

Curriculum

To be reviewed by Feb. 2026	Activity number 55	Investigating and Preventing Sexual and Gender-Based Violence in Conflict Environments	ECTS 2.5
---------------------------------------	------------------------------	---	---------------------------

CORRELATION WITH CTG / MTG TRAs	EQUIVALENCES
CTA: Gender Equality, Rule of Law; MTA: Gender	Please identify and indicate equivalences with different WGs – SQF MILOF, CYBER ETEE etc.

<p style="text-align: center;"><u>Target audience</u></p> <p>CSDP personnel (civilian, military, police and diplomatic) committed to working on gender equality and towards accountability for sexual and gender-based violence crimes. Applicants for this course should have a special interest in implementing their training in fragile and (post-) conflict settings inside and outside the mission structure. The course is particularly useful for, without being limited to: personnel in an investigating or advisory role; personnel with a background in the police, military police, gendarmerie or judiciary; experts from other areas; and gender and human rights advisors.</p> <p><u>Open to:</u></p> <ul style="list-style-type: none"> ▪ EU member States / Institutions ▪ Candidate countries ▪ Third countries ▪ International Organisations 	<p style="text-align: center;"><u>Aim</u></p> <p>The aim of the course is to enhance the capacity and capability of mission personnel to integrate a gender perspective into their work, with a view to preventing and addressing sexual and gender-based violence (SGBV). The participants should be able to apply this perspective when reporting and working to prevent SGBV, assisting in ongoing investigations by providing the necessary knowledge, tools and skills. The course is also a 'train the trainers' programme, and by the end of the course participants will be able to plan and conduct training sessions on preventing and investigating SGBV in a conflict and/or crisis environment. In addition, the training will link up the justice chain, from police investigations to the courtroom.</p>
--	---

Learning Outcomes	
Knowledge	LO1. Describe the conceptual, legal and structural framework related to SGBV, in particular for CSDP missions and operations; LO2. Define key terms of the Women, Peace and Security (WPS) agenda and of SGBV; LO3. Define the main principles and the aim of the EU Strategic Compass and Civilian CSDP Compact, its integrated approach to conflicts and crises and how this is linked to gender equality; LO4. Identify the need for SGBV training in fragile and (post-) conflict environments; LO5. Describe the definition of and zero-tolerance policy on sexual exploitation and abuse (SEA) and how this relates to the wider WPS and SGBV agendas; LO6. Recognise the effects of SGBV on women, girls, men and boys; LO7. Explain the justice chain from police investigations to the courtroom; LO8. Identify potential partners and experts who might be available on the ground to support survivors of SGBV and contribute to preventive measures and training; LO9. Recognise the challenges of access to justice in fragile and/or (post-) conflict environments, in particular for women and girls; LO10. Identify the basic principles and diverse methods of adult learning within an intercultural setting;

Skills	L011. Assess and identify SGBV training needs within/outside the mission or operation; L012. Design an SGBV training curriculum specific to the context on the ground; L013. Design and conduct training sessions on SGBV training using international principles and standards of adult learning; L014. Develop strategies for incorporating SGBV training in a broader context (i.e. security sector reform (SSR)); L015. Demonstrate how to cooperate in an intercultural working environment;
Responsibility and Autonomy	L016. Conduct a basic gender analysis; L017. Apply internationally recognised crime scene management and crime prevention tools useful in fragile and (post-)conflict environments; L018. Design training sessions on investigating and preventing SGBV in conflict environments.

Evaluation and verification of learning outcomes

The course is evaluated according to the Kirkpatrick model, particularly level 1 evaluation (based on participants' satisfaction with the course) and level 3 evaluation (assessment of participants' long-term change in behaviour after the end of the course). Evaluation feedback is given in the level 1 evaluation of the residential modules.

In order to complete the course, participants have to accomplish all the learning objectives, and are evaluated on the basis of their active contribution to the residential modules, including their teamwork sessions and practical activities, and on their completion of the eLearning phases. Course participants must complete the autonomous knowledge units (AKUs) and pass the tests (mandatory), scoring at least 80% in the incorporated test/quiz. However, no formal verification of the learning outcomes is provided for; the proposed ECTS is based solely on participants' coursework.

The Executive Academic Board takes these factors into account when considering whether to award certificates to participants. Module leaders provide an evaluation report for each residential module. The Course Director is responsible for overall coordination, with the support of the ESDC Secretariat, and drafts the final evaluation report, which is presented to the Executive Academic Board.

Course structure

Main Topic	Suggested Working Hours (required for individual learning)	Suggested Contents
Clarifying the concept - definitions	6(3)	<ul style="list-style-type: none"> • EU Strategic Compass and Civilian CSDP Compact – EU integrated approach and crisis management • EU Strategic Approach to Women, Peace and Security (WPS) and EU Gender Action Plan for External Action • Definition of SGBV within the wider continuum of SGBV • Sexual exploitation and abuse (SEA) • Protection of civilians and child protection • Trafficking in Human Beings
SGBV training	4	<ul style="list-style-type: none"> • Principles of international crisis management (do no harm, local ownership, due diligence, human security) • Principles of rule of law and of community and democratic policing • Principles of gender equality, women's empowerment, anti-discrimination; issues surrounding ideas of masculinity and femininity • SGBV as part of peace operation mandates • UN and EU structures relating to WPS and SGBV • Operational necessity
Adult education – part 1	1	<ul style="list-style-type: none"> • Introduction to adult learning principals • Different types of training • Learning and teaching styles
Legal framework: Sexual violence as a crime under international law	7(1)	<ul style="list-style-type: none"> • Introduction to international humanitarian, human rights and criminal law

		<ul style="list-style-type: none"> Identifying relevant international crimes that SGBV could constitute (e.g. genocide, war crimes) and presenting the elements of the crimes Gender-sensitive investigation methods (such as interviewing techniques) and victims' specific protection needs. UN SCR 1325 and follow-up resolutions related to SGBV Introduction to the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), especially General Recommendation No. 304. Other policies
SGBV dynamics: integrating a gender perspective	3	<ul style="list-style-type: none"> How the role of women/girls and men/boys is influenced by cultural settings How to integrate a gender perspective Access to justice
Impact of armed conflicts: specific forms of SGBV	7	<ul style="list-style-type: none"> Human trafficking and organised crime Forced/child marriage Domestic violence Female genital mutilation (FGM) Sexual and reproductive health and rights Training needs and training design Learning levels and defining aims
Adult education – part 2	2	<ul style="list-style-type: none"> Training needs and training design o Learning levels and defining aims
Networking and partners	4	<ul style="list-style-type: none"> Partner mapping Introduction to potential partners in peace operations (SGBV referral pathway) Role play – how to cope with counterparts from different cultural backgrounds
Preventing crimes related to SGBV	8	<ul style="list-style-type: none"> Introduction to community policing SGBV prevention through community-oriented problem-solving strategies (SARA – scanning, analysis, response, assessment; CHEERS – community, harmful, expectation, events, recurring, similarity; SWOT – strengths, weaknesses, opportunities, threats; SMART – specific, measurable, achievable, relevant, time-bound) Assessed group exercise
Reflection and experiences from the field related to SGBV	2	<ul style="list-style-type: none"> Group exercise / expert interview (focus area depends on the composition of the training group and the available experts)
Adult education – part 3	2	<ul style="list-style-type: none"> Audience assessment Designing a training session (BOPPPS – bridge-in, objectives, pre-assessment, participatory learning, post-assessment, summary) Introduction to different evaluation methods
Crime scene management and assessed training sessions	12	<ul style="list-style-type: none"> Introduction to crime scene management Chain of justice Group assignment (crime scene and evidence overview – first responder; searching a crime scene, managing and handling evidence; investigative interviews, taking sensitive approach to victims; suspect interview incl. the role of language assistants)
Crime scene approach	5	<ul style="list-style-type: none"> Crime scene approach in remote and dangerous areas – helicopter exercise (depending on the availability of a police helicopter)
SSR and gender	2	<ul style="list-style-type: none"> How to integrate a gender perspective into SSR, with a particular focus on SGBV
Transitional justice	2	<ul style="list-style-type: none"> Introduction to the concept of transitional justice UN SG Guidance Note on transitional justice (2010) and the UN Human Rights Council resolution 'Human rights and transitional justice' (2016) Introduction to the International Center for Transitional Justice (ICTJ)

TOTAL	67(4)	
--------------	--------------	--

<u>Materials</u>	<u>Methodology</u>
<p>Required:</p> <p>11A: Gender and UN SCR 1325 11B: Gender aspects in missions and operations</p> <p>Recommended:</p> <p>55: Strategic Compass 6: CSDP decision-shaping/making</p> <p>UN Integrated Training Service (ITS) SGBV Training of Trainers training material</p> <p>CSDP Handbook</p> <p><i>Recommended policy documents:</i></p> <p>A Strategic Compass for Security and Defence, 2022</p> <p>Civilian CSDP Compact, 2023</p> <p>EU Action Plan on Women, Peace and Security (WPS) 2019-2024, EEAS(2019) 747</p> <p>EU Gender Action Plan III (2020)</p> <p>Council Conclusions on Women, Peace and Security (WPS) with EU Strategic Approach to WPS in annex (15086/18)</p> <p>Updated Civilian Operations Commander Operational Guidelines for Mission Management and Staff on Gender Mainstreaming, EEAS (2024)127</p> <p>Upgraded generic standards of behaviour for CSDP missions and operations, 6877/18</p> <p>Joint communication to the European Parliament and the Council: Elements for an EU-wide strategic framework to support security sector reform (SWD (2016) 221 final)</p> <p>Implementing Guidelines for the EU Policy on Training for CSDP, EEAS(2022) 1416</p> <p>International Call to Action on protection from gender-based violence in emergencies – Road Map 2021-2025</p> <p>UN Global Review on Women, Peace and Security</p>	<p>Participants conduct role-plays, carry out assessed group assignments and give assessed training sessions about crime scene management, interviewing and taking sensitive approach to victims.</p> <p style="text-align: center;"><u>Additional information</u></p> <p>This course is designed for personnel assigned or willing to be assigned to UN, EU or AU peacekeeping operations. It is also open to personnel from host countries, if they are supported by their government or by international organisations.</p> <p>The course is based on the UN Department of Peacekeeping Operations (DPKO) ITS curriculum on SGBV. It is a 'train the trainers' course and its aim is to train new SGBV trainers according to current standards of adult education. Police and judiciary personnel are particularly welcome on the course as they can contribute expertise and enhance mutual understanding and effective cooperation.</p> <p style="background-color: #90EE90;">The Chatham House Rule is applied during all residential modules of the course, i.e., "participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s) or any other participant(s), should be revealed".</p> <p style="background-color: #90EE90;">Course participants must be available for the whole course, which includes the eLearning phases and residential modules, and must be willing to contribute with their specific expertise and experience throughout the course.</p> <p style="background-color: #90EE90;">The nominations of participants are submitted via the ESDC channels by the designated national ENLIST nominators. The Member States will be encouraged to nominate 2-3 candidates from different domains, but only one seat per Member State will be allocated. The ESDC network may also forward proposals from academia and industry to the Secretariat. Based on the applications, the Head of the ESDC will decide on the final list of participants and will forward this list to the co-organisers.</p>

<p>General Recommendation No. 30 on women in conflict prevention, conflict and post-conflict situations (CEDAW/C/GC/30)</p> <p>International Protocol on the documentation and investigation of sexual violence in conflict</p> <p>Istanbul Protocol on effective investigation and documentation of torture and other cruel, inhuman or degrading treatment or punishment (2004)</p>	
---	--

Coordinated by ESDC Training Manager Moritz Herzberg [Moritz.Herzberg@eeas.europa.eu]