International Peacebuilding Career and Opportunities Guide

Practical pathways skills and tools for meaningful work



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How to use this guide

This guide helps aspiring practitioners and career changers identify useful roles in peacebuilding, build evidence of relevant skills and evaluate opportunities realistically. It connects local experience with international pathways without assuming that a certificate, a volunteer placement or overseas travel guarantees employment. Begin with a function you can contribute to, then work through the practical tasks and application tools.

A practical reading route

Read chapters 1 to 8 to clarify your direction and learning options. Use chapters 9 to 12 to explore specialist functions. Chapters 13 to 18 support the search, application and acceptance process. Finish with the career cases and ninety day plan. Each chapter opens with a topic illustration and continues with a separate practice page. Worksheets are editable prompts; expand the response spaces in Word as needed.

Scope and currency

Prepared on 22 October 2026. Opportunity pages and programme criteria can change. This guide provides routes and official sources rather than a list of vacancies guaranteed to be open. Recheck eligibility, deadlines, costs and terms for every application. It gives educational career guidance, not individual legal, immigration, tax or security advice. It does not confer professional registration, diplomatic status or institutional appointment.

Examples and illustrations

All cases, model messages and practice projects are original fictional learning examples. Figures within examples are illustrative, not salary or market data. The watercolor and ink artwork was generated for this guide and does not document real staff, communities or events. No organisation listed endorses this publication. Bracketed source numbers refer to the official links in the directory at the end.

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Each chapter has a dedicated practice and worksheet page immediately after the main explanation.

Understanding peacebuilding work



Peacebuilding is sustained work to reduce the risk of violent conflict and strengthen the relationships, institutions and conditions that help people handle disagreement. It can involve community dialogue, accountable governance, research, education, livelihoods or organisational support. A project belongs in this field because of its purpose and approach, not simply because it uses the word peace. The UN sustaining peace guidance places prevention across the conflict cycle rather than only after a war [1].

What professionals actually do

A typical working week may contain partner calls, budget checks, meeting preparation, field visits, report writing and adjustments after community feedback. Some practitioners facilitate dialogue; others maintain the finance, technology or evidence that enables it. International work includes locally employed staff, cross-border partnerships and remote assignments. It does not always involve travel.

Understand the neighbouring fields

Humanitarian action primarily addresses urgent needs and protection. Development supports longer-term improvements in people's lives. Peacebuilding concentrates on conflict dynamics and the conditions for sustainable peace. These activities can intersect without becoming interchangeable. Peacekeeping is a distinct institutional activity; a civilian course does not enlist a learner in a mission or create diplomatic status.

Start with responsible contribution

Ask whose priorities define the work, who may be excluded and what harm an intervention could cause. Local knowledge and accountability matter alongside technical expertise. A well-attended event is not proof that relationships improved. A public story may help fundraising while exposing a participant to unwanted attention.

A realistic starting point

A local association wants to reduce tension over access to a market. A beginner can help organise accessible consultations under supervision. They should not independently promise a settlement or collect sensitive allegations. Career credibility grows through useful, authorised work that others can verify.

Practice and reflection

Activity 1 Identify the peacebuilding purpose

Consider a fictional youth sports project involving two neighbourhoods with a history of tension. Explain the relationship it seeks to change, how participants would be selected and what could make the activity reinforce exclusion. Attendance alone does not answer these questions.

Model reasoning

The intended change could be more regular cooperation between neighbourhood organisers. Mixed planning teams and accessible participation may support that change. However, selecting only well-connected young men could deepen resentment. The team should consult less-visible groups, agree a feedback channel and review whether cooperation continues after the event.

Worksheet 1 Your reason for entering the field

The problem I want to understand better: _____

People already working on it whom I should learn from: _____

A contribution within my present competence: _____

A responsibility I am not yet ready to accept: _____

One way to check whether my contribution is useful: _____

Review question

Can you describe the difference between delivering an activity and contributing to peace? Give one example of each. Keep your answer for comparison after chapter 20.

Choosing a career direction



Choose a function before searching for an impressive title. Peacebuilding employers need people who analyse problems, deliver programmes, support dialogue, communicate responsibly and keep organisations functioning. The same title can describe different duties across organisations. Read the responsibilities, reporting line and required evidence before judging whether a role fits.

Match work preferences to tasks

Research suits people who enjoy reading critically, checking claims and explaining uncertainty. Programme work combines planning, coordination, budgets and delivery. Monitoring and evaluation involves data quality, learning and accountability. Communication requires audience awareness and consent-conscious storytelling. Operations includes finance, procurement, logistics, administration and technology. Each can support peacebuilding, though not every role in an international organisation is a peacebuilding role.

Understand levels of responsibility

Assistant roles often support defined tasks. Officer roles may own workstreams, relationships or reporting. Specialist and adviser roles usually require deeper expertise and judgement. Manager roles involve resources, people and accountability. These descriptions are planning aids rather than a universal grading system. An assistant vacancy can still require experience; a senior title in a small organisation does not automatically equal seniority elsewhere.

Choose a primary and adjacent route

Select one primary function and one related alternative. For example, a strong writer might target programme reporting and research support. A finance professional might target grants finance and compliance. This creates a coherent search without relying on a single title. Limit your first search to roles for which you can explain most core tasks with evidence.

Example

An applicant likes public speaking but dislikes sustained research. A mediation adviser role may still be unsuitable without process expertise. Training coordination or community engagement support may offer a better starting point while they learn facilitation under supervision.

Practice and reflection

Worksheet 2 Compare three role families

Use three genuine vacancy descriptions. Record the tasks, essential criteria and evidence you already hold. Do not copy confidential vacancy information into public worksheets.

Role family A and repeated tasks: _____

Evidence I can show and one gap: _____

Role family B and repeated tasks: _____

Evidence I can show and one gap: _____

Role family C and repeated tasks: _____

Evidence I can show and one gap: _____

Make a choice

My primary route for the next ninety days: _____

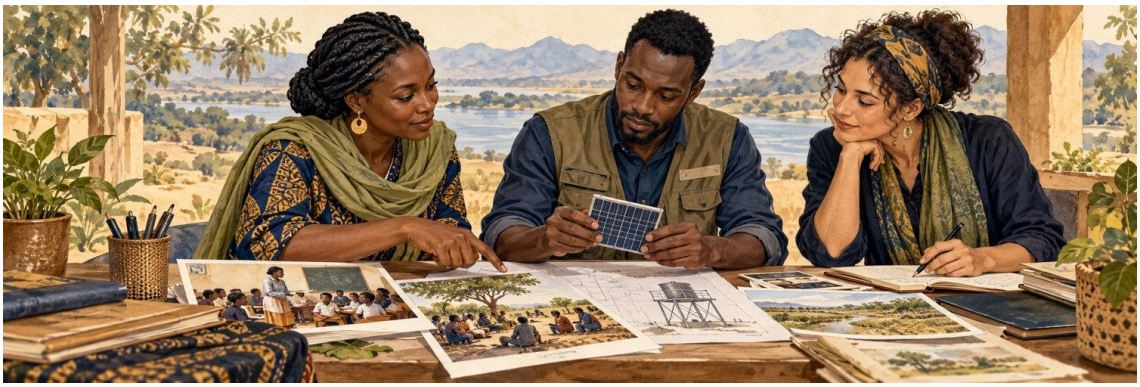
My adjacent route: _____

A role I will postpone and the reason: _____

Decision rule

Prefer a role whose routine tasks interest you and whose essential criteria you can substantiate. Prestige, travel and a broad mission statement do not establish day-to-day fit. If all three routes require evidence you lack, choose a supervised experience project before adding another application target.

Turning existing experience into evidence



Career changers often possess useful experience without peacebuilding job titles. Teaching can demonstrate facilitation, accessible communication and planning. Technology work can demonstrate user support and information management. Administration may show coordination and record keeping. Community service may show relationship building. Transferability depends on the actual task, quality and context; it does not erase specialist requirements.

Use a clear evidence chain

Connect the vacancy task to something you did, explain your individual action, show an observable result and identify a record or referee. Replace vague claims such as excellent interpersonal skills with a short example. Distinguish your contribution from the team's achievement. Use figures only when records support them.

Describe experience accurately

Paid, volunteer, part-time and independent work should be labelled truthfully, with dates and scope. Do not present overlapping projects as consecutive full-time employment. A training certificate records learning; it does not prove that you managed a peace programme, mediated a dispute or held an institutional appointment. If a vacancy specifies years of professional experience, check how the employer defines qualifying work.

A fictional example

Weak statement: Experienced in international conflict resolution. Stronger statement: Coordinated four bilingual community information sessions, arranged interpretation, maintained attendance records and summarised participant questions for the project lead. The second version makes a smaller but verifiable claim. It can support a coordination application without inventing mediation expertise.

Identify the remaining gap

A technically strong candidate may still lack conflict analysis, safeguarding or donor reporting experience. Name the missing skill and choose a realistic bridge: a supervised task, a practice sample or a relevant course. Do not rename unrelated work to conceal the gap. An honest transition story is easier to defend at interview.

Practice and reflection

Worksheet 3 Build an evidence bank

Requirement from a target vacancy: _____

Relevant situation and date: _____

My personal action: _____

Result and what the evidence can actually support: _____

Record or referee who can verify it: _____

Limit of the example or learning still needed: _____

Repeat this exercise for coordination, analysis, teamwork and ethical judgement. Keep the resulting bank private and remove personal information from any sample you share.

Activity 2 Rewrite a claim

Rewrite: I transformed community relations through exceptional leadership. Use a real, bounded task with an observable result. If you cannot verify a claimed change in relationships, describe the activity or feedback you can verify instead.

Quality check

A reviewer should be able to tell what you personally did, when you did it and why it matters for the target role. If an example is from a simulated exercise, label it as a simulation. Practice work is useful evidence of thinking, but it is not employment history.

Building experience through local work



A useful local role can provide context knowledge, supervised practice and references. Start with organisations whose work you can understand and whose leadership and activities you can independently verify. These might include community associations, civil society organisations, research groups or education initiatives. Do not assume that proximity to an international logo makes an experience valuable.

Offer a bounded contribution

Approach an organisation with a specific service and realistic time limit: preparing accessible workshop materials, maintaining a non-sensitive action tracker, supporting event logistics or reviewing a public report. Ask who will supervise you, what success means and how feedback will be given. Avoid proposing a project that requires vulnerable people to disclose personal experiences merely to build your portfolio.

Agree the working arrangement

Clarify tasks, hours, location, expenses, confidentiality, ownership of outputs and the end date. A written role description or volunteer agreement can reduce confusion. Whether an employment relationship exists depends on the actual arrangement and applicable rules; do not treat a volunteer title as a legal determination. Ask the organisation to explain its terms and obtain appropriate advice where needed.

Make learning visible

Keep a private activity log and request feedback on a completed deliverable. Ask permission before retaining or displaying work. A referee should know your contribution rather than simply lend a prestigious name. If the placement offers no supervision, clear tasks or reasonable boundaries, discuss changes or choose a different opportunity.

Example

An applicant offers to coordinate two public learning sessions over six weeks. The organisation appoints a supervisor and agrees an output review. That experience may support a programme assistant application. It does not make the applicant an authorised community mediator or representative of the organisation after the placement ends.

Practice and reflection

Sample outreach message

Hello [name]. I have experience in [relevant task] and have read about your work on [specific public activity]. I could offer up to [hours] weekly for [period] to support [bounded deliverable]. Would this meet a current need, and is there someone available to supervise the work? I would welcome a discussion of scope, expenses and expectations.

Worksheet 4 Experience project brief

Organisation and how I checked it: _____

Useful deliverable requested by the organisation: _____

Supervisor and feedback date: _____

Hours, start date and end date: _____

Expenses, access and equipment arrangements: _____

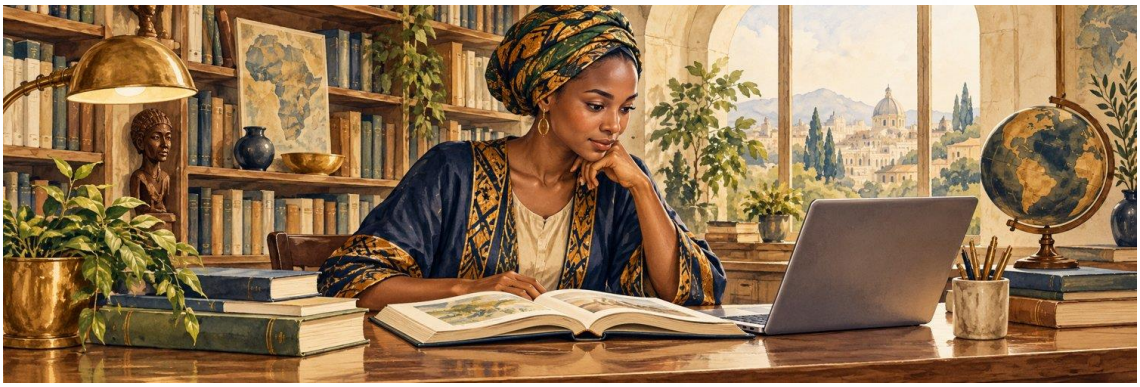
Information I may access and where it will be stored: _____

Permission needed before using an output in my portfolio: _____

Reflection

What did the organisation need that differed from your original idea? How did you adjust? A placement should create value for the host and community while offering a manageable learning opportunity. Decline responsibilities that exceed your competence or agreed authority.

Choosing education and professional learning



Choose learning by the gap it closes. A degree may be necessary for a target role, while a short course may help with a specific tool or concept. Neither is a universal route to employment. Review several real vacancies before paying for a programme. Separate essential qualifications from preferences and examine whether equivalent experience is accepted.

Compare the learning options

Degree programmes can offer structured theory, research and networks but require substantial time and resources. Short courses can build focused capability in conflict analysis, project management, monitoring or facilitation. Language learning can widen access to some roles, but useful proficiency requires sustained practice. Supervised work can reveal whether you can apply what you learned.

Judge quality beyond the certificate

Check the provider's identity, curriculum, assessment, tutors, feedback and stated recognition. Ask whether the award is a participation certificate, assessed qualification or professional designation. Do not infer accreditation from an international-sounding title. If an employer or professional body requires a particular credential, confirm acceptance with that body directly.

Use accessible learning carefully

UNITAR publishes peace-related learning and open online courses [2]. Its catalogue is a place to explore topics and current access arrangements; this guide does not claim that every course is free or that completing one creates UN employment eligibility. Compare learning outcomes with your chosen role, then produce an original practice output to test your understanding.

Build a small learning sequence

An aspiring programme assistant might first study conflict sensitivity, then practise a workplan and budget, then seek feedback on a supervised coordination task. Buying several advanced mediation certificates before understanding the role is less useful. Reserve time for writing, data handling and reflective practice alongside formal study.

Practice and reflection

Worksheet 5 Course decision record

Target role and essential learning gap: _____

Course and official provider page: _____

Entry requirements and assessment method: _____

Total cost including materials, travel and time: _____

What the award actually certifies: _____

Evidence that the target employer values it: _____

An alternative way to build the same skill: _____

Practice output I will complete afterwards: _____

Activity 3 Make a spending decision

You can afford one course. Option A provides a prestigious-sounding certificate without feedback. Option B assesses an assignment directly relevant to your target task. List the questions you would ask before choosing. The provider's reputation, teaching quality and assessed relevance all matter; price or branding alone does not decide quality.

Review point

Set a date to assess whether the learning improved your work. If it did not, identify whether the problem was the course, insufficient practice or a mismatch with your career direction.

Understanding UN and regional pathways



International institutions recruit through several routes, each with its own eligibility and contract terms. The UN Secretariat careers system is not a single application portal for every UN entity. Agencies and programmes also maintain their own recruitment systems. Regional institutions such as the African Union and ECOWAS publish opportunities through their official sites [3–5].

Read the category before the title

An international professional vacancy, a national role, a locally recruited support role, a consultancy and an internship can have different eligibility, benefits and recruitment processes. Check nationality or residence restrictions, education, experience, languages and the duty station. Do not assume a role includes visa support or relocation simply because the employer is international.

Understand selective entry programmes

The UN Young Professionals Programme has cycle-specific participating countries, eligibility and examination arrangements [3]. Check the current official call rather than relying on social posts. Junior Professional Officer opportunities may depend on sponsoring-country rules; UNDP directs candidates to the relevant programme and donor requirements [6]. These are options to investigate, not universal entry routes.

Evaluate internships separately

UNDP describes internships for specified students and recent graduates, with a stipend that varies by location and working arrangement [6]. This does not establish the policy of every UN entity. Read the individual notice for education timing, working conditions and costs. A stipend is not a promise of a later staff appointment.

Regional opportunities

AU and ECOWAS notices may span programme, policy and operational functions. Regional language ability and knowledge can be relevant, but eligibility must come from the live vacancy. A course labelled peace ambassador does not confer official diplomatic recognition, access to missions or an institutional job. Apply using your actual qualifications and demonstrated work.

Practice and reflection

Worksheet 6 Institutional eligibility check

Institution and official vacancy reference: _____

Contract or programme category: _____

Nationality, residency or sponsorship requirement: _____

Education and qualifying experience: _____

Required languages and how I can demonstrate them: _____

Duty station, travel and working arrangements: _____

Costs or relocation support explicitly stated: _____

Questions that remain unanswered: _____

Decision exercise

A social post says an international internship is open to everyone. The official notice limits eligibility to particular education stages. Which governs your application? Use the official notice, and ask the recruitment contact if the wording is unclear. Do not invent a graduation date or omit information to pass an eligibility screen.

Practical next step

Read one institutional vacancy and one NGO vacancy for similar work. Compare the tasks and criteria. This helps prevent treating one institution's system as the whole labour market.

Volunteering with purpose and boundaries



Volunteering can build experience, support a cause and test a career direction. It should have a useful purpose, manageable commitment and clear expectations. It is not a guaranteed bridge to paid employment. Evaluate the assignment's tasks and supervision rather than the certificate offered at the end.

Distinguish the arrangements

A local volunteer placement, an online task and an onsite UN Volunteer assignment are different arrangements. UNV publishes opportunities and uses its Unified Volunteering Platform for profiles and applications [7]. Read the specific description of assignment and applicable conditions. Do not transfer assumptions about allowances, insurance or status from one category to another.

Understand UNV online volunteering

UNV's published online service rules describe remote, unpaid assignments of up to twenty hours weekly and up to twelve weeks per assignment. Applicants must be at least eighteen, and hosts specify the skills needed. Online Volunteers do not have a contract or affiliation with UNV or the engaging organisation through that service [8]. Describe completed work accurately and do not claim staff status.

Assess whether it is sustainable

Estimate the time, internet, equipment and transport you will contribute. Agree the output, supervisor, review points and permission to use work. An unpaid assignment may be unsuitable if it displaces essential income or lacks meaningful learning. Ask about reasonable adjustments and accessible working methods where needed.

Example

A remote volunteer designs an accessible workshop handout from approved material. The host reviews the draft and confirms completion. The volunteer can record that bounded contribution and request a reference. They should not claim to have managed the host's programme or display its logo as a personal accreditation.

Practice and reflection

Worksheet 7 Volunteer assignment screen

Purpose and expected benefit to the host: _____

Deliverable and completion criteria: _____

Weekly time and total duration: _____

Unpaid costs I can afford: _____

Supervisor and review arrangements: _____

Confidentiality, data access and portfolio permissions: _____

Accurate wording for my CV after completion: _____

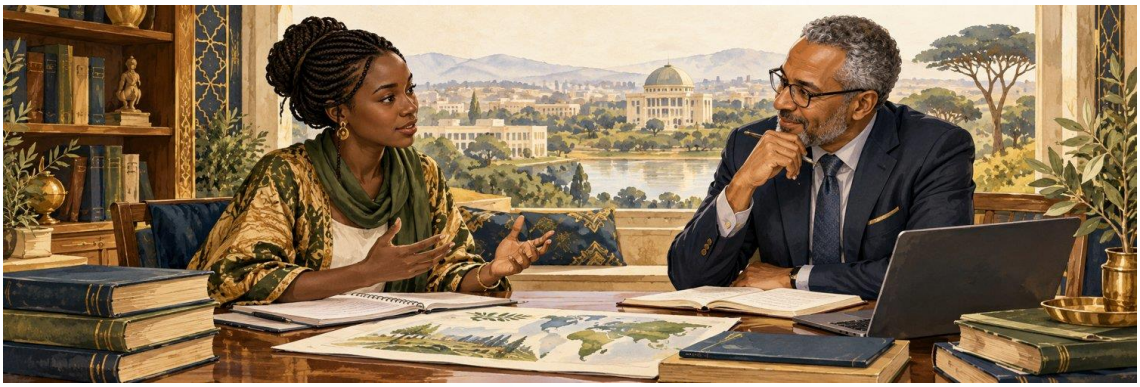
Sample CV wording

Online volunteer, [host], [dates]: prepared an accessible workshop handout using approved source material and incorporated feedback from the programme coordinator. Use this example only as a structure; substitute your own truthful task and host details.

Decision point

Would you still accept the assignment if no certificate or job followed? If the answer is no, clarify what evidence or learning you need and whether the host can realistically provide it. Set an end date and avoid open-ended promises of availability.

Exploring fellowships and scholarships



Fellowships can support study, professional development or a defined project. Scholarships generally support education costs under specified terms. Grants may fund organisational or individual activities. These labels do not establish what expenses are covered, whether a placement is paid or whether dependants may accompany a participant. Read the award conditions before making plans.

Match the programme to your stage

Some opportunities target early-career applicants; others expect established leadership. Rotary's peace fellowships illustrate this distinction. Its published master's criteria include a bachelor's degree, relevant experience and other eligibility restrictions; the professional certificate route targets experienced peace and development practitioners [9]. Consult the current pages for the complete rules and application cycle. Do not assume a general interest in peace is sufficient.

Build a coherent proposal

Explain the problem you work on, what you have already contributed, the capability you need and how you will use it afterwards. Connect your plan to the programme's actual curriculum or purpose. A clear record of sustained contribution is stronger than a list of unrelated certificates. Referees should be able to describe your work with specific examples.

Compare the real cost

Check tuition, travel, accommodation, insurance, visa costs, living support and any exclusions. Consider lost earnings, family responsibilities and the return plan. Fully funded is a description to verify line by line, not a substitute for a budget. Do not rely on an award for relocation or employment rights unless the official conditions explicitly address them.

Keep another route active

Competitive awards can take time and may not recur on a predictable schedule. Continue building local experience and applying for suitable work. Rejection can reflect fit or competition rather than a judgement on the value of your contribution.

Practice and reflection

Worksheet 8 Fellowship fit statement

Programme and official source: _____

Eligibility evidence and any restriction to verify: _____

My sustained contribution to the field: _____

Capability this programme would help me build: _____

How I would apply that capability after completion: _____

Covered costs and remaining personal costs: _____

Referees and the examples each can verify: _____

Alternative plan if not selected: _____

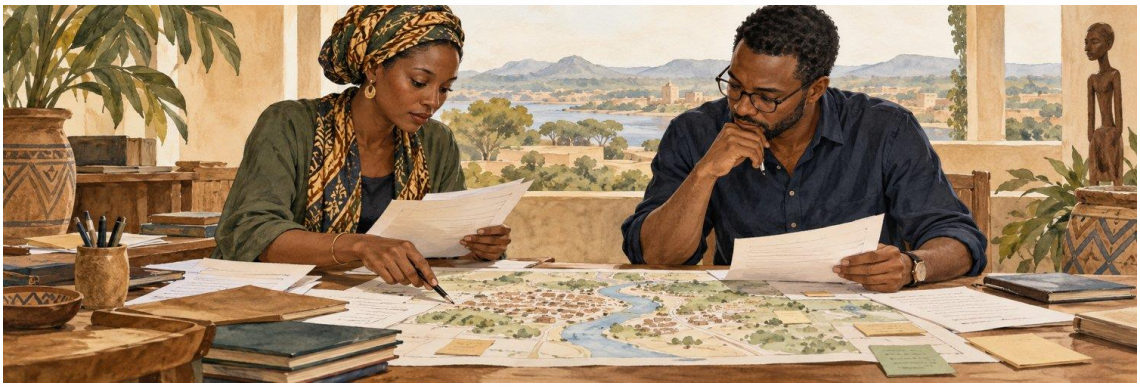
Activity 4 Draft a short rationale

Write 150 words linking one real challenge, your existing work, a learning need and a feasible next contribution. Avoid promising to end conflict in an entire country. Explain a change within your influence and identify the people or institutions you would work with.

Final check

Confirm deadlines and time zones on the official programme page. Prepare references early and distinguish submitting an application from receiving an award. Never describe a pending application as an accepted fellowship on your CV.

Conflict analysis and research careers



Conflict analysis helps organisations understand actors, relationships, grievances, incentives and changing risks. Research roles may involve reviewing public sources, designing questions, organising data and producing concise briefings. Strong work distinguishes what is known, what is inferred and what remains uncertain. It does not turn every disagreement into an ethnic or religious explanation.

Build the core skills

Practise source assessment, careful note taking, basic qualitative and quantitative methods and clear writing. Compare accounts rather than selecting the one that confirms your view. Record dates and limitations. Learn to explain how a conclusion follows from evidence and what finding would change it. Language and contextual knowledge may be important for particular posts.

Respect research boundaries

Sensitive interviews require appropriate authorisation, consent procedures, security arrangements and supervision. A beginner should not independently investigate allegations or gather identifiable accounts from people at risk. Start with public documents or a clearly labelled fictional exercise. Never present public-source desk analysis as field research you did not conduct.

Produce something useful

A short brief can state the question, summarise verified context, identify relevant actors, explain competing interpretations and present practical implications. Include sources and a limitations section. Maps should not expose sensitive locations or imply territorial claims without a justified purpose. Data tools support judgement; they do not replace it.

Example

A public report attributes tension to scarce water. A researcher checks whether access rules, seasonal changes and representation also matter. The resulting brief explains these possibilities and recommends questions for authorised consultation. It avoids asserting a single cause that the available evidence cannot establish.

Practice and reflection

Portfolio task 1 A public source analysis brief

Choose a public policy issue with low personal risk. Write two pages using at least three identifiable sources. State the research question, dates covered, main findings, alternative explanation and limitations. Do not collect personal data for this exercise.

Worksheet 9 Claim and evidence log

Claim under consideration: _____

Source, date and direct supporting evidence: _____

Reason to consider the source credible: _____

Possible bias or information gap: _____

Conflicting evidence: _____

My conclusion and level of confidence: _____

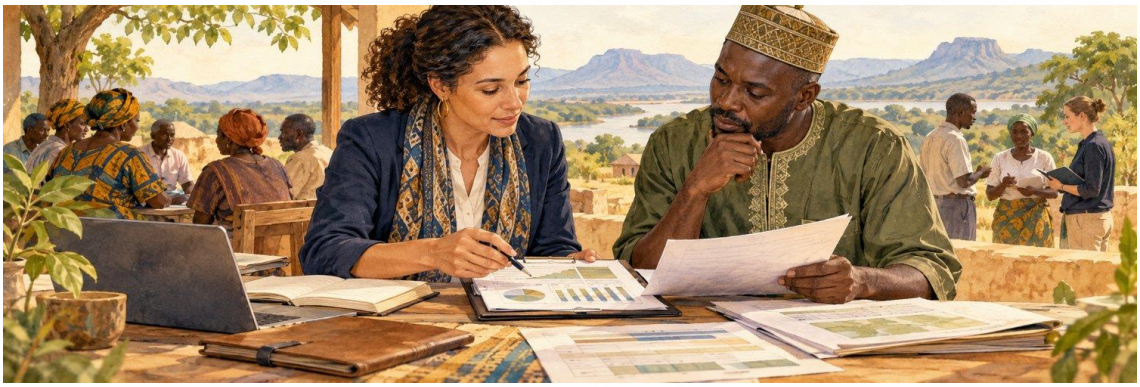
Model limitation statement

This brief uses public documents published during [period]. It has not been validated through field interviews. Accounts differ on [issue], so the analysis identifies questions for further investigation rather than attributing responsibility.

Review question

Can another reader retrace your reasoning? Ask a peer to identify one unsupported claim and one unclear distinction between fact and inference. Revise both before including the brief in a portfolio.

Programme delivery and monitoring careers



Programme teams turn an agreed purpose into activities, budgets, partnerships and learning. Monitoring follows implementation and emerging results. Evaluation examines questions about an intervention's design, performance or effects. Accountability creates ways for affected people to influence decisions and raise concerns. Together with learning, these functions are often described as MEAL.

Understand a simple results chain

Inputs are resources. Activities are what the team does. Outputs are the immediate products or services delivered. Outcomes are changes in behaviour, relationships or systems to which the work may contribute. A completed workshop is an output; improved cooperation is a possible outcome requiring further evidence. Avoid claiming that a project caused peace because violence did not occur during its activity period.

Learn the routine tools

Useful tasks include workplans, meeting records, simple budgets, indicator definitions, data checks and follow-up trackers. Employers may value spreadsheet competence, clear reporting and reliable coordination. Advanced evaluation requires appropriate methodological expertise. Begin with accurate records and a willingness to question what a number actually means.

Use feedback responsibly

People should know how information will be used and where they can raise concerns. Collect only what the task needs, protect access and avoid publishing identifiable complaints. Disaggregate information only when it is justified and safe. A high satisfaction score can conceal who could not participate or felt unable to criticise the organiser.

Example

A project reports thirty dialogue participants. The monitoring officer checks whether these are unique people or repeated attendances, whether invited groups could attend and whether agreed actions were followed. The revised report describes delivery accurately and identifies what remains unknown about longer-term change.

Practice and reflection

Portfolio task 2 A miniature monitoring plan

Use the fictional market cooperation project from chapter 1. Choose one output and one outcome. For each, define what would be measured, when, by whom and with what limitations. Do not invent baseline findings or report simulated numbers as real results.

Worksheet 10 Indicator definition

Result I want to understand: _____

Indicator with a clear definition: _____

Data source and collection method: _____

Baseline status or plan to establish it: _____

Frequency and responsible person: _____

Who may be missing from the evidence: _____

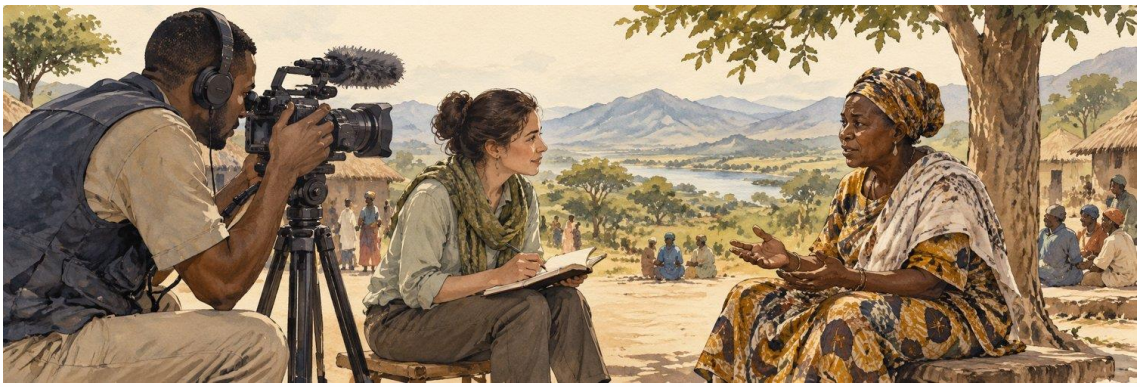
Privacy and access arrangements: _____

Decision the information will inform: _____

Model distinction

Output: two planning meetings completed with recorded actions. Possible outcome: organisers from both neighbourhoods jointly implement an agreed market access arrangement. The second needs follow-up evidence and consideration of other influences, not only a meeting register.

Communication and digital peacebuilding careers



Communication roles help people understand a programme, participate in discussion and act on reliable information. Tasks may include editing reports, preparing learning resources, producing audio or video, maintaining websites and supporting public engagement. Digital roles can also include information systems, accessibility, data management and user support. A technical job contributes to peacebuilding when it serves a relevant programme responsibly.

Build editorial judgement

Ask who needs the message, what action it should support and what could be misunderstood. Distinguish a verified fact from an allegation or opinion. Explain uncertainty without disguising it. Avoid sensational language that reduces a community to violence or portrays outside staff as rescuers. Local contributors should have meaningful influence over how their perspectives are represented.

Treat consent as a process

Before recording or publishing, explain the intended use, audience and practical limits of withdrawal. An employer's consent and safeguarding procedures govern the work. A person may agree to a workshop photograph without agreeing to a global fundraising campaign. Do not publish identifying details when the risk cannot be managed. Public availability does not automatically make sensitive information appropriate to reuse.

Use technology with care

Practise accessible documents, captions, basic cybersecurity and responsible file management. Translation and AI tools can assist drafting, but their outputs require verification. Do not upload confidential material into unapproved services. Synthetic images and illustrative stories must not be presented as documentary evidence of a real community or project.

Example

A communications assistant is asked to illustrate a workshop report. Instead of using an identifiable participant photograph without permission, they offer an approved general scene and clearly label it as an illustration. The report can remain engaging without implying that the image documents an actual event.

Practice and reflection

Portfolio task 3 An ethical communication pack

Using a fictional community dialogue project, produce a one-page public summary, a short invitation and an accessible social graphic. Label the project and any generated imagery as illustrative. Do not borrow a real organisation's identity to make the work appear commissioned.

Worksheet 11 Editorial check

Audience and intended action: _____

Main message and evidence supporting it: _____

Potential misunderstanding or harm: _____

Consent or permissions needed: _____

Accessibility and language arrangements: _____

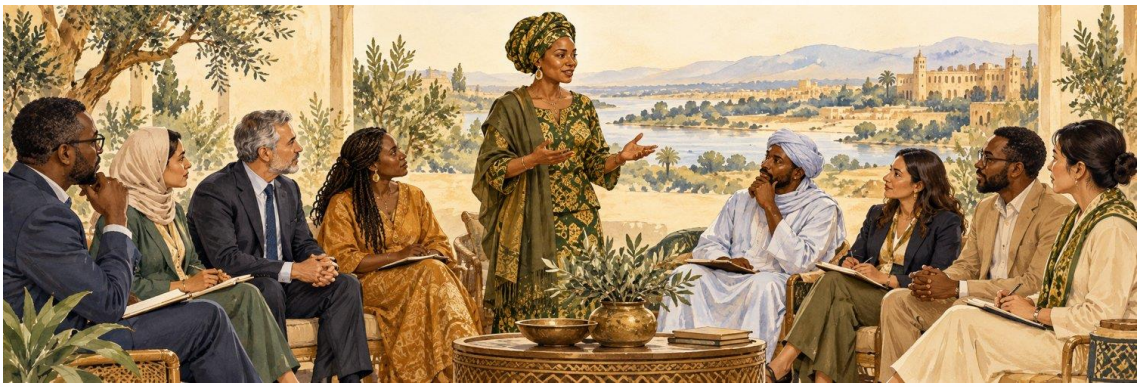
Person responsible for factual approval: _____

How illustrations and fictional examples will be labelled: _____

Review question

Would the message still feel respectful if a person represented in it were reading beside you? Ask a peer to check both clarity and dignity. Remove unsupported claims of impact, especially claims that a single event changed a whole community.

Dialogue facilitation and protection roles



Facilitation helps a group participate and work through an agreed process. Mediation supports parties in seeking an agreement with assistance from a third party. Protection work addresses threats to people's rights and safety within an organisation's mandate. These functions require different competencies, supervision and authority. Interest and confidence are not substitutes for preparation.

Learn process skills first

Useful foundations include active listening, clear questions, summarising, managing participation and explaining boundaries. Practise in low-risk simulations. Observe authorised practitioners where appropriate and seek feedback. UN mediation guidance emphasises fundamentals including preparedness, consent, impartiality and inclusivity [10]. Reading guidance supports learning; it does not establish professional competence.

Know when a meeting is unsuitable

Threats, coercion, abuse or serious safeguarding concerns may make ordinary joint dialogue inappropriate. Follow the employer's referral and reporting procedures. Do not privately investigate disclosures or promise absolute confidentiality. Explain the limits of your role before inviting sensitive information. Facilitators need a plan for pausing a process and obtaining qualified support.

Make inclusion practical

Consider language, disability access, timing, transport, representation and who can speak without consequences. A seat at the table does not prove meaningful participation. Speak with participants about access preferences rather than assuming their needs from identity. Avoid presenting one visible leader as the unquestioned voice of an entire group.

Example

A junior staff member is asked to settle a serious dispute after attending a short course. They clarify that they can help with logistics and notes under supervision but cannot independently mediate. They refer the process decision to the qualified lead. Recognising a limit can be evidence of professional judgement.

Practice and reflection

Activity 5 A low risk facilitation exercise

With consenting peers, discuss how a fictional study group should share a meeting room. Agree the purpose, time limit and speaking arrangements. Practise summarising each preference without endorsing it. Stop if the exercise becomes a real personal dispute. Do not use traumatic or unsafe scenarios.

Worksheet 12 Process readiness

Purpose and authority to convene: _____

Participants and representation questions: _____

Access and language arrangements: _____

Ground rules and confidentiality limits: _____

Supervisor or qualified lead: _____

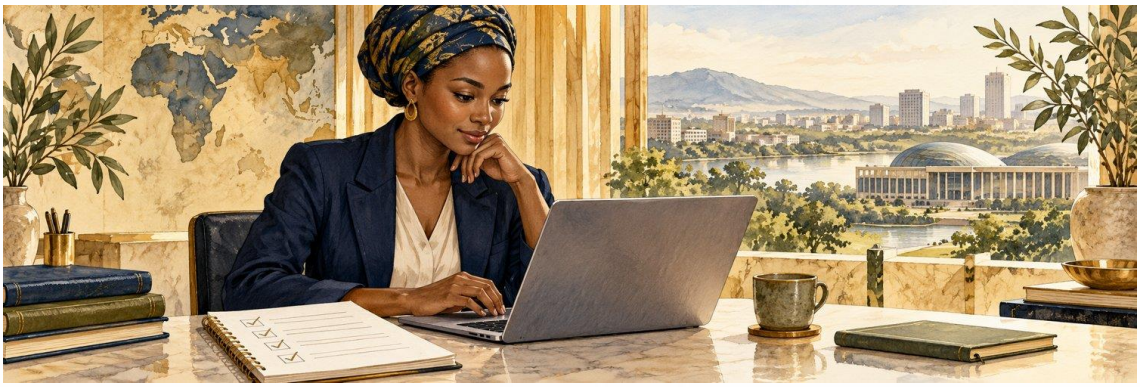
Conditions requiring a pause or referral: _____

How decisions and unresolved issues will be recorded: _____

Reflection

Ask participants whether they could contribute and whether the summary represented their views accurately. Do not measure success only by agreement. A clear, respectful record of unresolved differences may be a better outcome than a pressured settlement.

Finding and checking opportunities



A useful search combines an employer list, role keywords and an eligibility screen. Begin with official recruitment pages, then use specialist boards to discover additional employers. ReliefWeb and the Alliance for Peacebuilding publish relevant listings [11–12]. A listing is a lead to investigate, not proof that you qualify or that a role remains open.

Search by function and context

Combine terms such as programme assistant, community engagement, conflict analysis, research, grants, monitoring, communication or operations with the location and working arrangement you can accept. Search peacebuilding alongside related terms such as social cohesion, governance and conflict sensitivity. Read the actual programme purpose rather than assuming every development job is a peacebuilding job.

Use a short eligibility gate

Check the closing date and time zone, essential qualifications, experience, language, nationality or work-authorisation conditions and application method. Save the official reference and the date you checked it. A remote role may still require residence in a particular jurisdiction or availability in a specific time zone. Do not assume remote means accessible from every country.

Verify the recruitment trail

Navigate to the employer's known website independently. Match the vacancy reference and application route. UNICEF warns about fictitious offers and states that it charges no recruitment fees [13]. An official-looking logo or email display name does not prove authenticity. Question payment demands, guaranteed placement and requests for sensitive information before a verified process.

Apply selectively

Separate realistic applications from longer-term targets. A requirement you cannot meet needs an honest decision, not creative wording. Monitor patterns in suitable vacancies so that your learning plan follows actual demand rather than the volume of advertisements.

Practice and reflection

Worksheet 13 Opportunity tracker

Employer and role: _____

Official URL and vacancy reference: _____

Date checked and deadline with time zone: _____

Essential criteria met and evidence available: _____

Important gap or unanswered eligibility question: _____

Contract, location and work-authorisation information: _____

Decision and next action: _____

Submission confirmation and follow-up date: _____

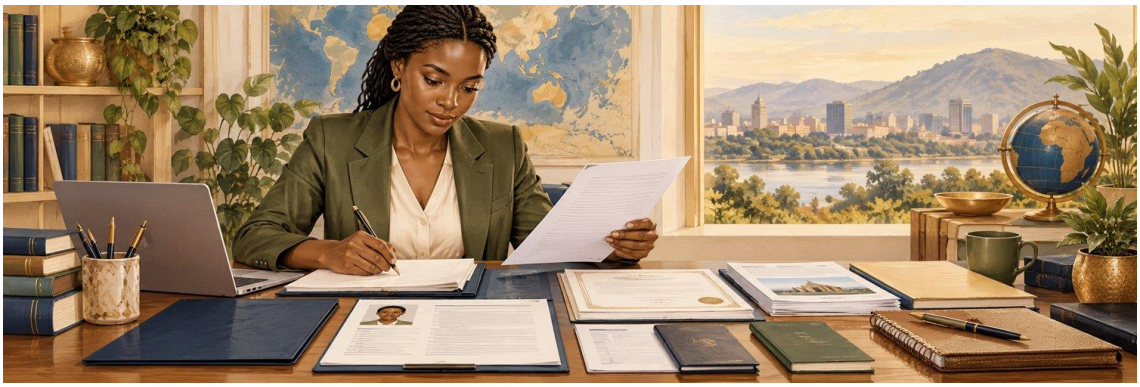
Activity 6 Verify before acting

A forwarded message offers a guaranteed international appointment after payment for a recognition certificate. List the official checks you would make. Do not pay or provide identity documents based on the forwarded message. Locate the purported employer's recruitment page independently and seek clarification through its published contact route.

Weekly search routine

Set two focused search sessions and one application session. Update existing leads before adding new ones. Track what you learn about recurring requirements, not only how many applications you submit.

Writing strong applications



A strong application helps a reviewer connect the job requirements with your evidence. It is specific, readable and truthful. Begin with the official instructions, including forms, page limits, questions and document formats. Some employers assess the application form itself, so a good attached CV cannot compensate for incomplete required fields.

Build a focused CV

Use a concise profile that names your function and relevant strengths. Present experience with clear dates, employer or host, location or working arrangement and actual responsibilities. Use achievement statements that explain your action and result. Separate education, assessed training and participation certificates. Include relevant languages at an honest proficiency level and skills you can demonstrate.

Write for the vacancy

Identify the main tasks and essential criteria, then choose evidence for each. Use the employer's terminology where it accurately describes your work. Do not stuff keywords into claims you cannot defend. Explain a career transition through relevant experience and learning rather than apologising for your previous profession.

Give the cover letter a purpose

State the role, explain why the organisation's work interests you and present two relevant examples. Close with the contribution you can realistically make. Avoid repeating every CV entry or claiming personal connections to communities you do not know. A short specific letter is more useful than a long statement of passion.

Protect accuracy

Check dates, qualification names and referee permission. Remove confidential information and unnecessary identity documents unless the verified process requires them. AI can help organise a draft, but you remain responsible for every claim. Do not generate a false employer, reference, achievement or credential to fill a gap.

Practice and reflection

Model cover letter opening

I am applying for the Programme Assistant position, reference [number]. My experience coordinating community learning activities and maintaining project records matches your need for reliable event support and reporting. In [verified example], I [specific action] and [observable result]. I would bring the same attention to accessible participation and accurate follow-up to your [named programme].

Worksheet 14 Application evidence map

Essential criterion: _____

Best example and where it appears in my application: _____

Result I can substantiate: _____

Potential weakness I should explain honestly: _____

Referee who knows this work: _____

Submission check

Confirm the correct role reference, file names, required answers and deadline. Open each attachment before uploading. Save a copy of the final application and confirmation. If an employer prohibits AI assistance or specifies independent work, follow that instruction. Do not send an unsolicited follow-up immediately after submission unless the notice asks for one.

Preparing for interviews and assessments



Interviews may test motivation, technical judgement and examples of past behaviour. Written tasks, presentations or simulations may also be used. Preparation should connect your evidence to the role, not produce a speech that ignores the question. Read the organisation's public work and the vacancy again before the assessment.

Structure an example clearly

Explain the situation, your responsibility, the action you took, the result and what you learned. Keep your personal contribution distinct from the team's work. If you lack an exact example, acknowledge that and offer the closest relevant experience. Do not present a hypothetical response as something you actually did.

Expect judgement questions

A panel may ask how you would handle an inaccurate report, an excluded participant or a missed deadline. Clarify the facts, authority and immediate risks. Explain the action, consultation, record and follow-up. There may be several defensible responses; show why yours fits the situation. Do not promise to manage a serious safeguarding disclosure alone.

Practise technical communication

For a timed brief, answer the question first, state assumptions and distinguish evidence from recommendations. For a presentation, use a small number of clear points and leave time for questions. Ask about accessibility arrangements or assessment conditions early through the official contact route. Test audio, internet and a backup communication option for remote interviews.

Ask useful questions

Ask how success is assessed, how the role is supervised and what the immediate priorities are. Contract and duty-of-care questions also matter at the appropriate stage. An interview is a chance to assess fit as well as demonstrate it. Do not disclose a previous employer's confidential information to impress the panel.

Practice and reflection

Activity 7 A fifteen minute practice interview

Ask a peer to pose three questions: describe a coordination challenge, explain an ethical decision and respond to a fictional incomplete report. Answer each in two minutes, then receive feedback on clarity, evidence and judgement. Record only with everyone's permission.

Worksheet 15 Example preparation

Competency or task: _____

Situation and my responsibility: _____

Action I personally took: _____

Result, evidence and limitation: _____

What I learned and would change: _____

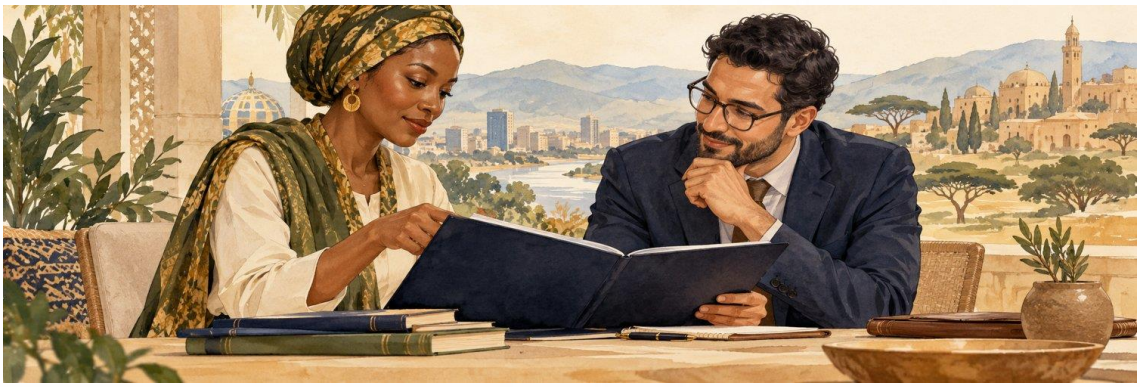
Model judgement response

If participant totals appear overstated, I would check the definition and source records, ask the responsible colleague for clarification and inform the reporting lead before submission. I would document the correction and any unresolved uncertainty. I would not silently alter figures or accuse someone of fraud without evidence.

Review point

After a real interview, note the questions you struggled with and the evidence you need to strengthen. Do not assume that a delayed response means rejection; follow the stated recruitment timeline.

Building a portfolio and professional network



A portfolio shows how you think and work. A network helps you learn about needs, standards and opportunities through professional relationships. Neither should depend on disclosing private community stories or asking strangers to secure a job. Start with a few useful samples and respectful conversations about the field.

Choose relevant samples

A research route might use a public-source brief and a source log. A programme route might use a fictional workplan, simple budget and monitoring plan. A communication route might include an accessible summary and editorial checklist. For each sample, state the purpose, your contribution, date, methods, limitations and whether it was commissioned, voluntary or simulated.

Protect ownership and confidentiality

Ask permission before sharing work produced for an employer or host. Removing names may not eliminate re-identification risk. A fully fictional sample is often more appropriate than a lightly anonymised sensitive document. Do not use institutional logos or supervisor names to imply endorsement. Keep evidence of permission where relevant.

Make networking specific

Attend relevant public learning events, read practitioners' work and ask focused questions. A brief request for insight into a role is more reasonable than an immediate request for sponsorship or a reference. Explain why you approached that person and respect a non-response. Offer something useful when appropriate, such as a thoughtful question or relevant public resource.

Example

An applicant sends a short analysis sample to a mentor who agreed to review it and asks one question about source quality. They incorporate the feedback and acknowledge the help privately. That interaction builds professional trust more effectively than repeatedly sending an untargeted CV to everyone in the mentor's network.

Practice and reflection

Worksheet 16 Portfolio inventory

Sample and target role it supports: _____

Real, commissioned, voluntary or simulated: _____

My contribution and evidence of authorship: _____

Permissions or restrictions: _____

Feedback received and revision made: _____

Public sharing decision: _____

Sample networking request

Hello [name]. I read your public work on [specific topic]. I am exploring [role family] and building experience in [task]. If convenient, could I ask one question about the evidence employers find most useful for this work? I understand if your schedule does not allow a reply.

Activity 8 Build a small network map

Identify two peers, one practitioner, one learning community and one organisation to follow. Record what you hope to learn from each and a respectful next action. Do not add people to mailing lists or share their contact details without permission. Follow through on agreed actions before asking for more help.

Consultancy and independent services



Independent work can include research support, evaluation, facilitation, training, translation, editing, design or technical services. It requires a client need, demonstrable competence and a clear scope. A consultant is not automatically an employee, and a consulting contract does not necessarily include staff benefits. Independent work can be irregular and may involve unpaid proposal time.

Start with a bounded service

Define the problem you can address, the output, quality criteria, timeline and exclusions. For example, offering to edit an approved learning manual is clearer than offering to transform national peacebuilding. Bid only where your experience supports the responsibilities. Partner with qualified specialists when the work requires expertise you lack, and describe each person's role honestly.

Read the procurement process

Some opportunities request a technical proposal and separate financial offer. Follow the exact instructions, eligibility and conflict-of-interest rules. Never offer a gift or private payment for favourable treatment. A strong proposal explains understanding, method, workplan, team, limitations and relevant evidence. Avoid copying another organisation's proprietary approach.

Price the whole job

Estimate preparation, delivery, revisions, administration, travel, equipment and contingency. Clarify currency, taxes, payment milestones and reimbursable costs in the agreement, obtaining appropriate advice where needed. A low daily fee is not competitive if it leaves the job impossible to deliver. Grants are not automatically personal income and must be used under their conditions.

Agree acceptance and ownership

Define who approves the deliverable, the number of revisions, data responsibilities and rights to use the work. Ask what happens if the schedule changes or the client delays materials. Do not begin substantial work based only on a verbal promise of a future contract.

Practice and reflection

Worksheet 17 One page service offer

Client problem and intended user: _____

Deliverable and acceptance criteria: _____

Method, steps and timeline: _____

Information and access the client must provide: _____

My qualifications and relevant samples: _____

Exclusions, dependencies and risks: _____

Fee, currency, payment milestones and assumptions: _____

Approval, revisions and ownership arrangements: _____

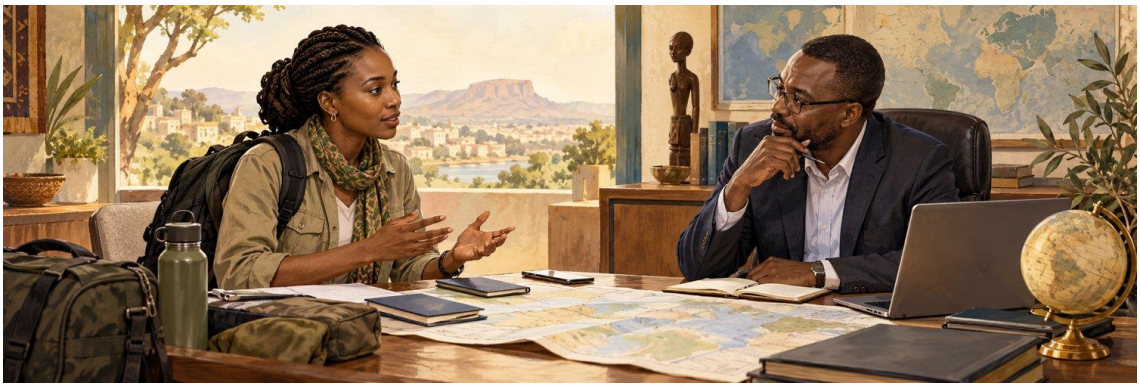
Activity 9 Estimate effort

For a fictional two-session workshop, estimate time for consultation, design, preparation, delivery, feedback and reporting. Add direct costs separately. Compare the result with a fee based only on hours in the room. Do not treat these fictional calculations as market rate guidance.

Review question

Could the client determine whether the service was completed from your scope alone? If the answer is no, replace broad promises with observable outputs and a review process. Obtain appropriate professional advice before signing unfamiliar contractual obligations.

Understanding contracts and field readiness



A meaningful mission does not remove the need to understand working conditions. Before accepting, read the written offer, contract and relevant policies. Ask questions through verified contacts and avoid making irreversible travel or financial commitments before the process is confirmed. Requirements differ across employers, countries and assignment types.

Compare the complete arrangement

Clarify contract duration, probation or trial arrangements, hours, reporting line, compensation currency, payment schedule, leave and benefits. Identify whether a quoted amount is gross or net and what costs remain yours. Check termination, renewal and intellectual-property provisions. Do not compare a consultancy fee directly with a staff salary without considering unpaid time and expenses. Seek qualified advice on unclear legal or tax obligations.

Confirm location and mobility

Ask about work authorisation, visas, travel, accommodation, equipment and any support explicitly offered. Remote work may still have geographic restrictions. A field posting may require employer-approved security preparation and clear movement procedures. Do not self-deploy to a conflict-affected setting to gain experience or assume a civilian certificate authorises access.

Examine duty of care

Ask about supervision, safeguarding reporting, security briefings, health support, insurance, emergency assistance and escalation arrangements. Understand what support applies to your contract category. Information should come from the employer's procedures and appropriate professionals, not generic online advice. Discuss accessibility needs and practical adjustments early enough to plan them.

Make sustainability part of the decision

Consider workload, family responsibilities, recovery time and support networks. Exposure to difficult material and prolonged uncertainty can affect wellbeing. Establish manageable working boundaries, use supervision and seek qualified support when needed. Professional commitment includes recognising when an assignment is unsuitable.

Practice and reflection

Worksheet 18 Offer review record

Employer and verified contact: _____

Contract category, duration and working location: _____

Compensation, currency, deductions and personal costs: _____

Hours, leave, equipment and supervision: _____

Work-authorisation and travel responsibilities: _____

Security, health, insurance and emergency arrangements: _____

Safeguarding and complaints contacts: _____

Unclear clauses and source of qualified advice: _____

My decision, conditions to resolve and review date: _____

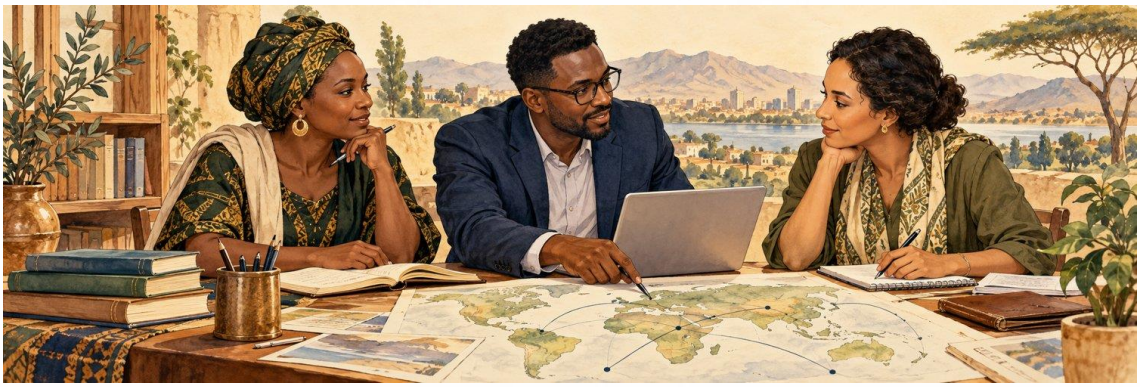
Activity 10 Compare fairly

Offer A has a larger fee but no paid leave or travel coverage. Offer B has lower monthly pay but stated benefits. List the information needed before comparing them. Do not assume a benefit exists because another employee receives it under a different contract.

Decision point

If the employer cannot explain a major responsibility or support arrangement, pause acceptance and seek clarification. An opportunity should fit both your career objectives and your practical capacity to undertake it responsibly.

Three realistic career transition cases



These fictional cases illustrate decision making rather than guaranteed career routes. Each person chooses a function, builds evidence and tests realistic opportunities. Their outcomes depend on employers, competition and circumstances. None gains professional authority merely by completing a short course.

Case 1 The teacher seeking programme work

Amina has organised school activities and wants an international role. She first targets programme support because she can demonstrate planning, accessible communication and record keeping. She studies conflict sensitivity, completes a fictional workplan and supports a supervised local learning project. She applies to suitable assistant roles while checking the actual experience requirements. She does not describe classroom disagreement management as professional mediation.

Case 2 The technician seeking digital contribution

Daniel has maintained office systems but has no field programme experience. He targets technology support and accessible digital learning rather than a senior peace adviser role. He prepares a fictional data-access checklist, improves a public learning resource with permission and documents user feedback. A short remote volunteer assignment may test fit, but he budgets his time and does not expect it to become paid employment.

Case 3 The community organiser seeking progression

Lina has years of part-time service and wants a fellowship or officer role. She reconstructs dates, hours, deliverables and references without inflating the work into full-time employment. She compares fellowship criteria with her documented record and checks how each provider counts relevant experience. She strengthens reporting and monitoring skills, then applies selectively. If a fellowship requires experience she cannot substantiate, she continues a work route instead of changing the facts.

What the cases share

All three connect an existing strength to a defined task, identify a gap and choose a bounded bridge. International recognition is not the first milestone. Credible evidence, responsible contribution and a clearer next decision are meaningful progress.

Practice and reflection

Activity 11 Advise a career changer

Choose one case and propose the person's next two actions. Explain what evidence each action creates and what assumption could make the plan fail. Avoid adding a costly degree unless a verified target requires it or it serves a clear learning objective.

Model response for Amina

First, compare three programme assistant vacancies and map their essential criteria to her school coordination experience. Second, agree a supervised local assignment with a defined deliverable and feedback date. The plan may fail if target employers require sector experience that the placement cannot provide. She should check that early and adjust the role target or experience plan.

Worksheet 19 Your transition story

My present role and strongest task evidence: _____

Target function and why it fits: _____

Gap that most limits my next step: _____

Smallest responsible experience bridge: _____

Evidence I expect to produce: _____

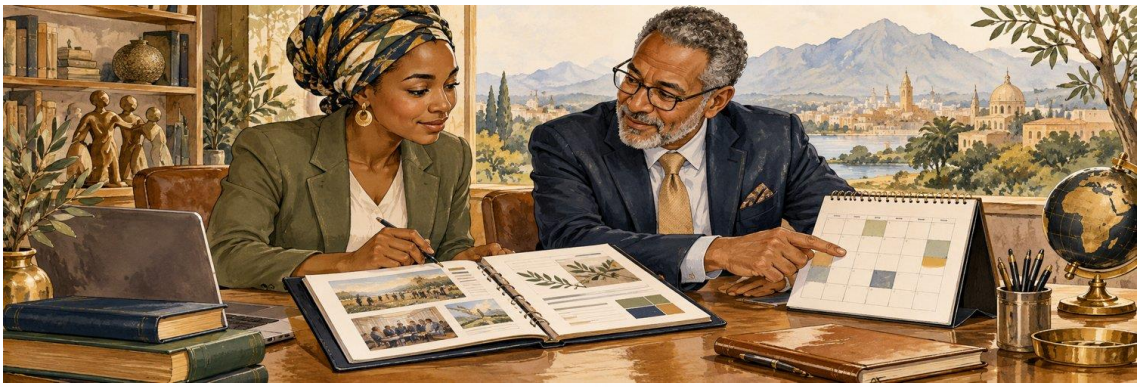
Assumption I must verify before committing: _____

Alternative route if the assumption is false: _____

Reflection

What would you tell a recruiter that is both relevant and fully true? Draft two sentences without claiming a title, impact or qualification you have not earned.

Your ninety day career action plan



Use ninety days to test a direction and build credible evidence. The aim is not to guarantee a job within a fixed period. It is to leave with a clearer target, better work samples, more informed applications and a sustainable next plan. Adjust the pace to your responsibilities and resources.

Days 1 to 30 Clarify and prepare

Choose a primary role family and review several suitable vacancies. Complete the evidence bank and eligibility checks. Identify one learning gap and a focused resource to address it. Draft a CV and an honest transition statement. Create a short employer list and a simple opportunity tracker. Avoid spending the month collecting certificates without practising the relevant tasks.

Days 31 to 60 Practise and obtain feedback

Complete one or two portfolio samples and request specific feedback. If feasible, undertake a bounded supervised assignment that serves a genuine organisational need. Keep a private activity log and record permissions. Revise your CV with verified evidence. Conduct a practice interview and make a small number of respectful learning connections.

Days 61 to 90 Apply and review

Apply to roles that pass the eligibility screen and tailor each application. Continue useful work and learning while recruitment proceeds. Review the pattern of responses: no suitable vacancies, repeated eligibility barriers and weak interview examples require different adjustments. Do not interpret silence as proof that another certificate is needed.

Measure what you can influence

Track completed samples, feedback incorporated, criteria met and quality applications submitted. Interviews and offers are valuable outcomes but remain partly outside your control. If the route is unsustainable, change its pace or scope. A locally based contribution can be a strong continuing career, not merely a waiting room for overseas work.

Practice and reflection

Worksheet 20 My ninety day commitments

Primary role family and realistic working arrangements: _____

Evidence I will strengthen in the first month: _____

Learning resource, cost limit and practice output: _____

Portfolio sample and feedback person: _____

Supervised experience project if feasible: _____

Weekly time available and boundaries: _____

Application quality target and review date: _____

Alternative action if suitable vacancies are limited: _____

Monthly review

What did I complete? What evidence became stronger? Which eligibility assumption changed? What did feedback reveal? What will I stop, continue or adjust next month? Keep the answers short and specific.

Final self assessment

Can you explain your target function, demonstrate relevant tasks, recognise your limits, verify an opportunity and describe a useful next contribution? Return to the first worksheet and compare your answer. The next step should follow the evidence you now have.

A continuing practice

Maintain your source list and revisit official criteria whenever you apply. Seek supervision for unfamiliar responsibilities. Share credit, protect information and remain open to correction. These habits help sustain both a credible career and respectful work with the people peacebuilding is intended to serve.

Career role comparison

These role families are search aids, not vacancy announcements or universal qualification rules. Compare each sample with the duties and essential criteria in a real advertisement. Samples may demonstrate potential but do not substitute for required employment experience.

Role family	Typical work to investigate	Evidence to build or select
Programme support	Scheduling, partner contact, records, event logistics	Workplan, action tracker and verified coordination example
Research support	Source review, synthesis, structured notes	Public-source brief with citations and limitations
Monitoring and learning	Indicator definitions, data checks, feedback	Fictional monitoring plan and spreadsheet sample
Communication	Editing, accessible content, consent-aware storytelling	Public summary, editorial checklist and approved media sample
Community engagement	Consultation logistics, listening, follow-up	Supervised activity log and accurate feedback summary

Use the comparison

Choose two rows that fit your interests and existing evidence. Read three suitable vacancies for each. Record the recurring requirements, then select one primary route for the next ninety days. Specialist, safeguarding and regulated responsibilities require the relevant competence and authority.

Career role comparison continued

These role families are search aids, not vacancy announcements or universal qualification rules. Compare each sample with the duties and essential criteria in a real advertisement. Samples may demonstrate potential but do not substitute for required employment experience.

Role family	Typical work to investigate	Evidence to build or select
Dialogue support	Process preparation, participation, accurate records	Low-risk simulation reflection and supervised practice
Grants and finance	Budget support, documentation, expenditure checks	Fictional budget and evidence of relevant finance skills
Operations and logistics	Procurement support, supplies, administration	Process checklist and reliable delivery example
Digital and information support	User support, accessibility, data access	Fictional access plan or approved technical work sample
Independent services	Defined deliverables, proposals, client management	Scoped service offer and relevant verified samples

Use the comparison

Choose two rows that fit your interests and existing evidence. Read three suitable vacancies for each. Record the recurring requirements, then select one primary route for the next ninety days. Specialist, safeguarding and regulated responsibilities require the relevant competence and authority.

Opportunity directory and source notes

[1] UN sustaining peace guidance

Conceptual background for chapter 1. Read with current institutional material; it is not a recruitment guide.

https://www.un.org/peacebuilding/sites/default/files/documents/guidance-on-sustaining-peace.170117.final_.pdf

[2] UNITAR Peace learning

Explore the peace portfolio and open online learning. Check each course's access, assessment and costs.

https://unitar.org/sustainable-development-goals/peace

[3] UN Careers and Young Professionals Programme

Use UN Careers for Secretariat opportunities and the current YPP page for cycle-specific eligibility. Other UN entities may use separate portals.

https://careers.un.org/young-professionals-programme

[4] African Union recruitment

Search the official AU jobs site. Read each notice for nationality, education, experience, language and submission requirements.

https://jobs.au.int/

[5] ECOWAS careers

Regional career source covering several functions. Check the current notice and the institution's official application route.

https://www.ecowas.int/careers/

Programmes volunteering and learning

[6] UNDP People Programmes

Official overview of internships, fellowships, graduate and JPO pathways. Published programme criteria differ; an active call must be checked separately.

https://www.undp.org/careers/people-programmes

[7] UNV volunteer opportunities

Official starting point for volunteer categories and the Unified Volunteering Platform. Check the description of assignment and applicable conditions.

https://www.unv.org/become-volunteer

[8] UNV Online Volunteering

Source for the online service rules described in chapter 7. Online service is unpaid and differs from onsite arrangements.

https://www.unv.org/become-online-volunteer

[9] Rotary Peace Fellowships

Compare the master's and professional development certificate routes through the links on the programme page. Check all eligibility restrictions and current cycle dates.

https://www.rotary.org/en/get-involved/our-programs/peace-fellowships

[10] UN mediation guidance

Learning resource on effective mediation fundamentals, not a credential or authorisation to mediate.

https://peacemaker.un.org/en/documents/united-nations-guidance-effective-mediation

Vacancy discovery and verification

[11] ReliefWeb jobs

Sector job discovery source. Follow through to the employer and verify the current role, eligibility and recruitment route.

https://reliefweb.int/jobs

[12] Alliance for Peacebuilding jobs board

Peacebuilding opportunity discovery source. Individual listings have their own employers, terms and deadlines.

https://www.allianceforpeacebuilding.org/peacebuilding-jobs-board

[13] UNICEF recruitment fraud guidance

Official warning about fictitious offers, payment requests and misuse of institutional identity.

https://www.unicef.org/careers/beware-fraudulent-job-offers

International Alert

Employer page to monitor for advertised jobs and consultancy opportunities. Inclusion here does not mean a suitable vacancy is open.

https://www.international-alert.org/about/jobs/

Interpeace

Official Work With Us page for advertised opportunities. Availability changes.

https://www.interpeace.org/work-with-us/

More sources and a repeatable search method

Peace Direct

Official jobs page and links to the organisation's work. Check current vacancies rather than assuming continuous recruitment.

https://www.peacedirect.org/about-us/jobs/

Search for Common Ground

Use the official careers route; it may redirect to the organisation's recruitment platform. Confirm the reference and application details there.

https://www.sfcg.org/careers/

UNDP careers

Follow official vacancies from the careers pages. Review the specific role and contract rather than assuming that one programme's conditions apply to all posts.

https://www.undp.org/careers

UNITAR open online Peace courses

Additional official learning directory. Match the course to a practical gap and verify current conditions.

https://unitar.org/sustainable-development-goals/peace/our-portfolio/online-learning-and-education/open-online-courses

Recheck before every application

Sources were consulted on 22 October 2026. Some recruitment pages restrict automated access or redirect to an external recruitment system. Those are navigation leads, not confirmation of a live opening. No vacancy counts, salaries, selection odds or active deadlines are promised. Read the live official notice for the final decision. The career exercises and examples are original educational material rather than quotations from these sources.

Build a practical pathway into peacebuilding

Explore the roles, skills and experience that support peacebuilding work. This guide connects local action with international career pathways through practical explanations, application examples, activities and reusable worksheets.

Inside you will find guidance on volunteering, fellowships, research, programme delivery, communication, consultancy and professional development, together with a focused ninety day action plan.

About the Author

Korede Olafimihan

Korede Olafimihan has worked with several non-governmental organisations. His interest in community engagement and cooperation informs this practical learning resource for people seeking to contribute to peacebuilding and global development.



Learn with purpose. Build evidence. Contribute responsibly.