most project management and mission design training are still founded on an 'intervention-based' approach to CPPB. Core CPPB training, while sometimes addressing local capacities for peace, provide little substance / practical content and guidance on how to move from *intervention-based* models to

support-based to local capacities, ownership and architecture or ‘infrastructure for peace’ (I4P). The basic assumptions and models underpinning much CPPB training in Europe – with some exceptions – still fail to take this into account.

viii. Fit to Purpose, Fit to Need: Learning Objectives – Training Methodologies Gap

There is also a visible gap in the training methodologies used in many programmes to the learning objectives and purported competences they aim to provide. While lecture- or presentation-based methodologies (still widely used, predominant across a range of pre-deployment training and core and thematic training of many sectors in the field) may achieve improved awareness or recognition, they will not in and of themselves result in improved and tested competences to perform in the field. Short-term training of 2 – 5 days, which include some skills-based or interactive elements may enable skills development, but may often not address the depth of practice- and implementation-based learning required for improved operational performance in CPPB in conflict contexts. Training methods have developed and diversified extensively across the field over the past 25 years – and this is reflected in a wide-range of programmes – but has not yet become ‘standardised’ or implemented across all EU member-states, sectors or thematics of CPPB training. Practical application of the recently learned knowledge as well as reflective-learning processes (see above) on practical skills and attitudes still play a marginal role in most training.

ix. Participant - centred, Arts & Creative Methods and Approaches Gap

Connected with the above gaps on training methodologies is the *participant-centred training methods and approaches* gap. Training, which is lecture- / presentation-based and ‘top down’, often include only minimal participant engagement (outside of question and answer sessions and short interactions / exercises). *Participant-centred training methods*, which place greater emphasis on the learning and competences development processes and needs of participants and engage participants more actively as the *subjects* of training, still make up only a portion of the field. In addition, a gap also related to training methodologies used in CPPB curricula is the absence of *arts and creative approaches* to training. In interviews with trainers (Interview Report D3.3) the potential importance and significance of arts and creative-learning based approaches to developing skills and competences has been clearly identified, but in review of current CPPB curricula and training it seemed to be only marginally practised or introduced and absent in most programmes.

8.4 Gaps in Specific Curricula

These points listed below are some examples of gaps relevant to a *specific* domain, which may not be covered – or not widely covered – in programmes in the respective CPPB training in Europe. Examples include (but are not limited to):

i. Curricula in the Area of Human Rights Law, International Humanitarian Law & Refugee Law

Critical input and skills on the *implementation of normative and legal frameworks* is often lacking. Also courses on the Protection of Civilians (PoC), which build upon these legal as well as normative frameworks of protection (such as Responsibility to Protect), often do not delve into the practical implementation of protection laws. Beyond training an awareness about those international standards, more content and practical materials are needed on tools and methods of *how* to foster respecting, protecting and fulfilling laws. Moreover, thematic training in this area in Europe lacks focus on long-term and sustainable solutions to forced displacement, for example in the area of re-settlement and reintegration of refugees and internally displaced persons (IDPs).

ii. CSDP Military, Police and Civilian Pre-Deployment Training Curricula

At a European-level, CSDP military, police and civilian pre-deployment curricula lack training on *interpersonal and intercultural communication skills*, both with the local population and within the missions itself (Interview Report D3.3; UN 2013, pp. 44-45). Additionally, it was found that poor or limited civilian-military-police *coordination* and *cooperation* within the UN and EU mission remains a substantial obstacle to effective peacebuilding in the field, and thus should be given more space in curricula (Aubyn et al., 2015, IECEU, 2015, p.53).

iii. Women in CPPB

Courses on women and also some courses on gender in CPPB often lack contents and skill training regarding men and how women, men and gender minorities can *together transform gender stereotypes, inequalities and cultures of violence* (with high rates of GBSV), especially at the meso- and micro-level involving religious communities and education institutes etc. While courses on gender and gender mainstreaming more comprehensively address these, they are often lacking the long-term, cultural transformation angle to CPPB. Additionally, regarding gender mainstreaming among other CPPB curricula, the curricula analyses and interviews with stakeholder, such as one with a trainer from UN Women have shown that its quality and depth differs greatly (Interview Report D3.3). Gender is still largely equalized with women (instead of women, men and gender minorities) and is often not understood as a crosscutting aspect in CPPB training and universally applicable to CPPB planning, implementation, monitoring and evaluation.

9 Summary of Findings on Key Challenges

The detailed review and analysis of CPPB curricula as well as interviews with trainers, practitioners and relevant EU and governmental officials affiliated with CPPB training, have revealed a number of challenges, which are by no means exhaustive, yet give a good overview of the challenges:

1. Quality standards in CPPB curricula
2. Coherence across programmes and sectors
3. Participants / target group
4. Length (and therefore depth of training)

i. Quality standards in CPPB curricula

The absence of a *Europe-wide* certification framework or minimum quality standards for CPPB training programmes was identified. There is a variety of accreditation and certification schemes for (CPPB) training, be it under the EU, UN, NATO, and European, state or non-state initiatives. In some cases they have similar approaches to training, yet do not share a common understanding on conditions and criteria for adult learning in CPPB. As one consequence, the quality of training curricula and methodologies varies substantially across sectors, organisations, programmes and trainers. In this section, some examples of certifications are given. PeaceTraining.eu acknowledges the need for further in-depth comparative analysis of the different standardization systems and consequences for CPPB training.

At the EU-level, ENTRi and ESDC are the two parallel operating structures, under the umbrella of the EU Training Policy 2017, which attempt to give training standards and establish synergies for participating training centres, academies and institutions in sub-sectors of the field. ENTRi and ESDC training falls under the Common Security and Defence Policy (CSDP) and is mainly directed towards EU CPPB topics.¹⁰ NGOs, universities, research institutes and private centres, which may also cover similar or other training topics, are generally *not* engaged with ESDC training harmonisation and standardisation. ENTRi on the other hand seeks standard-setting beyond EU and state-level CPPB training: the above illustrated C³MC certification is open to state and non-state training programmes. Furthermore, ENTRi members include non-state providers, like the think-tank 'Clingendael', the non-profit Austrian Study Center for Peace and Conflict Resolution and the higher education institutes Ecole Nationale d'Administration and the Scuola Superiore Sant'Anna.

Additionally, training organisations may seek accreditation under the NATO Allied Command Transformation programme, also for civilian training, or UN accreditation of the UN DPKO Integrated Training Service (ITS) (UN, 2017c). At the Member State level, there are accreditation systems, such as the Open College Network in Northern Ireland (OCN NI 2017). Police colleges in Norway, Sweden, Finland and Denmark, which offer training for deployment in UN / EU missions, have also taken significant steps to consolidate course structures, standards and content to ensure quality and consistency. Non-state accreditation schemes include for example the voluntary NGO network *Qualifizierungsbund*, engaged in civilian / non-violent conflict resolution in Germany (AGDF, 2017). Moreover, a number of centres offer training that is part of a Master or other academic programme,

¹⁰ ENTRi curricula additionally cover other relevant CPPB issues beyond EU-relevant themes, as the training is also open to UN, OSCE and AU mission staff.

in which participants can earn ECTS points. These courses are accredited under the Europe-wide Bologna certification framework for higher-education.

It is important to note: **Accreditation or certification of courses or entire training providers may be an indicator for training quality, yet are no guarantor for superior quality and realization of adult education standards in CPPB training nor consistency of quality.** The challenge for quality are the diversity of qualification schemes, stipulating different conceptual understanding and criteria to training curricula, content, methods, evaluation and assessment and the general **absence of CPPB-specific quality standards and verification systems.** National certification arrangements for example may assess general adult learning standards, but often do not address CPPB-specific aspects. As elaborated in Part 1 of the report, CPPB training curricula should include certain aspects, like conflict sensitivity, which do not concern other adult education sectors. Training-of-trainers for example is one area in which none of the courses reviewed provide a recognized national professional certification, for instance on occupational standards for trainers.

ii. Coherence across Programmes and Sectors

In European CPPB training there is currently no or limited coherence across programmes and sectors. The above-mentioned gap in a shared CPPB (curricula) training framework has a range of implications, including i) the absence of shared definition of core concepts; ii) the absence of shared understanding of available tools, systems, methods and approaches to training; iii) a broad divergence in the quality with which key issues are addressed; iv) no common standard for different levels of training and competences; and v) no easily accessible reference point to assess how and where different training 'fit in' in the CPPB landscape.

The curricula analysis revealed that learning objectives differ widely between different types of training organisers (military, police, governmental, NGO, etc.). Regarding concepts and content, some courses (e.g. DDR) maintain some degree of coherence as they are based on Integrated DDR Standards, elaborated and supported by the UN (UNDDR, 2017). For military and police training the challenge of coherence and inter-operability is also significant. EU Member States bear the primary responsibility for their training. Diverse understandings and approaches can only marginally be counterbalanced with joint ESDC programmes, such as Erasmus Militaire or ENTRi courses.¹¹ The discrepancy between training in different EU countries can also be seen in curricula on 'Countering Radicalization and Violent Extremism', which is in many Member States seldom directly linked to CPPB. In addition, differences in how

Coherence in DDR Training

Given developments in the field, complex peacebuilding tasks, and expanding DDR programmes, DDR training has moved to include other contents, such as the increasing focus on reconciliation and community reintegration beyond former combatants and returning refugees, youths etc. (Community Based Reintegration and Security). Accordingly, reintegration is increasingly holistically approached and based on different international policies and programmes. One example are the UN Integrated Disarmament, Demobilization, and Reintegration Standards (IDDRS) of 2006. All DDR training should adjust to these new developments in DDR theory and practice.

¹¹ For more information on understanding of CPPB training across European stakeholder see Baseline Study (Wolter & Leiberich, 2017).

Member States understand and approach the field are reflected in their training practices. Regarding course level, most programmes are labelled *basic, introductory, core, professional, specialised or advanced*. However, it is difficult to compare levels and requirements, as there is **no conformed usage or system of the designation of levels**. Another example for the problem of coherence is the variety of topics in core courses curricula, illustrated in the box below (for the courses under review see annex). Of course, different types of training providers have different priorities and understanding of core issues; for the EU they are for example CSDP-related contents whereas for NGOs it may be conflict transformation and gender. That in itself is not a problem, as variety and innovation can be positive for CPPB. However, it impacts coherence and a shared understanding of learning objectives in core courses as well as recognition across sectors and countries.

The spectrum of themes covered in different Peacebuilding Core Courses

1. **Theoretical and conceptual approaches** outline the ‘big picture’ of CPPB, and where their particular course may fit into. Under this theme are topics like ‘Background knowledge of Peace Support operations’ and ‘Human Security’. Other modules offer participants to further their understanding in ‘issue areas’, such as human rights, gender, the role of civil society and local ownership, and civil-military interaction.
2. The second largest theme (covered in most core courses) is that of **Conflict Analysis**, offering modules which seek to get participants to better understand conflicts, including on ‘Sources and manifestation of conflict’, and ‘Understanding how conflicts become more complex as time passes’. Modules also introduce conflict analysis frameworks and tools.
3. Related to these first two areas, is the theme **Understanding Frameworks**, referring to ‘understanding peace process and dialogue architectures’, ‘legal and normative framework of operations’, and ‘Ceasefires, framework agreements, comprehensive agreements’.
4. **State building and Governance** is often additionally covered, referring to issues of democratization, elections, transitional justice issues, Security Sector Reform (SSR), and Disarmament, demobilisation and reintegration (DDR) programmes.
5. **Techniques** that fall into the day-day peacebuilding activities. Most prominent of these are **negotiation, mediation, and dialogue processes**. In addition, modules in **cross-cultural communication** are notable. Military training programmes also have military-specific techniques outlined in this theme, such as ‘Rules of engagement and Use of Force’, and ‘Civil Military Cooperation’.
6. **Project management** refers to some more of the practical aspects of developing projects in fragile and conflict affected states. Courses here include ‘leadership for peacebuilding’, ‘field orientation’, and ‘strategies for linking human rights and conflict transformation’, ‘working with theories of change in fragile contexts’, and ‘Improving Program Design and Strategy’.
7. **Related issues** take into consideration ‘personal safety’, ‘first aid’, ‘hygiene and environmental Issues’, ‘stress management’, and ‘working with trauma’. Moreover, topics such as mine and IED awareness, migration and IDP’s, and ‘organised crime’ fall into this category of core course contents.

iii. Participants / Target Group

As most curricula hint at using participant-centred methods and peer learning, the question of group composition is particularly important. Information on the link between group composition and learning objectives is never mentioned, however of course still may be (and probably is by most trainers) considered in training implementation. The challenge is to decide, in accordance of learning objectives and CPPB topic, if the target group should rather be homogenous or heterogeneous in terms of cultural and ethnic background, violent conflict exposure, professional background (e.g. police, military or civilian, donor, beneficiary, leader or support staff), age and professional experience.

The review of skill-based curricula on designing CPPB programmes revealed that only a low number of programmes are offered to multi-stakeholder audiences. As the field recognizes the importance of multi-stakeholder and multi-track participatory design of peace operations and peacebuilding programmes, the preparation for the professional and quality design should also be done in multi-actor settings. Along similar lines, very rarely a donor and beneficiaries of funding find themselves taking part in the same CPPB training course. Training-of-trainers is likewise often organised in sectional cohorts, although also this field benefits from exchange and multi-actor / sector dissemination. ENTRi courses are open to representatives of police, military and civilian, who will be deployed in international peace missions (OSCE, EU, AU & UN). Yet being open to them, is no guarantor for mixed groups. Many course organizers regulate the training audience via the selection process, like the ENTRi Secretariat that selects participants, seeking to compose mixed groups based on the received applications.

Generally, many courses are open to and aim at a broad audience, which may in the end only attract the same cohort, thus people with similar profiles apply. Those practitioners of similar backgrounds are not just attracted to certain training, but also more likely to be selected: In (civilian) conflict transformation and peacebuilding training is that “There is not much comparative evidence published about specific experiences in working with groups other than the easily accessible or self-selected people who are interested anyway. In fact, a general criticism of conflict transformation work has been that **there is a tendency to work with like-minded and like-situated groups, often targeting the urban, well-educated, English-speaking**, and, in situations of violent conflict, ‘converted’ parts of society. On the other hand, little is known, for example, about working with aggressive or formerly aggressive groups” (Mischnik, 2006, p. 12, emphasis added). It is recommended that stakeholder in the training sector work on strategies to overcome this bias in selection, and discuss how “the rest” from across-sectors can be reached by their programmes.

iv. Length of training

A challenge lies in the concept and setup of pre-deployment training (PDT): its duration, at least the pre-deployment courses offered during the second phase of ENTRi (2013-2016), were limited to four days and the content was centred on the policies and mandate of the international organisation, the mission mandate, management and code of conduct. This factual and procedural knowledge (in reference to Bloom) is important for missions. However, there often does not remain sufficient time for teaching, training and testing crucial social and personal competences, like intercultural awareness, respect for diversity, human rights, and gender as well as coordination with international and local actors, stress management, and core areas of peacebuilding and conflict prevention concepts and methods. Reason for this course set up include one that those skills are presumed to be pre-conditions and requirement and two that those courses have not been intended to develop CPPB-related skills specifically. Core courses, no matter if of NGOs or governmental training

organisations, must usually fit a considerable amount of information and practical exercises in to a relatively short space of time, on average in 5 or 10-14 days programme (with a few exceptions of weeks-long courses). Course content for those courses are stuffed with many topics, which are in other cases whole training programmes in itself, for example conflict analysis and mediation / negotiations in a course on conflict transformation. As pointed out in the box above, many core courses cover a range of issues from conflict transformation, women in peacebuilding, refugee protection and forced migration. Thereby they often lack depth in content and competence training, also related to the short time dedicated to it. Here again one may ask if one can learn practical skill of dialogue facilitation or change one's attitude towards gender in a two-week programme? There are only very few curricula on the European CPPB training market that foresee a sequence of training or that span over several weeks.¹²

¹² The programme of training, coaching and professional development provided by PATRIR's *International Peace and Development Training Centre* (IPDTC) in the UNDP-supported *Nineveh Paths to Peace* programme in Nineveh, Iraq is a good example of this, but this provided training for Iraqi nationals (government officials, practitioners, tribal and community leadership) and *not* for EU/international staff deployed in peace support missions.

10 Conclusion

The PeaceTraining.eu Consortium identified two key points about the training landscape. Firstly, the absence of a Europe-wide CPPB curricula framework and thereof a lack of common understanding about which elements a CPPB curriculum can and should contain, or what potential criteria and quality indicators exist for such elements. Secondly, the significant differences by which training stakeholders build their curricula on theories and concepts of adult education within conflict prevention and peacebuilding training was found. Therefore, this report, when taken in its entirety, has sought to critically address such challenges. It makes a valuable contribution in three broad areas: Primarily, the report represents methodological progress in terms of developing a potential avenue to undertake review and design of curricula in CPPB. The report identifies that CPPB training can be categorized into the fields of core curricula, skills-based curricula, thematic curricula, actor-based curricula, and curricula designed for pre, during, and post-deployment. This representation of the CPPB field provides a starting point for further research into potential CPPB curricula frameworks. Secondly, the report makes a methodological step forward in defining how one should look at and assess an individual curriculum of a particular course. What is required in addition to subject expertise is an awareness of learning processes and competence development. For that, Bloom's Revised Taxonomy and the Fields of Competence Model were applied to CPPB curricula areas. Moreover, as found often missing in curricula, a checklist for conflict sensitivity in CPPB training is presented. Thirdly, PeaceTraining.eu illustrates the ENTRI curricula framework (and their C³MC certification system) as well as the Peace Education Competence Framework as examples from the CPPB field to demonstrate their approaches to CPPB curricula and training.

Delving further into existing CPPB curricula on the European training landscape, several programmes are extensively reviewed to detect gaps and challenges in the practice of CPPB training. Gaps are identified in three broad areas. Thematic gaps on the whole European CPPB landscape include stress management, sexual exploitation and abuse awareness and sexual and gender-based violence, environmental peacebuilding, and economic dimensions and business in CPPB. Looking at broad terms, gaps also exist *across* many CPPB curricula, especially on CPPB-specific skills development, (self-)reflection, awareness of power imbalances and indigenous approaches. Drilling down further, the report outlines gaps in *specific* curricula subject areas, which raised questions concerning the implementation of normative and legal frameworks, training in interpersonal and intercultural communication skills, and the extent to which training programmes develop skills to transform gender stereotypes, inequalities and cultures of violence. In addition, based on the curricula review, interviews with trainers, practitioners and relevant EU and governmental officials affiliated with CPPB training, a list of challenges is presented, ranging from the absence of commonly shared standards for CPPB curricula to a lack of coherence across sectors and programmes, especially regarding course levels. Furthermore, challenges to achieve multi-stakeholder audiences in CPPB training are shown. The last point refers to the length of programme and the question of how deep courses can train CPPB-relevant competences within relatively short programmes.

Along the road of the PeaceTraining.eu project, this analysis provides a significant evidence base to develop the PeaceTraining.eu curricula model. The report's findings complement other reports undertaken at the research stage of the PeaceTraining.eu project, such as the Baseline Study (Wolter & Leiberich, 2017) and the forthcoming Integrated Assessment Report. Taken together, these reports give a comprehensive picture of the European training landscape. Furthermore, the evidence base regarding 'how' training is undertaken will provide a key pillar of the forthcoming methods analysis, as well as in the development of novel concepts to move European CPPB training forward.

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Annex

Selected Courses

1. Core Curricula

A. Peacebuilding

Training Provider	Course
Austrian Study Centre for Peace and Conflict Resolution (ASPR)	IPT Course for Peacebuilders
Austrian Study Centre for Peace and Conflict Resolution (ASPR)	Specialisation course on conflict transformation
Austrian Study Centre for Peace and Conflict Resolution (ASPR)	ESDC Course on Peacebuilding
Centre for Nonviolent Action	36th Basic Training in Peacebuilding
Crisis Management and Multinational Department (CMMOD)	Peace Support Operations Course (PSOC)
Durham University	Peace Building & Participation
Egmont Institute	Basic Generic Training on Civilian Crisis Management
Galtung Institute	Young Academics for Diplomacy and International Peacebuilding
Geneva Centre for Security Policy (GCSP)	Comprehensive Peacebuilding for the 21st Century
Geneva Centre for Security Policy (GCSP)	Senior Level Course on Peacebuilding
Hellenic Multinational Peace Support Operations Training Centre	Multinational PSOs Officers' Basic Course
Helsinki España	Rapid expert assistance and co-operation teams for conflict prevention, crisis management and post-conflict rehabilitation (REACT)
Institute for Peace and Dialogue	II Winter Academy 3 Month CAS - Research Program
Instituto de Estudios sobre Conflictos y Accion Humanitaria (IECAH)	International Crises and Responses: Tools for Analysis and Mobilization
International Centre for Parliamentary Studies	Professional Certificate in Conflict Resolution, Transformation and Peacebuilding
Italian Institute for International Political Studies	Advanced Diploma Peace operations and Crisis management
Peace Action, Training and Research Institute of Romania (PATRIR)	Designing Peacebuilding Programmes: Improving Sustainability, Impact and Effectiveness in Peacebuilding & Peace Support Operations (DPP), Advanced Certificate Programme (ACP)
Swisspeace	Certificate of Advanced Studies (CAS) in Civilian Peacebuilding Methodologies

Swisspeace	Certificate of Advanced Studies (CAS) in Civilian Peacebuilding Specializations
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B. Conflict Prevention

Training Provider	Course
Helsinki España	Rapid expert assistance and co-operation teams for conflict prevention, crisis management and post-conflict rehabilitation (REACT)
Peace Action Training Research Institute of Romania (PATRIR)	Making Peacebuilding & Prevention Work: Developing and Applying Effective Early Warning, Prevention and Peace Consolidation Systems and Interventions for Local, National, Regional and International Actors
Peace Action Training Research Institute of Romania (PATRIR)	Making Prevention Work: Improving Operational and Strategic Effectiveness in the Prevention of War, State Collapse and Armed Violence
Swisspeace	Preventing Violent Conflicts Course

2. Skills-Based Curricula

A. Peace and Conflict Analysis – Peace and Conflict Intelligence

Training Provider	Course
CDA - Collaborative Learning Projects	Systems Approaches in Peacebuilding – Reflecting on Peace Practice II Training
Clingendael Academy with International Alert	Conflict Analysis training for Civilian Crisis Management
ENTRI	Conflict Analysis & Conflict Sensitivity.
ENTRI	Specialisation Course on Conflict Analysis and Conflict Sensitivity.
Peace Action, Training and Research Institute of Romania (PATRIR)	Applied Peace and Conflict Analysis
Peace Action, Training and Research Institute of Romania (PATRIR)	Designing Peacebuilding Programmes (DPP)
Peace Operations Training Institute COTIPSO programme at The Kofi Annan International Peacekeeping Training Centre	Conflict Analysis and Mediation
Swisspeace	Conflict Analysis Training
Tactical Intelligence International	Situational Awareness
Tactical Intelligence International	Situational Awareness
United Nations System Staff College (UNSSC)	Conflict Analysis for Prevention and Peacebuilding (Online)
United Nations System Staff College (UNSSC)	Applied Conflict Analysis for Sustaining Peace
United Nations System Staff College (UNSSC)	Conflict Analysis for Prevention and

	Peacebuilding (Onsite)
United States Institute of Peace (USIP)	Conflict Analysis
University of Leiden	Systems Approaches to Conflict Analysis.

B. Designing Peacebuilding and Conflict Prevention Programming

Training Provider	Course
Baltic Defence College	Joint Command and General Staff Course (JCGS), Module 7 on Planning and Execution of Operations
CDA Collaborative Learning Projects	Systems Approaches in Peacebuilding – Reflecting on Peace Practice II Training
European Security and Defence College (ESDC)	ESDC Course on the Strategic Planning Process of EU Missions and Operations
Führungsakademie der Bundeswehr (FüAkBw) (Center for International Peace Operations (ZIF) nominates / selects civilian participants)	Training Module “United Nations Peacekeeping Operations” (LGAN)
Peace Academy	Strategic Peacebuilding
Peace Action Training and Research Institute of Romania (PATRIR)	Designing Peacebuilding Programmes: Improving Sustainability, Impact and Effectiveness in Peacebuilding & Peace Support Operations (DPP)
Swisspeace	Theories of Change in Fragile Contexts
United States Institute of Peace (USIP)	Strategic Peacebuilding

C. Mission Management, Administration & Support

Training Provider	Course
Center for Civil-Military Relations	United Nations Staff Officers Course (UNSOC)
Center for Civil-Military Relations	United Nations Logistics Officers Course (UNLOG)
Center for Civil-Military Relations	Peacekeeping Operations Contingent Commanders Course
Center for Civil-Military Relations	Senior Mission Leaders Course
Europe’s New Training Initiative for Civilian Crisis Management (ENTRi)	Mission management, administration & support (MAS). Course Concept. 2011.
European Security and Defence College (ESDC)	Strategic Planning Process of EU Missions and Operations
European Security and Defence College (ESDC)	EU Senior Missions Leaders Course
European Security and Defence College (ESDC)	Advanced Course for Political Advisers in EU Missions and Operations
Führungsakademie der Bundeswehr (FüAkBw) (Center for International Peace Operations (ZIF) nominates / selects civilian participants)	United Nations Peacekeeping Operations (LGAN)

Führungsakademie der Bundeswehr (FüAkBw) (Center for International Peace Operations (ZIF) nominates / selects civilian participants)	United Nations Staff Officer Course (UNSOC)
Führungsakademie der Bundeswehr (FüAkBw) (Center for International Peace Operations (ZIF) nominates / selects civilian participants)	United Nations Mission Administration and Field Support.
Kofi Annan International Peacekeeping Training Centre (KAIPTC)	Peace Keeping Logistics Course (P-LOG)
North Atlantic Treaty Organization (NATO)	NATO Logistics course
North Atlantic Treaty Organization (NATO)	Movement and Logistics Operational Planning Course
North Atlantic Treaty Organization (NATO)	Strategic Operations Planning Course
Peace Operations Training Institute	Logistical Support to United Nations Peacekeeping Operations: An introduction
Peace Operations Training Institute	Operational Logistical Support of UN Peacekeeping Missions: Intermediate Logistics Course
Peace Operations Training Institute	Advanced topics in United Nations Logistics: The Provision of Troops and Contingent-owned Equipment (COE) and the Method for Reimbursement
Peace Operations Training Institute	Commanding United Nations Peacekeeping Operations

D. Monitoring, Evaluation, Learning and Improvement (MELI)

Training Provider	Course
Ad Hoc Group on Cooperation in Peacekeeping	Lessons Learned in Peacekeeping Operations
Geneva Centre for Security Policy (GCSP) ¹³	Design, Monitoring and Evaluation for Peacebuilding, Security and Development
Geneva Centre for Security Policy (GCSP)	Results-based Management (RBM) for Peacebuilding, Security and Development
Peace Action, Training and Research Institute of Romania (PATRIR)	Designing and Implementing Effective Monitoring and Evaluation for Peacebuilding and Peace Support Operations
United States Institute of Peace (USIP)	Demystifying Monitoring and Evaluation for Practitioners

¹³ Additional implementing partners included: Geneva International Centre for Humanitarian Demining (GICHD); International Programme for Development Evaluation Training (IPDET); International Security Sector Advisory Team of the Centre for the Democratic Control of Armed Forces (DCAF); Small Arms Survey (SAS) at the Graduate Institute of International and Development Studies

E. Mediation, Dialogue and Negotiation

Training Provider	Course
Berlin Centre for Integrated Mediation	Mediation
Center of Security Studies (CSS)	Religion and Mediation
Dignity Space	Nonviolent Communication
Friedensbildungswerk Köln	Mediation
Galtung-Institut for Peace Theory and Peace Practice	Conflict Transformation; Trauma-Sensitive Mediation
Inmedio	Mediation and Conflict Management
Institute of Peace and Dialogue (IDP)	Winters Academy in Peacebuilding, Mediation, Conflict Resolution, Security and Intercultural Dialogue
Mediation Northern Ireland	Mediation Theory and Practice
Nansen Dialogue Centre Serbia	School Mediation
Prague Summer Mediation Academy	Cross-Border Mediation
Northern Ireland Police College (Police Service of Northern Ireland)	Negotiation and Crisis Management
Swisspeace	Peace Mediation
Europe's New Training Initiative for Civilian Crisis Management (ENTRI)	Mediation and Negotiation

F. Capacity Building in Peacebuilding and Prevention

Training Provider	Course
Conflict Transformation and Civic Education (CRISP)	Peace and Conflict Consultant (PCC) Course
Folke Bernadotte Academy (FBA)	EU Senior Mission Leaders Course
Human Security Division, Federal Department of Foreign Affairs Switzerland	Strengthening the competences of 'Technical' Advisers in state building and peacebuilding contexts Course
Kurve Wustrow	Training of Trainers in Do No Harm
Steps for Peace	Training of trainers in peacebuilding. Training expertise for culturally adapted and sustainable learning processes in crisis regions Course
United Nations Training School in Ireland	International Human Rights Training the Trainer Course
United Nations Institute for Training and Research (UNITAR)	Leadership, Team Work and self-management, On-Line Course
United Network of Young Peacebuilders (UNOY)	Training of Trainers

G. Security and Safety – Working in the Field

Training Provider	Course
AGORA, Unicef online platform, online course	Basic Security in the Field II
Crisis Management Centre Finland (CMC) École Nationale d'Administration France (ENA) Scuola Superiore Sant'Anna, Italy Federal Ministry of Interior, Republic of Austria, General Directorate for Public Security Center for International Peace Operations (ZIF)	ENTRi Certified Hostile Environment Awareness Training
Folke Bernadotte Academy (FBA)	Protection against Risks and Threats in Conflict Areas
Hostile Environment Training LTD (HETL)	Hostile Environment Awareness Training
Peace Operations Training Institute (POTI)	Security for Peace Operations Personnel
Safer Edge	Hostile Environment Awareness Training

3. Thematic-Based Curricula

A. Gender in Peacebuilding and Prevention and Gender Mainstreaming

Training Provider	Course
Center for International Peace Operations (ZIF)	Integrating Gender into Peacebuilding Training
Europe's New Training Initiative for Civilian Crisis Management (ENTRi) / Folke Bernadotte Academy (FBA)	Gender Adviser Course
Europe's New Training Initiative for Civilian Crisis Management (ENTRi) / Folke Bernadotte Academy (FBA)	Gender & Leadership
European Security and Defence College (ESDC)	A Comprehensive Approach to Gender in Operations
Peace Support Operation Centre	Utility of Gender in Peace Support Operations Course 2016

B. Societal & Community-Based CPPB

Training Provider	Course
Coordinating Committee for International Voluntary Service (CCIVS)	Social Inclusion
Glencree	Victims/Survivors; Peace Education; Political and Community Dialogue
Peace Action, Training and Research Institute of Romania (PATRIR)	Multilingual Dialogue in Ukraine
Swisspeace	Dialogue for Peace
The Hague Academy for Local Governance	Lobbying & Advocacy
Trademark Northern Ireland	Equality and Community Relations
Women's Research and Development Agency (WRDA)	Community Facilitators

C. Security Sector Reform (SSR)

Training Provider	Course
European Security and Defence College (ESDC)	Basic Course on Security Sector Reform
European Security and Defence College (ESDC)	Core Course on Security Sector Reform
DCAF / UNITAR	Security Sector Reform (SSR)
DCAF / ISSAT	Advanced Security Sector Reform (SSR)

D. Disarmament, Demobilization and Reintegration (DDR)

Training Provider	Course
Barcelona International Peace Resource Centre (BIPRC) and Transition International (TI)	Advanced (Re)integration course
Barcelona International Peace Resource Centre (BIPRC) and Transition International (TI)	Community-Based Reintegration and Security Training Course
Centre for Civil-Military Relations	Reintegration of Ex-Combatants and Violent Extremists
Centre for Civil-Military Relations	Exploring the DDR/SSR Nexus
Ecole de Maintien de la Paix Alioune Blondin Beye	Désarmement Démobilisation Réintégration
European Security and Defence College (ESDC)	ESDC Core Course on Security Sector Reform (SSR)
Folke Bernadotte Academy (FBA)	Course on Disarmament, Demobilization and Reintegration (DDR)
International Alert and Transition International	Reintegration of Ex-Combatants Advanced Training Course
Kofi Annan International Peacekeeping Training Centre (KAIPTC)	Disarmament, Demobilisation and Reintegration (DDR) Foundation Course.
Kofi Annan International Peacekeeping Training Centre (KAIPTC)	Advanced Stabilisation and Reintegration Course
Kofi Annan International Peacekeeping Training Centre (KAIPTC)	Stockpile Management Course
Kofi Annan International Peacekeeping Training Centre (KAIPTC)	DDR Advanced Course on Reintegration
Peace Operations Training Institute	Disarmament, Demobilization, and Reintegration (DDR): Principles of Intervention and Management in Peacekeeping Operations
Swedish Armed Forces International Centre - SWEDINT	DDR Planning course
United Nations Institute for Training and Research (UNITAR)	United Nations integrated disarmament, demobilization and reintegration standards
United Nations Institute for Training and Research (UNITAR)	UN approach to disarmament, demobilisation and reintegration

E. Reconciliation and Transitional Justice

Training Provider	Course
Centre for International Peace Operations (ZIF)	Strategies for Trauma Awareness and Resilience (STAR) (course last offered in 2014)
Geneva Academy	Transitional Justice Spring School: Transitional Justice, Memory and Culture
International Center for Transitional Justice (ICTJ)	Negotiating Peace and Justice: A Course on the Place of Transitional Justice in Peace Processes
International Center for Transitional Justice (ICTJ)	Intensive Course on Truth Commissions
Swisspeace	Dealing with the Past & Conflict Transformation Course
United Nations Institute for Training and Research (UNITAR)	Transitional justice and peacebuilding
United Nations Institute for Training and Research (UNITAR)	Confronting Trauma - A Primer For Global Action (web-based)

F. Preventing and Addressing Radicalization and Violent Extremism

Training Provider	Course
European Commission	STRIVE (Strengthening Resilience against Violent Extremism) in the Horn of Africa: CVE Training
Improving Security By Democratic Participation (ISDEP)	Improving Security by Democratic Participation (ISDEP) Training Platform
Institute for Strategic Dialogue	YouthCAN Innovation Lab
Resource Centre for Diversity, Integration and Peace	Deradikalisering
The FREE Initiative	The FREE Initiative
UK Home Office	Introduction to 'Prevent' E-Learning Package
United Nations Educational, Scientific and Cultural Organization (UNESCO)	UNESCO International Conference on the Prevention of Violent Extremism through Education: Taking Action
Virtual College UK	Understanding Pathways to Extremism and the Prevent Programme

G. Environment and Natural Resource in CPPB

Training Provider	Course
Columbia University	Certificate Programme on Environment, Peace and Security
Folke Bernadotte Academy (FBA)	DDR (1 module on natural resources and DDR)
Instituto de Estudios sobre Conflictos y Accion	International Crises and Responses: analytical

Humanitaria (IECAH)	tools and mobilization (one Module on Climate)
Swiss Peace & United Nations Environment Programme (UNEP) (last delivered in 2013)	Preventing and Resolving Natural Resource Conflicts
United Nations Environment Programme (UNEP) – European Union (EU) Partnership Project	Conflict prevention in resource-rich economies the role of economic policy (self-study module)
United Nations Environment Programme (UNEP) – European Union (EU) Partnership Project and other partners (offered through United Nations System Staff College (UNSSC))	On-line training program on land, natural resources and conflict prevention
United Nations Environment Programme (UNEP), UC-Irvine, Environmental Law Institute, Duke University and Columbia University (under development, planned for fall 2017)	MOOC on Environmental Peacebuilding
United Nations Institute for Training and Research (UNITAR)	Environment, natural resources and UN peacekeeping operations: introduction

H. Economic Dimensions and Business in CPPB

Training Provider	Course
International Alert	Economic dimensions of peacebuilding
Safestainable	Business and international humanitarian law/human rights in conflict areas
Swisspeace	Business, Conflict & Human Rights Course
Trademark Belfast	Advanced Trade Union Programme – The Politics of Economics

I. Protection of Civilians and Vulnerable Groups in CPPB

Training Provider	Course
European Security and Defence College (ESDC) / Austrian Study Centre for Peace and Conflict Resolution (ASPR)	Course of the Protection of Civilians in Armed Conflict
Helsinki España	REACT course on International Peace Operations
Scuola Superiore Sant' Anna	International Standards for the Protection of Individuals and Groups: A training Course for Field Officers Working on Human Rights
United Nations Institute for Training and Research (UNITAR)	Unarmed Civilian Protection

J. Refugee Law, Forced Displacement in CPPB

Training Provider	Course
Geneva Centre for Education and Research in Humanitarian Action (CERAH)	Thematic Short Course: Legal Framework of Forced Migration
International Institute for Humanitarian Law	89th Refugee Law Course

Refugee Studies Centre (Oxford)	International Summer School on Forced Migration
United Nations Institute for Training and Research (UNITAR)	Course on refugees and internally displaced persons (IDPs) – Law, Political and Practice

K. Human Rights and International Humanitarian Law

Training Provider	Course
Austrian Study Centre for Peace and Conflict Resolutions (ASPR)	IPT Specialisation Course: Human Rights in Conflict
Escola Superior Sant' Anna	International Standards for the Protection of Individuals and Groups: A training course for Field Officers Working on Human Rights
Geneva Centre for Education and Research in Humanitarian Action (CERAH)	Certificate of Advanced Studies – Legal Environment of Humanitarian Action
International Committee of the Red Cross (ICRC) & Geneva Centre for Education and Research in Humanitarian Action (CERAH)	International Humanitarian Law for practitioners
International Institute of Humanitarian Law	16th Summer Course on Humanitarian Law
Swisspeace	Human Rights & Conflict Transformation Training

4. Actor-Based Curricula

A. Women in Peacebuilding

Training Provider	Course
Hochschule für Polizei Baden-Württemberg (International Center for Peace Operations (ZIF) nominates / selects civilian participants and provides trainer)	Women, Peace and Security
Instituto de Estudios sobre Conflictos y Accion Humanitaria (IECAH)	Mujeres, violencia, conflicto armado y construcción de paz (Eng. Women, Violence, Armed Conflict and Peacebuilding (web-based))
Swisspeace	Gender equality and Peacebuilding
Swisspeace	Gender in Conflict & Peacebuilding Training
United Nations Institute for Training and Research (UNITAR)	Women, leadership and peacebuilding (exclusive for UN volunteers) (web-based)

B. Security Sector (Military and Police)

Police and CPPB

Training Provider	Course
Austrian Ministry of Interior General Directorate for Public Security	HEAT for police pre-deployment

National Defence Academy, Austria	CEPOL-ESDC course. EU Missions and Operations – Strategic Planning
Peace Support Operations Training Centre (PSOTC)	United Nations Police: Restoring Civil Order Following Hostilities
Police University College, Finland	Intelligence Led Policing related to Common Security and Defence Policy
School of Guard, Portugal	CEPOL Mentoring, Monitoring and Advising (MMA)
School of Guard, Portugal	CEPOL. Civilian Crisis Management Mission – Train the Trainers
Scuola di Perfezionamento per le Forze di Polizia, COESPU (Centre of Excellence for Stability Police Units), Italian Carabinieri Corps, Italy	Common Security and Defence Policy (CSDP)/Freedom Security Justice (FSJ) Nexus, Structures and Institutions

Military and CPPB

Training Provider	Course
Peace Operations Training Institute (POTI)	Commanding UN Peacekeeping Operations (online course)
Peace Operations Training Institute (POTI)	Principles and Guidelines for UN Peacekeeping Operations (online course)
Peace Operations Training Institute (POTI)	United Nations Civil–Military Coordination (UN-CIMIC) (online course)
Peace Operations Training Institute (POTI)	United Nations Military Observers (online course)
Latvian NCO school	Train-the-trainer course for a mission in Mali
FINCENT	NORDEFECO United Nations Military Observer Course
FINCENT	Operational Mentoring and Liaison Team Basic Course
Command and Staff College of the German Armed Forces	United Nations Staff Officer Course
Command and Staff College of the German Armed Forces	United Nations Military Expert on Mission course -MEoM
NATO Civil-Military Cooperation Centre of Excellence	UNITED NATIONS – CIVILMILITARY COORDINATION E-COURSE (UN-CMCOORD) (FACILITATOR-LED)
NATO Civil-Military Cooperation Centre of Excellence	NATO CIMIC Functional Specialist Course (NCFSC),
NATO Civil-Military Cooperation Centre of Excellence	NATO CMIC/CMI Awareness Course (NCAC: Advanced Distributed Learning/ADL),
NATO Civil-Military Cooperation Centre of Excellence	NATO CMI/CIMIC Orientation Course (NCOC),

NATO Civil-Military Cooperation Centre of Excellence	NATO CIMIC FIELD WORKER COURSE (NCFWC)
NATO Civil-Military Cooperation Centre of Excellence	NATO CIMIC STAFF WORKER COURSE (NCSWC)
NATO Civil-Military Cooperation Centre of Excellence	NATO CMI/CIMIC HIGHER COMMAND COURSE (NCHCC)
NATO Civil-Military Cooperation Centre of Excellence	NATO CIMIC LIAISON COURSE (NCLC)
NATO Civil-Military Cooperation Centre of Excellence	NATO CIMIC/CMI Integrated Functional Specialist Course (NCIFSC)
NATO School Oberamergau	NATO Civil-Military Interaction (CMI)/ Cimic Orientation course
Multinational CIMIC group	NATO CIMIC Field Worker Course (NCFWC)
Multinational CIMIC group	CIMIC Liaison Module (CLM)
Hellenic Multinational Peace Support Operations Training Centre	United Nations Military Observers - UNMO
Hellenic Multinational Peace Support Operations Training Centre	Multinational CIMIC Field Worker's Course
Hellenic Multinational Peace Support Operations Training Centre	Multinational PSO Officers' Basic Course
Peace Support Operations Training Centre (PSOTC), Sarajevo	International Military Peace Operations Staff Course
Hungarian Defence forces support training centre	International Military Observer Course
Austrian Armed Forces International Centre	Military Expert on Mission – Civil-Military Cooperation Course for Peace Support Operations (MEoM-CIMICC/PSO)
Austrian Armed Forces International Centre	Military Expert on Mission – Liaison, Cooperation & Coordination Course for Peace Support Operations
Swedish Armed Forces International Centre - SWEDINT	CMR – Civil Military Relations Course

C. Children and Youth in Prevention and Peacebuilding

Training Provider	Course
Austrian Study Center for Peace and Conflict Resolution (ASPR)	IPT Specialisation Course-Child Protection, Monitoring and Rehabilitation
Council of Europe	Youth Peace Camp
European Youth Foundation	Understanding and Working with Conflict

D. Media in Peacebuilding & Prevention

Training Provider	Course
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British Broadcasting Corporation (BBC)	Trauma Management for Journalists
Europe's New Training Initiative for Civilian Crisis Management (ENTRI)	New Media
Europe's New Training Initiative for Civilian Crisis Management (ENTRI)	Press & Public Information
Peace Support Operations Training Centre (BiH)	Media Management in Peace Support Operations Course

5. Moment of Delivery Curricula

A. Civilian and Police Pre-Deployment Training (PDT)

Training Provider	Course
Europe's New Training Initiative for Civilian Crisis Management (ENTRI), Egmont Institute	Basic Generic Training on Civilian Crisis Management (ENTRI Core Course)
Europe's New Training Initiative for Civilian Crisis Management (ENTRI), ZIF	Core Course Peace Operations (ENTRI Core Course).
Europe's New Training Initiative for Civilian Crisis Management (ENTRI), Scuola Superiore Sant' Anna	Libya Pre-Deployment Course (Brussels 2013)
Europe's New Training Initiative for Civilian Crisis Management (ENTRI), Scuola Superiore Sant' Anna	Libya Pre-Deployment Course (Pisa 2014)
European Security and Defence College (ESDC)	Pre-Deployment Training for Personnel in EU CSDP Missions
Europe's New Training Initiative for Civilian Crisis Management (ENTRI)	Core Course
Europe's New Training Initiative for Civilian Crisis Management (ENTRI)	Pre-deployment Course
Training Command - Military Academy, Czech Republic	NATO Civilian Pre-Deployment Course
Kofi Annan International Peacekeeping Training Centre (KAIPTC)	UN Police Pre-Deployment Training (s.d.)
EUMM Georgia	Mission-Induction
United States Institute of Peace (USIP)	U.S. Online Training on OSCE, Including REACT.
Organization for Security and Co-operation in Europe (OSCE)	OSCE General Orientation Programme
United Nations (UN)	Core Pre-Deployment Training
United Nations Global Service Centre (UNGSC)	Civilian Pre-Deployment Training