

Reference Curricula and Guidance Documents

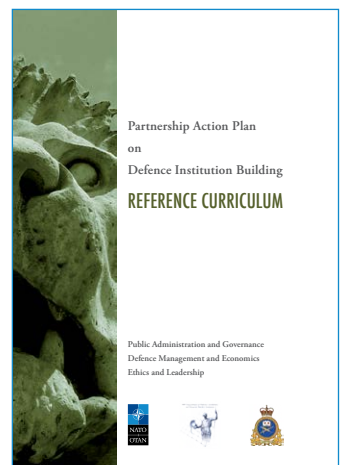
1. Defence Education is a key agent of transformation and NATO is using it to support institutional reform in partner countries. Through the Defence Education Enhancement Programme (DEEP), the Alliance advises partners on how to build, develop and reform educational institutions in the defence and military domain in the form of a peer-to-peer conversation.
2. One of the pillars of DEEP assistance is to help interested partner institutions to develop their teaching curricula and to enable their faculties to teach new subjects. It also develops reference curricula and guidance, designed to conform to Alliance education standards, available to all interested nations.
3. Since 2008, together with the Partnership for Peace Consortium (PfPC) of Defense Academies and Security Studies Institutes, DEEP has developed a number of different curricula – designed for employment by defence education institutions. They are intended to provide partner and Allied countries with in-depth learning objectives and curriculum support for academic courses in professional military education (PME) schools.
4. NATO has noted that these reference curricula can serve as tools for partner and Allied countries in the planning and development of courses, modules and programmes for professional Officer and Non-Commissioned Officer and the enhancement of intellectual interoperability between NATO and partners.

Partnership Action Plan on Defence Institution Building (PAP-DIB) Reference Curriculum

The PAP-DIB Reference Curriculum aims to provide in-depth learning objectives and curriculum development support for academic courses focused on defence institution building or reform. It is informed in part by the typical academic programmes and courses found in western civilian and military academic institutions.

For pedagogic purposes, the ten PAP-DIB objectives, articulated at the 2004 NATO Summit in Istanbul, Turkey, were organised into three themes: Public Administration and Governance (PA&G), Defence Management and Economics (DM&E), and Ethics and Leadership (E&L). Together these themes form important building blocks for creating resilient and accountable defence institutions.

The PAP-DIB Reference Curriculum consists of three sections corresponding to the themes noted above. Each section in turn is divided into three parts: i) learning objectives and topics, ii) block, and iii) module. Each theme constitutes a programme while each block and module corresponds respectively to a course and a lesson.



English: http://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2009_09/20090908_PAB-DIB_en.pdf

French: http://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2009_09/2009_09_D34F22C9AE854B7FAA0BB409A21C90D3_PAB-DIB_fr.pdf

Russian: http://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2009_09/2009_09_D34F22C9AE854B7FAA0BB409A21C90D3_PAB-DIB_ru.pdf

Arabic: http://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2015_10/20151013_151013-pap-dib-arab.pdf

Generic Officer Professional Military Education Reference Curriculum

The Generic Officer Professional Military Education (PME) Reference Curriculum (RC), developed by a multinational team of defence educators and practitioners, aims to provide in-depth learning objectives and curriculum support for academic courses related to officer professional military education; an important contribution to defence education and enhancement of military interoperability between NATO and its partners.

This curriculum consists of three levels: i) Pre-Commissioning, ii) Junior Officer and iii) Intermediate Officer; and three themes: i) Profession of Arms, ii) Command, Leadership and Ethics, and iii) Defence and Security Studies. The three phases and themes have been carefully chosen to encompass the broadest spectrum of officers and to provide the most pertinent level of education for a medium size armed forces.

English: http://www.nato.int/nato_static_fl2014/assets/pdf/pdf_topics/20111202_Generic-Officer-PME-RC.pdf

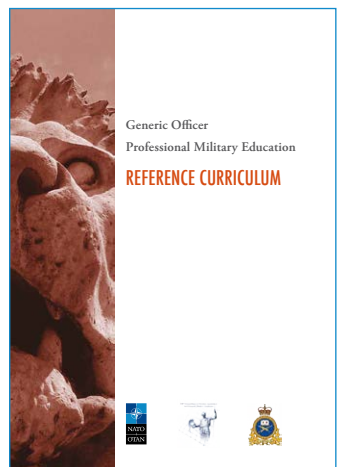
French: http://www.nato.int/nato_static_fl2014/assets/pdf/pdf_topics/20111202_Generic-Officer-PME-RC-fr.pdf

Russian: http://www.nato.int/nato_static_fl2014/assets/pdf/pdf_topics/20111202_Generic-Officer-PME-RC-russian.pdf

Ukrainian : https://www.nato.int/nato_static_fl2014/assets/pdf/2023/11/pdf/231117-generic-officer-ukr.pdf

Arabic: http://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2015_10/20151013_151013-generic-officer-arab.pdf

Dari: http://www.nato.int/nato_static_fl2014/assets/pdf/pdf_topics/20170320_dari-generic-officer-pme-reference-curriculum.pdf



Cybersecurity – A Generic Reference Curriculum

The Cybersecurity Reference Curriculum (RC) aims to provide in-depth learning objectives and curriculum support for academic courses broadly related to Cybersecurity.

This curriculum consists of four themes: i) Cyberspace and the Fundamentals of Cybersecurity, ii) Risk Vectors, iii) International Cybersecurity Organizations, Policies and Standards, and iv) Cybersecurity Management in the National Context. The four themes and associated blocks have been carefully chosen to encompass the broadest spectrum of Cybersecurity issues and topics, and to provide the most pertinent level of education.

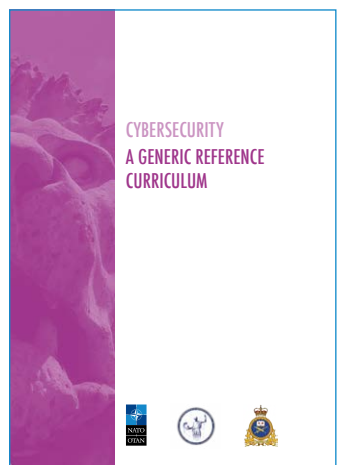
English: http://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2016_10/1610-cybersecurity-curriculum.pdf

French: http://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2016_10/20170719_1610-cybersecurity-curriculum-fr.pdf

Russian: http://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2016_10/20171004_1610-cybersecurity-curriculum-rus.pdf

Arabic: http://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2016_10/20170908_1610-cybersecurity-curriculum-ar.pdf

Dari: https://www.nato.int/nato_static_fl2014/assets/pdf/2021/7/pdf/210701-cybersecurity-curriculum-dari.pdf



Non-Commissioned Officer Professional Military Education Reference Curriculum

The Generic Non-Commissioned Officer (NCO) Professional Military Education (PME) Reference Curriculum (RC), also developed by a multinational team of defence educators and practitioners, is designed to provide in-depth learning objectives and curriculum support for academic courses related to NCO professional military education; an important contribution to defence education and enhancement of military interoperability between NATO and its partners.

This curriculum consists of four levels: i) Primary, ii) Intermediate, iii) Advanced, and iv) Command Senior Enlisted Leader; and three themes: i) Profession of Arms, ii) Leadership and Ethics, and iii) Non-Commissioned Officer Core Competencies. The four levels and three themes have been carefully chosen to encompass the broadest spectrum of NCOs and to provide the most pertinent level of education for a medium size armed forces.

English: http://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2015_10/20151013_151013-non-comm-officer-eng.pdf

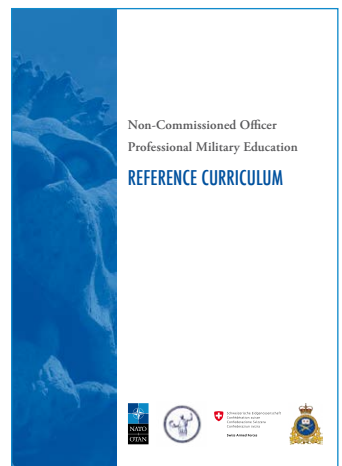
French: http://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2015_10/20160623_131209-non-comm-officer-fre.pdf

Russian: http://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2017_08/20170809_170809-non-comm-officer-rus.pdf

Arabic: http://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2015_10/20151013_151013-non-comm-officer-arab.pdf

Dari: https://www.nato.int/nato_static_fl2014/assets/pdf/2020/4/pdf/200402-non-comm-officer-dari.pdf

Ukrainian: https://www.nato.int/nato_static_fl2014/assets/pdf/2024/1/pdf/240115-non-comm-officer-ukr.pdf



Non-Commissioned Officer Corps Professional Development Reference Guidance

The Non-Commissioned Officer (NCO) Corps Professional Development Reference Guidance, developed by a multinational team of Senior NCOs and civil experts, is designed to help nations and the Defence Education Enhancement Programme (DEEP) expert teams to identify areas that are necessary to develop a professional NCO Corps but lie beyond the immediate scope of education. It can serve as a useful tool for Partner Nations and an inspiration for Allied Nations in the establishment or improvement of a Professional Non-Commissioned Officer Corps as an enhancement of military interoperability between NATO and its Partners.

This document serves as a guide that complements the NCO Professional Military Education Reference Curriculum and will assist nations in identifying critical areas necessary to developing a Professional NCO Corps.

This guidance references the foundational concepts that underlie the development of a Professional NCO Corps. The foundation begins with a systems approach to establish and manage the development of an NCO Corps. The key lines of effort include: Duties, Roles and Responsibilities; Policy and Doctrine; Resource Management; Personnel Management System; and NCO Educational System.

English: https://www.nato.int/nato_static_fl2014/assets/pdf/2020/1/pdf/200114-nco-corps-prof-dev-ref-guid.pdf

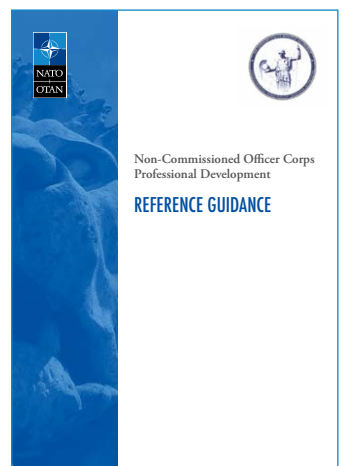
French: https://www.nato.int/nato_static_fl2014/assets/pdf/2020/6/pdf/200624-nco-corps-prof-dev-ref-guid-fr.pdf

Russian: https://www.nato.int/nato_static_fl2014/assets/pdf/2020/6/pdf/200624-nco-corps-prof-dev-ref-guid-ru.pdf

Ukrainian: https://www.nato.int/nato_static_fl2014/assets/pdf/2023/7/pdf/nco-corps-prof-dev-ref-guid-ukr.pdf

Arabic: https://www.nato.int/nato_static_fl2014/assets/pdf/2020/06/pdf/200624-nco-corps-prof-dev-ref-guid-ARAB1.pdf

Dari: https://www.nato.int/nato_static_fl2014/assets/pdf/2020/06/pdf/200624-nco-corps-prof-dev-ref-guid-dari.pdf



Non-Commissioned Officer School Instructor Development Reference Curriculum

The Non-Commissioned Officer (NCO) School Instructor Development Reference Curriculum supports instructing excellence and professionalism through purposeful development of instructors endowed with the requisite knowledge, skills, attributes and attitudes to enhance learning in NCO education and individual training (E&IT) institutions.

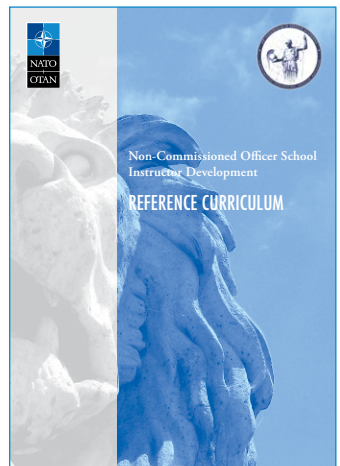
This curriculum consists of three levels: i) Basic Instructor, ii) Advanced Instructor, and iii) Master Instructor; and four themes: i) Foundations/Frameworks, ii) Planning Instructions, iii) Teaching and Facilitating Learning, and iv) Education and Individual Training Management Roles. The three levels and four themes have been carefully chosen to encompass the broadest spectrum of instructors and to provide the most pertinent level of education for a medium size armed forces.

English: https://www.nato.int/nato_static_fl2014/assets/pdf/2023/8/pdf/230828-deep-instructor-dev-ref-curr-en.pdf

French: https://www.nato.int/nato_static_fl2014/assets/pdf/2024/5/pdf/240503-deep-instructor-dev-ref-curr-fr.pdf

Ukrainian: https://www.nato.int/nato_static_fl2014/assets/pdf/2024/7/pdf/240708-deep-instructor-dev-ref-curr-ukr.pdf

Arabic: https://www.nato.int/nato_static_fl2014/assets/pdf/2024/7/pdf/240708-deep-instructor-dev-ref-curr-ar.pdf



Counterinsurgency – A Generic Reference Curriculum

This document aims to serve as a reference, a starting place, for individuals or organizations in NATO member states and partner countries looking to develop and/or supplement their professional military education (PME) in the area of Counterinsurgency (COIN).

This document serves as a catalyst to start dialogue within defence academies/schools about the kind of education they aspire to have in order to prepare their forces for operations in counterinsurgency environments. It is not intended to be adopted lockstep but rather to be adapted to fit particular national needs and goals. The curriculum is primarily intended to serve as the blueprint for a single course on counterinsurgency. It may be possible to develop multiple courses tailored to the learning needs of different levels of audiences; however, the main purpose is to use this curriculum as the means to educate personnel on the counterinsurgency fundamentals.

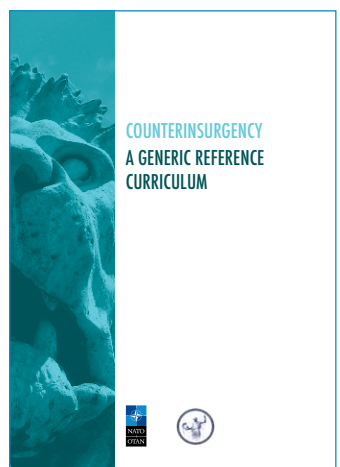
The curriculum is organized into seven blocks that are aligned with NATO Counterinsurgency Doctrine (see Table of Contents). Recognizing that blocks are taught over a period of time, they are subdivided into modules (lessons). Each module contains suggested learning objectives which are in turn connected to the higher outcomes of the block.

Vignettes are included to illustrate key ideas as well as serve as a reference to specific case studies that may be used effectively with that block or module. The curriculum also contains two appendices with additional information to assist course developers. Appendix A contains information that was developed by the curriculum authors and has not been published elsewhere. Appendix B contains a sample exercise and questions that could serve as a culminating assessment for the course.

English: http://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2017_09/20170904_1709-counterinsurgency-rc.pdf

French: https://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2019_01/20190111_counterinsurgency-rc.pdf-fr.pdf

Russian: https://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2019_01/20190111_counterinsurgency-rc.pdf-ru.pdf



Counter-Terrorism Reference Curriculum

This reference curriculum is intended to serve as a reference academic curriculum tool for NATO member states and partner countries to develop a more complete picture of the issues and challenges that exist, past, present and possibly future with respect to terrorism and counter-terrorism.

The document was developed by a multinational team of academics and practitioners, employing a multidisciplinary approach to enable a cross-section of learners develop the knowledge and skills needed to understand the phenomenon of terrorism and counter-terrorism in order to evolve effective strategies to anticipate and mitigate potential threats. This reference curriculum is intended to be adapted to meet specific national needs and goals, and to serve as a catalyst to initiate discussions within defence academies/schools on this challenging but important subject of terrorism and counter-terrorism.

This reference curriculum is divided into four themes: 1) Introduction to Terrorism; 2) Understanding Ideologies, Motivations and Methods; 3) Contemporary Challenges and Evolving Threats; and 4) Counter-Terrorism: Strategy, Operations and Capacity Building. The four themes and associated blocks and modules have been carefully chosen to encompass the broadest spectrum of issues and topics addressing terrorism and counter-terrorism.

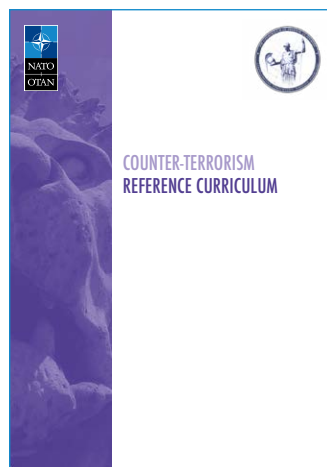
The document also includes vignettes designed to illustrate key ideas and examples. In addition, it includes a tabletop exercise (TTX) to facilitate moderated discussions and utilise role play scenarios to examine the growing Foreign Terrorist Fighter (FTF) problem. The exercise is designed to enable role play scenarios, foster team-oriented dialogue, and discussions of key strategic and operational issues and challenges related to terrorist threats and measures to counter them.

English: https://www.nato.int/nato_static_fl2014/assets/pdf/2020/6/pdf/200612-DEEP-CTRC.pdf

French: https://www.nato.int/nato_static_fl2014/assets/pdf/2020/9/pdf/200930-DEEP-CTRC-fr.pdf

Russian: https://www.nato.int/nato_static_fl2014/assets/pdf/2020/9/pdf/200612-DEEP-CTRC-rus.pdf

Arabic: https://www.nato.int/nato_static_fl2014/assets/pdf/2020/12/pdf/2012-DEEP-CTRC-arabic.pdf



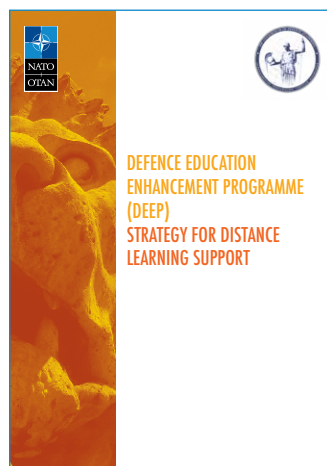
Defence Education Enhancement Programme (DEEP) Strategy for Distance Learning Support

This strategy provides Defence Education Enhancement Programme (DEEP) guidance for partner schools/countries that request support to develop, improve, modernize, and/or professionalize distance learning programmes. It includes the identification of potential courses of action that DEEP programme providers can employ to assist partner schools and countries to attain their desired goals for distance learning capacity and execution.

English: https://www.nato.int/nato_static_fl2014/assets/pdf/2021/12/pdf/211209-deep-strategy-dist-learn.pdf

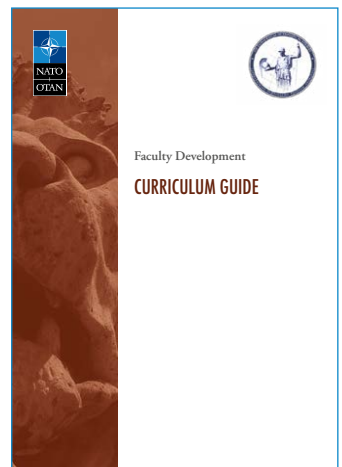
French: https://www.nato.int/nato_static_fl2014/assets/pdf/2023/2/pdf/230208-deep-strategy-for-distance-learn.pdf

Ukrainian: https://www.nato.int/nato_static_fl2014/assets/pdf/2023/2/pdf/230208-deep-strategy-for-distance-learn-1.pdf



Faculty Development Curriculum Guide

The Faculty Development Curriculum Guide (FDCG) provides a starting point for military educational organisations looking to establish or to sustain faculty development programmes for their professional military or defence-related schools, institutes and academies. Since it is a guide, the FDCG is not intended to be adopted verbatim – institutions should adapt its content to support their specific faculty development needs, military educational requirements and cultural contexts. The FDCG offers a solid foundation for new and existing instructor programmes to build and to sustain faculty development courses. Specifically, it provides six modules that are aligned with modern andragogical concepts and practices consistent with defence education enhancement and the democratic values of defence institution building. These modules include Models and Principles of Adult Learning; Diverse Perspectives; Active Learning Techniques; Instructional Design; Assessment and Evaluation; and Enhancing Education through Emerging Technologies.



English: https://www.nato.int/nato_static_fl2014/assets/pdf/2023/3/pdf/deep-faculty-development-curriculum-guid.pdf

French: https://www.nato.int/nato_static_fl2014/assets/pdf/2023/6/pdf/deep-faculty-development-curriculum-guid.pdf

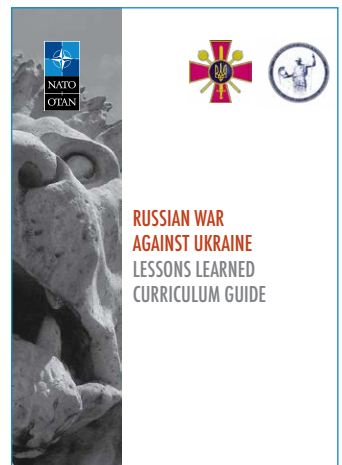
Spanish: https://www.nato.int/nato_static_fl2014/assets/pdf/2023/9/pdf/deep-faculty-development-curriculum-span.pdf

Ukrainian: https://www.nato.int/nato_static_fl2014/assets/pdf/2023/7/pdf/deep-faculty-development-curriculum-guid.pdf

Arabic: https://www.nato.int/nato_static_fl2014/assets/pdf/2023/7/pdf/deep-faculty-development-curriculum-guid-1.pdf

Russian War Against Ukraine Lessons Learned Curriculum Guide

This curriculum guide contains lesson plans for use in professional military education (PME) institutions to address lessons learned during the first year of the ongoing Russian War Against Ukraine. A combined team of over 45 NATO and Ukrainian professional military and civilian educators and practitioners identified 20 general warfare and specific warfighting topics for consideration. From these topics, the team jointly created 25 lesson plans based upon each topic's relevancy and timeliness for defence education institutions. The Ukrainian experts developed source data through interviews, personal combat experiences, and a review of available Russian and Ukrainian documents. Working in small groups, the combined NATO-Ukraine expert team developed detailed lesson plans, with supporting Power Point presentations and accompanying Talking Papers to support institutional delivery. Any given school can adapt these lesson plans for their curriculum as a standalone course or a supplement to existing courses at the strategic, operational, or tactical levels of conflict.

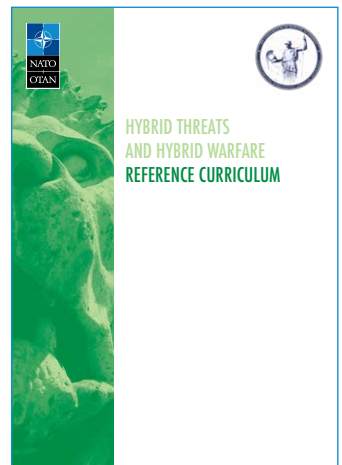


Each lesson plan contains a purpose and scope statement, learning objectives, and proposed readings. Every lesson plan includes embedded links to associated briefing slides and a Talking Paper developed to allow an instructor to deliver the slides with an explanation for each one. The lesson plan also includes a background and discussion of the topic, including key definitions. Finally, as applicable, each lesson plan identifies significant lessons learned. The Power Point briefing slides and their aligned Talking Papers at a minimum cover the information in the lesson plan. In some cases, they provide an even broader examination of the topic. They are a means of conveying information but should not be viewed as an end to themselves. Lastly, the Questions for Consideration at the lesson plan's conclusion are designed to engage the learner's critical thinking analysis skills.

English: https://www.nato.int/nato_static_fl2014/assets/pdf/2023/12/pdf/231208-RusWar-Ukraine-Lessons-Curriculum.pdf

Hybrid Threats and Hybrid Warfare Reference Curriculum

This reference curriculum is an essential educational resource aimed at addressing the complexities of Hybrid Threats and Hybrid Warfare in academic and practitioner contexts. It offers a comprehensive yet concise guide, crafted by experts from various nations, providing a robust overview of key facets and strategic approaches necessary for understanding and engaging with hybrid warfare phenomena. Hybrid threats, which blend conventional warfare, irregular tactics, and cyber activities, are increasingly common and pose significant challenges for national and international security frameworks. The curriculum targets members of the PFP Consortium, encouraging nations to adapt the content to their specific strategic needs and geopolitical contexts. It emphasises the importance of understanding Hybrid Threats and Hybrid Warfare, and their impact on national security policies and capabilities. Additionally, it explores related concepts such as Grey Zone Warfare, information operations, and cognitive warfare, recommending essential sources and methods to address emerging security challenges. This guide aims to equip defence educators and strategists with the knowledge to enhance their curricula and prepare for the evolving dynamics of global security threats. The project received financial and active support from various organisations, including the German Federal Government, NATO's Defence Education Enhancement Programme (DEEP), the Konrad Adenauer Foundation, and several academic and governmental institutions.



English: https://www.nato.int/nato_static_fl2014/assets/pdf/2024/7/pdf/241007-hybrid-threats-and-hybrid-warfare.pdf

Leadership and Ethics Reference Curriculum

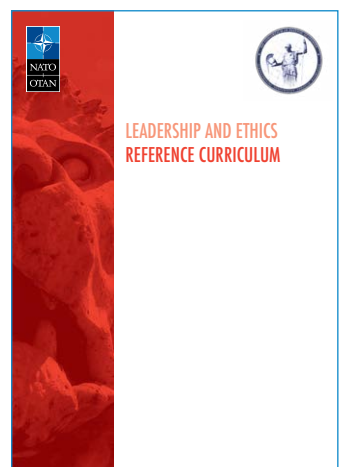
The Leadership and Ethics Reference Curriculum (LERC) reflects the efforts of a multinational team of academics, researchers and practitioners devoted to advancing leadership and ethics knowledge and practices. Governments, corporations, non-profit organisations and the military often claim effective leadership as the critical factor for success. Conversely, ineffective leaders and leadership practices may be cited as the reason for failures. The quest for effective leaders and leadership practices has led to the publication of numerous materials intended to proffer insights and best practice tips for leadership development.

This document serves as a reference for individuals and organisations in partner countries and NATO member states seeking to establish or supplement the development of leaders in the profession of arms. It is intended to be adapted to fit the goals and aspirations of each nation that adopts it, and to serve as a catalyst to enhance intellectual and professional interoperability between NATO partners and the Alliance.

Topics in this curriculum are organised into four themes, subdivided into blocks and modules. The curriculum proceeds from the development of the leader through the application of leadership practices within the profession of arms. This progression provides the basis for proceeding from general theoretical to applied knowledge to how leaders apply these skills when leading in the profession of arms. The four themes are:

- Theme 1: Leader and Character Development
- Theme 2: Ethics
- Theme 3: Organisational Leadership
- Theme 4: Leadership in the Profession of Arms

English: https://www.nato.int/nato_static_fl2014/assets/pdf/2024/7/pdf/240719-deep-leadership-ethics-curr.pdf



Resilience Reference Curriculum

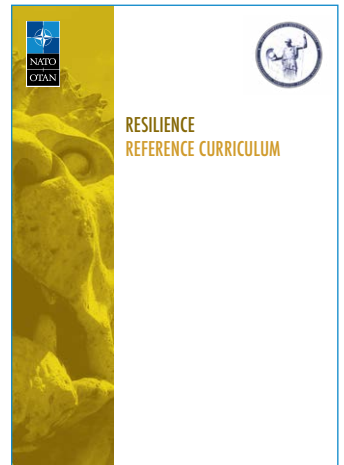
The Resilience Reference Curriculum is designed to address the concept of resilience and its impact on the contemporary world of uncertainties, disruptions, interdependence, and technological advancements in the contemporary world. Given the diverse meanings and interpretations of resilience across different contexts, developing a uniform framework that caters to all actors at various levels of governance poses a significant challenge. The primary objective of the RRC is to equip stakeholders from military, civilian, public, and private sectors with the necessary knowledge to understand resilience concepts, assess threats within their specific contexts, and explore different approaches to and strategies for implementing and evaluating resilience initiatives.

The RRC is organized into four themes. Recognizing that Themes are taught over a period of time, they are subdivided into modules and further into single lessons. Each module and lesson contain suggested learning objectives which are in turn connected to the higher outcomes of the Theme.

- Theme 1 serves to understand the concept of resilience and assess threats to it in their specific contexts.
- Theme 2 aims to demonstrate interdependencies between resilience and various instruments of national power and explore national and multinational aspects of resilience.
- Theme 3 explains the concept of societal resilience as an integral component of defence and security by focusing on the whole-of-society approach to building resilience, which includes governmental authorities, both civil and military, the private sector, and civil society.
- Theme 4 is to provide a broad overview of how to develop resilience, implement management and sustainment processes, and assess resilience at each level of analysis (e.g., individual, community, organizational, national, and multinational).

The RRC serves as a guiding framework for defense and security educational institutions to develop courses, study programs, and training sessions focused on resilience for both military and civilian audiences. It aims to provide instructors and trainers with practical resources to enhance course plans and syllabi tailored to their unique classroom environments. By incorporating vignettes as practical real-life examples within the curriculum, educators can illustrate key concepts and reinforce connections between different components of resilience. These vignettes offer references for further analysis of case studies, enabling a deeper understanding of the multifaceted issues related to resilience in defense and security contexts.

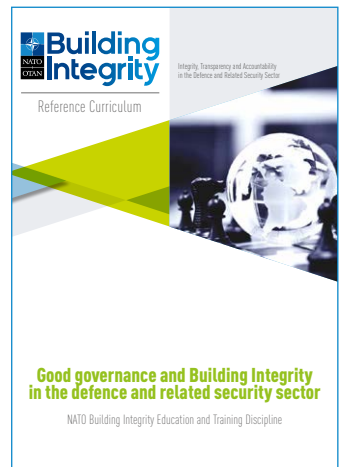
English: https://www.nato.int/nato_static_fl2014/assets/pdf/2025/2/pdf/DEEP-resilience-reference-curriculum.pdf



Building Integrity Reference Curriculum

Within the framework of the NATO Building Integrity (BI) Discipline under the Global Programme of the Allied Command Transformation (ACT), the Building Integrity Reference Curriculum, developed by a NATO International Staff-led working group of subject matter experts (SMEs) from Allied and partner nations, aims to assist both NATO Allies and partners in enhancing education and training, and the mainstreaming of good governance and Building Integrity. In addition, this Reference Curriculum provides BI specific topics that can be embedded into existing courses on good governance and anti-corruption or tailored to meet specific national requirements and objectives in both of these areas or related subjects. Organised into four main chapters: i) Understanding Corruption as a Security Risk and Importance of Building Integrity; ii) Building Integrity and Public Administration; iii) Building Integrity in Management and Delivery of Defence and Security; and iv) Building Integrity in Operations and Defence Engagement, the BI Reference Curriculum is specifically designed for use by academic institutions focused on defence and security. As such, it focuses on BI functional areas and provides learning objectives, study questions and references.

Building Integrity has been among the first to develop a strategic framework and methodology to build capacity in the defence institutions and to operationalise NATO PAP-DIB. It is part of NATO's ongoing commitment to defence institution building and strengthening integrity, transparency, and accountability in the defence and related security sector. This document complements similar NATO sponsored Reference Curricula and supports the implementation of the objectives of NATO Building Integrity in fostering a culture of integrity at an institutional and individual level through BI Education and Training as part of the NATO BI Discipline. The BI Reference Curriculum is under the BI Discipline, run and developed by NATO BI.



Arabic: https://www.nato.int/nato_static_fl2014/assets/pdf/2021/3/pdf/210304-BI-Reference-Curriculum-Arabic.pdf

English: https://www.nato.int/nato_static_fl2014/assets/pdf/2020/11/publications/201113-BI-Reference-Curriculum-en.pdf

French: https://www.nato.int/nato_static_fl2014/assets/pdf/2020/11/publications/201113-BI-Reference-Curriculum-fr.pdf

Armenian: https://www.nato.int/nato_static_fl2014/assets/pdf/2020/12/pdf/201216-BI-Reference-Curriculum-Armenian.pdf

Dari: https://www.nato.int/nato_static_fl2014/assets/pdf/2021/1/pdf/210126-BI-Reference-Curriculum-Dari.pdf

Georgian: https://www.nato.int/nato_static_fl2014/assets/pdf/2021/2/pdf/210209-BI-Reference-Curriculum-GEO.pdf

Pashto: https://www.nato.int/nato_static_fl2014/assets/pdf/2021/1/pdf/210126-BI-Reference-Curriculum-Pashto.pdf

Romanian: https://www.nato.int/nato_static_fl2014/assets/pdf/2021/7/publications/210707-BI-Reference-Curriculum-ro.pdf

Russian: https://www.nato.int/nato_static_fl2014/assets/pdf/2021/2/pdf/210202-BI-Reference-Curriculum-RUS.pdf

Serbian (cyrillic) : https://www.nato.int/nato_static_fl2014/assets/pdf/2021/3/pdf/210315-BI-Reference-Curriculum-serb-cyr.pdf

Serbian (latin) : https://www.nato.int/nato_static_fl2014/assets/pdf/2021/3/pdf/210315-BI-Reference-Curriculum-serb-lat.pdf

Spanish : https://www.nato.int/nato_static_fl2014/assets/pdf/2021/4/pdf/210104-BI-Reference-Curriculum-spa.pdf

Ukrainian: https://www.nato.int/nato_static_fl2014/assets/pdf/2021/2/pdf/210202-BI-Reference-Curriculum-UKR.pdf