

Online Courses for Civilian Crisis Management Experts

CMC Finland has collected online courses which cover diverse themes related to conflicts, peace and security. The courses are intended for civilian crisis management experts who wish to deepen their knowledge and understand various themes related to the CCM context. All the courses can be completed autonomously free of charge. Please note that these courses are not made, maintained, or owned by CMC Finland, but they are from various actors from the peace and security field. All the courses are listed thematically under the content-section.

Please note that since there are multiple courses, CMC staff has not been able to test them and their content. Thus, we appreciate your input – feel free to give feedback and comments on the courses by emailing to training@cmcf Finland.fi. If you have any further questions or technical issues regarding the courses, we recommend you contact the course administrator.

Please note:

- Accessing the ESDC courses require first logging in to the ILIAS learning platform. You can log in using the EU Login. For further instructions, please see the following link: [Login instruction to ILIAS platform](#)
- If the course has a year in its title, this means that the course in question is available until the end of the said year.
- To access Moodle courses (i.e. courses directed to personnel of Ministry of Interior, courses 8.4.6 & 8.4.7), you need to have access to CMC Moodle. If you do not have access to CMC Moodle, please contact training@cmcf Finland.fi.

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1. Economy and Finance

1.1 Course Series: Introduction: Economic and Social Impacts of COVID-19 Learning Programme (UN DESA)

The programme contains **five courses**, that provide advice on several critical social and economic issues and make recommendations.

1. Course: Global Macroeconomic Outlook and the Impact of Fiscal and Monetary Policy Response.

During the outbreak and following socio-economic effects, UN DESA kept an eye on macroeconomic consequences, highlighting global and regional contradictions. This course is part of a program.

2. Course: Macroeconomic Impact on both Developing and Developed Countries

In light of the economic impact of the COVID-19 pandemic, UN DESA detailed the real and potentially devastating effects on countries in special situations. This course is part of a program.

3. Course: Social Impact: Inequality and Vulnerable Groups

COVID-19 struck the globe along established fault lines of exclusion, inequality, and disadvantage, which revealed deep-set gaps in access to essential services and secure livelihoods among social groups. This course is part of a program.

4. Course: The Role of Science and Technology in, and Improved Governance for, Effective Policy Responses

Science and technology have been essential in both the scientific understanding of Coronavirus, as well as in enabling continued productivity and educational initiatives for those with access, given that many activities were carried out remotely. This course is part of a program.

5. Course: Working Together for Effective Recovery

As countries transition from COVID-19, taking cogent and comprehensive actions in line with the 2030 Agenda can place the world on a trajectory that leads to sustainable development. This course is part of a program.

Link to the course: [Course Series: Introduction: Economic and Social Impacts of COVID-19 Learning Programme](#)

1.2 Entrepreneurship for Migrants and Refugees (UNITAR, 2025)

This e-learning course aims at strengthening the competences required by policymakers and practitioners for overcoming some of the challenges on economic and social inclusion for migrants and refugees while understanding the benefits of promoting entrepreneurship to this end because of its nexus to sustainable development. At the end of the course, participants will be able to:

- Describe different benefits of promoting entrepreneurship for migrants and refugees and its impact on sustainable development.
- Identify the challenges faced by migrant and refugee entrepreneurs.
- Recognise policy objectives and policy options.
- Identify ways to support entrepreneurship among migrants and refugees in both developed and developing countries.
- Relate case studies and good practices from policies, programmes and initiatives in both developed and developing countries.

Target audience: The course is designed for supporting policymakers and practitioners from both developed and developing countries.

Link to the course: [Entrepreneurship for Migrants and Refugees, 2025](#)

1.3 I Know Gender 4: Women's Economic Empowerment (UN WOMEN)

Women's economic empowerment has many different aspects, which often come into play in our work at the UN, whether we are working to hold States accountable regarding their human rights commitments, promoting decent work for women and men, seeking work-life balance in our personal lives, or developing training or microfinance programs for women, among other areas. This module will introduce you to some key reasons and strategies for promoting women's economic empowerment.

Target audience: All UN System staff and others who are interested to learn about gender issues.

Link to the course: [I Know Gender 4: Women's Economic Empowerment](#)

1.4 Indicators for an inclusive green economy: Advanced course (UN CC)

This advanced e-learning experience builds on the concepts and processes described in the Introductory course and focuses particularly on the application of the Green Economy Progress (GEP) Measurement Framework developed by the United Nations Environment Programme (UNEP) under the Partnership for Action on Green Economy (PAGE). The course explores the conceptual underpinning of the GEP Measurement Framework and how it contributes to the "beyond GDP" measurement agenda.

Link to the course: [Indicators for an inclusive green economy: Advanced course](#)

1.5 Indicators for an inclusive green economy: Introductory course (UN CC)

This course is meant to introduce the concept of indicators to support policymaking for an Inclusive Green Economy (IGE) and to illustrate the use of methodologies for selecting and applying indicators. It seeks to

contribute to the capacity of countries to choose indicators for IGE a to their country contexts, particularly in light of the pursuit of the Sustainable Development Goals.

Target audience: All UN System staff and others who are interested to learn about gender issues.

Link to the course: [Indicators for an inclusive green economy: Introductory course](#)

1.6 Introduction to Sustainable Finance (UN CC)

The e-learning course provides technical knowledge on the contribution that sustainable finance can make to sustainable development, and on how sustainable finance may be deployed in the real-world policy or business context.

Target audience: Designed for interested participants from governments, academia, the financial sector, businesses, and civil society.

Link to the course: [Introduction to Sustainable Finance](#)

1.7 Scaling Climate Finance (UN CC)

The **Scaling Climate Finance** e-course aims to increase participants' knowledge and understanding of the climate finance system. The opportunities to mobilise finance for climate action have never been greater – whether through the smarter use of public finance or unlocking new pools of private capital. If you'd like to learn about where these opportunities are, feel there isn't enough finance available to achieve your country's climate goals, or find the number of different finance tools, instruments and sources at times overwhelming - then this course is for you!

The overall goal of this 5-hour, self-paced e-learning course is to increase participants' knowledge and understanding of the climate finance system. By the end of this e-course, participants will be able to:

- Identify key climate finance sources, instruments and mechanisms and explain how these interact to enable climate action for mitigation and adaptation
- Explain the importance of different actors and stakeholders taking on different roles and responsibilities within the climate finance system
- Outline different measures, tools and approaches that can be used to coordinate public climate finance in a more efficient and effective way
- List innovative sources, mechanisms and instruments that can provide access to new pools of capital for climate action, including from the private sector
- Explain how applying a gender equality and social inclusion lens to climate finance can ensure investments to reach at-risk and vulnerable populations

The e-learning course is designed and developed through a gender equality and social inclusion lens. Relevant case studies, examples and stories are used to demonstrate how gender equality and social inclusion can be

embedded into climate finance-related planning, budgeting, and decision-making for mitigation and adaptation.

Target audience: Many different actors have a role to play in scaling finance for climate action. While most of the tools, instruments and approaches are presented through a government or public sector lens, the course should be of interest to many different groups including:

- Policy, planning and technical staff responsible for managing or mobilising climate finance at the national and sub-national level (e.g. from central finance or planning ministries, relevant line-ministries, sub-national governments and parliamentarians)
- Individuals from relevant quasi-governmental organizations including state or central banks, state-owned enterprises and parastatals, supreme audit institutions and securities or exchange commissions
- Private sector stakeholders and market facilitations that impact and enable climate-aligned investments
- Practitioners from non-governmental organizations, civil society groups and regional or national think tanks and education and training institutes focused on climate-related issues
- Citizens interested in understanding how finance is a key enabler of climate action, to hold relevant actors to account

While many of the case studies in the course are taken from the Asia-Pacific region, the tools, instruments and approaches that are featured can be relevant and applicable to individuals from all regions around the world.

Link to the course: [Scaling Climate Finance](#)

2. Environment and Climate

2.1 An Introduction to Climate Change and Human Rights (UN CC)

This course addresses how human rights obligations require the international community to take more ambitious action to mitigate emissions, to support adaptation that benefits persons, groups and peoples in vulnerable situations, and to address loss and damage associated with the impacts of climate change.

Target audience: This course is intended for everyone with an interest in learning more about climate change and human rights; including policy-makers, students, experts, activists and academics. The course will provide you with tools to better understand, discuss, participate, and act on climate change as well as human rights challenges and opportunities.

Link to the course: [An Introduction to Climate Change and Human Rights](#)

2.2 Building Climate Resilience through Ecosystem-based Adaptation Planning (UN CC)

Ecosystem-based Adaptation (EbA), which encompasses the wise use of ecosystem services to help people adapt to climate change, delivers a wide range of benefits that boost overall development and human wellbeing and may contribute to national strategies to respond to the triple crises of biodiversity loss, climate change and the global post-pandemic scenario.

After completing the course, participants will be able to:

1. Explain the importance of restoring/protecting nature and implementing nature-based solutions, such as EbA, for climate change adaptation and sustainable development.
2. Discuss how integrating EbA into NAPs enables countries to comply with their international environmental commitments such as the Sustainable Development Goals (SDGs), the Sendai Framework, the UNFCCC, the United Nations Convention to Combat Desertification (UNCCD) and the Convention on Biological Diversity (CBD).
3. Describe how EbA works, including the challenges, opportunities and additional benefits beyond adaptation of securing healthy ecosystems.
4. Outline how to look for funding opportunities, and how to formulate, implement and mainstream EbA options.
5. Explain and integrate EbA in the formulation, implementation and review stages of the NAP process.

Target audience:

- Technical specialists, policymakers and government officials involved in the national adaptation planning process wanting to increase their understanding of the steps involved in integrating EbA into NAPs.

- Technical experts in climate-sensitive sectors with an interest in better understanding how EbA can be integrated into such sectors.
- Policymakers and technical specialists with an interest in understanding climate adaptation finance and EbA.
- Academic and wider public stakeholders with an interest in better understanding EbA and how it can be integrated into adaptation planning.

Link to the course: [Building Climate Resilience through Ecosystem-based Adaptation Planning](#)

2.3 Children and Climate Change (UN CC)

This specialized module introduces the theme of climate change and children, with the aim to provide a children's perspective to the discussions on how to deal with this global crisis. The module will present how children are and can be impacted by climate change. It will then look at how children's resilience to climate change could be strengthened and at the benefits that can be provided by mitigation measures. It will also discuss solutions, focusing on the empowerment of children as actors of change and on the key role of Governments in children's protection. Several examples are provided to illustrate the concepts presented.

Target audience:

- Civil servants in national ministries, provincial departments and local authorities working in the field of climate change, children/youth and development.
- Private sector managers, practitioners, and representatives of development partners active in the area of climate change and/or children's protection.
- Faculty, researchers and students.
- Interested citizens/youth/students.

Link to the course: [Children and Climate Change](#)

2.4 Climate Change: From Learning to Action (UN CC)

This course provides "everything you need to know" about the basics of climate change. The course features lectures and exclusive interviews from UN experts on key climate change topics. The course is divided into six modules, each taking an average of 2 hours to complete. Each module features videos, lessons and exercises that give you an overview of a different aspect of climate change.

Link to the course: [Climate Change: From Learning to Action](#)

2.4 Climate Change, Peace and Security: Understanding Climate-Related Security Risks Through an Integrated Lens (UN CC)

This self-paced, online course unpacks the interlinkages between climate change, peace and security and explores opportunities for promoting inclusive climate action, conflict prevention and peacebuilding. Recognizing that challenges associated with climate change and insecurity do not impact everyone equally, the course includes a special focus on assessing the ways gender norms and other factors of social identity shape how people from different backgrounds experience and respond to these emerging risks.

Upon completion, course participants will be equipped with the knowledge and tools to analyze different contexts affected by climate change and insecurity, and design interventions to prevent and manage associated risks.

Target audience: Everyone is invited to take the course, which is designed to benefit a broad range of policymakers, practitioners and researchers. The more advanced modules are particularly relevant for:

- Political analysts and peacebuilding practitioners
- Climate adaptation specialists
- Gender and inclusion advisors

Link to the course: [Climate Change, Peace and Security: Understanding Climate-Related Security Risks Through an Integrated Lens](#)

2.5 Developing Skills for Women Leadership in Climate Action (UN CC)

The **'Women Leadership in Climate Action'** e-course aims to inspire women and girls, strengthen their leadership skills, and help them deliver the just climate initiatives needed to tackle the climate crisis. If you are concerned about climate change, if it's already affecting you, or if you thought about taking action but felt you lacked power or knowledge: this course is for you. It empowers and educates emerging climate leaders like you to deliver climate actions rooted in the principles of inclusivity and equity.

We look forward to accompanying you through this inclusive climate leadership journey and learning more about you, your motivations and your plans for climate action! After completing the course, you will be able to:

- Explain what is climate change and define key elements of inclusive climate action.
- Discuss the impact of climate change on women and the role they play at the heart of climate action.
- Identify opportunities and plan effective climate action.
- Discuss approaches for influencing others and gaining support for your climate actions.

Target audience: Anyone interested in the thematic

Link to the course: [Developing Skills for Women Leadership in Climate Action](#)

2.6 Gender Equality and Human Rights in Climate Action and Renewable Energy (UN CC)

The deep-rooted and far-reaching impacts of climate change make it one of the most defining challenges in the world today. The impacts of climate change manifest in primary effects such as increased frequency and magnitude of extreme weather events like droughts, storms and floods. However, it is the negative secondary effects that often go overlooked, especially for those who already experience inequalities, including women, youth, the elderly, persons with disabilities and minority groups.

Multiple and intersecting social inequalities affect the ability of marginalized groups to adapt to a changing climate, excluding these groups from decision-making processes at household, community, and national levels. They also prevent them from taking hold of the opportunities that low-emissions, climate-resilient development brings towards improved livelihoods, particularly in sectors like renewable energy that also have the potential to improve the socio-economic wellbeing of women.

Target audience:

1. National policymakers, government officials and stakeholders in sectors of climate change, gender equality and renewable energy, as well as regional actors;
2. Renewable energy service providers and officials of financial institutions in renewable energy entrepreneurship;
3. Anyone interested in learning more about gender equality and human rights-based approaches in the renewable energy sector.

Link to the course: [Gender Equality and Human Rights in Climate Action and Renewable Energy](#)

2.7 International Climate Change Negotiations: Leveraging LoCAL Experience in Support of Climate Change Negotiations (UN CC)

The course has been designed to build a solid understanding of the negotiation environment provided by the UN Framework Convention on Climate Change (UNFCCC), including its governing bodies, subsidiary bodies, negotiating groups and the financial mechanisms available, while focusing on climate change adaptation.

Target audience:

- UNFCCC national negotiators from LoCAL countries; technical experts and practitioners involved and wanting to enhance their understanding of the UNFCCC process, negotiations and meetings;
- Observer organizations with an interest in advancing climate action, focusing on local climate change adaptation;
- Any interested individuals wanting to improve their understanding of how the international negotiations on adaptation work and ways in which countries can engage and influence the process.

Link to the course: [International Climate Change Negotiations: Leveraging LoCAL Experience in Support of Climate Change Negotiations](#)

2.8 Open Online Course on Gender and Environment (UN CC)

Do you want to find out why promoting gender equality and women's empowerment can help deliver better environmental outcomes and to figure out how you can do it? The course will help you better understand the linkages between gender and the environment. It will provide you with the knowledge and tools to mainstream gender and become an effective change-maker for sustainable development. It will also give you facts and figures, and a better understanding of the global international frameworks related to gender and environment.

Target audience:

- Someone curious and interested to learn more about how efforts to address environmental degradation and promote gender equality can be mutually supportive.
- A specialist working on biodiversity, climate change, land degradation, international waters, chemicals and waste.
- A development practitioner working at the international, national or at the local level in environmental sectors.
- A policy-maker or government official working on environmental policies and projects.

Link to the course: [Open Online Course on Gender and Environment](#)

2.9 Practical Approaches for Climate, Peace and Security Programming Repository (UNSSC, 2025)

This platform collects best practices, lessons learnt and practical examples from experts from all around the globe on how to analyze, design, plan, implement, monitor and evaluate climate, peace and security projects.

Target audience: If you a practitioner, analyst or researcher working in the area of climate, peace and security, or if you are simply curious and passionate about this field and its programmatic aspect, then this platform is for you!

Link to the course: [Practical Approaches for Climate, Peace and Security Programming Repository](#)

2.10 Strengthening Climate Adaptation and Resilience (UN CC)

The course 'Strengthening Climate Adaptation and Resilience' focuses on the importance of adaptation to climate change. The course provides a comprehensive learning pathway starting with climate change fundamentals, including climate risks and vulnerabilities assessment. Building on that, it continues with the integration of adaptation to climate change considerations into governmental planning and budgeting processes, and finally, it delves into the diverse financial mechanisms, tools, and strategies critical for effectively funding climate change adaptation initiatives.

Target audience: Although the course was developed in the context of provision of support to the Pakistan government to improve the conditions for climate adaptation and resilience, the course is addressed to any:

- Civil servants in planning and development departments of various line ministries such as environment, agriculture, industry, finance, development, etc., at the local and national levels, and
- Stakeholders from non-governmental organizations and community groups focused on climate change adaptation and resilience.

Link to the course: <https://unccelearn.org/course/view.php?id=207&page=overview>

3. Gender Equality

3.1 Gender and Violence

3.1.1 Essential Services Package for Women and Girls Subject to Violence (UN WOMEN)

To provide an overview of the Essential Services Package for Women and Girls Subject to Violence: Core Elements and Quality Guidelines launched in 2015 by UN Women, UNFPA, WHO, UNDP and UNODC. These Guidelines identify comprehensive essential actions to be provided by the health, justice and policing and social services sectors, as well as guidance for the coordination of essential services, for women and girls who have experienced violence. The Guidelines are a practical tool which aim to support countries as they work to design, implement and review existing services for women and girls who are survivors of violence, in a wide range of settings.

Target audience: The course primarily targets practitioners, those individuals working in key line ministries and organizations that provide support to survivors of violence in the social, health and police and justice sectors. The package is also useful for UN agencies, civil society and others or who are interested in this area and want to learn more about how to support women and girls who have experienced violence.

Link to the course: [Essential Services Package for Women and Girls Subject to Violence](#)

3.1.2 I Know Gender 6: Violence against Women and Girls (UN WOMEN)

After completing this module, you will recognize violence against women and girls as gender-based violence; identify the human rights framework that defines violence against women and girls as a violation; be able to name different forms of violence against women and girls throughout the life cycle and in specific contexts; be able to identify some of the causes and factors that put women and girls at risk; and discover some of the key strategies to address violence against women and girls.

Target audience: All UN System staff and others who are interested to learn about gender issues.

Link to the course: [I Know Gender 6: Violence against Women and Girls](#)

3.1.3 Prevention and Response to Sexual and Gender-Based Violence Micro Course (UNITAR)

This microlearning course provides the fundamental knowledge, skills, and tools for peacebuilders to prevent and address sexual and gender-based violence, following the principles set by the United Nations.

This course is part of the One UNITAR Gender initiative, which aims to empower more women around the world, especially in developing countries and least developed countries, to strengthen their leadership skills and feel empowered to apply and share their knowledge with others.

Target audience: The course is designed for anyone interested in obtaining knowledge and tools to prevent and respond to sexual and gender-based violence. This includes a wide range of leaders for Peace of all levels of experience, especially women peacebuilders, as well as community leaders looking to enhance their ability to support the communities they work with.

Link to the course: [Prevention and Response to Sexual and Gender-Based Violence Micro Course](#)

3.1.4 Preventing Violence Against Women and Promoting Gender Equality in Peace Operations (POTI)

This course aims to assist peace operations personnel in promoting the human rights and security of women and girls. It does so through lessons emphasizing the nature and scope of violence against women and girls around the globe, the connections between gender inequality and violence in both public and domestic spaces as well as on interpersonal, community, national, regional, and international levels.

Other lessons cover women's rights as human rights and the international United Nations mandate to involve women in key roles within peacemaking and peacebuilding processes at every stage and every level of authority. Finally, readings and case studies provide examples to assist peace operations personnel with considering how they, as individuals and as teams, can work to promote gender equality and change the attitudes and behaviours that perpetuate violence.

Link to the course: [Preventing Violence Against Women and Promoting Gender Equality in Peace Operations](#)

3.1.5 Sexual and Gender-Based Violence and International Peace and Security (POTI)

This course, developed in partnership with the International Peace Institute (IPI), is designed to educate peace operations personnel on sexual and gender-based violence (SGBV). Throughout eight lessons, the course explores several topics and issues related to SGBV to clarify the terminology, patterns, and impacts of this complex and pervasive form of violence. The lessons also discuss and disprove, through case studies of historical and contemporary events, common assumptions about the victims, causes, and perpetrators of SGBV. In later lessons, the course examines the predominant policies and approaches used by the United Nations and other actors in the multilateral system to shape efforts towards preventing and responding to SGBV, as well as approaches that are used in United Nations missions to inform the work of peace operations personnel. While this course is not intended to provide recommendations or instructions regarding the activities of personnel, it does aim to equip students with an understanding of SGBV to enhance the work of peace operations personnel. Eight lessons.

Link to the course: [Sexual and Gender-Based Violence and International Peace and Security](#)

3.1.6 Understanding violence against women and girls (UN WOMEN)

The course provides an understanding of violence against women and girls, its extent, drivers and impact. It also provides evidence-based guidance for policy-makers and stakeholders in complementary fields to better understand the key pillars for preventing it from occurring in the first place and responding to it when it does occur.

Target audience: The e-learning is designed for individuals who have an understanding of gender issues, but who may be less familiar with the violence against women and girls field. Primary audiences include policy-makers and advocates, though general audiences would also benefit from the course.

Link to the course: [Understanding violence against women and girls](#)

3.1.7 Violence Against Women and Migrant Workers (UN WOMEN)

The overall objective of the course is to strengthen multi-sectoral coordinated quality services to respond to violence against women migrant workers. Specifically, the course aims to build an understanding of the intersectionality of violence against women migrant workers, focusing on the specific needs of women migrant workers, and the risks they face during their migration journey, and to understand key elements in providing essential services to them, based on good practices. The online training is targeting relevant government officials, CSOs, NGOs and women's networks' representatives, service providers, and other key stakeholders.

Target audience: This course is aimed at a global audience including Government officials, violence against women coordination mechanisms, migration institutions, recruitment agencies and trade unions, CSOs, NGOs and women's networks, and anyone who is interested in the topic. It is recommended to complete the training on the Essential Services Package for Women and Girls Subject to Violence prior to undertaking this training.

Link to the course: [Violence Against Women and Migrant Workers](#)

3.2 Gender Equality and Inclusiveness

3.2.1 AKU 11B – Gender Aspects in Missions and Operations (ESDC)

Autonomous Knowledge Unit gives an overview of UN Security Council Resolution 1325 and following on women, peace and security, and the subsequent international policy commitments by the European Common Security and Defence Policy (CSDP), NATO and the United Nations. It furthermore outlines the multiple approaches for implementing a gender perspective in operations. While there is no time limit for the study of this AKU, its study is estimated to take between 1.5 to 2 hours.

Link to the course: [AKU 11B – Gender Aspects in Missions and Operations](#)

N.B.: You need to be logged in to the ILIAS platform in order to open the course link.

3.2.2 An introduction to CEDAW (UN WOMEN)

The objective of this course is to enhance the capacity of UN programme staff, public servants and civil society at national, regional and global offices, to support the implementation of CEDAW by national counterparts via:

- Increased knowledge about CEDAW, including its core principles, core obligations of States parties to CEDAW, the reporting cycle, domestication of CEDAW at national level, and the use of the optional protocol to CEDAW.
- Enhanced skills to apply the substantive framework of CEDAW in legislative, policy and institutional analysis and incorporate CEDAW in programming and policy advocacy work.
- Strengthened awareness of women's rights violations and gender inequality and strengthened commitment to promote women's human rights and gender equality.

Target audience: This course will be of interest for UN programme staff at national, regional and global offices, as well as senior officers at UN national, regional and global offices, government officials and civil society.

Link to the course: [An introduction to CEDAW](#)

3.2.3 Gender and Disarmament (UN WOMEN)

Goals of the course:

- Understand the contribution disarmament can make to the achievement of the 2030 Agenda for Sustainable Development and how components of the SDG agenda can be used as entry points for gender-sensitive disarmament
- Identify key concepts and gender issues in different aspects of disarmament
- Explore women's empowerment and participation in disarmament processes
- Analyze key frameworks for mainstreaming gender in disarmament, including frameworks for sustaining peace; and
- Identify initiatives for mainstreaming gender in disarmament

Target audience: This course has been developed by the UN Women Training Centre in collaboration with the United Nations Office for Disarmament Affairs (UNODA) and the Women, Peace and Security Section of UN Women. The course is funded by UNODA-UNSCAR.

Link to the course: [Gender and Disarmament](#)

3.2.4 Gender Matters Micro Course (UNITAR)

This microlearning course offers a brief overview of key concepts related to gender. After completing the course, you will be able to:

- Define what gender is.
- Differentiate sex and gender.
- Define Gender Socialisation.
- Define Gender Identity.
- Define the Gender Division of Labour.
- Define Gender Hierarchy.
- Define Gender Stereotypes.
- Define Gender Equality

Target audience: This microlearning course is designed for a wide range of leaders for Peace of all levels of experience, including mediators, humanitarian workers, conflict resolution specialists, as well as community leaders who are looking to enhance their ability to support the communities they work with.

Link to the course: [Gender Matters Micro Course](#)

3.2.5 How to Manage Gender-Responsive Evaluation (UN WOMEN)

This eLearning course is part of the UN Women professionalization initiative to strengthen the evaluation function, a comprehensive, hands-on programme aimed at developing core competencies in managing gender-responsive evaluation for UN Women staff. Created with contributions from UN Women staff located around the world, the initiative is comprised of the UN Women Evaluation Handbook, an eLearning course, and a coaching programme. The professionalization initiative was developed in collaboration between the Independent Evaluation Office, Human Resources and the Training Centre.

Target audience: This course is open to anyone around the world, the primary audience is UN Women staff, in particular MandE Officers/focal points and other staff that manage evaluations, and the senior management involved in evaluation processes.

Link to the course: [How to Manage Gender-Responsive Evaluation](#)

3.2.6 How to Series – Module 1: Implementing Gender Equality Markers (UN WOMEN)

This module provides background information on gender equality coding and provides practice on coding specific initiatives. The module only draws on documentation from entities that have gender equality markers that are consistent with the UNDG guidance. The purpose is to provide additional information on gender equality marker definitions or codes and provide opportunities to practice coding specific initiatives.

Target audience: All UN System staff and others who are interested to learn about gender issues.

Link to the course: [How to Series – Module 1: Implementing Gender Equality Markers](#)

3.2.7 How to Series – Module 1.1: Implementing Gender Equality Markers – Coding Definitions (UN WOMEN)

This module provides background information on gender equality coding and provides practice on coding specific initiatives. The module only draws on documentation from entities that have gender equality markers that are consistent with the UNDG guidance. The purpose is to provide additional information on gender equality marker definitions or codes and provide opportunities to practice coding specific initiatives.

Target audience: All UN System staff and others who are interested to learn about gender issues.

Link to the course: [How to Series – Module 1.1: Implementing Gender Equality Markers – Coding Definitions](#)

3.2.8 How to Series 2: Gender Equality and Sustainable Project Management (UN WOMEN)

This course aims to develop and/or strengthen awareness and understanding of gender equality and women's empowerment as a first step towards behavioral change and the integration of a gender perspective into everyday work for all UN staff at headquarters, regional and country levels. It provides an introduction to the concepts, international framework, and methods for working toward gender equality and women's empowerment. It also offers users the opportunity to make links between gender and specific thematic areas such as work; education; political participation; emergencies; peace and security; sexual and reproductive health; sexual and gender diversity and human rights; and violence against women.

Target audience: All UN System staff and others who are interested to learn about gender issues.

Link to the course: [How to Series 2: Gender Equality and Sustainable Project Management](#)

3.2.9 How to Series 3: Mainstreaming Gender Equality in Infrastructure (UN WOMEN)

This module will allow users to understand why and how gender mainstreaming is important to planning, building, operating, and maintaining infrastructure; recognize the importance of human-centered infrastructure design and the purpose of infrastructure to provide services; recall fundamentals of how to mainstream gender equality into infrastructure project life design and planning; and understand and apply practical approaches and resources available to gender mainstreaming in specific infrastructure types.

Target audience: All UN System staff and others who are interested to learn about gender issues, specially project managers, infrastructure professionals such as planners, designers, architects and engineers, business developers, and procurement experts drafting TORs and developing evaluation criteria, and social inclusion and gender equality specialists working on development and relief projects globally need support to recognize the relevance of gender equality within infrastructure development, as well as practical examples and guidance on how it applies to their work.

Link to the course: [How to Series 3: Mainstreaming Gender Equality in Infrastructure](#)

3.2.10 How to Series 4: Mainstreaming Gender Equality in Procurement (UN WOMEN)

This module will allow users to understand why and how procurement is a key enabler for gender equality and women's empowerment. In particular, the users will: familiarise with the notions of gender mainstreaming in procurement; appreciate the drivers for gender equality inclusion; and learn about useful tools and approaches to drive gender mainstreaming through public procurement.

Target audience: All UN System staff and others who are interested to learn about gender issues, specifically procurement experts drafting TORs and developing evaluation criteria, project managers, business developers, social inclusion and gender equality specialists, and other staff who are interested in learning about the relevance of gender equality within procurement, as well as practical examples and guidance on how it applies to their work.

Link to the course: [How to Series 4: Mainstreaming Gender Equality in Procurement](#)

3.2.11 How to Series 5: UNCT-SWAP Gender Equality Scorecard (UN WOMEN)

This module is an addition to the 'I Know Gender' online learning courses. It allows users to better understand the UNCT-SWAP content and process. The recommendation is to undertake the UNCT SWAP on the occasion of the CCA/UNSDCF roll-out but it will also work during the UNSDCF implementation timeline. By the end of the course, participants will have a better understanding of what the UNCT-SWAP framework and performance indicators are and how it relates to the work of UN country teams. Participants will also learn how the UNCT-SWAP grew out of key mandates and commitments on gender equality and women's empowerment across the UN system.

Target audience: UN personnel who play a lead role in coordinating and monitoring UNCT-SWAP implementation (chair(s) of the Gender Theme Group (GTG) or Inter- Agency Team (IAT), RCO focal points); RCs

and UNCT HoAs who oversee UNCT-SWAP implementation and monitoring efforts with support from the GTG, and UN personnel who lead and/or are members of interagency groups governed by the Scorecard Performance Indicators (GTG, OMT, M&E Group, Results Groups, UNCG); all UN personnel members who are interested in learning more about systemwide accountability for gender mainstreaming at the country level.

Link to the course: [How to Series 5: UNCT-SWAP Gender Equality Scorecard](#)

3.2.12 I Know Gender 1-2-3: Gender Concepts to Get Started, International Frameworks on Gender Equality; and Promoting Gender Equality throughout the UN System (UN WOMEN)

This course aims to develop and/or strengthen awareness and understanding of gender equality and women's empowerment as a first step towards behavioral change and the integration of a gender perspective into everyday work for all UN staff at headquarters, regional and country levels. It provides an introduction to the concepts, international framework, and methods for working toward gender equality and women's empowerment. It also offers users the opportunity to make links between gender and specific thematic areas such as work; education; political participation; emergencies; peace and security; sexual and reproductive health; sexual and gender diversity and human rights; and violence against women.

Target audience: All UN System staff and others who are interested to learn about gender issues.

Link to the course: [I Know Gender 1-2-3: Gender Concepts to Get Started, International Frameworks on Gender Equality; and Promoting Gender Equality throughout the UN System](#)

3.2.13 I Know Gender 5: Women's Leadership and Decision Making (UN WOMEN)

Women's equal participation in decision making is a necessary condition for justice and democracy, as well as for ensuring that women's interests and points of view are taken into account. This module focuses primarily on women's political participation, but we will also discuss women's leadership in the private sector, and other areas such as education, justice systems, civil society, and media.

Target audience: All UN System staff and others who are interested to learn about gender issues.

Link to the course: [I Know Gender 5: Women's Leadership and Decision Making](#)

3.2.14 I Know Gender 17: Gender Equality in the World of Work (UN WOMEN)

Respect for diversity is a core value of the United Nations. It requires every UN staff member to treat men and women equally. Along with equality of treatment, combating gender discrimination in the world of work necessitates upholding equality of opportunity. Gender discrimination leads to unequal effects that place the

victims of discrimination in a situation of disadvantage, impairing their access to employment opportunities, let alone equality of treatment at the workplace. These unequal effects lead to unequal outcomes between women and men. A well-known outcome is that around the world there are fewer women in employment than men.

Target audience: All UN System staff and others who are interested to learn about gender issues.

Link to the course: [I Know Gender 17: Gender Equality in the World of Work](#)

3.2.15 I Know Gender 8: Gender Equality and Education (UN WOMEN)

This module will introduce you to the main concepts and issues related to gender equality and education. This module was developed because of the importance of education in the life of a child. Education enables a child to grow and develop on a personal level, acquiring the skills, knowledge and attitudes that are crucial to living a fulfilling life. In addition to benefiting the individual child, education also benefits the learner's family, community, and country. It is therefore critical that we strive to provide equal access and opportunities in education for every child, benefiting girls and boys equally.

Target audience: All UN System staff and others who are interested to learn about gender issues.

Link to the course: [I Know Gender 8: Gender Equality and Education](#)

3.2.16 I Know Gender 9: Sexual and Reproductive Health and Rights (UN WOMEN)

Sexual and reproductive health and rights are fundamental to women's human rights. Historically, and in many countries at all levels of development today, girls and women do not have control over their reproductive functions or own bodies, and are forced into unwanted marriages and childbearing, which can restrict their access to education and employment and other opportunities.

The approach in this module emphasizes the centrality of sexual and reproductive health and rights to the achievement of gender equality and women's empowerment. In addition, it is centered on the principle that women's agency is essential to realizing reproductive rights.

Target audience: All UN System staff and others who are interested to learn about gender issues.

Link to the course: [I Know Gender 9: Sexual and Reproductive Health and Rights](#)

3.2.17 I Know Gender 12: Sexual and Gender Diversity: A Matter of Human Rights (UN WOMEN)

Respect for diversity is a core UN value, and respect for human rights is a fundamental UN principle. UN staff are required to show respect for the rights of everyone – including lesbian, gay, bisexual, transgender and

intersex people or LGBTI persons. Discrimination and violence against individuals on the basis of their sexual orientation or gender identity, or because they are intersex, violate UN standards and hinder the achievement of UN goals. We all need to understand how we can integrate respect for the human rights of LGBTI people into our lives and into our work.

Target audience: All UN System staff and others who are interested to learn about gender issues.

Link to the course: [I Know Gender 12: Sexual and Gender Diversity: A Matter of Human Rights](#)

3.2.18 I Know Gender 15: Gender, Inclusive, and Sustainable Industrial Development (ISID) (UN WOMEN)

Gender equality and the empowerment of women have a significant positive impact on sustained economic growth and inclusive and sustainable industrial development (ISID), which are drivers of poverty reduction, social integration and environmental sustainability. Beyond recognizing specific vulnerabilities resulting from differing gender roles, women are key agents of change, who, as economic actors, leaders and consumers, play vitally important parts in every country's drive towards a higher level of industrialization in their economies.

Target audience: All UN System staff and others who are interested to learn about gender issues.

Link to the course: [I Know Gender 15: Gender, Inclusive, and Sustainable Industrial Development \(ISID\)](#)

3.2.19 I Know Gender 16: Gender Equality and Migration (UN WOMEN)

This module helps to identify global migration trends and to understand that migration is a gendered experience. It invites to step into the shoes of a migrant and realize how gender shapes every stage of the migrant journey. It also shows how to mainstream gender equality into projects or programmes at each stage of the migration cycle.

Target audience: All UN System staff and others who are interested to learn about gender issues.

Link to the course: [I Know Gender 16: Gender Equality and Migration](#)

3.2.20 Tasa-arvokoulutus toimittajille ja viestijöille (THL, only in Finnish)

Sukupuolella väliä mediassa -koulutus tukee toimittajia ja viestinnän ammattilaisia sukupuolten tasa-arvon edistämisessä. Koulutus nostaa esiin sukupuolen ja muiden erojen merkityksen toimittajan ja viestijän työssä.

Koulutus antaa vinkkejä sukupuolten tasa-arvon edistämiseen kielenkäytön ja kuvituksen keinoin. Koulutuksessa opit, mitä tarkoittavat käsitteet: sukupuoli ja sukupuolen moninaisuus, normit, stereotypiat, seksismi ja normitietoisuus. Koulutus auttaa tunnistamaan ajattelussasi ja mediassa normeja ja stereotypioita, jotka liittyvät sukupuoleen ja muihin risteäviin eroihin, kuten ikään, alkuperään tai vammaisuuteen. Koulutuksen

käytyäsi osaat lähestyä uudesta, kriittisestä näkökulmasta aiheita, joiden käsittely usein nojaa normeihin ja stereotypioihin. Osaat tuottaa tietoa ihmisryhmistä, jotka jäävät usein mediassa yhteiskunnallisen keskustelun ulkopuolelle. Koulutuksen käytyäsi osaat pohtia haastateltavien asiantuntijoiden valintaa kriittisesti ja ottaa käyttöön keinoja mediassa esiintyvien asiantuntijoiden monimuotoisuuden lisäämiseksi.

Linkki kurssiin: [Tasa-arvokoulutus toimittajille ja viestijöille](#)

3.3 UNSCR 1325: Women, Peace and Security

3.3.1 AKU 11A – Gender and the UNSCR 1325 Women, Peace and Security Agenda (ESDC)

Autonomous Knowledge Unit gives an overview of UN Security Council Resolution 1325 and following on women, peace and security, and the subsequent international policy commitments by the European Common Security and Defence Policy (CSDP), NATO and the United Nations. It furthermore outlines the multiple approaches for implementing a gender perspective in operations. While there is no time limit for the study of this AKU, its study is estimated to take between 1.5 to 2 hours.

Link to the course: [AKU 11A – Gender and the UNSCR 1325 Women, Peace and Security Agenda](#)

N.B.: You need to be logged in to the ILIAS platform in order to open the course link.

3.3.2 I Know Gender 11: Women, Peace and Security (UN WOMEN)

Considering the different needs of women, men, boys and girls in armed conflict and emergency situations makes peace building, recovery measures and security policies more efficient and comprehensive. This module shall give you an overview of gender and women's rights in peace and security contexts, the international framework for advancing these, and concrete examples from the field on how to advance gender equality and women's empowerment in peacebuilding and security initiatives.

Target audience: All UN System staff and others who are interested to learn about gender issues.

Link to the course: [I Know Gender 11: Women, Peace and Security](#)

3.3.3 Implementation of the UN Security Council Resolutions on the Women, Peace, and Security Agenda (UN WOMEN)

The aim of this three-course suite is to raise awareness of the UN Security Council Resolution 1325 on Women, Peace, and Security in order to build capacities for its implementation at the regional and national levels.

Target audience: The courses were especially designed for people who work in the area of peace and security in each of the three geographic regions and who require a practical tool to support and facilitate the implementation of the women, peace, and security agenda.

Link to the course: [Implementation of the UN Security Council Resolutions on the Women, Peace, and Security Agenda](#)

3.3.4 Implementation of the UN Security Council Resolutions on the Women, Peace, and Security Agenda in Africa (POTI)

The first three lessons broadly focus on the role the United Nations plays in promoting peace and security, highlighting the importance of employing a gender perspective in the field and the role of United Nations Security Council resolution 1325 (2000) and subsequent resolutions. Within this context, Lessons 4 and 5 highlight the challenges and priorities specific to Africa. Finally, Lesson 6 examines the role of regional and subregional organizations in facilitating the national implementation of the resolutions.

The updated edition of this course covers best practices for gender mainstreaming within a mission, recent National Action Plans across Africa, and evolving strategies for enhancing women's meaningful political participation in the region.

Target audience: This course was specially designed for those who work in the area of peace and security at the national or regional levels in Africa and require a practical tool to support the implementation of the women, peace, and security agenda.

Link to the course: [Implementation of the UN Security Council Resolutions on the Women, Peace, and Security Agenda in Africa](#)

3.3.5 Implementation of the UN Security Council Resolutions on Women, Peace, and Security Agenda in Asia and the Pacific (POTI)

The first three lessons broadly focus on the role the United Nations plays in promoting peace and security, highlighting the importance of employing a gender perspective in the field and the role of United Nations Security Council resolution 1325 (2000) and subsequent resolutions. Within this context, Lessons 4 and 5 highlight the challenges and priorities specific to Asia and the Pacific. Finally, Lesson 6 examines the role of regional and subregional organizations in facilitating the national implementation of the resolutions.

The updated edition of this course covers best practices for gender mainstreaming, recent National Action Plans across Asia and the Pacific, and evolving strategies for enhancing women's meaningful political participation in the region.

Target audience: This course was specially designed for those who work in the area of peace and security at the national or regional levels in Asia and the Pacific and require a practical tool to support the implementation of the women, peace, and security agenda.

Link to the course: [Implementation of the UN Security Council Resolutions on Women, Peace, and Security Agenda in Asia and the Pacific](#)

3.3.6 Implementation of the UN Security Council Resolutions on the Women, Peace, and Security Agenda in Latin America and the Caribbean (POTI)

The first three lessons broadly focus on the role the United Nations plays in promoting peace and security, highlighting the importance of employing a gender perspective in the field and the role of United Nations Security Council resolution 1325 (2000) and subsequent resolutions. Within this context, Lessons 4 and 5 highlight the challenges and priorities specific to LAC. Finally, Lesson 6 examines the role of regional and subregional organizations in facilitating the national implementation of the resolutions.

This updated edition of the course covers best practices for gender mainstreaming, recent National Action Plans across LAC, and evolving strategies for enhancing women's meaningful political participation in the region.

Target audience: While informative for any student interested in the topic, this course was specially designed for those who work in the area of peace and security at the national or regional levels in Latin America and the Caribbean (LAC) and require a practical tool to support the implementation of the women, peace, and security agenda.

Link to the course: [Implementation of the UN Security Council Resolutions on the Women, Peace, and Security Agenda in Latin America and the Caribbean](#)

4. Good Governance, Rule of Law and SSR

4.1 Good Governance

4.1.1 Good Governance After Conflict: Guiding Principles (USIP)

The aim of this course is for participants to understand the challenges and opportunities in achieving good governance within the complex context of a transition environment. Ultimately, this course will help enable participants to develop and implement effective strategies for building good governance in conflict-to-peace transitions.

Link to the course: [Good Governance After Conflict: Guiding Principles](#)

4.1.2 Good Governance After Conflict: Building Institutions for Reform (USIP)

This course provides an overview of key considerations with regard to specific sectors and institutions when working in transition environments, and help practitioners and policymakers determine effective strategies for achieving good governance after conflict.

Link to the course: [Good Governance After Conflict: Building Institutions for Reform](#)

4.1.3 A Micro Course: Good Governance after Conflict (USIP)

The aim of this micro-course is to provide participants with a quick overview of the challenges and opportunities in achieving good governance within the complex context of conflict affected societies.

Link to the course: [A Micro Course: Good Governance after Conflict](#)

4.1.4 Preventing Election Violence (USIP)

This online course introduces how election violence is a threat to peace and democracy. The course provides participants with knowledge and skills to prevent violence more effectively across different electoral and conflict environments. The course identifies risks and opportunities for prevention through the various phases of the election cycle--before, during and after election day--as well as the underutilized time between elections. The course also introduces different types of election violence prevention and reviews their utility.

Link to the course: [Preventing Election Violence](#)

4.1.5 Transparency, Accountability and Ethics in Public Institutions (UN DESA)

This course shows you what corruption is and who may become involved. We identify where there is a risk of corruption and what impact it has. The course also covers assessing, monitoring and a corruption risk assessment. Throughout the course you can go in-depth in chosen topics by referring to the accompanying Guide. This course is based on the Toolkit on Transparency, Accountability and Ethics in Public Institutions that is part of the Curriculum on Governance for the Sustainable Development Goals, developed by the UN Department of Economic and Social Affairs.

Link to the course: [Transparency, Accountability and Ethics in Public Institutions](#)

4.1.6 A Training Toolkit: Transparency, Accountability and Ethics in Public Institutions (UN DESA)

The training toolkit approaches integrity and effective anti-corruption in public institutions as the results of three interlinking factors: **(1)** Transparency of government, **(2)** Accountability, and **(3)** Transforming mindsets to adopt ethical standards for public servants. The course, based on the training toolkit, intends to promote public servants' ethical awareness and transform mindsets for ethical behavior and decision-making, enabling them to become change agents and lead on integrity transformations.

Link to the course: [A Training Toolkit: Transparency, Accountability and Ethics in Public Institutions](#)

4.2 Rule of Law

4.2.1 Introduction to Rule of Law Practice (USIP)

This course introduces foundational legal, justice, and rule of law theory, along with comparative legal systems. It also covers the history of the rule of law field and its community of practice, as well as outlining the basics of rule of law project management.

Link to the course: [Introduction to Rule of Law Practice](#)

4.2.2 I Know Gender 17: Gender Equality and Organized Crime (UN WOMEN)

The overall objective of this introductory I Know Gender: Gender Equality and Organized Crime Module is to develop and/or strengthen knowledge, understanding and awareness of basic concepts related to gender equality and women's empowerment as it relates to the topic of organized crime. The aim is to promote the integration of a gender equality perspective in everyday work for those working in this field, such as UN staff in its programme of work and Member States, their agents, civil society and the private sector working to counteract organized crime, with a view to bring about behaviour change and a transformational impact on women and girls.

The module addresses thematic topics relevant to UNODC's mandated areas of work – across the three pillars of its work programme (normative work, research and analytical work, as well as field-based technical cooperation projects to enhance the capacity of Member States to counteract illicit drugs, crime, corruption and terrorism).

Target group: All UN System staff and others who are interested to learn about gender issues.

Link to the course: [I Know Gender 17: Gender Equality and Organized Crime](#)

4.3 Security Sector Reform (SSR)

4.3.1 Introduction to Security Sector Reform and Governance (DCAF)

This introductory course provides participants with an understanding and overview of SSG/R, its key principles, actors and contexts within which SSG/R takes place.

Link to the course: [Introduction to Security Sector Reform and Governance](#)

4.3.2 Playlist: International Learning on SSG/R (DCAF)

We have compiled a selection of video playlists covering a rich array of topics pertaining to international learning on SSG/R. We invite you to delve into these playlists that present key themes related to SSG/R through interviews with a wide variety of voices working in this field.

Target audience: People involved in advising on and programming in SSG/R.

Link to the course: [Playlist: International Learning on SSG/R](#)

5. Human Rights

5.1 An Introduction to Climate Change and Human Rights (UN CC)

This course addresses how human rights obligations require the international community to take more ambitious action to mitigate emissions, to support adaptation that benefits persons, groups and peoples in vulnerable situations, and to address loss and damage associated with the impacts of climate change.

Target audience: This course is intended for everyone with an interest in learning more about climate change and human rights; including policy-makers, students, experts, activists and academics. The course will provide you with tools to better understand, discuss, participate, and act on climate change as well as human rights challenges and opportunities.

Link to the course: [An Introduction to Climate Change and Human Rights](#)

5.2 International principles and standards for the application of special investigation techniques (DCAF)

This course will provide the professionals in the judicial system with the essential information about the right to privacy, its limitations through the principles and standards of the European Court of Human Rights practice, and its protection through the established international principles and standards, in particular when special investigative techniques are used.

Link to the course: [International principles and standards for the application of special investigation techniques](#)

5.3 National Human Rights Institutions, Ombudsman and Private Security (DCACF)

This course aims to provide an in-depth understanding of standards and good practices in the regulation of private security. It therefore specifically addresses National Human Rights Institutions, Ombudsman and their role in the regulation of private military and private security companies.

Target audience: We support the training of National Human Rights Institutions and Ombudsman in Latin America on "Private Security and Human Rights". To this end, we have created a training course on human rights institutions and private security. The course is also instructive for other stakeholders such as civil society organisations and human rights defenders.

Link to the course: [National Human Rights Institutions, Ombudsman and Private Security](#)

5.4 Religions, Beliefs, and Human Rights: A "Faith for Rights" Approach (USIP)

Faith-based actors and the values they bring have informed both the advocacy and advancement of human rights. From taking a stand against discrimination and hate speech to promoting and protecting minority rights, faith-based actors are often well-positioned to help lead in the fight to guarantee human rights for all. And given an intrinsic link between human rights and peacebuilding, faith-based actors have a unique opportunity to support human rights to create partnerships for peace.

This online course uses the peer-to-peer learning methodology of the #Faith4Rights Toolkit for religious and faith-based actors, policymakers, and practitioners to explore these links. This serves as a practical guide for protecting and promoting human rights to prevent, manage, and resolve violent conflict.

Link to the course: [Religions, Beliefs, and Human Rights: A "Faith for Rights" Approach](#)

6. Humanitarian Work and Development Cooperation

6.1 I Know Gender 10: Gender Equality in Emergencies (UN WOMEN)

This module addresses the importance of promoting gender equality and the empowerment of women during all operations, including humanitarian emergencies. Gender equality is a core UN value that all UN staff must honor. In order to have effective, efficient, inclusive and responsive humanitarian assistance that saves lives, alleviates suffering, builds resilience and maintains human dignity, we must look at gender as a key factor.

Target audience: All UN System staff and others who are interested to learn about gender issues.

Link to the course: [I Know Gender 10: Gender Equality in Emergencies](#)

6.2 IASC e-learning on Gender Equality in Humanitarian Action (UN WOMEN)

To provide introductory guidance – through information and practical examples – on the fundamentals of applying a gender-equality approach across all stages of the humanitarian programming cycle, based on the content of the IASC's 2017 Gender Handbook for Humanitarian Action.

Target audience: All humanitarian staff from UN, NGOs, government and civil society looking for an introduction on how to integrate gender equality, and the empowerment of women and girls in the assessment, planning, implementation and monitoring of humanitarian programming.

Link to the course: [IASC e-learning on Gender Equality in Humanitarian Action](#)

6.3 The Peace and Development Nexus in Africa: Governance, Financing, and Country Systems (UNSSC, 2025)

This self-paced online course equips learners with strategies for building governance structures, managing financial flows, and implementing sustainable policies — all within Africa's unique context. Developed by the **United Nations Office of the Special Adviser on Africa** and the **United Nations System Staff College**, with financial support from the **United Nations Peace and Development Trust Fund**, this course aims to provide policymakers with the tools to implement solutions made for Africa in Africa that boost the continent's development. Participants will be equipped with insights and knowledge to assess and promote sustainable development and durable peace in the region. Through a comprehensive conceptual framework, it explores the interconnectedness of peace, sustainable development, financing, and governance.

Target audience: The target audience for this course are mid-level government officials across key ministries in Africa, including finance and planning, education, energy, agriculture and homeland security. The course will also benefit a diverse range of professionals, including staff members of international organizations, civil service, regional organizations, non-governmental organizations, civil society, and academia across Africa.

Link to the course: [The Peace and Development Nexus in Africa: Governance, Financing, and Country Systems](#)

6.4 Words into Action: National Disaster Risk Assessment - Toolkit for National Practitioners (UNITAR, 2027)

The United Nations Office for Disaster Risk Reduction (UNDRR) has commissioned the development of guidelines on National Disaster Risk Assessment (NDRA) as part of its **“Words into Action”** initiative. These guidelines aim to support the national implementation of the Sendai Framework for Disaster Risk Reduction 2015-2030 by addressing the Framework’s first priority: understanding disaster risk. The guidelines provide a comprehensive overview of the policy objectives, governance structures, and processes involved in designing, implementing, and utilizing national disaster risk assessments. They emphasize the importance of integrating both intensive and extensive risk considerations, ensuring that disaster risk management aligns with sustainable development goals and addresses the impacts of climate change.

The e-learning course aims to motivate and guide countries in establishing a national system for understanding disaster risk, serving as a central repository for publicly available risk information. This system will oversee the implementation and updates of national disaster risk assessments to inform disaster risk management, risk reduction strategies, and development plans.

Target audience:

- Leads of NDRA authorities
- National Government Ministries
- Related National Technical Institutions, such as hydrometeorological department.
- Practitioners of Disaster Risk Management at national, subnational, and local levels. This includes regional and global development institutions, technical experts, academics, and research centers on knowledge creation.

Link to the course: [Words into Action: National Disaster Risk Assessment - Toolkit for National Practitioners](#)

7. Information Technology and Cyber Security

7.1 AKU 107 Awareness course on Cyber Diplomacy (ESDC)

This course will introduce you to: some basic cybersecurity concepts, the threat landscape in cyberspace and the ways to mitigate these threats in cyberspace.

Link to the course: [AKU 107 Awareness course on Cyber Diplomacy](#)

N.B.: You need to be logged in to the ILIAS platform in order to open the link.

7.2 BBB + ILIAS: Be "synchronous" (ESDC)

After the course, the participant will be able to use:

- Webcam sharing
- Audio sharing
- Hand gestures and emojis
- Chatting and polling
- Collaborative documentation editing
- Breakout rooms
- Multi-user whiteboard and screen sharing
- Closed Captions (CC)

Link to the course: [BBB + ILIAS: Be "synchronous"](#)

N.B.: You need to be logged in to the ILIAS platform in order to open the link.

7.3 Cyber hygiene course for civil servants (DCAF)

This course begins by introducing the basics of cybersecurity and why it is important. Then, it defines what is a hacker and the type of hacking mechanisms they use to attack individuals and organizations. Lastly, it demonstrates the best ways to avoid cyber-attacks and how to stay safe online. There is a knowledge review after each module and a final knowledge assessment quiz after the last module.

Link to the course: [Cyber hygiene course for civil servants](#)

7.4 Tutorial on Handling and Protection of Classified Information in Parliaments (DCAF)

The e-tutorial provides information on the protection and handling of classified information in accordance with generally acceptable standards and best practices in democratic countries.

Link to the course: [Tutorial on Handling and Protection of Classified Information in Parliaments](#)

7.5 How to Spot and Counter Disinformation Online (UN & Wikihow)

Anyone can post something online and reach thousands of people. Sometimes, it's disinformation — which is created to trick you into believing something that isn't true. This can be dangerous and all of us can help stop it spreading. Take this course to help you recognize disinformation, stop its spread, and help protect your community.

Link to the course: [How to Spot and Counter Disinformation Online](#)

7.6 Risk-informed Governance and Innovative Technology for Disaster Risk Reduction and Resilience (UN DESA)

The eLearning course seeks to build capacities to spearhead innovations and utilize Information and Communications Technologies (ICTs) and key frontier technologies in the government in order to drive disaster risk reduction and resilience. Special emphasis is given to public service innovations that serve the needs of countries in special situations, including methods for adapting and scaling them to align them with the national contexts. The materials, case studies, and knowledge checks part of the online module aim to explore the mechanisms for access, adoption, uptake, finance, and maintenance of emerging technologies in practical formats that seek to advance public sector capacities for risk-informed policymaking and resilience.

Target audience: The toolkit is designed mainly for government officials and public institutions leading SDG Implementation and Sendai Framework for DRR.

Link to the course: [Risk-informed Governance and Innovative Technology for Disaster Risk Reduction and Resilience](#)

8. Institutions and Management

8.1 African Union (AU)

8.1.1 Introduction to the African Union Operational Guidance Notes on DDR (UNITAR)

UNITAR is supporting the African Union activities related to strengthening the capacity of its Member States to provide effective support to implement emerging as well as classic DDR through the operationalization and dissemination of the AU Operational Guidance Notes (OGNs). UNITAR, also a member of the Inter-Agency Working Group on DDR (IAWG-DDR) and the Integrated DDR Training Group (IDDRTG), is well-positioned as a link to the main actors working on DDR, therefore connecting the work of the AU and the UN.

This online course has been designed to introduce the content of the African Union Operational Guidance Notes on Disarmament, Demobilization and Reintegration.

Link to the course: [Introduction to the African Union Operational Guidance Notes on DDR](#)

8.2 European Union (EU)

8.2.1 AKU 01 – History and Context of ESDP/CSDP Development (ESDC)

Information package.

Link to the course: [AKU 01 – History and Context of ESDP/CSDP Development](#)

N.B.: You need to be logged in to the ILIAS platform in order to open the link.

8.2.2 AKU 02 – European Union Global Strategy (EUGS) (ESDC)

AKU2 explains why we need strategy and highlights the cornerstones of the European Global Strategy.

Link to the course: [AKU 02 – European Union Global Strategy \(EUGS\)](#)

N.B.: You need to be logged in to the ILIAS platform in order to open the link.

8.2.3 AKU 07 – Impact of Lisbon Treaty on CSDP (ESDC)

AKU7 is dedicated to the study of the impact of the Lisbon Treaty on the Common Security and Defence Policy. Once you have completed AKU7, you are expected to be able to identify the Lisbon Treaty's origins and the

overall changes in the European framework, to explain the major changes introduced in the Common Security and Defence Policy and to debate the future challenges to its implementation regarding the security and defence issues.

Link to the course: [AKU 07 – Impact of Lisbon Treaty on CSDP](#)

N.B.: You need to be logged in to the ILIAS platform in order to open the link.

8.2.4 AKU 36 – Civilian CSDP Compact (ESDC)

Learning outcomes: The history behind the creation of the civilian compact, the Compact commitments and their relationship to the 3 clusters, the core deliverables produced, key processes, main challenges and prospects for the implementation of the compact.

Link to the course: [AKU 36 – Civilian CSDP Compact](#)

N.B.: You need to be logged in to the ILIAS platform in order to open the link.

8.2.5 EUPCST Online Training (ESDC)

This training will provide you with basic information on EU CSDP missions, related EU structures and cross-cutting issues. Completing the training takes approximately 3 hours. The registration for this online training may take a few days. For more instructions on how to find the course see the following link: [EUPCST course instructions](#)

Link to the course: [EUPCST Online Training](#)

N.B.: You need to be logged in to the ILIAS platform in order to open the link.

8.3 United Nations (UN)

8.3.1 BSAFE — Online security awareness training (UNDSS)

BSAFE is the new online security awareness training. It replaces both Basic Security in the Field (BSITF) and Advanced Security in the Field (ASITF).

Target audience: BSAFE is mandatory for all UN personnel, including staff, interns and consultants. Useful for those leaving for missions abroad.

Link to the course: [BSAFE — Online security awareness training](#)

8.3.2 Engaging Safely at the UN (UNSSC, 2025)

Engaging Safely at the UN aims to ensure young people's inclusive and safe engagement at the UN, addressing discrimination, harassment, and abuse. The online training provides youth-friendly guidance on United Nations (UN) reporting mechanisms and safe participation, using real-life examples to educate on preventing harmful behaviours.

Target audience: This training is for all young people engaging with the UN in the context of events, conferences, intergovernmental and multi-stakeholder processes, working groups and meetings at UN locations.

Link to the course: [Engaging Safely at the UN](#)

8.3.3 Principles and Guidelines for UN Peacekeeping Operations (POTI)

This publication is a comprehensive document that defines and promulgates available peacekeeping doctrine, definitions, procedures, and policy. In ten chapters, it introduces the concept and evolution of UN Peacekeeping, explains the decision process that precedes the deployment of a peacekeeping operation, and then the planning process to implement that decision. It also discusses the art of successful mandate implementation and addresses the management of peacekeeping operations, how operations are supported and sustained, and how they are concluded at their termination.

Target audience: All UN personnel serving in the field and at Headquarters, as well as to those who are new to UN peacekeeping.

Link to the course: [Principles and Guidelines for UN Peacekeeping Operations](#)

8.4 Management and Leading

8.4.1 Design, Monitoring and Evaluation for Programming in Fragile Environments (USIP)

It is now more important than ever for practitioners working in fragile and conflict affected environments to justify the relevance and effectiveness of their programs to achieve a desired social change, particularly when resources are limited.

Link to the course: [Design, Monitoring and Evaluation for Programming in Fragile Environments](#)

8.4.2 Facilitators Course (DCAF)

The course was developed by DCAF under the framework of the Police Integrity Building Programme. It focuses on adult learning theories, models, concepts, and strategies that are appropriate for planning, organising, delivering, and evaluating training in law enforcement agencies.

Link to the course: [Facilitators Course](#)

8.4.3 How to Manage Gender-responsive Evaluation (UN WOMEN)

This eLearning course is part of the UN Women professionalization initiative to strengthen the evaluation function, a comprehensive, hands-on programme aimed at developing core competencies in managing gender-responsive evaluation for UN Women staff. Created with contributions from UN Women staff located around the world, the initiative is comprised of the UN Women Evaluation Handbook, an eLearning course, and a coaching programme. The professionalization initiative was developed in collaboration between the Independent Evaluation Office, Human Resources and the Training Centre.

Target audience: This course is open to anyone around the world, the primary audience is UN Women staff, in particular MandE Officers/focal points and other staff that manage evaluations, and the senior management involved in evaluation processes.

Link to the course: [How to Manage Gender-responsive Evaluation](#)

8.4.4 Project Cycle Management (FINGO)

Welcome to study the basics of Project Cycle Management in Development Cooperation! This online self-study package is designed for all civil society organizations (CSOs) planning and implementing development cooperation projects. The aim is to support learning and capacity development of the CSOs, as well as to improve the quality and effectiveness of projects. The online material is also used in our face-to-face trainings as support and background material.

Target audience: CSO personnel.

Link to the course: [Project Cycle Management](#)

8.4.5 Results-Based Management (UN WOMEN)

A comprehensive training programme to equip UN Women staff with the knowledge and skills to apply results-based management (RBM) principles in supporting UN Women programming processes. In response to the need for increased accountability to support implementation of the 2030 Agenda, this course offers a mix of knowledge and skills for advancing the implementation of RBM and strengthening the quality of UN Women

programming at the country, regional and corporate level. Participants will become knowledgeable about RBM and its practical application. This course highlights the extent to which the implementation of RBM techniques has an impact on UN Women processes. It demonstrates how RBM contributes to national efforts for achieving development results and shapes countries' approaches to programme design, implementation and management for results in development. At the end of the course, participants will:

- Be able to apply results-based management in country, regional and corporate level programming;
- Understand and be prepared to use different programme planning, monitoring and reporting tools.

Target audience: All UN Women staff members involved in planning, implementation, monitoring and reporting at country level, regional and corporate level.

Link to the course: [Results-Based Management](#)

8.4.6 Sisäministeriön hallinnonalan projektikoulutus (Mol; only in Finnish)

Tämä koulutus tarjoaa sisäministeriön hallinnonalan projekteissa työskentelevälle henkilöstölle kattavat perustiedot projektitoiminnasta. Tavoitteenamme on myös projektitoiminnan jatkuva kehittäminen ja henkilöstön osaamisen yhtenäistäminen, jotta meillä olevasta projektiasiantuntijuudesta olisi nykyistä vielä enemmän hyötyä. Tarkoituksena onkin auttaa luomaan vahva pohja projektiosaamiselle ja sen jatkuvalle kehittämiselle niin yksilö- kuin organisaatitasolla.

Linkki kurssille: [Sisäministeriön hallinnonalan projektikoulutus](#)

N.B.: Sinun pitää olla kirjautunut CMC:n Moodle-alustalle, jotta pääset kurssille. Jos sinulla ei ole Moodle-tunnuksia, voit kysyä ne koulutusyksiköstä (training@cmcf Finland.fi).

8.4.7 Sisäministeriön hallinnonalan projektikoulutuksen jatko-osa (Mol; only in Finnish)

Tämä koulutus on jatko-osa sisäministeriön hallinnonalalle suunnattuun projektikoulutukseen, ja tarkoitettu niille, jotka ovat jo ehtineet suorittaa "Sisäministeriön hallinnonalan projektikoulutus" -kurssin. Jos et ole vielä suorittanut sitä, käythän ensin tekemässä sen. Tässä osiossa tutustutaan koulutuksen jatko-osan tavoitteisiin ja työskentelyohjeisiin.

Link to the course: [Sisäministeriön hallinnonalan projektikoulutuksen jatko-osa](#)

N.B.: Sinun pitää olla kirjautunut CMC:n Moodle-alustalle, jotta pääset kurssille. Jos sinulla ei ole Moodle-tunnuksia, voit kysyä ne koulutusyksiköstä (training@cmcf Finland.fi).

8.4.8 Thought Leadership Course - Synergizing Disaster Risk Reduction and Climate Change Adaptation (UNSSC, 2025)

In this thought leadership module, developed in partnership with the UN Office for Disaster Risk Reduction (UNDRR), you will explore the fundamental aspects of harnessing disaster risk reduction (DRR) and climate change adaptation (CCA) synergies and the lessons learnt by those who are at the forefront of comprehensive disaster and climate risk management.

Target audience: The module is targeted at decision-makers and shapers, and disaster risk reduction and climate change adaptation focal points, who are directly involved in developing national disaster risk reduction strategies and national adaptation plans at the local, subnational, national, regional, and international levels. Other officials and stakeholders that can contribute to advancing disaster risk reduction and climate change adaptation synergies can also make use of the course.

Link to the course: [Thought Leadership Course - Synergizing Disaster Risk Reduction and Climate Change Adaptation](#)

9. Law Enforcement and Military

9.1 Comprehensive Protection of Civilians Training Materials for United Nations Peace Operations: Police Version (POTI)

While POC has sometimes become the yardstick against which mission success is measured, it is arguably also the most challenging mandate to implement. This comprehensive training package combines aspects of POC, Child Protection, and Conflict-Related Sexual Violence, describing the complex linkages between these tasks and how to prevent, deter, and respond to interrelated threats.

Target audience: For police peacekeepers.

Link to the course: [Comprehensive Protection of Civilians Training Materials for United Nations Peace Operations: Police Version](#)

9.2 Defence Ethics (DCAF)

This course concerns ethics and morality in the defence sector. Through case studies and suggested readings, the course covers concepts and approaches in ethical decision-making, how ethics are related to military professionalism, ethical dilemmas in the military, and types of ethical misconduct.

Link to the course: [Defence Ethics](#)

9.3 Effective Weapons and Ammunition Management in a Changing DDR Context (UNITAR)

UNITAR supported the UN Department of Peace Operations (DPO) and the UN Office for Disarmament Affairs (UNODA) by developing this online course on Effective Weapons and Ammunition Management in a Changing DDR Context, based on the handbook published by DPO and UNODA in 2018 and revised in 2021.

The objective of the online course is to strengthen the knowledge, skills and attitudes on how to safely and securely handle, store and dispose of DDR weapons and ammunition and to enhance the capacity of DDR practitioners to properly manage weapons and ammunition in DDR contexts, in the framework of the new UN Approach to DDR and changing DDR contexts.

Link to the course: [Effective Weapons and Ammunition Management in a Changing DDR Context](#)

9.4 International principles and standards for the application of special investigation techniques (DCAF)

This course will provide the professionals in the judicial system with the essential information about the right to privacy, its limitations through the principles and standards of the European Court of Human Rights practice, and its protection through the established international principles and standards, in particular when special investigative techniques are used.

Link to the course: [International principles and standards for the application of special investigation techniques](#)

9.5 Police Integrity – Level 1 (DCAF)

The course was developed by DCAF under the framework of the Police Integrity Building Programme. It helps learners gain a better understanding of police integrity, the factors that affect it, and the key actors that can contribute to building and sustaining it.

Link to the course: [Police Integrity – Level 1](#)

9.6 Police Integrity – Level 2 (DCAF)

The course was developed by DCAF under the framework of the Police Integrity Building Programme. It helps learners gain a better understanding of police integrity, the factors that affect it, and the key actors that can contribute to building and sustaining it.

Link to the course: [Police Integrity – Level 2](#)

9.7 Protection of Cultural Property: Online Course for the Military, Police, and Law Enforcement (POTI)

The course has been developed to support the implementation of rules governing the protection of cultural property, which aim to protect cultural property before, during, and after armed conflict and prevent it from being destructed, pillaged, looted, or illicitly trafficked. Although broadly applicable to military operations and activities, the course has been made with UN peace operations in mind. It describes some real-life situations from earlier missions in conflict areas and touches on relevant topics, such as preparedness, gender, and civil-military cooperation.

Target audience: For people taking part to peace operations.

Link to the course: [Protection of Cultural Property: Online Course for the Military, Police, and Law Enforcement](#)

10. Peace, Security and Conflict Resolution

10.1. Conflict Analysis

10.1.1 Conflict Analysis (USIP)

It is now more important than ever for practitioners working in fragile and conflict affected environments to justify the relevance and effectiveness of their programs to achieve a desired social change, particularly when resources are limited.

Link to the course: [Conflict Analysis](#)

10.1.2 Introduction to Conflict Analysis (DCAF)

The aim of this course is to provide participants with knowledge of conflict analysis principles and skills tailored to the Eastern Europe, Caucasus and Central Asia. It addresses the causes of, and actors involved in conflict, the evolution of conflict, and various aspects pertaining to conflict analysis.

Link to the course: [Introduction to Conflict Analysis](#)

10.2. Mediation, Dialogue, Negotiation and Reconciliation

10.2.1 Designing Community-Based Dialogue (USIP)

This course introduces participants to dialogue as a practical and effective process for advancing conflict transformation and peacebuilding at the community level. The focus of the course is on designing and implementing a relevant, sustainable and meaningful dialogue process.

Link to the course: [Designing Community-Based Dialogue](#)

10.2.2 Introduction to Reconciliation (USIP)

This course centers on the idea that reconciliation is a critical component at all phases of the conflict cycle. It is not an optional extra or only a possible end-goal in a peacebuilding process. The practice of reconciliation is the relational lubrication that transforms and re-channels violent conflict from a destructive to a constructive

force. In this introductory course, reconciliation is embedded in the roots of indigenous practice and trauma healing. The concepts and applications of reconciliation are integrated into transitional and restorative justice, truth commissions, and peace processes.

Link to the course: [Introduction to Reconciliation](#)

10.2.3 Mediating Violent Conflict (USIP)

Designed for practitioners working in or on conflict zones, this course will introduce participants to mediation and improve their ability to understand the motivations and objectives of the various parties to mediation, promote ripeness, develop effective relationships, increase leverage and strengthen mediation capacity.

Link to the course: [Mediating Violent Conflict](#)

10.2.4 Negotiation: Shaping the Conflict Landscape (USIP)

This course will help you develop effective negotiating strategies by exploring topics such as hard-bargaining vs. problem-solving approaches, interests vs. positions, coercive leverage vs. normative leverage, short-term agreements vs. long-term relationships, as well as the many ways in which culture affects attitudes and behaviors, and the complexities of multi-party negotiation. What are the keys to obtaining successful outcomes in negotiations? Participants will learn how to plan and prepare for a negotiation as well as useful tactics they can employ now. This course is designed to be of value for professionals in situations ranging from policy coordination to crisis negotiations to high-level diplomatic encounters.

Link to the course: [Negotiation: Shaping the Conflict Landscape](#)

10.2.5 Peace Mediation (USIP)

This is an introductory course on peace mediation. It locates mediation within the broader spectrum of third-party approaches and helps participants understand the transformative potential of mediation. It gives peacebuilders and future mediators (both insider and external) more tools to help build sustainable peace. It further centers mediation within the peacebuilding world as a tool for supporting both official negotiations and unofficial efforts to resolve social disputes through peaceful means.

Link to the course: [Peace Mediation](#)

10.2.6 Women-Led Mediation and Conflict Prevention Micro Course (UNITAR)

This microlearning course is designed to equip a wide range of peacebuilder, of all levels of experience, with the necessary knowledge and skills to enhance women's participation in peace processes in their communities and beyond. This course is part of the One UNITAR Gender initiative, which aims to empower more women around the world, especially in developing countries and least developed countries, to strengthen their leadership skills and feel empowered to apply and share their knowledge with others.

Target audience: This course is intended for a wide range of leaders for Peace of all levels of experience, as well as community leaders who are looking to enhance their ability to support the communities they work with. This includes a wide range of leaders for Peace of all levels of experience, especially women peacebuilders, as well as community leaders looking to enhance their ability to support the communities they work with.

Link to the course: [Women-Led Mediation and Conflict Prevention Micro Course](#)

10.3 Peacebuilding

10.3.1 100 Years of Quiet Diplomacy, Nonviolent Resistance, and Peacebuilding (USIP)

Participants will learn from leaders of the American Friends Service Committee community about specific moments, campaigns, and achievements in Quaker history centered on themes of movement building, addressing root causes of conflict, and the power of everyday people to create change.

Link to the course: [100 Years of Quiet Diplomacy, Nonviolent Resistance, and Peacebuilding](#)

10.3.2 Conflict Sensitivity in Peacebuilding (USIP)

This introductory course provides an overview of conflict sensitivity and explains why organizations must institutionalize conflict sensitivity training and approaches. This course is relevant to anyone seeking to learn about conflict sensitivity, and we've developed the course materials with a broad and diverse audience in mind. However, most of the strategies we introduce are for peacebuilding project teams and organizations working in conflict-affected contexts.

Link to the course: [Conflict Sensitivity in Peacebuilding](#)

10.3.3 Gender Inclusive Peacebuilding (USIP)

Too often, analysis of gender in a conflict setting is an afterthought. When undertaken at all, it tends to be handled with a one-size-fits-all approach and oversimplified. This introductory course addresses why it is important to integrate gender analysis into peacebuilding from the beginning of project design and

throughout the project lifecycle. At the heart of this course is the Gender Inclusive Framework and Theory (GIFT), a conceptual guide that facilitates the integration of gender analysis into project design. Each of the three components of the GIFT offer distinctive insights into gender dynamics in a conflict. Together, they open the way for a more comprehensive and transformational approach to gender-inclusive programming. While this course is tailored to peacebuilding, many of the concepts are highly relevant for the broader development field and other projects in fragile environments.

Link to the course: [Gender Inclusive Peacebuilding](#)

10.3.4 Introduction to Peacebuilding (USIP)

This course provides an overview of the peacebuilding field and introduces the skills needed to succeed in it. Guided through an exploration of USIP's 30+ year experience engaging with local partners in conflict zones around the world, learners are exposed to a set of key theories, skills and approaches to building peace and to real-world examples that exemplify the complex challenges of peacebuilding.

Link to the course: [Introduction to Peacebuilding](#)

10.3.5 Micro Course: Introduction to Religion and Peacebuilding (USIP)

Religion is a dominant and complex factor in world affairs. It can be a powerful driver of violent conflict, stoking prejudice, legitimating violence, and mobilizing communities into war. However, religious ideas, actors, and institutions also serve as incredible resources and motivation for peacebuilding, inspiring people to courageous and transformative acts of peace. This short introductory course will provide you with an overview of the religious peacebuilding field, the role religion plays in driving both conflict and peace, examples of how religious actors and institutions have contributed to the prevention and resolution of conflict, and considerations for how best to engage the religious sector in peacebuilding.

Link to the course: [Micro Course: Introduction to Religion and Peacebuilding](#)

10.3.6 Preparing for Peacebuilding (USIP)

Building a viable and just peace, as well as creating and operating programs that sustain it, is a complex process that requires significant expertise. This course will equip learners with the ability to build and utilize a more comprehensive and strategic approach to constructing a just peace.

This course has been designed to provide a cross-disciplinary examination of violence and peace issues and in so doing underscores the shared interest and circumstances across various fields that participate in and contribute to peacebuilding—sociology, psychology, anthropology, political science, international relations, economics, and religion.

Link to the course: [Preparing for Peacebuilding](#)

10.3.7 Religious Engagement in Peacebuilding – A Common Ground Approach (USIP)

The purpose of this course, inspired by and based on an approach developed by Search for Common Ground, is to provide training and serve as a resource for those working in peacebuilding who may be unfamiliar with (or even wary of!) religious engagement, or who are looking to gain greater confidence in working with religious actors and institutions.

Link to the course: [Religious Engagement in Peacebuilding – A Common Ground Approach](#)

10.3.8 Synergizing Nonviolent Action and Peacebuilding (USIP)

This course, centered around the Synergizing Nonviolent Action and Peacebuilding (SNAP) Guide, seeks to illustrate how the most strategic and effective methods from Nonviolent Action and Peacebuilding can reinforce one another.

Link to the course: [Synergizing Nonviolent Action and Peacebuilding](#)

10.3.9 Systems Thinking (USIP)

Traditional frameworks for reform and peacebuilding projects and programs in conflict-affected environments and peacebuilding are often hindered by fragmented programming, narrow analyses, and biased perspectives in favor of linear cause-and-effect thinking. By contrast, systems thinking offers an alternate process whereby practitioners can focus on the interconnectedness of disparate factors and actors, the nonlinearity of causal relationships, the relevance of feedback mechanisms, patterns, dynamic relationships, and the identification of high leverage points. This more holistic approach can be used to identifying possible intervention scenarios rather than producing specific policy advice. The value proposition of systems thinking has been demonstrated in sectors other than conflict and peacebuilding (e.g., public health).

Link to the course: [Systems Thinking](#)

10.4 Peacekeeping

10.4.1 Principles and Guidelines for UN Peacekeeping Operations (POTI)

This publication is a comprehensive document that defines and promulgates available peacekeeping doctrine, definitions, procedures, and policy. In ten chapters, it introduces the concept and evolution of UN Peacekeeping, explains the decision process that precedes the deployment of a peacekeeping operation, and then the planning process to implement that decision. It also discusses the art of successful mandate implementation and addresses the management of peacekeeping operations, how operations are supported and sustained, and how they are concluded at their termination.

Target audience: All UN personnel serving in the field and at Headquarters, as well as to those who are new to UN peacekeeping.

Link to the course: [Principles and Guidelines for UN Peacekeeping Operations](#)

10.4.2 Comprehensive Protection of Civilians Training Materials for United Nations Peace Operations: Police Version (POTI)

While POC has sometimes become the yardstick against which mission success is measured, it is arguably also the most challenging mandate to implement. This comprehensive training package combines aspects of POC, Child Protection, and Conflict-Related Sexual Violence, describing the complex linkages between these tasks and how to prevent, deter, and respond to interrelated threats.

Target audience: For police peacekeepers.

Link to the course: [Comprehensive Protection of Civilians Training Materials for United Nations Peace Operations: Police Version](#)

10.5 Miscellaneous

10.5.1 Civil Resistance 1: The Dynamics of Nonviolent Movements (USIP)

This course provides a multidisciplinary perspective on nonviolent, civilian-based movements and campaigns that defend and obtain basic rights and justice around the world, and in so doing transform the global security environment.

Link to the course: [Civil Resistance 1: The Dynamics of Nonviolent Movements](#)

10.5.2 Cultural Synergy (USIP)

This course aims to prepare individuals working in communities across the world for episodic or sustained intercultural interactions. It will help such outsiders develop more appropriate mindsets for effective and sensitive engagements with those from another culture, whether working on conflict resolution, security, peacekeeping, humanitarian relief, development, international business, or community resilience building.

Link to the course: [Cultural Synergy](#)

10.5.3 Media and Arts for Peace (USIP)

Media and the Arts for Peace is an online, self-paced course designed and delivered in partnership with the Geneva Center for Security Policy (GCSP). This course explores the impact of mainstream media, digital/social media, and the arts – live art, street art, music, dance, film and theater, etc. – on peace.

Link to the course: [Media and Arts for Peace](#)

10.5.4 Nonviolent Action: Micro-Course (USIP)

This micro-course explores the history and dynamics of nonviolent movements. It presents the categories of specific methods of nonviolent action and some of the key theories that inform civil resistance strategies and campaigns.

Link to the course: [Nonviolent Action: Micro-Course](#)

10.5.5 P-CVE First Line e-learning course (DCAF)

The course focuses on the contemporary phenomena of radicalisation or terrorism, with a specific orientation on the Western Balkan region. It does not prescribe a certain solution. It attempts to offer a useful overview of good practices and elements that may prove useful in the further efforts of the Western Balkan authorities. The course offers four modules and is based on operational experience. Each module offers specific information about an aspect related to the P-CVE.

Link to the course: [P-CVE First Line e-learning course](#)

11. Safety and Well-Being

11.1 Climate Change Negotiations and Health (UN CC)

With the recognition that the equilibrium between people and planet is one of the fundamental issues of our time, this online course delves into the interlinkages between climate change and health, with particular reference to the international climate change policy process and the need for a healthy a green recovery from COVID-19. Specifically, the course aims to support delegates attending the 26th session of the Conference of the Parties (COP) to the United Nations Framework Convention on Climate Change (UNFCCC) and participating in climate diplomacy. It also provides valuable insights for the professionals involved in the development and implementation of national climate change and health policies.

Target audience:

- 1) Health sector professionals participating in international climate change negotiations and in national climate change-related processes;
- 2) Environmental sector professionals participating in international and national climate change processes as well as climate change negotiators;
- 3) Other interested government officials and practitioners;
- 4) Academics and university students;
- 5) Other individuals interested in learning about the promotion of health priorities in the context of climate change and climate change negotiations.

Link to the course: [Climate Change Negotiations and Health](#)

11.2 Ebola Virus Disease: Awareness and Precautions for Peace Operations Personnel (POTI)

This course, developed in partnership with the World Health Organization (WHO), is intended to be a general introductory primer to Ebola awareness and prevention for peace operations personnel who are not working in a medical or public health capacity.

Target audience: For peace operations personnel who are not working in a medical or public health capacity.

Link to the course: [Ebola Virus Disease: Awareness and Precautions for Peace Operations Personnel](#)

11.3 Health of Peace Operations Personnel (POTI)

This course, developed in partnership with the World Health Organization (WHO), is intended to provide essential information on the unique health challenges facing peace operations personnel who are not working as health-care personnel or in a public health capacity. Understanding the major health risks, preventative measures, and best practices for managing outbreaks, epidemics, and pandemics while deployed is necessary to protect mission staff and prevent the spread of disease among civilians.

Target audience: The course is intended to provide essential information on the unique health challenges facing peace operations personnel who are not working as health-care personnel or in a public health capacity.

Link to the course: [Health of Peace Operations Personnel](#)

11.4 Human Health and Climate Change (UN CC)

This specialised module introduces the theme of climate change and human health. Human health is directly affected by the weather, climate variability and climate change. The module will explain how mitigation and adaptation policies and measures in health and related sectors can benefit the human health. Moreover, the module will present tools to assess and integrate health within climate change policies and strategies and vice versa. Several examples of how countries are responding to the health challenges posed by climate change, including taking advantage of the opportunities, are presented.

Target audience:

- Civil servants in national ministries, provincial departments and local authorities;
- Environmental managers in private sector and civil society organizations;
- Faculty, researchers and students; and
- Interested citizens

Link to the course: [Human Health and Climate Change](#)

11.5 Mental Health and Psychosocial Support Micro Course (UNITAR)

This microlearning course will introduce you to the basics of psychosocial and mental health well-being in post-conflict situations, introducing you to practical tools to promote and support the well-being of the community. This course is part of the One UNITAR Gender initiative, which aims to empower more women around the world, especially in developing countries and least developed countries, to strengthen their leadership skills and feel empowered to apply and share their knowledge with others.

Target audience: This microlearning course is designed for a wide range of leaders for Peace of all levels of experience, including mediators, humanitarian workers, conflict resolution specialists, as well as community leaders who are looking to enhance their ability to support the communities they work with.

Link to the course: [Mental Health and Psychosocial Support Micro Course](#)

12. Sustainability

12.1 Agenda 2030 and SDGs

12.1.1 2030 Agenda for Sustainable Development and Gender Equality (UN WOMEN)

The Gender Equality in the 2030 Agenda for Sustainable Development training course aims to develop and strengthen awareness of gender equality and women's empowerment issues within the context of the 2030 Agenda for Sustainable Development. The principles of gender equality are integral to the goals, targets and indicators embedded across the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs). The course serves as an introduction for beginners in the area of gender equality; it can help gender equality advocates to position and contextualize their work within the 2030 Agenda for Sustainable Development; and it can assist practitioners working on other SDGs, beyond SDG 5 on gender equality, begin to understand how gender equality is related to their work, identify what the entry points for promoting gender equality are, and how gender equality is integrated into the measurement criteria for the achievement of a particular SDG and its targets.

Target audience: The target audience for this training course are government representatives and public servants, officials from the UN System and other international organizations, Civil Society Organizations representatives, academics and general public.

Link to the course: [2030 Agenda for Sustainable Development and Gender Equality](#)

12.1.2 Mainstreaming the 2030 Agenda for Sustainable Development (UNITAR)

The e-tutorial provides an in-depth and wide-ranging guidance on how to mainstream the 2030 Agenda for Sustainable Development into each national strategies and policies. It is based on the UN Development Group's (UNDG) Reference Guide "Mainstreaming the 2030 Agenda for Sustainable Development". Case studies introduce innovative examples of how some countries have begun to develop and use relevant tools, and activities offer an opportunity to gain a better understanding and useful skills. Although this training tool has been primarily designed for government officials and development practitioners, it is also publicly available. The course is available in English and Arabic.

Target audience: The course is open to city and local government officials, disaster management professionals, and representatives from academic and training institutions working on disaster risk reduction and sustainable development.

Link to the course: [Mainstreaming the 2030 Agenda for Sustainable Development](#)

12.1.3 Preparing for Action "National Briefing Package": The 2030 Agenda and SDGs (UNITAR)

This integrated toolkit has been created by UNITAR together with UNDG and is being used at country level since May 2015. It contains a briefing package designed for use by national governments and can be easily adapted to each national context. The toolkit includes guidance materials for facilitators, which enables national stakeholders to deliver the workshops themselves. UNITAR experts are available for coaching and support if required. This training package is available to all and is free of charge thanks to donor support received by UNITAR. It is available in English, French, Spanish, and Russian. The toolkit is to be used for organising national briefings with two main objectives: (a) to raise awareness among key governments and national stakeholders about the content of the 2030 Agenda and implications for the country-level; (b) to enable countries to begin preliminary discussions on mainstreaming the agenda into each national context, including the initial mapping of the SDGs in the context of existing national plans and strategies, and to reflect on priority-setting, as well as data, monitoring and review requirements.

Target audience: The package is designed to provide essential information and promote engagement among key national “change agents” under the leadership of their respective Governments. Such “change agents” include government officers, including from sectoral Ministries, parliamentarians, local authorities, media representatives, NGOs, business and industry, trade unions, community leaders, academia and universities, philanthropists, youth organizations, country-based international partners, etc.

Link to the course: [Preparing for Action "National Briefing Package": The 2030 Agenda and SDGs](#)

12.1.4 Strengthening stakeholder engagement for the implementation and review of the 2030 Agenda (UN DESA)

This Massive Open Online Course aims at providing a broad understanding on the need for stakeholder engagement in the 2030 Agenda at all levels. Some of the topics covered include: Stakeholder mapping, engagement models and practices and how to develop long-term strategies for ensuring continuous stakeholder engagement as part of regular national review processes for the SDGs. One of the modules is dedicated to approaches, tools and best practices aimed at “leaving no one behind.”

Link to the course: [Strengthening stakeholder engagement for the implementation and review of the 2030 Agenda](#)

12.1.5 Risk-informed Governance and Innovative Technology for Disaster Risk Reduction and Resilience (UN DESA)

The eLearning course seeks to build capacities to spearhead innovations and utilize Information and Communications Technologies (ICTs) and key frontier technologies in the government in order to drive disaster risk reduction and resilience. Special emphasis is given to public service innovations that serve the needs of countries in special situations, including methods for adapting and scaling them to align them with the national

contexts. The materials, case studies, and knowledge checks part of the online module aim to explore the mechanisms for access, adoption, uptake, finance, and maintenance of emerging technologies in practical formats that seek to advance public sector capacities for risk-informed policymaking and resilience.

Target audience: The toolkit is designed mainly for government officials and public institutions leading SDG Implementation and Sendai Framework for DRR.

Link to the course: [Risk-informed Governance and Innovative Technology for Disaster Risk Reduction and Resilience](#)

12.1.6 Youth & the Sustainable Development Goals (UNITAR)

The world is home to the largest generation in history of young people between the ages of 15 and 24 years, 1.8 billion. Close to 90 per cent of them live in developing countries, where they constitute a large proportion of the population (UN Youth Strategy). Connected to each other like never before and facing incredible challenges, young people want to and already contribute to the resilience of their communities, proposing innovative solutions, driving social progress and inspiring political change, in urban as well as rural contexts. Young people constitute a tremendous and essential asset worth investing in, opening the door to an unparalleled multiplier effect.

Target audience: Primarily college students (youth 18-25).

Link to the course: [Youth & the Sustainable Development Goals](#)

12.1.7 The UN Sustainable Development Cooperation Framework (UNSSC, 2025)

The UN Sustainable Development Cooperation Framework is a core instrument for providing a coherent, strategic direction for UN development activities by all UN entities at country level. This self-paced online course jointly designed by the UN Development Coordination Office and the UN System Staff College equips participants with a thorough understanding of the application of the 2019 UN Sustainable Development Cooperation Framework Guidance.

Link to the course: [The UN Sustainable Development Cooperation Framework](#)

12.1.8 Training Toolkit: Effective National to Local Public Governance for SDG Implementation (UN DESA)

The learning outcomes for this training toolkit are designed around the often-expressed challenges of strengthening national to local government coordination and institutional effectiveness for the SDGs. Therefore, this toolkit aims to break these barriers for more effective achievement of the SDGs and highlights the role of local government.

Target audience: The toolkit is designed for Government officials, from both national and local government agencies, schools of public administration and institutes of public management, UN Country Teams and UN Agencies, other relevant stakeholder, including civil society organizations, private sector, and academia.

Link to the course: [Training Toolkit: Effective National to Local Public Governance for SDG Implementation](#)

12.2 Sustainability

12.2.1. Advancing Sustainable Development in Practice (UN CC)

This Advanced course builds upon the introductory course *Introduction to Sustainable Development in Practice* (see section 12.2.4). It teaches learners HOW to apply in practice an integrated approach to sustainable development throughout the various stages of the policy and project cycle, including analysis, dialogue, planning, financing, communicating, monitoring, and evaluation. The course contains tools, tips, and methods for applying sustainable development in practice.

Link to the course: [Advancing Sustainable Development in Practice](#)

12.2.2 Food Waste Prevention (UN CC)

The course aims to raise awareness and build capacities for effective food waste prevention at different stages of the food chain, including processing and manufacturing, retail, restaurants and other food services, as well as households.

Target audience: Geared towards learners from emerging economies, such as China, Brazil, South Africa, and India, where consumption habits are quickly changing and setting up food waste prevention systems can have a great impact in the short and long run.

Link to the course: [Food Waste Prevention](#)

12.2.3 How to prevent e-waste? (UN CC)

The unsustainable nature of generation and disposal of e-waste in a globalized world causes serious concerns for resource efficiency, human health and environmental impact. The loss of certain scarce resources can even impact future production chains and therefore technological innovation as we are missing appropriate substitutes.

Link to the course: [How to prevent e-waste?](#)

12.2.4 Infrastructure Asset Management for Sustainable Development (UN DESA)

The course is based on the UN publication Managing Infrastructure Assets for Sustainable Development: A Handbook for Local and National Governments – the result of a collaboration of UN DESA, UNCDF and UNOPS and aims at local and national government officials and policymakers. This e-learning course aims to equip policymakers and government officials to find the answers in their specific national and local contexts.

Link to the course: [Infrastructure Asset Management for Sustainable Development](#)

12.2.5 Introduction to Sustainable Development in Practice (UN CC)

This introductory course teaches learners WHAT is an integrated approach to sustainable development and WHY is it needed. The course explains the rationale, drivers, challenges, and opportunities for an integrated approach to tackling poverty-environment issues. The course lays the foundations for an advanced course focused on HOW to apply the integrated approach in practice.

After completing the introductory course, learners will be able to:

- Discuss the poverty and environment nexus and related concepts.
- Identify related international developments, as well as global and regional trends.
- Explain the rationale and drivers behind integrating policy planning.
- Identify challenges and opportunities for advancing an integrated approach.
- Give examples of enabling policy conditions for integrating poverty and environment issues.

Link to the course: [Introduction to Sustainable Development in Practice](#)

12.2.6 Sandboxing and Experimenting Digital Technologies for Sustainable Development (UN DESA)

Frontier technologies can bring about innovative, forwarding-looking solutions for sustainable development but also policy and regulatory challenges. This course is part of a UN Development Account project, aiming at enhancing countries' institutional capacities to understand, conceptualize, develop and implement policy experimentation and regulatory sandboxes.

Link to the course: [Sandboxing and Experimenting Digital Technologies for Sustainable Development](#)

12.2.7 Sustainable Lifestyles (UNSSC, 2025)

This course explores sustainable lifestyles in the context of the 2030 Agenda, advancing the understanding of how lifestyle choices impact the world around us and how we can find ways for everyone to live better and lighter. The course will explore what sustainable lifestyles are, the values and beliefs that influence our choices, and the strategies that we could apply to create positive and long-lasting change towards sustainability in our systems and our lives.

Target audience: All stakeholders interested in influencing decision-making towards more sustainable lifestyles.

Link to the course: [Sustainable Lifestyles](#)

12.2.8 Training Toolkit: Government Innovation for Social Inclusion of Vulnerable Groups (UN DESA)

The training toolkit aims to build capacities to promote government innovation for social inclusion of vulnerable groups by introducing approaches, strategies, and experiences at the national level. It is designed for government officials, from both national and local government agencies, working on government innovation, social inclusion/protection or other relevant fields; schools of public administration and institutes of public management; UN Country Teams and others; other relevant stakeholders of government innovation, including civil society organizations, the private sector, and academia, will also be actively involved.

Link to the course: [Training Toolkit: Government Innovation for Social Inclusion of Vulnerable Groups](#)

12.2.9 Training Toolkit: Innovation and Digital Government for Public Service Delivery (UN DESA)

This training toolkit contains a set of comprehensive training materials aimed at strengthening the capacities of government officials to promote innovation for SDG implementation.

Target audience: It is designed for schools of public administration, national experts, government officials, academics, UN Country Teams, and others.

Link to the course: [Training Toolkit: Innovation and Digital Government for Public Service Delivery](#)

12.2.10 Training Toolkit: Strengthening Institutional Arrangements and Governance Capacities for Policy Coherence (UN DESA)

The primary objective of the training toolkit is to support UN Member States in developing their governance capacities and institutional arrangements for policy coherence. The toolkit focuses on public institutions'

capacity to spearhead integrated planning, policymaking, decision making, implementation, M&E and aligning budgets at the national government level.

The toolkit is aimed at supporting build capacities for a whole of government and whole of society approach by examining the core role of a strategy to implement the SDGs, the roles and responsibilities of different government institutions and non-government actors involved and how they are coordinated. The toolkit also touches upon which human, financial, and technological resources are needed to strengthen those institutions.

Link to the course: [Training Toolkit: Strengthening Institutional Arrangements and Governance Capacities for Policy Coherence](#)

13. Information on Course Providers

DCAF – Geneva Centre for Security Sector Governance

DCAF - Geneva Centre for Security Sector Governance is dedicated to making states and people safer through more effective and accountable security and justice. Since 2000, the Centre has facilitated, driven and shaped security sector reform (SSR) policy and programming around the world. You can familiarise yourself on DCAF's [e-learning resources](#) on their webpage.

ESDC – European Security and Defence College

The ESDC, in the context of the Common Foreign and Security Policy (CFSP), provides EU-level training and education, in the field of the Union's Common Security and Defence Policy (CSDP). It aims to develop and promote a common understanding of CSDP among civilian and military personnel, and to identify and disseminate, through its training activities, good practices in relation to various CSDP issues. By doing so, the ESDC complements the national efforts in the field of training and education. You can find ESDC's courses on [ILIAS platform](#).

***N.B.:** You need to be logged in to the ILIAS platform in order to see the available courses.*

POTI – Peace Operations Training Institute

The Peace Operations Training Institute is an independent, nonprofit, nongovernmental organization that provides globally accessible self-paced, online, on-demand courses on peace support, humanitarian relief, and security operations at little to no cost to the student. We are committed to bringing impartial, essential, and practical knowledge to civilian, police, and military personnel working towards peace worldwide. You can find POTI's course catalogue [on their web page](#).

UN WOMEN

UN Women is the global champion for gender equality, working to develop and uphold standards and create an environment in which every woman and girl can exercise her human rights and live up to her full potential. We are trusted partners for advocates and decision-makers from all walks of life, and a leader in the effort to achieve gender equality. UN WOMEN offers courses in English, Spanish, French and Arabic.

[UN WOMEN Training Centre eLearning Campus](#) is a global and innovative online platform for training for gender equality. It is open to everybody interested in using training or learning as a means to advance gender equality, women's empowerment and women's rights.

UNCC – UN Climate Change Learning Partnership

The One UN Climate Change Learning Partnership (UN CC:Learn) is a joint initiative of more than 30 multilateral organizations helping countries to achieve climate change action both through general climate

literacy and applied skills development. UN CC:Learn provides strategic advice and quality learning resources to help people, governments and businesses to understand, adapt, and build resilience to climate change. UN CC:Learn is supported by the Swiss Agency for Development and Cooperation (SDC). UNCC offers courses in English, Spanish, French, Russian and Portuguese. Browse UNCC's [course catalogue](#) on their webpage.

UN Department of Economic and Social Affairs Capacity Development

Welcome to **UN DESA's Digital Learning Centre (DLC)**, a curated repository of the Department's digital capacity-building portfolio! The DLC offers self-paced courses and microlearning for anyone interested in acquiring the latest knowledge for implementing the 2030 Agenda. Our eLearning is available through our [Learning Management System platform](#), and you can start exploring our offering after registering.

UNITAR - The UN Institute for Training and Research

The United Nations Institute for Training and Research (UNITAR) provides innovative learning solutions to individuals, organizations and institutions to enhance global decision-making and support country-level action for shaping a better future. UNITAR offers courses in English, French, and Spanish.

Online courses: Our self-paced free online courses are a perfect choice for anyone willing to get familiar with the basic concepts and topics in the area of conflict, peace, and security. Courses are offered in different languages and can be taken at any time by following the links provided below. No prior knowledge is required.

Browse course in [UNITAR's course catalogue](#).

USIP – The United States Institute of Peace

The United States Institute of Peace is a national, nonpartisan, independent institute, founded by Congress and dedicated to the proposition that a world without violent conflict is possible, practical and essential for U.S. and global security. In conflict zones abroad, the Institute works with local partners to prevent, mitigate, and resolve violent conflict. To reduce future crises and the need for costly interventions, USIP works with governments and civil societies to build local capacities to manage conflict peacefully. The Institute pursues its mission by linking research, policy, training, analysis and direct action to support those who are working to build a more peaceful, inclusive world. USIP has course in Arabic, Burmese, Dari, English, French, Pashto and Spanish.

Browse USIP's [Catalog of Global Campus Courses on their webpage](#).