



Council of the  
European Union

Brussels, 23 July 2015  
(OR. en)

11192/15

CSDP/PSDC 439  
EUMC 30

**COVER NOTE**

---

From:	European External Action Service (EEAS)
To:	European Union Military Committee (EUMC)
Subject:	Guidelines for EU Military Training Discipline Leader

---

Delegations will find attached document EEAS(2015) 922 REV 3.

---

Encl.: EEAS(2015) 922 REV 3

EUROPEAN EXTERNAL ACTION SERVICE



**EUROPEAN UNION  
MILITARY STAFF**

**Brussels, 23 July 2015**

**EEAS(2015) 922  
REV 3**

**CSDP/PSDC  
EUMC**

**NOTE**

---

From: European Union Military Committee (EUMC)  
To: European Union Military Committee

---

No. Prev. doc.: -

---

Subject: Guidelines for EU Military Training Discipline Leader

---

Delegations will find attached the "Guidelines for EU Military Training Discipline Leader", as agreed by the EUMC on 22 July 2015.

## References:

- A. Military Training and Education in the EU - EUMS Study, doc. EEAS 00978/4/13 REV 4, dated 24 September 13, Ref. Ares (2013)3108408 - 25/09/2013.
- B. Military Training and Education in the EU – Draft Action Plan for short term proposals, doc. EEAS 02648/2/13, dated 4 February 2014.
- C. Terms of Reference of EU Military Training Group, doc. 9357/14, dated 30 April 2014.
- D. Framework Process for Managing CSDP Military Training Requirements, doc. 17087/14, dated 19 December 2014.
- E. Military Training and Education in the EU - Progress Report on the implementation of the Action Plan for short term proposals, doc. 9410/15, dated 29 May 2015.

## **A. BACKGROUND**

1. On 7 October 2013, EUMC agreed six short term proposals made by the EUMS as a result of the study "Military Training and Education in the EU. A broad Picture" (Ref. A), and tasked EUMCWG/HTF supported by EUMS, to further develop several medium and long term proposals.
2. In short term, according to the action plan at Ref B, EUMCWG/HTF established the "EU Military Training Group" (EUMTG), as the recognized body for the CSDP military training requirements (Ref. C) and developed a "Framework Process for Managing CSDP Military Training Requirements" (Ref D).
3. On 27 May 2015, EUMC noted the Progress Report on the implementation of the Action Plan for short term proposals (Ref. E) and agreed the development by the EUMCWG/HTF, supported by the EUMS, of "Guidelines for EU Military Training Discipline Leader", which makes the subject of this document.

## **B. AIM**

4. The aim of this document is to define the "EU Military Training Discipline Leader", its role, responsibilities and relationship with EU relevant stakeholders.

## **C. INTRODUCTION**

5. Member States (MS)' commitment to cooperate in the area of military training and education (T&E) and increased EU-NATO cooperation in training and exercises have clearly indicated the need for defining CSDP military training requirements, fully aligned with EU civilian similar needs and complementary with NATO training requirements, when relevant and without prejudice to the decision making autonomy of each organization.
6. CSDP military training is organized by disciplines. Defining and analysing training requirements for each discipline is a laborious and technical process, which requires close cooperation with training providers and NATO training authorities, while respecting the principle of inclusiveness (i.e. all EU MS will be able to participate in such cooperation and access to all training activities, without caveats or restraints).
7. In the process of managing CSDP military training requirements, EUMTG – the EU recognized body for this domain - supported by the EUMS, has global competences, ensuring that all MS' and EU's needs are considered. In this context, discipline-focused training requirements analyses (TRA) require the involvement of expert, capable and knowledgeable bodies - EU Military Training Discipline Leaders (EU DL).
8. Considering scarce resources at the EU level, a rational and expedient approach in supporting EUMTG to manage the CSDP military training requirements is that of making recourse to voluntary MS (through their national or multinational expert organizations) or EU bodies which can assume the role of EU DL. Moreover, as described by Ref. D, in order to make effective use of existing work and avoid duplication of effort, the role of the EU DL should be assumed, whenever possible and accessible to all EU MS, by the MS or the body having a similar role for NATO (e.g. Centres of Excellence, PFP Training Centres).
9. These guidelines are to be considered a living document and should be revised regularly taking into account lessons derived from the completed TRAs.

## **D. EU MILITARY TRAINING DISCIPLINES**

10. An EU military training discipline has been defined as "a functional training category that groups distinct training thematics<sup>1</sup> in support of a military capability for CSDP military missions and operations"<sup>2</sup>. The scope of a training discipline is broad, ranging from the political-strategic down to the tactical level and it applies to both individual and collective training.
11. Disciplines may derive from various sources, such as political and military guidance or the capability and concept development processes and may be subject to changes according to needs and on the basis of the EUMC's strategic guidance on the EU military training.
12. In defining the military training disciplines, EUMTG considered their potential relevance for the EU civilian training and the need for complementarity with NATO, when relevant and without prejudice to the decision making autonomy of each organization. The current EU military training disciplines are listed in Ref. D.
13. An EU military training discipline should:
  - a. support MS' interests to rationalize their training, as part of pooling and sharing (P&S) in the area of T&E. In this context, detailed TRA, conducted by disciplines, may expose potential areas to be covered by cooperative training initiatives;
  - b. support the capabilities for CSDP military missions and operations and the priorities of the European Council, Foreign Affairs Council and European External Action Service;
  - c. contribute to achieving synergies with CSDP civilian training and strengthening ties with European Commission and internal security dimension (Freedom Security and Justice).

---

<sup>1</sup> Thematics are areas within each discipline that group individual and collective performance objectives on a functional basis.

<sup>2</sup> NATO defines training discipline as "an approved body of knowledge and skills, which support an existing, or evolving capability".

## **E. EU MILITARY TRAINING DISCIPLINE LEADER (EU DL)**

14. EU DL is a:
  - a. EU recognized expert body in a specific training area, being nominated by the EUMC;
  - b. champion of best practices within its area of competence, whose expertise is widely known by the global training community;
  - c. focal point of contact for that particular discipline, by providing expert training advise to the EUMTG;
  - d. driver of change in its area of competence, by permanently monitoring and considering new military training requirements;
  - e. linchpin of EU-NATO training efforts, by ensuring complementarity with NATO's existing work. The EU Military Training Discipline Leader may attend/ contribute to the NATO Discipline Conference and report the results to the EUMTG.
  
15. EU DL may be offered by different providers, aspect that may impact on the timely and effective management of training requirements. Potential EU DL may be provided by:
  - a. Member States (through its national military authorities or expert organizations - Ministry of Defence, General Staff, EU Headquarters). This option may require extensive consultation with NATO training authorities to make use of the existing work, for the benefit of all EU MS, and also offers the opportunity for EUMTG to coordinate and validate multiple TRAs simultaneously;
  - b. EU bodies (e.g. EUMS, EDA) and Multinational Formations (Headquarters). This option may require consultation with NATO training authorities, through staff to staff contacts, to make use of the existing work, for the benefit of all EU MS. EUMTG may coordinate and validate multiple TRAs simultaneously;
  - c. Centres of Excellence<sup>3</sup>. Among the best positioned organizations to play the role of the EU DL, are the Centres of Excellence (CoEs), when the training provided is accessible to all EU MS, without caveats or restraints. This position is given by their expertise, their wide-world recognition and certification by NATO as well as their capability to maintain contact with the evolution of their particular area of interest. The advantage of this option is that it secures the best complementarity

---

<sup>3</sup> Centres of Excellence (COEs) are nationally or multi-nationally funded institutions that train and educate leaders and specialists from NATO member and partner countries, assist in doctrine development, identify lessons learned, improve interoperability, and capabilities and test and validate concepts through experimentation.

with NATO's existing work<sup>4</sup>. Moreover, CoEs are experienced bodies in conducting TRA and can use their own products (e.g. mapping curricula, training opportunities, NATO performance objectives) to avoid duplication and focus on CSDP specificities. This option may allow EUMTG to coordinate and validate multiple TRAs a year;

- d. Training providers at the EU (e.g. ESDC), multinational (e.g. PfP Training Centre) or national level. A training provider could play the role of EU DL, in which case it has a dual role: as EU DL (supporting EUMTG in the TRA process) on the one hand and as training provider (implementing some of the corrective measures identified by the TRA) on the other hand. The objectivity and impartiality that have to be ensured between the two dimensions of this role, are secured by the EUMTG validating the TRA conclusions (e.g. EUMTG may accept, deny or amend the proposals made by the EU DL, for subsequent approval by the EUMC);
  - e. EUMTG in functional training expert format<sup>5</sup>. This option does not require a discipline leader *per se* but it does require at least several volunteer functional training experts from the MS, to convene as EUMTG in functional training expert format. A lead MS may need to chair the EUMTG for that particular discipline. In this case the capacity of EUMTG to coordinate TRAs is limited to 1-2 TRAs a year.
16. Co-leadership of a military training discipline by two or more organizations is possible. This situation achieves a broad exposure and legitimacy of TRA, but requires extensive co-ordination and cooperation.

---

<sup>4</sup> Several CoEs are certified by NATO as Department Head for particular training disciplines.

<sup>5</sup> Considering that EUMTG is a configuration of the EUMCWG/HTF in global training expert format, a functional training expert is a Subject Matter Expert (e.g. CBRN, CIS, Log) with training experience (could originate from EUMS, Training centres, CoEs etc.).

## **F. MILITARY TRAINING DISCIPLINE LEADER'S ROLE AND RESPONSIBILITIES**

17. EUMC periodically provides Strategic Guidance on Military Training to focus training efforts of the MS (EUMTG), by indicating discipline-related training conditions and priorities derived from the potential military role and tasks for CSDP missions and operations. The EUMC Strategic Guidance on Military Training is the initiating basis for EU DL to conduct TRA, under the supervision of EUMTG.
18. EU DL, in support of EUMTG, plays an important role throughout the process of managing CSDP military training requirements, which may vary with the stage of the CSDP Training Cycle. The EU DL's responsibilities are to:
  - a. Support EUMTG in conducting TRA (detailed guidelines at Annex A);
  - b. Propose EUMTG those courses that meet CSDP military training requirements to be included in the CSDP Training Programme (military section);
  - c. Provide training to meet specific CSDP military training requirements, within its capacity and based on its priorities, thus contributing with training to the agreed CSDP Training Programme - military section (when EU DL is also a training provider);
  - d. Advise EUMTG in assessing the accomplishment of CSDP military training requirements.

## **G. FORMAL ARRANGEMENTS**

19. MS having a leading role in the development of a particular military capability or hosting specialized training centres, EU bodies, Centres of Excellence or multinational formations and organizations willing to become a EU DL should notify this intention to the EUMC.
20. EUMC agrees the proposal, based on EUMTG expert advice, and nominates the candidate as a leader for that particular EU military training discipline. On request from the candidate, EUMC invites EUMS to conclude formal arrangements (e.g. Letter of Intent). These arrangements describe the agreed tasks, responsibilities and areas of cooperation between the EUMS, as the supporting body of the EUMTG, and the EU Discipline Leader and describe the relevant processes that make the object of the agreement (a template for Letter of Intent at Annex B). Before the final signatures between EUMS and EU DL, these arrangements should be agreed by the EUMTG.



## EU Training Requirements Analysis

### *Guidelines*

#### INTRODUCTION

1. EU CSDP Military Training Requirements Analysis is a structured process of identifying gaps, deficiencies and redundant training, in order to highlight the appropriate corrective measures necessary to meet training requirements for a specific CSDP military training discipline. Steps:
  - a. Requirements - define CSDP military training requirements (by thematics and CSDP specific performance objectives);
  - b. Opportunities - map the existing training standards and opportunities in MS, NATO, or other international organisations ;
  - c. Analysis - assess how the existing training activities meet the EU specific performance objectives.
2. **Although in a supporting role, due to the limited working capacity of EUMTG and EUMS, the EU DL is expected to effectively conduct the TRA, on behalf of EUMTG, with support from EUMS.** EUMTG validates the outputs of each step of TRA.
3. The TRA may require the organization of one or more workshops, with contributions from military and civilian experts in each discipline. The EU DL conducts TRA activities on a voluntary basis bearing all associated costs from its own budget.

#### CONSIDERATIONS

4. It is assumed that EU TRA will be focused on CSDP specific training requirements.
5. Although the main effort of the TRA is to define training requirements for military audience, the activity could consider the identification of common civilian and military requirements.
6. Assuming that most of the CSDP specific training requirements are at the pol-strategic level, strategic and operational levels, the EU TRA should focus at these levels.

## GUIDELINES

### TRA Preparation

7. Following the nomination by the EUMC of a EU DL, EUMTG schedules the TRA in its annual programme of work, taking into consideration other priorities and the availability of the discipline leader.
8. Input:
  - a. EUMC nomination (EUMC Meeting Order of Proceedings);
  - b. Formal arrangements between EUMTG/EUMS and EU DL (if concluded).
9. Guidelines:
  - a. Draft the TRA calendar and present it to EUMTG for validation;
  - b. Identify stakeholders and SMEs from relevant institutions (e.g. CION, EEAS, NATO, UN, MS).
10. Output:
  - a. TRA Programme of work/ Calendar of activities.

### TRA Step 1 - Requirements

11. In this step, CSDP military training requirements are defined by thematics and CSDP specific performance objectives, which are then grouped in a common curriculum, reflecting the agreed learning outcomes for that particular discipline.
12. Suggested input (non exhaustive list):
  - a. Political Guidance;
  - b. EUMC Strategic Guidance on Military Training;
  - c. EU Capability Codes and Statements<sup>6</sup>;
  - d. Military Tasks for CSDP Operations<sup>7</sup>;
  - e. Job Descriptions;
  - f. Military Concepts;
  - g. Lessons from operations and exercises.
13. Guidelines:
  - a. Conduct **task analysis** and derive CSDP military required performance;
  - b. Define the **organizations/ structures/ bodies and individuals** at the EU and MS level, who by their regular duties or temporary assignments work or serve in the

---

<sup>6</sup> EU Capability Codes and Statements 2012, doc. EEAS 00229/12, dated 05 March 2012.

<sup>7</sup> Currently, in the context of EU capability development, the military tasks for CSDP Operations are defined in the "Generic Military Task List" (The EU Capability Development Plan, EDA SB 2014/21, dated 8 Oct 14).

- CSDP context in the areas specific to that training discipline. This organizational framework will also inform the training audience analysis in the subsequent phases of the training cycle (e.g. Training Needs Analysis -TNA for an identified gap);
- c. Define **thematics** relevant for that particular discipline. Thematics are areas that group individual and collective performance objectives on a functional basis;
  - d. Define CSDP specific **Performance Objectives** (POs) and subordinated enabling objectives (EOs) by thematics. POs/EOs derive from tasks and indicate the envisaged behaviour after training that will enable the organizations/ individuals to maintain a certain operational preparedness/ job performance. POs and EOs are defined as knowledge, skills and competencies for each training audience and with the associated **Depth of Knowledge** (DoK). DoK is a conventional scale of complexity (1 lowest-5 highest) indicating the level of knowledge required for a specific skill/ competency. The definition of CSDP specific POs should generally be done through comparison with existing NATO's POs, via staff-to-staff contacts;
  - e. Develop the discipline **Common Core Curriculum**. The Common Core Curriculum for a particular discipline is the outcome of the "requirements" stage. This high level modular programme may group, by modules, similar requirements for several audiences. It does not indicate themes, topics or methods of training and does not represent minimum standards. It only suggests to the training providers (EU and MS level) the learning outcomes (learning objectives) that have to be attained by relevant audience, to ensure a proper preparation for relevant tasks. It is a benchmark/ reference against which gaps/ deficiencies are identified. It should indicate the DoK and relevant audience, including an estimated number of participants/ year (if known).
14. Output:
- a. Discipline Common Core Curriculum (outline structure at Annex C).

#### TRA Step 2 - Opportunities

15. In the second phase of TRA, the **existing training opportunities** available to EU MS for that particular discipline are interrogated. If no relevant and recent data are available, the EU DL could resort to questionnaires (suggested model at Annex D).
16. Input:
- a. Training opportunities databases (e.g. SCHOOLMASTER);

- b. List of stakeholders and relevant training providers (for distributing the questionnaire, if required).
17. Guidelines:
- a. Interrogate training opportunities databases and select relevant activities for that particular discipline;
  - b. Prepare and distribute the questionnaire (if required);
  - c. Collect and map the existing training opportunities available to EU MS, grouped by levels and indicating the depth of knowledge (DoK).
18. Output:
- a. List of training opportunities (courses/ exercises).

### TRA Step 3 - Analysis

19. In the **analysis** phase, by matching the existing opportunities to the discipline common core curriculum, the EU DL determines training gaps, deficiencies and redundancies. This would be the basis for proposing: (1) courses that meet the conditions and objectives described by the discipline common core curriculum to be included into CSDP Training Programme (military section and relevant discipline); (2) corrective training measures to close gaps, improve the deficient courses and eliminate unnecessary redundancies, for which subsequent, detailed TNA may be required.
20. Input:
- a. Discipline Common Core Curriculum;
  - b. List of training opportunities.
21. Guidelines:
- a. Determine training gaps, deficiencies and redundancies by matching existing training opportunities against the discipline common core curriculum;
  - b. Proposes training corrective measures to close gaps, improve the deficient courses and eliminate unnecessary redundancies;
  - c. Reveal possible EU and NATO military common training, whenever possible and accessible to all EU MS;
  - d. Propose possible training solutions (e.g. residential training, Mobile Training Teams, e-learning) and potential training providers (possible outsourcing).
22. Output:
- a. TRA Final Report (outline structure at Annex E) validated by the EUMTG and agreed by the EUMC.

**Letter of Intent**

*Template*

<b>EUMS</b>	<b>(TITLE OF THE EU DISCIPLINE LEADER)</b>
Logo	Logo
Address block	Address block

**LETTER OF INTENT  
BETWEEN  
THE DIRECTOR GENERAL OF THE EUROPEAN UNION MILITARY STAFF  
(EUMS)  
AND  
THE ..... [HEAD OF THE EU DISCIPLINE LEADER]  
[Acronym]**

**[DTG]**

REFERENCES:

- A. European Union Council Decision 2001/80/CFSP of 22 January 2001 on the establishment of the Military Staff of the European Union last amended on by Council Decision 2008/298/CFSP of 7 April 2008.
- B. Council Decision of 26 July 2010 establishing the organization and functioning of the European External Action Service (2010/427/EU).
- C. **[ToR of institution providing the EU Discipline Leaders]**
  1. The EUMS is the source of the EU's military expertise, in accordance with Ref. A and B. It performs early warning, situation awareness and strategic planning for missions and tasks referred to in Article 43 (1) of the Treaty on European Union (TEU), including those identified in the European Security Strategy. This also encompasses the identification of European national and multinational forces and the implementation of policies and decisions as directed by the European Union Military Committee (EUMC).

2. **[Mission of the institution providing the EU Discipline Leaders]** .....  
 ..... (Ref C).
3. The purpose of this Letter of Intent (LoI) is to express the mutual interest to initiate the cooperation between the EUMS, acting in support of the EUMC/ EUMTG, and the **[institution providing the EU Discipline Leaders]**, jointly referred to as the “Participants”/”organizations”, individually as the “Participant”/”organization”, in the field of .....**[name of the training discipline]**.
4. Areas of cooperation (**non exhaustive, indicative list**):
  - Support EUMTG in conducting Training Requirements Analysis;
  - Expert advice to the CSDP Training Programme and CSDP Assessment Report;
  - CSDP Training
 .....

Rank (Title) Name Surname

Signature

**DG EUMS**

Rank (Title) Name Surname

Signature

**(HEAD OF THE EU DISCIPLINE  
LEADER)**

**Common Core Curriculum**

*[Discipline]*

***Outline Structure***

Objectives of **[Discipline]**

Aim of Common Core Curriculum for **[Discipline]**

Structure of the Common Core Curriculum for **[Discipline]**

Module 1

Module 2

.....

Module n

Implementing the Common Core Curriculum for **[Discipline]**

**Module 1...n**

1. Description
2. Aim of module
3. Audience
4. Thematics
  - a. Learning Objectives (Outcomes)
    - i. Enabling Objectives.... At the end of the module, participants will be able to:
5. Potential issues for consideration (teaching points)
6. Possible training methods
7. Suggested References

**Questionnaire on Training Opportunities***[Discipline]**Suggested Model*

**Note:** *This questionnaire is intended to identify training already in place, thus help defining potential training gaps and the need for additional training activities necessary to meet the training requirements for [Discipline]"*.

Please identify yourself.....	
Member State/ EU Institution	
Organization/ Directorate	
POC for this questionnaire	
Telephone number	
E-mail address	

1. Please identify the training audience that requires training on **[Discipline]** in your Member State, EU institution, multinational headquarters or organization:
  - a. Military
  - b. Diplomatic
  - c. Police
  - d. Rule of Law
  - e. Interior/ Border Control
  - f. Development
  - g. Humanitarian Aid
  - h. Other (please specify).....



2. What kind of individual training do you provide on **[Discipline]**, in English/ French language? Please specify:
- a. Name of the course (stand-alone course or module in a broader training programme)
  - b. Audience
    - i. military
    - ii. civilian (please specify by categories described at question 1)
  - c. Training format (residential, distance, blended etc.)
  - d. Procedures used during the course (EU, NATO or UN)
  - e. Course duration
  - f. Course frequency
  - g. Course aim
  - h. Course learning/training/ enabling objectives
  - i. Course content
  - j. Course classification
  - k. Is your course open to EU Member States?
  - l. How many seats do you offer for foreign participants?

If convenient, please attach the course syllabus.

3. What kind of collective training organized by you, in English/ French language, has the objective to train **[Discipline]**? Please specify:
- a. Name of the training/ exercise
  - b. Audience
    - i. military
    - ii. civilian (please specify by categories described at question 1)
  - c. Training/ exercise objectives
  - d. Training/ exercise duration
  - e. Training/ exercise frequency
  - f. Procedures used during the training/ exercise (EU, NATO or UN)

g. Training/ exercise specification on **[Discipline]**

h. Is your training/ exercise open to EU Member States?

If convenient, please attach the exercise specifications.

4. Are there national training needs for **[Discipline]** that, for various reasons, are not or partially met? If yes, please describe what these needs are:
5. Providing you answered "yes" to question 4, what options do you envisage to cover these needs and overcome the situation?
6. What role do you see for the EU in covering training gaps? Do you see any need for additional training activities at EU level, necessary to meet the training requirements for **[Discipline]**?

**TRA Final Report for***[Discipline]**Outline Structure*

	Section	Page
References		
A	Introduction	
B	Aim	
C	Scope	
D	TRA methodology	
E	Training audience for <b>[Discipline]</b>	
F	Principles of training for <b>[Discipline]</b>	
G	Military training requirements for <b>[Discipline]</b>	
H	Training opportunities for <b>[Discipline]</b>	
I	Conclusions	
J	Proposals	