

1. Important notations:

- A trainer can signal interest to a maximum of two modules.
- The desired learning outcomes listed in the module overview below serve as a springboard for the module design, but trainers may also put in additional learning outcomes or take out others when they see fit.
- 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 on, in the participant's own work/conflict contexts.
- Furthermore, modular interlinkages should be ensured in a way that succeeding modules build on the previous ones. It is therefore recommended to think of linkages to modules running before and/or after the one you wish to deliver.
- Module outlines should show how learning outcomes will be met and illustrate which teaching & learning approaches are used. For their module outlines, trainers are asked to use our template (see annex 2). Outlines should not exceed a maximum length of six pages.

2. Module Overview

Module	Dates of Implementation	Desired Learning Outcomes	Number of Days
		At the end of each module, the participants will have:	
2	12. – 15.03.	Conflict Sensitivity • Explored the basic framework, principles and pillars of conflict sensitivity including Do No Harm; • Understood the importance of mainstreaming conflict sensitivity in peace programming; • Identified critical factors for effective mainstreaming/ institutionalizing conflict sensitivity; • Assessed their own projects and conflict contexts through the lenses of conflict sensitivity; • Developed a plan for follow up and application in their own work context.	4
3	17. – 20.03.	Power, Identity and Privilege • Reflected on their own identities, how and by whom these are constructed and how they change over time and in different contexts;	4

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		• Critically examined their own bias and privilege, the abilities & expectations that come with that and how their perspectives have been shaped; • Explored the concepts of power (and different kinds of power, discrimination and exclusion), intersectionality, culture and privilege and the importance of those topics within the peacebuilding field; • Critically examined and evaluated peace interventions through the lenses of identity; • Reflected on colonial legacies and their manifestations in today's international cooperation; • Developed tools and strategies for inclusive peacebuilding interventions in regards to gender, disability, and other marginalized social identities.	
4	22. – 25.03.	Trauma, Stress Management and Resilience • 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. • 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. • 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.	4
5	30.03. – 04.04.	Systemic Conflict Analysis • Explained the various conflict analysis tools, their objectives and uses; • Analysed conflicts from their respective contexts, using the Systemic Conflict Analysis; • Identified entry points for intervention which they could use as a springboard for designing peace projects; • Developed a plan for application of the conflict analysis tools in their work context.	6

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6	07. – 11.04.	Designing Peace projects • Explained the concept of impact PME in peace work; • Developed conflict transformation / peacebuilding programming skills; • Designed an impact-oriented peace project according to the RPP Matrix building on the entry points the participants have identified from the previous module; • Developed a plan for follow up and application in their own work context.	5
7	16. – 20.04.	Dialogue Facilitation • Explored dialogue facilitation: thought models, framework and principles, application, limitation and challenges as well as processes and steps; • Enumerated the possible mandate, roles and positionalities, skills and attitudes required of a dialogue facilitator; • Practiced key dialogue facilitation skills; • Identified critical factors for consideration as dialogue facilitators in their own conflict settings especially: Power structures / asymmetries, participation and inclusion (especially in divided societies), multi-partiality, and other dilemmas; • Identified application of the knowledge and skills learned in their own work context.	5
8	22. – 25.04.	Environment in grassroots peacebuilding • Explored the interlinks / interdependences between the environment, people and conflict, using analysis tools that include the environment; • Learned through examples how to mainstream environmental issues in future or existing projects in the context of grassroots peacebuilding; • Applied practical tools to plan and implement environmental sensitive peacebuilding projects, using their respective contexts and projects; • Developed a plan for application in their work contexts.	4

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9	27. – 30.04.	Creative Approaches to Peacebuilding • Explored the diverse palette of creative approaches within nonviolent conflict transformation including Nonviolent Action and Dealing with the Past; • Understood various creative approaches, methods and tools in conflict transformation (Incl. theatre, embodiment, music and sports approaches); • Practiced the use of creative approaches in a strategic manner for social transformation on different levels (personal, communal, societal); • Explored, practiced, tested the diverse approaches to peacebuilding work and developed ideas on how to apply creative approaches in their context.	4
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Overview of the daily schedule at the venue

07.15 am – 08.45 am:	Breakfast
09.00 am – 10.30 am:	1st Unit
11.00 am – 12.30 pm:	2nd Unit
12.30 pm – 02.00 pm:	Lunch Break
02.00 pm – 03.30 pm:	3rd Unit
04.00 pm – 05.30 pm:	4th Unit
06.30 pm – 07.15 pm:	Dinner