



# ProPeace

Academy for  
Conflict Transformation

## Annex 1\_Overview of the Modules

### 1. How to apply and important notations:

- Every course unit has a corresponding column („Module“).
- A trainer can send a maximum of two module tenders.
- The desired learning outcomes serves as a springboard for the module design but trainers could also put in additional/ take out some when they see fit. Furthermore, the tenders should show how these outcomes could be met.
- The module's pedagogy should focus not only on learning the theories and approaches but above all, on the application during the course and later in their own work/conflict contexts.
- Furthermore, modular interlinkages should be ensured in a way that succeeding modules should also build on the previous ones. It is therefore recommendable to think of connections/linkages to lots running before, after and/or parallel to the one you are applying for.

### 2. Module Overview

Module	Dates of implementation	Desired Learning Outcomes	Number of Days
		At the end of each module, the participants will have:	
2	2. - 5.03.	<b>Trauma, Stress Management and Resilience</b> <ul style="list-style-type: none"><li>• Gained a solid understanding of trauma and stress, including the different types (e.g. acute, chronic, vicarious, and collective trauma), how they manifest in humanitarian, development, and peacebuilding settings, and their impact on individuals and teams.</li><li>• Developed awareness of personal triggers and coping mechanisms, with guided self-reflection exercises designed to enhance self-awareness, reduce burnout risk, and support emotional resilience in the field.</li><li>• Explored strategies for building and sustaining resilience, both individually and collectively, with a focus on protective factors, peer support, and creating psychologically safe team cultures.</li></ul>	4

**Committed to Peace**

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3	7. - 11.03.	<b>Dialogue Facilitation</b> <ul style="list-style-type: none"> <li>• Explained Dialogue facilitation: thought models, framework and principles, application, limitation and challenges as well as processes and steps;</li> <li>• Enumerated the possible mandate, roles and positionalities, skills and attitudes required of a dialogue facilitator;</li> <li>• Practiced key dialogue facilitation skills;</li> <li>• Identified critical factors for consideration as dialogue facilitators in their own conflict settings especially: Power structures / asymmetries, participation and inclusion, multi-partiality, and other dilemmas;</li> <li>• Identified application of the knowledge and skills learned in their own work context.</li> </ul>	5
4	13. - 16.03.	<b>Nonviolent action, advocacy and lobbying strategies</b> <ul style="list-style-type: none"> <li>• Explained nonviolent action/methods/resistance concepts, methods and tools (incl. comparing success of violent vs. non-violent movements &amp; dealing with challenges &amp; shrinking spaces);</li> <li>• Explored the relation/role/complementarity of non-violent action &amp; advocacy within peace/building work;</li> <li>• Gained a solid understanding of the methods and tools for strategic advocacy work and developing an advocacy plan.</li> </ul>	4
5	21.- 26.03	<b>Conflict Analysis</b> <ul style="list-style-type: none"> <li>• Explained the various conflict analysis tools, their objectives and uses;</li> <li>• Applied the methods and tools through analysing conflicts from their respective contexts / using real case studies;</li> <li>• Identified entry points for intervention which they could use as a springboard for designing peace projects;</li> <li>• Developed a plan for application of the conflict analysis tools in their work context.</li> </ul>	6

6	29.03. - 2.04.	<b>Designing Peace projects</b> <ul style="list-style-type: none"> <li>• Explained the concept of impact PME in peace work;</li> <li>• Developed conflict transformation / peacebuilding programming skills;</li> <li>• Designed an impact-oriented peace project according to the RPP Matrix building on the entry points the participants have identified from the previous module;</li> <li>• Developed a plan for follow up and application in their own work context.</li> </ul>	5
7	7.04.-10.04.	<b>Steering stakeholder Processes</b> <ul style="list-style-type: none"> <li>• Explored different forms of stakeholder engagements, with a focus on working with partners in dynamic contexts and shrinking spaces;</li> <li>• Practiced the key steps in steering multi-stakeholder process, together with practical tools that will support the process;</li> <li>• Critically reflected the linkages between power asymmetries, the creation of meaningful participation and pitfalls connected to interests, values and working approaches;</li> <li>• Explored various forms and functions of leadership within the humanitarian, development and peacebuilding sectors?</li> </ul>	4
8	12.04.-15.04.	<b>Conflict Sensitivity</b> <ul style="list-style-type: none"> <li>• Explained the basic framework, principles and pillars of conflict sensitivity;</li> <li>• Explained the importance of mainstreaming conflict sensitivity in peace programming;</li> <li>• Identified critical factors for effective mainstreaming/ institutionalizing conflict sensitivity;</li> <li>• Assessed the conflict sensitivity of the projects they have designed in the previous block using practical tools and checklists;</li> </ul>	4

		<ul style="list-style-type: none"> <li>Developed a plan for follow up and application in their own work context.</li> </ul>	
9	17.04.-20.04.	<b>Environment, People and Conflict</b> <ul style="list-style-type: none"> <li>Explained the interlink / interdependence between the environment, people and conflict;</li> <li>Explained specific framework or approach and how to mainstream environmental issues in future or existing projects;</li> <li>Applied the practical tools / mainstreaming checklists through reviewed the projects they have designed in the previous block using this lens;</li> <li>Developed a plan for application in their work context.</li> </ul>	4