Council of the
European Union

Brussels, 15 July 2022
(OR. en)

11437/22

COPS 364
CIVCOM 146
EUCTG 2
EUMC 246
EUMTG 2
CFSP/PESC 1004
CSDP/PSDC 483
RELEX 1035
JAI 1051

COVER NOTE

From:	European External Action Service (EEAS)
To:	Political and Security Committee (PSC)
Subject:	Implementing Guidelines for the EU Policy on Training for CSDP

Delegations will find attached document EEAS(2022) 1416.

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Encl.: EEAS(2022) 1416

EEAS(2022) 1416

EUROPEAN EXTERNAL ACTION SERVICE

Integrated Approach for Security and Peace

Working document of the European External Action Service

of 15/07/2022

EEAS Reference	**EEAS(2022) 1416**
To	**Political and Security Committee (PSC)**
Title / Subject	**Implementing Guidelines for the EU Policy on Training for CSDP**
Ref. prev. doc.	**EU Policy on Training for CSDP, doc. ST 7838 2017 INIT, dated 3 April 2017; Implementing Guidelines for the EU Policy on Training for CSDP, doc. ST 5199 2017 REV 1, dated 17 January 2017; Information note – Process to develop the CSDP Training Programme, doc. ST 9541 2021 INIT, dated 6 June 2021; Implementing Guidelines for the EU Policy on Training for CSDP, doc. ST 7964/22, dated 5 April 2022; Revised Implementing Guidelines for the EU Policy on Training for CSDP doc. ST 7964/22 REV 1, dated 21 June 2022**

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A. A Global Security Strategy for the EU Foreign and Security Policy, 8 June 2016.
B. Implementation Plan on Security and Defence, doc. ST 14392 2016 INIT, dated 14 November 2016.
C. EU Policy on Training for CSDP, doc. ST 7838 2017 INIT, dated 3 April 2017.
D. Implementing Guidelines for the EU Policy on Training for CSDP, doc. ST 5199 2017 REV 1, dated 17 January 2017.
E. Terms of Reference for the EU Civilian Training Group (EUCTG), doc. ST 12312 2018 INIT, dated 20 September 2018.
F. Terms of Reference of EU Military Training Group, doc. ST 14695 2018 INIT, dated 23 November 2018.
G. Guidelines for EU Military Training Discipline Leader, doc. ST 11192 2015 INIT, 23 July 2015.
H. EUMC Strategic Guidance on CSDP Military Training, doc. ST 7355 2019 INIT, 11 March 2019
I. EU Civilian Training Group (EUCTG) Strategic Guidance on CSDP Civilian Training, doc. ST 10345 2019 INIT, 16 June 2019.
J. COUNCIL DECISION (CFSP) 2020/1515 establishing a European Security and Defence College, and repealing Decision (CFSP) 2016/2382, L 348/2, dated 19 October 2020.
K. EEAS Information note – Process to develop the CSDP Training Programme, doc. ST 9541 2021 INIT, dated 6 June 2021.
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EXECUTIVE SUMMARY

The *EU Policy on Training for CSDP* was adopted in 2017 by the Foreign Affairs Council. It focuses on clarifying priorities for the training of professionals directly involved with the Common Security and Defence Policy (CSDP), whether in national capitals, Brussels, or in CSDP missions and operations, **noting that proper training is key for effectiveness, which is an essential requirement for CSDP.** Moreover, training for CSDP should promote EU principles, pursue the objectives set out in Articles 3 and 21 of the Treaty on European Union, reflect the developments within EU policies, such as the EU Global Strategy, the Integrated Approach to External Conflicts and Crises and the Strategic Compass, but it must also be adaptable to new security challenges. There is a need to strengthen synergies between military and civilian CSDP, also in relation to training. Training for CSDP is an integral part of both civilian and military capability development.

Importantly in relation to its implementation, the *CSDP Training Policy* states that **training should be driven by requirements, and not events**. Subsequently, multiple CSDP Training Requirement Analyses (TRAs) have been carried out in broad range of Civilian Training Areas (CTA) and Military Training Disciplines (MTD), as decided by Member States. Under the supervision of the EU Military Training Group (EUMTG) and the EU Civilian Training Group (EUCTG), the TRAs were conducted by Civilian Coordinators for Training (CCTs) and Military Training Discipline Leaders (DLs) appointed by the Member States, coordinated by CPCC and EUMS. CSDP training requirements are defined as the training necessary to achieve and sustain the desired level of proficiency required to accomplish civilian and military tasks for CSDP missions and operations. The EU Member States, including their training institutions, as well as other relevant training providers as appropriate, shall take part in (1) the implementation of the *CSDP Training Policy*, by inter alia identifying training areas and disciplines, as well as subsequent training requirements for

CSDP, and (2) in the implementation of the **joint civilian-military *CSDP Training Programme*, for the first time starting from academic year 2022-2023**, aiming to respond to the identified training requirements.

These Implementing Guidelines will replace the existing guidelines from 2017, and will give guidance and orientation to the implementation of the *CSDP Training Policy*, as well as an overview of all the TRAs conducted so far. The strategic guidance on CSDP training by EUCTG and EUMTG, including their respective Terms of References, outlining the political and strategic considerations, as well as capability development implications, are still relevant.

CSDP training is an area with multiple stakeholders and overlapping responsibilities. An overview of the CSDP training architecture is provided in Chapter 3. Most importantly, it is reiterated that **the training of personnel for CSDP missions and operations is primarily the responsibility of Member States**, shared with EU institutions and dedicated bodies. Each Member State preserves full discretion with regard to the organisation of its own training system. It is noteworthy that the civilian and military side of CSDP may have different training cycles, and different procedures, while the **overall shared objective for CSDP training is to ensure that properly trained staff is available to the CSDP missions and operations**. To support, facilitate and complement the training activities provided by Member States and training institutions, the **EEAS** provides basic guidelines and procedures, including these Guidelines. The **ESDC** is the main training actor providing civ-mil training in the field of CSDP, holds a major role within the CSDP training architecture, and can support the interaction between the two training groups.

In Chapter 4 it is noted that ***CSDP Training Policy* as adopted in 2017 remains valid.** However, its implementation could be improved and the ongoing TRA process is a major step forward in this regard. A proper follow up, including these revised Guidelines and the *CSDP Training Programme*, is key for the effective implementation of the policy. However, it should be highlighted that a **significant number of training areas and disciplines of high importance for the effective conduct of CSDP are lacking dedicated CCT or DL and therefore also the TRA**. The TRA process is an ongoing effort and it is crucial that this shortfall is addressed with sufficient resources in order to conduct the missing TRAs. As the COVID-19 pandemic and the dramatic changes in the security environment in Europe during 2022 have shown, also the field of CSDP is evolving rapidly. Therefore, providing strategic guidance is also a continues process and Member States, together with all relevant stakeholders, will need to continuously update the list of civilian training areas and military disciplines.

In order to stay relevant and updated the **CSDP Training Programme will consist of a list of courses in Schoolmaster**, which should relate to corresponding training requirements and be continuously updated by Member States and other relevant stakeholders. The aim of the *CSDP Training Programme* is to allow Member States and training providers to offer training activities in selected civilian training areas and/or military disciplines, avoiding overlaps, while covering identified training gaps. More details on the CSDP Training Programme can be found in Chapter 6. A periodical reporting, *Comprehensive Assessment Report on Training (CART),* has been envisioned as a joint report, assessing the effectiveness and efficiency of CSDP training in order to allow the adoption of corrective measures. As outlined in Chapter 7, CART is one potential avenue for reporting comprehensively on CSDP training, which EEAS together with ESDC will look into, starting from academic year 2022-2023, when the *CSDP Training Programme* has been operational for the first full year.

Some key actions to support the implementation of the *EU Policy on Training for CSDP* have been identified to complement these guidelines, available in Chapter 8. Importantly, it is noted that **each Member State should identify a Schoolmaster Compartment Administrator(s)**, acting as a national coordinator and an entry point for matters related to CSDP training at the national level and

granting authorisation to their training providers wishing to upload to Schoolmaster information on training relevant to CSDP. All concerned training providers are encouraged to ensure that their relevant training courses are part of the *CSDP Training Programme*, by adding their offers in Schoolmaster and linking them to a particular training area and/or discipline.

During 2022 the Schoolmaster system has been revised to better support the implementation of the CSDP Training Policy, especially CSDP Training Programme. In the back-office the EEAS can give guidance to registered users on the implementation of the *CSDP Training Policy*, including *CSDP Training Programme*. This includes providing up to date information about the CCTs and DLs as well as the public main conclusions of the TRAs. Moreover, the Standard Curricula can be shared, if available. The Schoolmaster statistics will be used to report on the *CSDP Training Programme*. Annex 4 provides further guidance on the use of the Schoolmaster.

A full list of currently identified Civilian Training Areas and Military Training Disciplines, including the contact details for the CCTs and DLs, can be found in Annex 1. While the full TRAs are limited Council documents available from the Delegates Portal, the public main conclusions can be found from Annex 2 and 3.

1. INTRODUCTION

In April 2017, the Foreign Affairs Council adopted an *EU Policy on Training for CSDP*[1]. This policy focuses on clarifying priorities for the training of professionals directly involved with the Common Security and Defence Policy (CSDP), whether in national capitals, Brussels, or in CSDP missions and operations, noting that proper training is key for effectiveness, which is an essential requirement for CSDP.

Reiterating the *CSDP Training Policy*, **training for CSDP should promote EU values and principles, directly or indirectly, and pursue the objectives set out in Articles 3 and 21 of the Treaty on European Union**, including contributing to peace and security and support for democracy, the rule of law, human rights, sustainable development and the principles of international law and the United Nations Charter. EU's specific commitments should also be taken into account, in relation to the International Humanitarian Law (IHL), Human Rights Law and Refugee Law, Protection of Civilians (PoC), Children and Armed Conflict (CAAC), sexual and gender-based violence, sexual exploitation and abuse, as well as women, peace and security. Training must reflect the developments within EU policies, such as the EU Global Strategy, the Integrated Approach to External Conflicts and Crises[2], the EU Strategic Compass for Security and Defence[3], the Civilian CSDP Compact[4] as well as emerging areas, such as climate change and

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[1] EU Policy on Training for CSDP, doc. ST7838 2017 INIT, 3 April 2017.
[2] The EU Integrated Approach to external conflicts and crises, doc. ST 10054 2017 INIT, 6 Jun 2017 (10054/17).
[3] A Strategic Compass for Security and Defence, doc. ST 7371 2022 INIT, dated 21 March 2022.
[4] Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on the establishment of a Civilian CSDP Compact, doc. ST 14305 2018 INIT, 19 November 2018.

security. CSDP training must be adaptable also to new security challenges.[5] As an integral part of EU's Integrated Approach, CSDP training should address the entire conflict cycle. There is a recognised need to strengthen synergies between military and civilian CSDP, also in relation to training. Moreover, training for CSDP should systemically take into account lessons in the area of Conflict Prevention and Crisis Response (CPCR), including CSDP missions and operations, as well as specific lessons processes, such as on COVID-19 and CSDP.[6]

CSDP is judged by its ability to have the right people with the right skill sets in the right place at the right time. It is an **integral part of both civilian and military capability development**.[7] For example, the Civilian CSDP Compact calls to support the development of relevant capabilities also through pre- and in-mission training[8]. Subsequently, Council Conclusions, including those of December 2021[9], have reiterated the importance of training for civilian CSDP missions and called for increased synergies between capability development ongoing in the framework of the Compact and efforts ongoing in the field of training. In the military side, Member States are responsible for maintaining, through their national collective and individual training systems, suitably trained and interoperable military personnel and capabilities that may be allocated to the EU for CSDP military operations and missions.

The training of personnel for CSDP missions and operations is primarily the responsibility of Member States, shared with EU institutions and dedicated bodies. It is clearly understood, **that each Member State preserves full discretion with regard to the organisation of its own training system**. To support, facilitate and complement the training activities provided by Member States and training institutions, the **EEAS provides basic guidelines and procedures covering the**

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[5] Including but not limited to those linked to irregular migration, hybrid threats, cyber security, terrorism and radicalisation, organised crime, border management, maritime security, preventing and countering violent extremism, climate change and environmental degradation, protection and preservation of cultural heritage, as well as pandemics. The mini-concepts that have been developed in these subject matter areas are of particular importance also for training purposes.

[6] EEAS/ISP.1 is responsible for Knowledge Management in the area of CPCR, including the annual lessons process (since 2019) and specific lessons process on COVID-19 and CSDP. For more information, contact functional mailbox KMCPCR@eeas.europa.eu.

[7] Civilian and military capability development with synergies and similarities can be defined as the planned, structured and regular process in developing systemic elements in place in the Member States and at the EU level, enabling building capacities and managing competencies as a force or, in particular in civilian CSDP, single expertise required.

[8] Civilian CSDP Compact, commitments 4 and 5.

[9] Council Conclusions December 2021 (doc. ST14740) states: 'The EEAS will support Member States in, the implementation and possible revision of the EU Policy on Training for CSDP, ensuring full use of national training facilities by updating the implementing guidelines and launching the joint civilian-military CSDP Training Programme during 2022, which will seek to ensure more effective and relevant training for CSDP, including relevant language training, and meet the identified priorities and requirements. Based on the Training Requirements Analysis process started in March 2020, support will consist of sharing of good practices, advising on avoiding duplications, addressing gaps and providing suggestions for prioritisation. A more standardised approach to training should be pursued through the EU Civilian Training Group. The European Security and Defence College could be associated, as appropriate.'

training cycle. The CSDP training cycle is an iterative process, consisting of four phases: planning, conduct, evaluation and assessment.[10] It is noteworthy that the civilian and military side of CSDP may have different training cycles and different procedures, while the **overall shared objective is to ensure that properly trained staff is available to the CSDP missions and operations**.

Importantly in relation to its implementation, the policy states that **training for CSDP should be driven by requirements, and not events**. Therefore, multiple CSDP Training Requirement Analyses (TRA) have been carried out, covering a broad range of civilian training areas (CTA) and military training disciplines (MTD), which have been outlined by Member States.[11] Under the supervision of the EU Military Training Group (EUMTG) and the EU Civilian Training Group (EUCTG), the TRAs were conducted by Civilian Coordinators for Training (CCTs) and Military Training Discipline Leaders (DLs)[12] appointed by the Member States, coordinated by CPCC and EUMS.[13] **CSDP training requirements are defined as the training necessary to achieve and sustain the desired level of proficiency required to accomplish civilian and military tasks for CSDP missions and operations**. The TRA is a structured process of assessing the level of required skills and knowledge in a particular training area or discipline, and subsequently aims to identify gaps and overlaps in the available training offer, aiming to suggest measures necessary to meet training requirements for a specific CSDP training area or discipline. The recommendations of these TRAs, as agreed by the Council bodies in the corresponding reports, will **constitute the basis of the joint civilian-military *CSDP Training Programme*, which will seek to ensure relevant training in CSDP and meet the identified priorities and requirements.** While the full TRAs as limited Council documents are available in the Delegates Portal[14], public summaries, including the main conclusions and specific recommendations per military discipline and civilian training area, are annexed to these Guidelines (Annex 2 and 3 respectively) and also available in Schoolmaster.[15]

The EU Member States, including their training institutions, as well as other relevant training providers as appropriate, shall take part in (1) the implementation of the *CSDP Training Policy* by inter alia identifying training areas and disciplines, as well as subsequent training requirements for

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[10] See a more elaborate description on the different phases under Chapter 5.1.
[11] Functional training categories that group distinct training thematic and requirements in support of capabilities for CSDP missions and operations. Thematic are areas within each discipline that group individual and collective performance objectives on a functional basis. New training areas and disciplines can be considered by EUCTG and EUMTG as part of the continuous process of issuing strategic guidance on training.
[12] EU recognised expert body or a network in a specific civilian training area or military training discipline, acting as a point of contact for that particular area, in support of EU training authorities.
[13] See the list of civilian training areas and military disciplines in Annex 1, including also the contact details for the CCTs and DLs. Updated list available in Schoolmaster.
[14] See https://delegates.consilium.europa.eu/.
[15] See more information on Schoolmaster application in Chapter 6 and Annex 4.

CSDP, and in (2) the **implementation of the *CSDP Training Programme*, for the first time starting from academic year 2022-2023, aiming to respond to the identified training requirements**. Key stakeholders in this process are EU Member States and their respective CCTs and DLs, the Committee for Civilian Aspects of Crisis Management (CIVCOM, and its configuration EUCTG), the EU Military Committee (EUMC, and its configuration EUMTG) and the Political and Security Committee (PSC); the European External Action Service (EEAS, including the Integrated Approach for Security and Peace Directorate - ISP, Security and Defence Policy Directorate - SECDEFPOL, the Civilian Planning and Conduct Capability – CPCC, the EU Military Staff – EUMS and the Military Planning and Conduct Capability – MPCC) and the European Security and Defence College (ESDC). Justice and Home Affairs (JHA) actors and relevant agencies, including the European Union Agency for Law Enforcement Training (CEPOL) and the European Border and Coast Guard Agency (Frontex), as well as Commission funded training projects with a crisis management objective, can also contribute to the process, together with other international organisations, as appropriate.

2. AIM, OBJECTIVE AND SCOPE

These guidelines will give guidance and orientation on the implementation of the *CSDP Training Policy* and will provide an outline of the current state of play in relation to CSDP training, as well as highlight some key actions for Member States, the EEAS, the ESDC and other stakeholders to consider when moving ahead with implementing the *CSDP Training Policy*. As required in the policy, relevant guidelines shall be kept under regular review. **Therefore, these Guidelines will replace the previous *Implementing Guidelines for the EU Policy on Training for CSDP*.**[16] However, the strategic guidance on CSDP training by EUCTG and EUMTG[17], including their respective Terms of References[18], outlining the political and strategic considerations, as well as capability development implications, are still relevant and will not be extensively reiterated here.

The aim of these revised joint civilian-military *Implementing Guidelines for the EU Policy on Training for CSDP* is to support Member States in relation to implementing the *CSDP training policy*, by enabling an appropriate planning of training for CSDP and guiding training providers for the conduct and review of the training activities. They will also promote the policy cohesion and complement the recent developments of the CSDP policy and its strategic framework in relation to

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[16] 5199/1/17, 17 January 2017 (REV 1).
[17] EUMC Strategic Guidance on CSDP Military Training, doc. ST 7355 2019 INIT, 11 March 2019 (Ref H) and EUCTG Strategic Guidance on CSDP Civilian Training, doc. ST 10345 2019 INIT, 16 June 2019 (Ref I).
[18] See Ref E and F.

e.g. the Civilian CSDP Compact, the Strategic Compass and progress made in other strategic, capability and conceptual developments after the adoption of the *CSDP Training Policy* in 2017.

The objective of these guidelines is to assist in steering the continuous joint civilian-military *CSDP Training Programme*, taking effect from the academic year 2022-2023, that should enable delivering on the identified training requirements. In order to stay relevant and updated, the *CSDP Training Programme* **will consist of a living list of courses in Schoolmaster**, which should relate to corresponding training requirements and be continuously updated by Member States, including their training institutions and DLs and CCTs as appropriate, ESDC and other relevant training providers[19], supported by EEAS.

The **aim of the** *CSDP Training Programme* **is to allow Member States and training providers to offer training activities in selected training areas and/or disciplines, avoiding overlaps, while covering identified training gaps.** It should enable training providers to reflect to what extent the training opportunities (what is offered) matches the priorities (what is required). Furthermore, it can serve to **provide a framework for pooling and sharing** between Member States, training institutions as well as between civilian and military training resources.

3. CSDP TRAINING ARCHITECTURE

CSDP missions and operations are mainly staffed by seconded experts and Nation Born Costs (NBC)[20], but also by international and local contracted staff, as well as staff from Third Contributing States. Seconded staff is sent by EU Member States through their national systems to conduct the tasks of CSDP missions and operations. While being experts in their respective fields, they may need additional training in the specificities of CSDP and its operating environments. Moreover, **CSDP missions and operations are by their nature deployed to areas with elevated risk**. Staff who are not properly trained may be a liability to themselves or others. **Training is therefore fundamentally linked to duty of care for the staff deployed to CSDP** and a key component of any systematic approach to managing the responsibility of an organisation to care for personnel deployed abroad. In the EU context, the **responsibility to ensure adequate training for staff seconded to CSDP rests with the Member States, but also with the chain of command.** This is done differently depending on the system in place in each Member State. Notwithstanding the differing employment status of various categories of personnel, there is an ineluctable duty to

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[19] e.g. European Commission, United Nations, European Defence Agency (EDA), European Peace Facility (EPF) and NATO.
[20] NBC in the military side, both together hereafter referred as 'seconded staff'.

ensure, as far as reasonably possible, the safety and security of all staff. While this chapter outlines the current CSDP training architecture and the main actors, it is noteworthy that any new challenges emerging within CSDP will also have an effect on the need for training, including the training areas and disciplines, as well as the training requirements. Therefore, the CSDP training architecture needs to be adaptive.

The role of the EEAS is to facilitate a process for Member States to better identify, collect and understand the specific training requirements for CSDP. The EEAS can further enable a sharing of lessons and good practices and provide information on current gaps or overlaps, but it does not deliver training for staff involved in CSDP. EEAS however has a strategic interest to facilitate the ability of Member States to identify the training requirements in order to provide CSDP missions and operations with appropriately skilled and trained staff, as this enables them to better deliver on their mandates. This can be done by facilitating a discussion, enabling sharing of lessons, advising in avoiding duplications, addressing gaps and providing suggestions for prioritisation. EEAS/ISP is responsible for coordinating and facilitating this process in close cooperation with all other stakeholders, particularly EUMS, MPCC, CPCC and ESDC secretariat. As the conduct of training is the responsibility of Member States, the EEAS needs to also ensure that the training requirements are properly communicated.

The EUMTG[21] and the EUCTG[22] are the recognised bodies for the systematic process of managing CSDP training at large, including the training requirements for their respective training areas and disciplines, under the overall supervision of the PSC, in accordance with the *2017 EU Policy on Training for CSDP*. EEAS has a role and an interest to ensure that the EUMTG and EUCTG are given an accurate overview of the current needs and gaps in each area. This also includes advocating to Member States to fulfil their responsibility in providing seconded staff appropriate training before deployment to missions and operations, as well as making relevant training available to other staff categories. With a view to improve the coherence, compatibility and complementary of civilian and military CSDP training activities, the two formations should closely coordinate with each other in all relevant matters. The EUCTG and the EUMTG, supported by EEAS and ESDC, should discuss jointly when appropriate, for example in relation to potentially common civilian and military Training Requirements, the CSDP Training Programme and the assessment of the implementation of the *CSDP Training Policy*, including the *CSDP Training Programme*. The EUMTG and EUCTG shall explore opportunities for pooling and sharing

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[21] See Terms of Reference for EUMTG, doc. ST 14695 2018 INIT, dated 23 November 2018.
[22] See Terms of Reference for EUCTG, doc. ST 12312 2018 INIT, dated 20 September 2018.

expertise among Member States. However, the need for joint meetings between EUMTG and EUCTG should be decided at EUMC and CIVCOM level.[23]

The **EUMTG**, established in 2014, is a configuration of the EUMC, composed of national delegates that could be reinforced with suitable functional National Training Experts (NTEs), as required. Supported by the EUMS, the EUMTG **meets regularly to analyse, exchange views and take decisions related to training and education for military CSDP**. The role of the EUMTG is to guide and coordinate the military dimension of the CSDP training cycle and to contribute to the implementation of the *EU Policy on Training for CSDP*, in cooperation with other relevant EEAS entities and ESDC. There are currently 22 agreed military training Disciplines, for which eight TRA reports have been agreed by the EUMC. In addition, in four disciplines, one or more Member States or multinational organisations / formations have been designated as DLs and a TRA process is ongoing. As such, for 10 disciplines there are so far no designated DL.[24]

The **EUCTG** was established in 2018 as a configuration of CIVCOM for the systematic process of managing CSDP training requirements for CSDP civilian training and constitutes a **venue to facilitate a discussion between Member States in the area of training for civilian CSDP**. The EUCTG was created following the adoption of the *CSDP Training Policy*. The EUCTG is composed of the Member States' representatives to CIVCOM augmented, when deemed necessary, by National Training Experts (NTE) that are focal points at the national level to provide policy support in the area of civilian CSPD training and to prepare the discussions of the EUCTG. It is a structure where the Member States can discuss and decide on the training requirements for civilian CSDP, the expected learning outcomes, and whether offered training across Member States matches the requirements and possible training gaps. EUCTG can serve to inform training providers, as well as national seconding agencies. EUCTG does not discuss specific curricula, which is a responsibility of the ESDC, when courses under the auspices of ESDC are concerned. There are currently 31 civilian training areas, of which 19 TRA reports have been agreed by the EUCTG. The process for three TRAs is ongoing and for nine training areas, there are so far no designated CCTs.[25]

Civilian Coordinators for Training (CCTs) and Military Training Discipline Leaders (DLs) are EU recognised expert bodies or networks in a specific civilian training area or military training discipline acting as points of contact for that particular topic. Under the direction of and nominated

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[23] See the ToRs for EUCTG (Art 17) and EUMTG (Art 9-10).
[24] Situation in June 2022. See more details in Annex 1.
[25] Situation in June 2022. See more details in Annex 1.

by the EUCTG and EUMTG, CCTs and DLs support EEAS and ESDC in advising EUMTG and EUCTG on managing the training requirements by identifying, analysing, monitoring and assessing training requirements for a particular area. They are furthermore contributing to the assessment of the *CSDP Training Programme* with a summary of their assessment of the progress achieved and will make recommendations on which areas will need further work in the next cycle. In their respective areas, they can act as champions of good practices and drivers of change, also ensuring harmonisation and mutual recognition between the civilian and military counterparts.[26]

The European Security and Defence College (ESDC) was set up as a distinct dedicated EU structure **to promote a common understanding of CSDP amongst the training community and beyond**. One of their objectives is *'to provide training and education responding to training and educational needs of CSDP Missions and Operations',* therefore complementing the national training efforts.[27] The creation of the **ESDC aimed to streamline training efforts in Member States, enable pooling and sharing, as well as to avoid duplications.** As training is a Member State responsibility, the **ESDC was set up as a network structure, bringing together civilian and military training entities** dealing with security and defence policy issues within the EU, as identified by Member States. Therefore, these network members are conducting the vast majority of the training offered under the auspices of the ESDC. Not all CSDP training providers are members of the ESDC, although all Member States have at least one network member.

The ESDC is working under the overall responsibility of the High Representative of the Union for Foreign Affairs and Security Policy.[28] **Decisions are taken by the ESDC Steering Committee**, which is a configuration composed of appointed representatives from the Member States and chaired by the EEAS. The ESDC secretariat is embedded within the Managing Directorate for Common Security and Defence Policy – Crisis Response (MD CSDP-CR) in the EEAS. The ESDC secretariat has a key role in ensuring that all steps in the delivery of a training and education activities, from curriculum development and the content to the methodologic approach, reflects the highest possible standards.[29] **The ESDC is the main training actor providing civ-mil training in**

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[26] For more details, see EUCTG and EUMTG ToRs, as well as their respective strategic guidance documents (Ref G, H and I).
[27] Art 3(f), COUNCIL DECISION (CFSP) 2020/1515 establishing a European Security and Defence College, and repealing Decision (CFSP) 2016/2382, L 348/2, dated 19 October 2020.
[28] Art 5.3, *Ibid*.
[29] Art 12.3, *Ibid*.

the field of CSDP. As such, it also holds a major role within the CSDP training architecture and can support the interaction between the two training groups.[30]

Appropriately skilled and trained staff enables **CSDP missions and operations** to better deliver on their mandates. It is therefore the responsibility of CSDP missions and operation, with support from EEAS, to recruit suitable and properly trained seconded staff. When it comes to the recruitment of internationally contracted staff, CSDP missions and operations have own responsibilities for training. With regard to the **duty of care obligations**, CSDP missions and operations should ensure the conduct of mandatory trainings for internationally contracted staff prior to any deployment.[31] For that purpose and for additional in-mission training, stemming from immediate requirements, CSDP missions and operations should make use of the training opportunities under the auspices of the ESDC training network and Commission funded training projects.

Service for Foreign Policy Instruments (FPI) is funding training projects, co-funded and implemented by consortia, consisting of multiple renowned training institutions across EU Member States. They are aimed at enhancing the capacity of states, including but not limited to EU Member States, and international organisations to deploy specialized and prepared personnel to CSDP missions and other international civilian crisis management missions, supporting them to implement their mandates. Moreover, their objective is to increase the effectiveness of civilian CSDP missions, EU stabilisation actions and international stabilisation missions. They are complementing, but not replacing, the standard training conducted by EU Member States, ESDC, third countries and international organisations active in the field of civilian crisis management. Currently there are two ongoing projects, the European Union Police and Civilian Services Training (EUPCST 2019-2023)[32] and the European Union Civilian Training Initiative (EUCTI 2021-2023)[33]. They can contribute to the implementation of the *CSDP Training Policy* by providing relevant training that is responding to the training requirements, filling identified gaps and building up relevant capabilities such as interoperability (cooperation) and harmonisation (standardisation). Together with FPI, the

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[30] Art 36, ToR for the EUCTG: 'The ESDC supports the EUCTG and EUMTG in the definition of the quality assurance standards to be reached and their implementation thereof, in identifying gaps and overlaps in training offers and in promoting civ-mil synergies. The ESDC together with networks of national training institutes and academic institutes as well as EU-funded projects shall take part in the implementation of the EU CSDP training programme.'

[31] As outlined under Chapter 8 of these Guidelines.

[32] EUPCST is the successor of European Union Police Forces Training (EUPFT) in 2008-2010, the European Union Police Services Training (EUPST I) in 2011-2013 and EUPST II in 2015-2018.

[33] EUCTI is drawing on the experience of Europe's New Training Initiative for Civilian Crisis Management (ENTRi 2011-2019), which training materials are saved here https://esdc.europa.eu/training_material/training-material-provided-by-entri-new/. EUCTI can revise training developed as a part of ENTRi or develop entire new training courses. See more information here https://www.eucti.eu/.

EEAS is providing strategic guidance to these training initiatives through their Steering Groups, where the EEAS services are widely represented.

Justice and Home Affairs (JHA) actors and relevant agencies, including CEPOL and Frontex, are organising training relevant for CSDP and can also contribute to the *CSDP Training Programme*. **National or multinational structures and facilities**, such as the European Centre of Excellence for Civilian Crisis Management (CoE) and the Centre of Excellence for Stability Police Unit (CoESPU), may provide support to Member States as appropriate and where agreed, in an inclusive manner in full complementarity with and in support of, existing EU structures.

CSDP training should be part of the **global training architecture** in the field of crisis management**.** Therefore**,** in order to explore synergies and avoid overlaps, close cooperation and coordination should be established and maintained with **other relevant international actors**, especially UN and NATO, with respect to the EU principles of inclusiveness and transparency. Moreover, relevant networks, such as the European Association of Peace Operations Training Centres (EAPTC) and International Association of Peacekeeping Training Centres (IAPTC) should be taken into consideration, bringing together international training organisations and actors.

4. CURRENT STATE OF PLAY IN RELATION TO TRAINING FOR CSDP

Overall, the ***CSDP Training Policy* as adopted in 2017 remains valid.** However, its implementation could be improved and the extensive TRA process is a major step forward in this regard. A proper follow up, including these revised Guidelines and the *CSDP Training Programme*, is key for the effective implementation of the policy. It should be highlighted that a **significant number of training areas and disciplines of high importance for the effective conduct of CSDP are lacking dedicated CCT or DL and therefore also the TRA**.[34] This is a shortfall that the Member States should address urgently. Updated list of existing TRAs is maintained in Schoolmaster platform.

ESDC is the main actor in the field of CSDP training, with its system for curricula development relevant for CSDP and successful mechanisms to support pooling and sharing, such as the **Executive Academic Board (EAB)** on Security Sector Reform, as well as the ESDC Pre-Deployment Trainings and HEATs. The TRAs should be taken into account in the curricula development and revision process, as appropriate. Moreover, ESDC could become further engaged

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[34] For the situation in June 2022, see full list in Annex 1.

to support the implementation of the training policy, as well as to contribute to the harmonisation of training and dissemination of lessons and good practices.

As training for CSDP is a Member State responsibility, there is also a significant number of training providers, as well as plenty of available training opportunities for CSDP. This also comes with a need to ensure coherence, avoid overlaps and gaps, in order to ensure that the training opportunities are relevant and responding to the actual requirements. As such, **currently the main challenge of training for CSDP is not necessarily the overall number of courses relevant for CSDP, but the need for better coordination and prioritisation, delivering on the set requirements**. Better targeting of relevant training audiences involved in the planning and conduct of CSDP missions and operations, and more fine-tuned syllabus would be necessary to ensure that the CSDP training offer becomes more relevant to address evolving challenges and fulfil the listed requirements, supporting the mandate delivery of CSDP missions and operations. Moreover, further investment into common quality assurance standards is required.[35] Additionally, consideration should be given to improve synergies between relevant training areas, also to decrease duplication and overlap. Currently there is no certification mechanism for CSDP training that would provide opportunity for training providers to commit to certain standards.[36] This would be especially important for the Pre-Deployment and the Hostile Environment Awareness Training (HEAT), important elements of duty of care obligations.

As for the financing of the CSDP training, the *CDSP Training Policy* notes that a case by case approach has to be taken on financing modalities of CSDP training, referring also to Article 41.2 of the Treaty on European Union.[37] Currently the Member States cover the expenditure of the CSDP training they are providing. ESDC is financed via an operating grant from the CFSP budget, managed by the FPI and part of the costs of the prioritised courses organised under the auspices of the ESDC are reimbursed. Moreover, FPI funds specific projects organising training relevant for CSDP. New possibilities of covering the expenditure for the relevant CSDP training, particularly the mandatory Pre-Deployment Training and HEAT, could be examined, bearing in mind the need to avoid training that has no link to deployment.

Some training relevant for CSDP is not necessarily CSDP specific. For example CEPOL, European Defence Agency (EDA), UN, NATO and other relevant actors are conducting courses that are

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[35] See e.g. ToR for EUCTG. It should be noted that each training provider is responsible for internal quality assurance (e.g. establishing quality assurance procedures, assessing the students etc).

[36] The ENTRi certification mechanism ended with the project in 2019.

[37] Operating expenditure shall be charged to the Union budget, except for such expenditure arising from operations having military or defence implications and cases where the Council acting unanimously decides otherwise.

relevant for staff working within the CSDP and may provide opportunities for cooperation and synergies. All training that can complement and reinforce courses provided by Member State training institutes, with respect to the EU principles of inclusiveness and transparency, are relevant and should be taken into consideration when assessing the gaps and overlaps within the *CSDP Training Programme*.

5. GUIDANCE TO MEMBER STATES AND RELEVANT TRAINING PROVIDERS

The *CSDP training cycle* is designed to support Member States in providing relevant and appropriate training for CSDP, leading up to the *CSDP Training Programme* hosted in the Schoolmaster application. **The training should correspond to the identified training requirements and Member States need to consider this when planning their respective offer of courses for the *CSDP Training Programme*.** In addition to this, there are important aspects to consider when planning and conducting CSDP training, such as the *types* of training, both in relation to content, level and audiences; the *timing* – i.e. when courses are offered in relation to deployment dates, as well as the *sequencing* of training for a specific individual being part of the *CSDP training audience*; and finally the *educational approach* while conducting the training for CSDP.

5.1. CSDP training cycle

The CSDP training cycle is an iterative sequence of activities, aimed at supporting the achievement of CSDP training requirements. It is a continuous process composed of four phases: planning, conduct, evaluation and assessment.[38] The same process should take place at the individual course level. **Planning** is the process of identifying the CSDP training requirements and preparing the training activities needed to meet the requirements, leading to the training offered within the *CSDP Training Programme* in Schoolmaster. The TRA process, and these guidelines, are part of the planning phase. **Conduct** is the implementation phase of the *CSDP Training Programme*, where CSDP training provision is based on the identified training requirements. **Evaluation** is verifying whether, and to what extent, the aims and learning outcomes/objectives have been achieved, by highlighting the most significant lessons identified and good practises from each individual training activity, conducted by the training providers. The evaluation process for the courses conducted under the ESDC is of particular relevance here. **Assessment** encompasses an analysis of how the conduct phase responded to the CSDP training requirements, or to the wider needs for developing

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[38] Based on the plan-do-check-act (PDCA) approach familiar from any quality management system, aimed at continuous improvement of given actions.
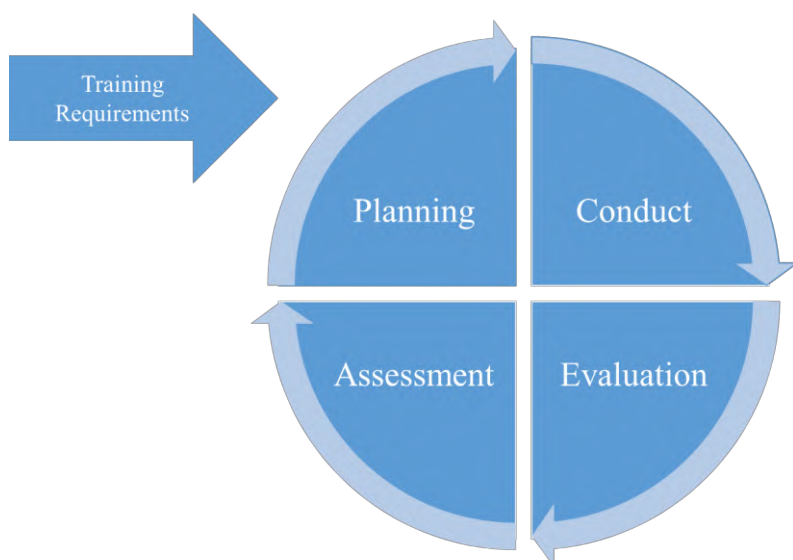
capabilities, and should highlight measures for improvements, when appropriate. The training cycle could be synchronised with the capability development cycle, which is the same for both military and civilian sides.[39] Part of the assessment phase is the preparation of a regular assessment report.[40]

Figure 1: CSDP Training Cycle

5.2. Training Requirement Analysis

The TRA process has covered a broad range of civilian training areas and military training disciplines**, as agreed by the Member States through EUCTG and EUMTG, constituting the priority areas that the CSDP training should focus**. They are reflecting the CSDP policy, lines of operations of civilian and military CSDP mandates, lessons identified in the area of Conflict Prevention and Crisis Response including in the field, as well as previous training analyses. **New training areas and disciplines can be considered by EUCTG and EUMTG as part of the continuous process of issuing strategic guidance on training**, supported by the EEAS and ESDC, who should take this into account in the regular assessment of the implementation of the *CSDP Training Policy*, including the *CSDP Training Programme*.[41] The **requirements in the area of training for CSDP** derive from the political guidance, operational requirements of the EU generic civilian and military tasks, overall capability requirements for CSDP, lessons identified, emerging concepts or trends in the security and defence environment, as well as operational shortfalls.

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[39] New military capability development cycle starts in 2023 – as also the civilian capability development, i.e. current civilian CSDP Compact will be implemented by summer 2023.
[40] For more details, see Chapter 7.
[41] See Chapter 7 and Chapter 8, key action f.

As directed by the EUCTG and EUMTG[42], CPCC and EUMS have coordinated the respective processes and collated the results of the TRAs, submitted by the CCTs and DLs. Based on a thorough analysis of the recommendations, they have provided combined assessments that are annexed to these Guidelines.[43] As limited Council documents, the full TRAs are available in Delegates Portal, where they can be searched with the Council reference number (see Annex 1 for the list of all civilian and military TRAs and respective references).[44] Member States continue to have the responsibility to adjust the offer of courses in the *CSDP Training Programme* in accordance with the identified CSDP training requirements and priorities, as outlined in these TRAs. EUCTG and EUMTG, supported by the EEAS and ESDC, as well as CCTs and DLs, continue to be responsible to ensure that **TRAs are updated as appropriate, preferably no later than five years after their finalisation**, or when needed in cohesion with the developments in the specific areas. To foster pooling and sharing, the list of CCTs and DLs can be found in Annex 1[45] and continuously updated in Schoolmaster.

There are designed core curricula for the military Disciplines with agreed TRAs, constituting the specific requirements in that area. For civilian training areas, the training providers are in charge of harmonising specific curricula. These should be updated as appropriate in accordance with the respective requirements, noting the prominent role of ESDC in developing the standard curricula for the courses organised under the auspices of ESDC.

5.3. Types of training

Training for CSDP missions can be provided in various phases, settings and frameworks and is interconnected with deployment. **Appropriate training is a mandatory prerequisite for deployment and is primarily the responsibility of Member States**, shared with EU institutions and dedicated bodies. Training activities can be classified as (a) basic, (b) advanced, (c) pre-deployment and (d) in-mission training, where the first three categories generally constitute the pre-mission training that takes place prior to deployment.[46]

  a. **Basic training** provides participants with the basic knowledge, skills and attitudes required in international crisis management missions, independent of the specific functions they will perform as experts in their own fields. Basic training is not necessarily directly linked to a

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[42] See respective strategic guidance in Ref G, H and I.
[43] See Annexes 2 and 3.
[44] https://delegates.consilium.europa.eu/. In order to gain access to the civilian TRAs, belonging to CIVCOM community in the Delegates Portal is required.
[45] Situation in June 2022.
[46] See also Annex A2 – TRA on Generic Preparation for Missions, WK 5694/2021 INIT, dated 28 April 2021.

specific deployment but contribute to the overall preparation ahead of deployment, including the selection process for the missions and operations, building national capabilities for CSDP and developing shared understanding of the EU internal/external security nexus. Moreover, especially on the civilian side, these courses can also target potentially qualified candidates for missions by making them better understand the opportunities to serve in CSDP missions, as well as their basic functioning and challenges involved and thus be better prepared for the selection process.

b. **Advanced training** enables experts in a particular field to understand how their expertise will need to be adapted for use in CSDP context, and what special considerations may apply to their particular area of work. These training courses can be seen as complementary to the basic training or function-specific preparation provided to the selected experts at the time of deployment. Advanced training may also take the form of complementary in-mission training for mission personnel.

c. **Pre-deployment training** is instrumental to ensure that staff in CSDP missions and operations have the knowledge, skills and attitudes they need, in order to be operational from the beginning of their deployment. It is further linked to the duty of care, as well as ensuring the accountability and credibility of the EU, including through generic standards of behaviour and a code of conduct. Consequently, **all international staff deployed in CSDP missions or operations shall receive pre-deployment training as a prerequisite prior to deployment**[47], preferably just before the actual deployment. Pre-deployment training for **international seconded staff is a national responsibility of Member States**, which have different ways of conducting these types of training for civilian and military personnel to be deployed to CSDP missions and operations. Pre-deployment training for **international contracted staff is the responsibility of the respective CSDP mission or operation**. To ensure coherency of trainings, both Member States and the missions and operations can make use of the regularly organised pre-deployment training under the auspices of the ESDC, **which is to be considered as an absolute minimum standard for this type of training**. Pre-deployment training can be organised back-to-back with a safety and security training, such as HEAT, mandatory for staff deployed to countries with high/critical risk.[48]

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[47] Art 26, *EU Policy on Training for CSDP* (Ref. C).
[48] See Policy of the European Union on the security of personnel deployed outside the EU in an operational capacity under Title V of the Treaty on European Union, doc. 9490/06, 29 May 2006; and Art 24, EU Policy on Training for CSDP: 'Notwithstanding the differing employment status of various categories of personnel, there is therefore an

d. **In-mission training** received after deployment aims at deepening the knowledge of the experts in particular on the specific situation in the host country. It can also be used to enhance specific skills, including managerial skills, for the deployed staff. In-mission training is the **responsibility of the CSDP missions and operations** and can be supported by other training actors. The CSDP missions and operations, with support from EEAS OHQ, will tailor it in a way that it supports their mandate implementation and does not affect the delivery of activities and tasks required by the mandate. **Induction training** should be given in the mission or operation (area) immediately after deployment and should be complementary to the Pre-Deployment Training. This type of training aims to further familiarise staff with the administrative procedures for joining the mission, as well as the political, security and communication aspects applicable to all mission members in a specific operating environment and host country situation. **Induction training is the responsibility of the respective CSDP mission or operation.**

5.4. CSDP training audience

The CSDP training audience encompasses all personnel who, by their regular duties or temporary assignments, work or serve in the CSDP context, at national or EU level, and those who may be concerned in the foreseeable future. Given the importance of a thorough understanding of CSDP decision-making processes, structures and working methods and understanding of CSDP in relation to the EU Common Foreign and Security Policy (CFSP), EEAS staff in headquarters and Delegations, as well as staff from EU institutions involved in CSDP matters, are part of the CSDP training audience. The training audience (civilian, police, military) in a specific training should be directly relevant to the level of training conducted, be it on a political-strategic, strategic, operational or tactical level to ensure a tailored training experience up to the most senior level. [49]

5.5. Educational approach

All CSDP training should be conducted in line with international educational standards, good practices and the latest research in the area of educational approaches. Learner centred and interactive design and delivery of training should be preferred. In order to be able to react to changes in EU policy or to lessons from the CSDP missions and operations, development of

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ineluctable duty to ensure, as far as reasonably possible, the safety and security of all staff, as well as that of persons operating around them.' See also Training Requirement Report on Safety & Security (WK 05698 2021 INIT) as well as the new EEAS HEAT policy, entering into force as of May 2022 (Ref. Ares(2021)7649852 - 10/12/2021).

[49] See also Annex S2 and the Training Requirements Analysis Report - Leadership and Management, WK 13082/2021 INIT, dated 29.10.2021.

training curricula should focus on learning objectives/outcomes rather than on specific content. Needs-based, well-defined, explicit and measurable learning objectives/outcomes should drive the design of the content and delivery in an appropriate manner. The learning objectives/outcomes should also be used in the evaluation, aiming to deliver effective and efficient training.

Training shall contribute to developing a culture of learning that underpins the preparation of personnel for CSDP missions and operations. Developing skills and competencies cannot be achieved only through formal training. Training for CSDP shall draw upon the full range of available training methods and techniques in a mix appropriate to circumstances, such as classroom training, self-study, blended learning (including e-learning) and practical training, including simulations and exercises.[50]

6. CSDP TRAINING PROGRAMME

In order to stay relevant and updated, as well as to ensure easy access and wide dissemination, **the joint civilian-military *CSDP Training Programme* will consist of a living list of courses in Schoolmaster.**[51] The aim is to ensure relevant training for CSDP, including language training, and to meet the identified priorities and requirements, avoiding overlaps and gaps.

The training courses in the *CSDP Training Programme* are offered by training providers from the Member States, ESDC and other relevant actors, as appropriate. The training providers should include their existing offer of relevant courses, as well as any newly developed course, in relation to delivering on the identified CSDP training requirements. Member States continue to have the responsibility to adjust the offer of their courses in accordance with the result of the TRAs and other relevant emerging requirements. Member States and training providers may also consider delivering training in the defined civilian training areas or military disciplines that do not have the TRA conducted.[52]

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[50] In this context, see Exercise Policy of the European Union under the Common Foreign and Security Policy (CFSP), doc. 8909/14, dated 11 April 2014, and Guidelines for Scheduling and Implementation of EU exercises, doc. 18048/1/13, REV 1, dated 1 April 2014.

[51] Schoolmaster is a software application that enables the training providers to share their respective CSDP specific training offers to other training providers, as well as the wider CSDP training audience. The Schoolmaster application will continue to be updated and developed as emerging needs are identified to best support the *CSDP Training Programme.*

[52] See Annex 1 for the training areas and disciplines that are lacking a TRA in June 2022 Up to date information is available in Schoolmaster.

All relevant training providers are encouraged to ensure that their relevant training courses are part of the *CSDP Training Programme* by adding their offers in Schoolmaster and linking them to a particular training area and/or discipline.

It should be noted that all courses in the *CSDP Training Programme* have to be available to all EU Member States and EU bodies and that the training providers need to comply with and adhere to the relevant EU policies, concepts, guidelines and Standard Operating Procedures (SOP), if available. Furthermore, Member States, EUCTG and EUMTG should ensure that **CSDP training activities and training opportunities respect the EU principles of inclusiveness and transparency**.

When planning their training activities and preparing training curricula, Member states and relevant training providers are encouraged to examine the available training offer in the *CSDP Training Programme*, as well as to carefully study the available TRAs. The full use of the *CSDP Training Programme*, i.e. to ensure that all the relevant offered courses are part of the Schoolmaster training offer, can enable training institutes and Member States to better pool and share their resources, as well as avoid overlaps and gaps. It also allows Member States, as well as the CSDP training audience, to access all relevant training for CSDP. Therefore, courses for limited training audiences or with limited seats for external participants could be also added, clearly outlining the application, nomination and selection criteria.[53] It is important to note that an online platform is only one tool supporting the implementation of the *CSDP Training Policy*, which is primarily done through training activities provided by Member States and relevant stakeholders.

As all relevant training for CSDP should be included in Schoolmaster, all training providers should have access to the system. To this end, **each Member State should have Schoolmaster Compartment Admin, who acts as a national coordinator and grants authorisation to their training providers** (Institutional Coordinators) wishing to upload courses to Schoolmaster. Currently, **Schoolmaster is not widely used and there is a need to spread the information about it amongst Member States, but also the CSDP training audience**. The EEAS/ISP.1, together with ESDC[54], EUMS and CPCC, administer the Schoolmaster application in support of the *CSDP Training Programme*. Although a revision of the Schoolmaster application was conducted during 2022, a further development of the system is needed in order to better support the *CSDP Training Programme*, including reporting, as well as pooling and sharing. For more specific guidance on the Schoolmaster, including how to access the system, see Annex 4.

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[53] For example, if nomination by national authority is required, or courses dedicated for only staff already serving in the CSDP mission or operation.

[54] Art 4.3(f), ESDC Council Decision (Ref I).

7.   ASSESSMENT

An **assessment of the implementation of the *CSDP Training Policy* should be performed periodically**, such as every five years, or when appropriate in cohesion with development in the area of CSDP. This may include a review of the policy itself, these *Implementing Guidelines*, as well as the setup of the *CSDP Training Programme*. It may also look at the current training requirements for potential revision and propose new disciplines or training areas as necessary. Moreover, the civilian and military capability development cycles should be taken into account. This assessment is a joint effort with all the relevant stakeholders in the CSDP training architecture having a role and responsibility.

In relation to the assessment of the *CSDP Training Programme,* this could encompass an analysis of how the conduct of training has responded to the CSDP training requirements, as defined by the TRA process. Looking at the gaps and overlaps in the training offer within the *CSDP Training Programme*, as well as the specific training requirements within each training area or discipline, measures for improvements could be highlighted. **CCTs and DLs should be involved in the assessment process, especially when the training requirements are concerned.**

For this assessment, a periodical reporting, *Comprehensive Assessment Report on Training (CART),* has been envisioned as a joint report, assessing the effectiveness and efficiency of CSDP training in order to allow the adoption of corrective measures and contributing to the overall assessment of the CSDP training.[55] CART is one potential avenue for reporting comprehensively on CSDP training, which EEAS together with ESDC will look into, starting from academic year 2022-2023, when the *CSDP Training Programme* has been operational for the first full year.[56] The Schoolmaster system will be developed to further support the reporting on the *CSDP Training Programme*.

8.   KEY ACTIONS TO SUPPORT THE IMPLEMENTATOIN OF THE CSDP TRAINING POLICY

Some key actions to support the implementation of the *EU Policy on Training for CSDP* have been identified to complement these guidelines, based on the experience of EEAS and ESDC in relation

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[55] See e.g. Art 25, EUCTG Terms of Reference (Ref. E).
[56] This reporting should also ensure links with the Civilian Annual Report on Capabilities (CARC) as drafted in the framework of the Civilian CSDP Compact.

to the overall CSDP training, supported by the lessons process conducted by EEAS.[57] The actions below are categorised by key stakeholders.

Member States

a. Member States, ESDC and relevant training institutions should **ensure that all available training for CSDP is listed in Schoolmaster**, enabling pooling and sharing, avoiding overlaps, and enabling wide dissemination of training opportunities to CSDP training audience. This is particularly important in relation to HEAT training, when there are short notice deployments. Pooling and sharing in terms of Pre-Deployment Training, as well as basic training, should also be considered, to the extent possible.

b. **Each Member State should identify Schoolmaster Compartment Administrator(s)**, acting as a national coordinator and an entry point for matters related to CSDP training at national level (i.e. desk in the MFA, MoI, etc.) and **granting authorisation to their training providers** who should strongly be encouraged to upload to Schoolmaster information on training relevant to CSDP.[58]

c. Member States and ESDC should **disseminate the information about Schoolmaster** within their respective training institutions and networks and should encourage all relevant stakeholders to access and use the application in support of the *CSDP Training Programme*.

d. EUCTG and EUMTG, supported by EEAS and ESDC, as well as CCTs and DLs, also with the support of the assessment report, should continue assessing at regular intervals whether there is a **need to update the existing CSDP training requirements, preferably no later than five years after the finalisation of a TRA,** or when needed in cohesion with the developments in the specific areas**.**

e. Member States should **nominate CCT or DL for the areas and disciplines that are currently lacking** a dedicated entity to **urgently conduct the missing Training Requirements Analyses**.

f. EUCTG and EUMTG, supported by EEAS and ESDC, as well as the CCTs, DLs, also with the support of the assessment report, **should continue to review the need to identify new training areas or disciplines**, as part of the continuous process of issuing strategic guidance on CSDP training.

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[57] During fall 2021, a questionnaire was circulated to all Member States via Council channels, as well as to ESDC Executive Academic Board (EAB). In total, 25 responses were received, 15 from Members States' training institutes, five from Council representatives (five uncategorised); eight from the military the side.

[58] For more details, see Annex 4.

g. EUCTG and EUMTG should continue to ensure that CSDP training activities and training opportunities respect the EU principles of inclusiveness and transparency and are open to all EU Member States.

h. Member States should **continue to ensure mandatory Pre-Deployment Training, as well as safety and security training (HEAT),** in case of high or critical risk missions, for all seconded staff prior to deployment as part of their duty of care obligation. Only under exceptional circumstances, HEAT can be completed within the first month of deployment.

i. Member States, together with EEAS, ESDC and the FPI, could examine new possibilities of covering the expenditure for the relevant training for CSDP based on identified parameters, especially in relation to PDT and HEAT, in order to fully ensure the mandatory nature of these trainings.

j. Member States are welcomed to **continue to make use of the training opportunities under the auspices of the ESDC**, including PDT and HEAT, to implement training requirements for staff working on CSDP matters at EU bodies or in Member States.

k. Member States are encouraged to continue **offering PDTs** under the auspices of the ESDC, aiming to ensure a monthly PDT.

l. Member States are encouraged to consider how to **move forward with regards to quality assurance standards**, specifically important in the case of PDT and HEAT. Moreover, a permanent certification mechanism should be considered in cooperation with EEAS, ESDC and other relevant stakeholders.

m. EUCTG and EUMTG, supported by EEAS and ESDC, should continue **to seek synergies in the framework of civil –military cooperation** (for instance by sharing experiences in certain training areas, sharing course curricula, exchange between CCTs and DLs, joint exercises etc.). They should closely coordinate with each other in all relevant matters and discuss jointly when appropriate, for example in relation to potentially common civilian and military Training Requirements, the *CSDP Training Programme* and the assessment of the implementation of the *CSDP Training Policy*, including the *CSDP Training Programme.*

n. Member States are encouraged to generate, offer and maintain trained personnel (under pooling and sharing principle) **to augment and operate on short notice the EU Deployable Communications and Information Systems Capability**, in preparation of executive Operations.

o. Member States, as well as CSDP missions and operations, are encouraged to **consider attending relevant CSDP training as a strong asset in the entire selection procedure of**

staff for deployment in CSDP missions and operations, reiterating the *CSDP Training Policy*.

EEAS

p. EEAS, together with all relevant stakeholders, should **further develop the assessment** of the implementation of the *CSDP Training Policy* and *CSDP Training Programme*, such as in the form of *Comprehensive Assessment Report on Training (CART)*.

q. EEAS should continue to define, as well as clearly communicate, the **roles and responsibilities** in relation to the training architecture to Member States and other relevant stakeholders.

r. EEAS and ESDC should **further develop the Schoolmaster application** in relation to both functionality and content, to enable better guidance to Member States on the current gaps and overlaps, as well as to foster pooling and sharing. EEAS and ESDC should provide training, including through online modalities, on the use of the Schoolmaster application that should be open to all training institutes offering CSDP relevant courses.[59]

s. EEAS and ESDC, together with Member States, CSDP missions and operations and other stakeholders, should ensure the coherence of different types of trainings, such as PDT and induction training, with the aim of avoiding overlaps in the contents.

t. EEAS, together with ESDC and other relevant EU stakeholders, should look into how to **involve JHA actors,** as well as **other international organisations** and other relevant stakeholders, **on the basis of principles of inclusiveness and reciprocity**, into contributing to the *CSDP Training Programme*.

u. EEAS and ESDC, together with other relevant stakeholders, should aim to **organise an annual event** for Member States, CSDP missions and operations, relevant training providers, EU entities as well as other relevant stakeholders, in order to analyse and share relevant lessons and good practices, discuss recent CSDP developments and emerging policies with a view to reflect these in training opportunities and to explore synergies through networking. In order to avoid overlaps, **synergies should be sought with other similar events**, such as the European Association of Peace Operations Training Centres (EAPTC) and International Association of Peacekeeping Training Centres (IAPTC).

v. EEAS should further examine **how to better link** the implementation of the *EU Policy on Training* and the future assessment of the *CSDP Training Programme*, **to the wider capability development objectives and commitments**, for example under the Strategic Compass and the

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[59] An online training is available for Schoolmaster back-office users in the Goalkeeper Schoolmaster web page, see further details in Annex 4.

Civilian CSDP Compact, or any other form developing civilian CSDP and its capabilities beyond 2023.

w. EEAS, as well as CSDP missions and operations, should **continue to invest in the Knowledge Management and organisational learning, including relevant lessons processes**, as well as online tools to store and disseminate lessons and good practices, including in the area of CSDP. For instance the TRA process, coordinated by EEAS in close cooperation with EU Member States and national training institutes, has delivered valuable lessons that will be taken into account in the upcoming *CSDP Training Programme*.

x. EEAS should foster further cooperation between the actors relevant for CSDP training, including ISP, SECDEFPOL, ESDC, CPCC and EUMS and MPCC, to strengthen common courses of action.

CSDP missions and operations

y. CSDP missions and operations should **continue to ensure mandatory Pre-Deployment Training and HEAT**, in case of high or critical risk missions, for all internationally contracted staff prior to deployment, as part of their duty of care obligation. Only under exceptional circumstances, HEAT can be completed within the first month of deployment.

z. CSDP mission and operations are welcomed to **continue to make use of the training opportunities under the auspices of the ESDC**, including PDT and HEAT, as well as other EU training initiatives providing needs based training, such as FPI funded training projects.

aa. CSDP Missions should aim to ensure, that **Induction Training** is conducted within the first month of deployment in the mission and that it is complementary to the PDT.

ESDC

bb. The ESDC could be **further used as a platform for pooling and sharing** training resources, curricula development and harmonisation, as well as ensuring and developing quality assurance standards.

cc. ESDC should **continue offering the Pre-Deployment Training, preferably on a monthly basis**, and timed to fit deployment dates in missions and operations. Online training should be considered as an alternative when appropriate. Moreover, PDTs needs to be streamlined with Mission's induction training in order to avoid overlaps and cover potential gaps.

dd. ESDC, with a prominent role in developing the standard curricula for the courses organised under the auspices of ESDC, should take into account the TRAs in the curricula development and revision process, as appropriate. ESDC network members are encouraged to **link all future**

pilot activities with the gaps resulting from the EUCTG and/or EUMTG Training Requirement Analysis.

Civilian Coordinators for Training and Military Discipline Leaders

ee. CCTs and DLs, supported by EEAS and ESDC, should act as a focal point for a particular training area and support EUMTG and EUCTG and EU training authorities by actively identifying, analysing, monitoring and assessing training requirements in their area. They should also contribute to the assessment of the *CSDP Training Programme* by reporting progress in their area, including recommendation for action needed, in consultation with EEAS and ESDC.

FPI funded training projects

ff. The FPI funded training projects, which have a crisis management objective, should **carefully take the CSDP TRAs, as well as current gaps and overlaps in the *CSDP Training Programme*, into consideration** when planning and conducting their training. They are furthermore encouraged to **add relevant courses** to the *CSDP Training Programme* in Schoolmaster.

9. CONCLUSIONS AND WAY AHEAD

These *Implementing Guidelines* will replace the existing guidelines, in order to support more joint civilian-military approach on the implementation of the *CSDP Training Policy*, leading to a joint *CSDP Training Programme* for the first time during 2022. All relevant stakeholders will need to allocate sufficient resources to support the implementation of the policy, the delivery of the *CSDP Training Programme* and consequently the delivery of appropriate and effective CSDP training that is based on identified training requirements and needs.

The Training Requirement Analysis process is an ongoing effort, as many of the civilian training areas and military disciplines are lacking dedicated CCT or DL, and therefore also the TRA. It is crucial that this shortfall is addressed with sufficient resources in order to conduct the missing TRAs. As the COVID-19 pandemic and the dramatic changes in the security environment in Europe during 2022 have shown, also the field of CSDP is evolving rapidly. Therefore, providing strategic guidance is also a continues process and Member States, together with all relevant stakeholders, will need to continuously update the list of civilian training areas and military disciplines.

The *CSDP Training Policy*, the overall training architecture for CSDP, as well as the training requirements and priorities, will need to be periodically reviewed and updated under the strategic

guidance of the Member States through the relevant Council structures (EUMTG and EUCTG primarily) and supported by EEAS and ESDC. For the cohesion of the EU and CSDP policy framework, including evolving implementation of the Integrated Approach, further assessment of the *CSDP Training Policy* can be considered in line with the Strategic Compass and future views for civilian CSDP beyond 2023.

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ANNEXES

ANNEX 1: All training areas and disciplines (including CCTs and DLs)

ANNEX 2: CSDP Military Training Programme 2022-2023

ANNEX 3: CSDP Civilian Training Requirements Report (CCTR)

ANNEX 4: Schoolmaster user guidance

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ANNEX 1: All training areas and disciplines (including TRAs, CCTs and DLs)

Civilian Training Areas (CTA) and Civilian Coordinators for Training (CCT)

	CTA	TRA date	Council ref.	CCT	Contact
1.	Communications, cultural, behavioural skills	29/10/2021	WK 13079/2021 INIT	Centre for European Perspective (CEP), Slovenia	cep@cep.si (functional mailbox)
2.	Leadership & Management	29/10/2021	WK 13082 2021 INIT	Centre for International Peace Operations (ZIF), Germany	training@zif-berlin.org (functional mailbox)
3.	Medical Issues	29/10/2021	WK 13090 2021 INIT	Civil Contingencies Agency (MSB), Sweden	registrator@msb.se (functional mailbox) Fredrik.Djurklou@msb.se Johan.Bogg@msb.se
4.	Monitoring, Mentoring Advising	29/10/2021	WK 13077 2021 INIT	Arma dei Carabinieri, Italy	cguci3sz@carabinieri.it (functional mailbox) pierpaolo.sinconi@carabinieri.it
5.	Good governance	29/10/2021	WK 13086/2021 REV 1	Austrian Study Centre for Peace and Conflict Resolution (ASPR), Austria	aspr@aspr.ac.at (functional mailbox)
6.	Environmental Management and Climate Change	29/04/2021	WK 05701/2021 INIT	Arma dei Carabinieri, Italy	cguci3sz@carabinieri.it rgpcitescdo@carabinieri.it (functional mailbox) claudio.marrucci@carabinieri.it marina.bizzotto@carabinieri.it
7.	Safety & Security	29/04/2021	WK 05698 2021 INIT	Sant'Anna School of Advanced Studies, Italy	euheat@santannapisa.it (functional mailbox)
8.	Cultural Heritage Protection	28/04/2021	WK 5705/2021 INIT	Arma dei Carabinieri, Italy	cguci3sz@carabinieri.it (functional mailbox) tpcaddestramento@carabinieri.it alfio.gullotta@carabinieri.it
9.	French as foreign language	28/04/2021	WK 5693/2021 INIT	Central Directorate for Recruitment and Training of	dcrfpn-sddc-paac-drap@interieur.gouv.fr

				the National Police (DCRFPN), France	(functional mailbox)
10.	Generic preparation for missions	28/04/2021	WK 5694/2021 INIT	Crisis Management Centre (CMC) Finland	training@cmcfinland.fi (functional mailbox)
				Centre for International Peace Operations (ZIF), Germany	training@zif-berlin.org (functional mailbox)
11.	Protection of Civilians	28/04/2021	WK 5696/2021 INIT	Austrian Study Centre for Peace and Conflict Resolution (ASPR), Austria	aspr@aspr.ac.at (functional mailbox)
12.	Countering terrorism and radicalisation	09/02/2021	WK 1863/2021 INIT	Guardia Civil/GAR Unit, Spain	internacionalgar@guardiacivil.org (functional mailbox)
13.	Gender Equality	09/02/2021	WK 1860/2021 INIT	Folke Bernadotte Academy (FBA), Sweden	info@fba.se (functional mailbox)
14.	Human Rights / International Humanitarian Law	09/02/2021	WK 1845/2021 INIT	Sant'Anna School of Advanced Studies, Italy	euheat@santannapisa.it (functional mailbox)
15.	Hybrid threats and cyber	09/02/2021	WK 1856/2021 INIT	Academy of Security Sciences, Estonia	info@sisekaitse.ee (functional mailbox)
16.	Mediation, negotiation and dialogue	09/02/2021	WK 1859/2021 INI	The Edward M. Kennedy Institute for Conflict Intervention, Ireland	kieran.doyle@mu.ie
17.	Organised Crime	09/02/2021	WK 1853/2021 INIT	Guardia Civil University Centre, Spain	cugc-postgrado@guardiacivil.org (functional mailbox)
18.	Security Sector Reform	09/02/2021	WK 1844/2021 INIT	ESDC Executive Academic Board on SSR	SECRETARIAT-ESDC@eeas.europa.eu (functional mailbox)
19.	Support to Border Management	09/02/2021	WK 1857/2021 INIT	Crisis Management Centre (CMC) Finland	training@cmcfinland.fi (functional mailbox)
20.	Conflict Prevention	Work Plan is awaited		Ministry of Foreign Affairs, Austria	
21.	Policing 4.0		Ongoing TRA	Kaunas University of	paulius.klikunas@ktu.lt

				Technology, Lithuania	
22.	Planning (strategic and operational planning, situational awareness)		Not covered		
23.	Political analysis and reporting		Not covered		
24.	Rule of Law – (legal, judiciary, police, public order, community policing)	Work Plan is awaited		Crisis Management Centre (CMC) Finland	training@cmcfinland.fi (functional mailbox)
25.	Strategic Communication, press and public information		Not covered		
26.	Human resources and finance		Not covered		
27.	Duty of Care & Code of conduct		Not covered		
28.	Standards of behaviour		Not covered		
29.	The EU Integrated Approach to external conflicts and crises applied to CSDP		Not covered		
30.	Addressing irregular migration related security challenges		Not covered		
31.	Support to maritime security		Not covered		

Military CSDP Training Disciplines (MTD) and Discipline Leaders (DL)

	MTD	TRA date	Council ref.	DL	Contact
1.	Operations Planning for CSDP	26/02/2016	ST 6546 2016	EUMS CONCAP ETA MN JHQ ULM - DE	MILITARY-TRAINING-EDUCATION@eeas.europa.eu MNJHQOPSTraining@bundeswehr.org
2.	Military Contribution to EU Disaster Response, Humanitarian Assistance and Civil Protection	23/11/2016	ST 14792 2016	The Crisis Management and Disaster Response Centre of Excellence (CMDR COE) - BG	office@cmdrcoe.org
3.	Multinational Logistics	11/03/2019	ST 7356 2019	Multinational Logistic Coordination Centre (MLCC) -CZ	mlcc@army.cz
4.	Military Role in Cyber Defence	07/06/2019	ST 7848 2019	Cyber Defence Centre, Portuguese Armed Forces General Staff – PT Ministry of Defence	rmcosta@emgfa.pt canilho.LTBP@emgfa.pt
5.	Gender	27/02/2020	ST 6084 2020	Women, Peace and Security Department - ES Ministry of Defence	earamon@fn.mde.es jlucpau@mde.es
6.	Military Role in Integrated Border Management	02/06/2020	ST 8506 2020	Multinational Peace Support Operations Training Centre (MPSOTC) - EL	mpsotc-commander@hndgs.mil.gr
7.	Maritime Security	14/06/2021	ST 9790 2021	EL and ES: NATO Maritime Interdiction Operations Training Centre (NMIOTC) - EL Spanish Navy HQ - ES	batsosp@nmiotc.nato.int jmcuetos@fn.mde.es
8.	Leadership and Management	13/12/2021	ST 14971 2021	Institute of Military Aeronautical Sciences - ISMA - IT	luca.mazzini@aeronautica.difesa.it

9.	Civil Military Cooperation		Ongoing TRA	CIMIC COE - NL	Brouwer.J@cimic-coe.org info@cimic-coe.org
10.	WMD/CBRND		Ongoing TRA	Joint CBRN Defence COE - CZ	dockalovav@jcbrncoe.org postbox@jcbrncoe.org
11.	Military support to SSR / DDR		Ongoing TRA	ESDC Executive Academic Board on SSR	SECRETARIAT-ESDC@eeas.europa.eu
12.	Personnel Recovery		Ongoing TRA	European Personnel Recovery Centre - IT	info@eprc.it jaguilar@eprc.it NMossenta@eprc.it
13.	Financing of CSDP Military missions and operations		Not covered		
14.	Legal aspects of CSDP		Not covered		
15.	Mission Specific / Pre-deployment Training		Not covered		
16.	Comprehensive approach to Crisis Management in CSDP		Not covered		
17.	Military support to Counter terrorism		Not covered		
18.	Military Role in Space support to Operations		Not covered		
19.	Military Role in Energy Security		Not covered		
20.	Communication and Info Integration		Not covered		
21.	Intelligence / ISTAR		Not covered		
22.	Information Environment (InfoOps, PsyOps)		Not covered		

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EEAS(2022) 1416

ANNEX 2: CSDP Military Training Programme 2022-2023 – doc. ST 10520 2021 INIT, dated 5 July 2021

CONTENTS

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REFERENCES

A. Framework Process for Managing CSDP Military Training Requirements (Council doc. 17087/14, dated 19 December 2014).
B. EU Policy on Training for CSDP (Council doc. 7838/17, adopted by the Foreign Affairs Council on 3 April 2017).
C. Implementing Guidelines for the EU Policy on Training for CSDP (Council doc. 5199/1/17 REV1, dated 17 January 2017).
D. EU Military Training and Education Annual Report (Council doc. 9369/20, dated 03 July 2020).
E. Guidelines for EU Military Training Discipline Leader (Council doc. 11192/15, dated 23 July 2015).
F. Final Report Training Requirements Analysis - Operations Planning for CSDP (Council doc. 6546/16, dated 26 February 2016).
G. Final Report Training Requirements Analysis - Military Contribution to EU Disaster Response, Humanitarian Assistance and Civil Protection (Council doc. 14792/16, dated 23 November 2016).
H. Final Report Training Requirements Analysis – Multinational Logistic (Council doc. 7356/19, dated 11 March 2019).
I. Final Report Training Requirements Analysis – Military role in Cyber Defence (Council doc. 7848/19, dated 7 June 2019).
J. Final Report Training Requirements Analysis – Gender (Council doc. 6084/20, dated 27 February 2020).
K. Final Report Training Requirements Analysis – Military role in Integrated Border Management (Council doc.8506/20, dated 02 June 2020).
L. EUMC Strategic Guidance on CSDP Military Training (Council doc.7355/19, dated 11 March 2019).
M. EEAS Information note – Process to develop the CSDP Training Programme (Council doc. 9541/21, dated 07 June 2021).
N. Final Report Training Requirements Analysis – Maritime Security (Council doc. 9790/21, dated 14 June 2021).

1. BACKGROUND

1. In accordance with the Policy at Reference B, the training of personnel for CSDP military missions and operations is primarily the responsibility of the Member States. In order to support the training activities provided by Member States, and to facilitate and complement them, the EEAS provides basic guidelines and performance standards, descriptive materials and procedures covering the CSDP Training Cycle.

2. In addition, the Policy specifies that the more detailed functioning of the training architecture is defined in the accompanying CSDP Training Guidelines (Reference C) and CSDP Training Programme, which shall be kept under regular review.

3. Reference M outlines the process to develop in a coordinated manner the joint civilian-military CSDP Training Programme.

2. AIM AND SCOPE

4. The aim of the CSDP Training Programme (military part) is to allow Member States and training providers to offer courses and training activities related to the agreed EU Military Training Disciplines, avoiding overlaps.

5. This document establishes the basis for a CSDP Training Programme (2022-23) starting at the beginning of 2022. It provides guidelines for planning, describes the state of play, training architecture, and main findings in the approved Training Requirement Analysis Reports, offers guidance to training providers and delineates a way ahead. It also incorporates lessons identified.

6. The annexes include training activities related to those Disciplines whose Training Requirements Analysis (TRAs) Reports have been agreed by the EUMC.

3. GUIDELINES FOR DEVELOPING THE CSDP TRAINING PROGRAMME

7. According to the Guidelines at Reference C, the CSDP Training Cycle is an iterative sequence of activities aimed at supporting the achievement of CSDP Training Requirements. The CSDP Training Cycle is a continuous process composed of four phases: planning, conduct, evaluation and assessment.

8. At the beginning of the planning phase, an extensive Training Requirement Analysis (TRA) process is carried out by the Military Training Discipline Leaders[60] (DLs). The TRA is a structured process of identifying needs, gaps and overlaps, aiming to propose measures necessary to meet CSDP Training Requirements for a specific Discipline, including Common Core Curricula and training activities.

9. The main findings, lessons, conclusions and recommendations of the TRAs are to be agreed by the EUMC in the corresponding TRA Reports, which constitute the basis of the CSDP Training Programme.

10. Therefore, planning implies the identification, setting up and preparation of the training activities needed to meet the CSDP Training Requirements. Its main output is the CSDP Training Programme, which is the driver of the overall CSDP Training Cycle.

11. The DLs and EU Member States continue to have the responsibility to adjust the offer of courses in the CSDP Training Programme in accordance with the identified CSDP Training Requirements and priorities.

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[60] The role of the EU Military Training Discipline Leaders and Training Providers is described in the guidelines at Reference E.

12. A global approach to training should be applied and all potential training providers are to be consulted and included in the CSDP Training Programme as appropriate (e.g. European Commission, UN, EDA, NATO…). Moreover, the principle of inclusiveness must be taken into consideration for potential trainings, meaning that training events that are not open to all EU Member States and bodies, cannot be considered as EU Training and Education opportunities and therefore, they cannot be included in the document's Annexes as training events.

13. The CSDP Training Programme can serve to provide a framework for pooling and sharing of civilian-military training resources. Indeed, to ensure better civilian and military coordination on CSDP training, at least one joint meeting of the EU Civilian Training Group (EUCTG) and EU Military Training Group (EUMTG) should be organised each year.

14. In summary, and in line with Reference M, the CSDP Training Programme will consist of an updated list of courses in Schoolmaster[61], available to all EU Member States and EU actors to deliver on the identified CSDP training requirements.

4. CSDP TRAINING ARCHITECTURE

15. Key stakeholders in the CSDP Training Cycle are EEAS (Integrated Approach for Security and Peace Directorate - ISPD, Security and Defence Policy Directorate - SECDEFPOL, Civilian Planning and Conduct Capability - CPCC and the EU Military Staff - EUMS), Member States, DLs or civilian equivalents, relevant Council Working Groups (CIVCOM/EUCTG, EUMC/EUMTG), PSC, and the European Security and Defence College (ESDC). EEAS/ISP.1 is responsible to oversee the smooth running of the CSDP Training Cycle, in close cooperation with and supported by all others.

16. CSDP training programme should ensure a realistic picture of REQUIREMENTS, OPPORTUNITIES and GAPS. For this purpose, SCHOOLMASTER application, which now shows only OPPORTUNITIES, should be adapted to also accommodate the REQUIREMENTS and GAPS and show the corresponding links.

17. Requirements are uploaded in SCHOOLMASTER by the EUMTG and EUCTG in the form of Common Core Curriculum (from the TRA reports) or a high level learning outcomes and estimated number of participants for the next training cycle (from the same reports).

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[61] Schoolmaster is an online application with the overall objective to capture the information on training opportunities relevant to the EU Common Security and Defence Policy (CSDP): https://goalkeeper.eeas.europa.eu/schoolmaster/about.do. It will be updated in order to be ready to receive all the inputs for the upcoming CSDP Training Programme 2022/23.

18. GAPS should be generated automatically by SCHOOLMASTER by showing how OPPORTUNITIES match REQUIREMENTS.

19. SCHOOLMASTER will have three generic operators:

    a. EUCTG, EUMTG for uploading REQUIREMENTS

    b. Training providers for uploading OPPORTUNITES indicating the REQUIREMENTS they support.

    c. ISP, as the owner of the CSDP Training programme, supported by ESDC, should be able to generate the CSDP Training programme, which is a snapshot of REQUIREMENTS, OPPORTUNITIES and GAPS.

20. The EUMTG, supported by EUMS and the DLs, is to prepare the TRA Reports, the military part of the CSDP Training Programme and the Comprehensive Assessment Report on CSDP training. The military part of the CSDP Training Programme is to be approved by the EUMC and presented to PSC.

5. STATE OF PLAY

21. The Framework Process for Managing CSDP Military Training Requirements (Ref. A) provides a list of preliminary 24 EU Military Training Disciplines on which further analysis is required in order to define CSDP Training Requirements. The list was updated in 2017[62], including 21 Disciplines. In January 2019, the EUMC agreed Personnel Recovery as a new EU Military Training Discipline. Currently there are 22 agreed Disciplines.[63]

22. In seven[64] of the 22 Military Disciplines, the TRA Reports have been agreed by the EUMC. In five Disciplines, one or more Member States or multinational organisations / formations have been designated as DLs and a TRA has been launched and is ongoing.

23. The EU Military Training and Education Annual Report 2020 (Annex 2, Ref. D) proposed that the DLs and EUMTG gradually increase their involvement in activities corresponding to the conduct[65], evaluation and assessment[66] of the CSDP Training Cycle and in facilitating further civilian-military synergies in agreed Disciplines.

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[62] See the EU Military Training and Education Annual Report 2016, doc. 8601/17, dated 28 April 2017.

[63] Situation in November 2021.

[64] Operations Planning for CSDP, Military contribution to EU Disaster Response, Humanitarian Assistance and Civil Protection, Multinational Logistics, Cyber Defence, Gender and Integrated Border Management, Military Support to Maritime Security.

[65] Conduct implies the execution of exercises, courses and other training events organised to meet CSDP Training Requirements and included in the EU CSDP Training Programme.

[66] CSDP Training Programme is assessed on how well planned training activities met the Training Requirements, which informs the revision of the EU Training Requirements for the next Training Cycle.

6. MAIN FINDINGS AND CONCLUSIONS OF THE TRAINING REQUIREMENT ANALYSIS REPORTS

6.1. Discipline Operations Planning for CSDP

24. The training requirements for "Operations Planning for CSDP" are well covered by the specific training activities conducted by the training providers at the national or supranational level (EU training actors or bodies).

25. There is no formal individual training activity on CSDP operations planning for the EU military decision-making personnel and the EU military personnel at the political-strategic level. The existing EUMS internal training satisfactorily covers training requirements for the members of the EUMS Crisis Planning Team.

26. Training requirements for the EU military personnel at the military strategic and operational levels are mainly addressed through national or NATO specific courses. Only one Member State organizes the "Operational Planning Courses" in accordance with the EU HQs Training Guide Council doc. 8649/20, dated 05 June 2020.

27. National educational programmes and courses cover training requirements for the EU military personnel at the tactical level.

28. The EUMC agreed on the Discipline Common Core Curriculum in the Report at Reference F to serve as the EU common military training requirements on CSDP operations planning.

29. The Advance Modular Training (AMT)[67], organized since 2019 under the auspices of the ESDC, is not a formal operations planning course, nevertheless it provides to the civilian and military senior officers with the right skills and knowledge to perform their duties in the CSDP environment. AMT makes recourse to the EU crisis management procedures, operations planning procedures and tools as platforms for surfacing the relevant aspects of interaction among EU external action actors, as part of the EU Integrated Approach to conflict and crisis.

6.2. Discipline Military Contribution to EU Disaster Response, Humanitarian Assistance and Civil Protection (EU DR, HA and CP)

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[67] AMT is composed of two modules: EU Integrated Approach (AMT 1) and CSDP Crisis Management (AMT 2). The latter is offered in two options: CSDP Crisis Management at the Political-Strategic Level (AMT 2a) and CSDP Crisis Management at the Strategic Level (AMT 2b). AMT covers Priorities of EU External Action in Security and Defence, the EU Integrated Approach to conflict and crisis, conflict analysis, Response options derived from conflict analysis, CSDP Advance and Crisis Response planning at the political – strategic level and transfer of planning authority to the military-strategic level.

30. In general, the training requirements for the Military Contribution to EU DR, HA and CP are well covered with training solutions conducted by the training providers at the national or supranational level (UN, EU…).

31. Some of the training requirements identified in the Report exceed in part the CSDP framework and may serve for other EU activities related to internal security tasks (e.g. civil protection).

32. The increased need to conduct disaster relief and/or humanitarian assistance operations will require that the military instrument complements and supports the civil authorities in preventing and protecting the population. This military role and tasks will need to be connected to the civilian training. With this in mind, ESDC was invited to consider the development of training activities in support of Military Contribution on EU DR, HA and CP.

33. Joint civilian-military training, individual and collective, must continue on regular basis (e.g. staff contributing to the Emergency Response Coordination Centre (ERCC) and EU Movement Planning Cell (EUMPC). Military support would be complementary to the overall civil protection measures facilitated by the ERCC in the framework of the EU Civil Protection Mechanism and Community Humanitarian Aid managed by DG ECHO.

34. Member States are encouraged to assign seats for their military personnel in the Commission-led Civil Protection Training Program.

35. At the military strategic and operational levels, personnel working on the situational awareness analysis and planning need to be trained in DR. The knowledge and skills to gather and analyse specific components, data, patterns and information related to the Military Contribution to DR and HA have to be enhanced in order to better perform an overall analysis and assessment.

36. DR training would be beneficial for practitioners and specialist engaged in Military Contribution to EU DR (e.g. Medical, Engineering, Logistics, CBRN, Search and Rescue, Transportation (air, sea, land), Maritime Support, CIMIC, etc.).

37. Developing required skills and competencies for the Military Contribution to EU DR, HA and CP would not be only achieved by classic individual and collective training. On-the-job training (e.g. job performance aid, SOPs, or self-study pack) and e-learning solutions should be exploited to maintain the required skills and competencies in the context of this Discipline.

38. The EUMC agreed on a Discipline Common Core Curriculum in the Report at Reference G to serve as the CSDP Military Training Requirements for the Military contribution to EU DR, HA and CP.

6.3. Discipline Multinational Logistics

39. No EU specific Training and Education opportunities were identified by the DL (Multinational Logistics Coordination Centre) within the Member States to satisfy the requirements presented in the TRA (Reference H). To mitigate those gaps,

    a. a Common Course Curriculum for a European Union Logistics Fundamentals Course was agreed in the TRA to provide basic knowledge of EU logistic policies, principles, concepts and SOPs applicable to CSDP military missions and operations, and

    b. a Common Course Curriculum for a European Union Logistics in Operations Course was agreed in the TRA to provide comprehensive knowledge and understanding of logistic planning and execution in CSDP military missions and operations.

40. Both courses (each 5 days) were designed as stand-alone individual training events. Following the Principles of the EU Policy on Training for CSDP, gradual development of proficiency is achieved by the sequence first attending the European Union Logistics Fundamentals Course as a prerequisite to participate in the European Union Logistics in Operations Course.

41. The DL makes steady improvements and applies best practice on both courses.

    a. Evaluation reports proposes recommendations to steering bodies of EUMS and ESDC.

    b. Essential feedback of students is achieved by room for discussions on each topics and via a final survey questionnaires.

    c. Both courses are using quizzes to sense the learning progress. Civil-military interaction is achieved especially using scenario based syndicate works with regard to EU crisis management planning process.

42. The EUMS and the Multinational Logistics Coordination Centre (MLCC) annually co-organise, under the auspices of the ESDC, the European Union Logistics Fundamentals Course and the European Union Logistics in Operations Course, focussing in multinational EU Logistics and emphasising on civil-military interaction.

6.4. Discipline Cyber Defence (CD)

43. The main findings underlined in the TRA Report at Reference I are:

    a. Need of CD awareness for all Information and Communication Technology (ICT) users.

    b. Lack of CD specialists.

    c. Few CD training offers by the Member States, mainly technical courses.

    d. Lack of CD collective training.

44. The TRA Report offers a solution to overcome the above-mentioned findings that consists of a Cyber Competencies Career Path Matrix with an associated list of courses. Member States

or EU bodies can conduct such courses in order to fill training gaps individually or collectively.

45. Opportunities for cooperation are available through existing tools, such as the two coordinated initiatives, the EU CD Training and Exercises coordination Platform (TEXP), led by the European Defence Agency (EDA), and the Education, Training, Exercise and Evaluation (ETEE) platform, led by the ESDC. CD TEXP has to be the central platform, where all the CD courses linked with CSDP should be registered.

46. European Security and Defence College, through the Cyber Education Training, Exercise and Evaluation Platform (Cyber ETEE), can act as a training facilitator, supported by its network, building activities, filling the gaps and addressing activities to the training needs identified in the TRA Report, at all levels – awareness, legal, strategic, tactical / operational and technical, following the ESDC modus operandi.

47. The EUMC agreed on the DLs proposal based on sixteen solutions and some new initiatives in four main areas (IT Communications, System Administration, Cyber Education and Cyber Logistics) to cover the identified training gaps, encompassing the whole CD Discipline spectrum. The sixteen solutions cover the needs from of a simple ICT user to an expert level/CD specialist. They include an example of a Cyber Intel Course.

48. The Report underlines that CD is a rapidly moving environment and, because of that, Member States and EU bodies should develop innovative and appropriate processes to adapt to a new reality. An empiric approach applied on proposed initiatives should lead to a fast increase of EU capabilities.

6.5. Discipline Gender

49. Most of EU Member States train their military personnel in Gender Mainstreaming during the educational stage. It is also very common that Member States train their military personnel in Gender during generic basic and pre-deployment training prior to joining UN, NATO or CSDP military missions and operations.

50. In general, military personnel receive sufficient gender training in generic Pre-Deployment Courses, but they get rather limited in-mission training. Gender issues in Pre-Deployment and in-mission training are to include CSDP regulations on Gender, be adapted to the Area of Operations and be oriented to solve practical problems. Both pre-Deployment and in-mission training are beneficial and complementary. CSDP Training in Gender must be standardized and mandatory in all Pre-Deployment training.

51. Gender advisors must be appointed for CSDP military missions and operations. These advisors should be trained in gender operational planning and lessons identified processes.

52. Exchange of experiences among experts, trainers and mentors are quite beneficial to the enhancement of training in Gender.

53. Training of senior leadership in Gender issues must be prioritized, if not Gender Mainstreaming could be seriously compromised.

54. Three curricula have been prepared by the DL and agreed in the Report at Reference J:

   a. The first curriculum is oriented to gender advisors and gender focal points. It is likely recommended that staff officers, planners and, in summary, all the deployed staff directly related to gender mainstreaming or decision makers follow this training.

   b. The second curriculum is oriented to force commanders and key leaders. It can also be done by staff officers and/or planners, if they are not included in the first type of training.

   c. The third curriculum is oriented to enlisted personnel up to platoon leaders and all the deployed staff that do not have tasks directly related to gender.

55. The ESDC network, in charge of "giving a training and education instrument that promotes a European security culture", could further develop Gender Training and Education in EU bodies and Member States.

56. After the completion of the TRA, the Gender DL has prepared a set of presentation for the Key Leaders and Basic Curricula that EUMS has distributed among EU Member States and different EU Bodies. This allows to fill the training gaps in the subjects related in the TRA regarding the two referred curricula.

6.6. Discipline Integrated Border Management (IBM)

57. The DL concluded that training in IBM remains an area predominantly civilian, with FRONTEX being the leading EU agency for providing this specialised training, and the military being in a supporting role.

58. On the other hand, there are Member States that use the military as the only instrument performing the IBM function. This diversity in the national approaches to IBM led the DL to propose a Common Core Curriculum in the Report at Reference K integrating all the initially identified modules at all levels (political-strategic, strategic, operational and tactical) in order to cover the potential needs of all the EU Member States.

59. More initiatives have to be taken towards a more unified and consolidated military training in IBM, especially in those EU Member States confronted with the problem of mass migration, which may raise security issues.

60. The Common Core Curriculum, consisting of nine modules, covers numerous areas[68].

6.7. Discipline Maritime Security[69]

61. The TRA Report identifies twelve training modules, which were developed based on the specific Maritime Security Operations (MSO) tasks relating to the External Action of the Union, presented in the *EU Concept for Maritime Security Operations under CSDP*[70].

62. Courses covering partially the objectives and content of eleven out of the twelve modules of the Training Discipline "Maritime Security" are available for all EU Member States.

63. A training gap for the module 9 "Maritime Security Sector Reform" has been identified, and no training Institution is providing any course related to this training area.

64. Two additional and complementary modules were proposed by EUMS for the next revision of the document (module 13 – *Maritime Search and Rescue (SAR) Operations*, and module 14 – *Maritime contribution to preventing and mitigating climate change, natural catastrophes and environmental disasters (including marine pollution)*.

65. The training institutions from four countries (France, Greece, Italy and Latvia) provide courses in accordance with the CSDP language regime for the training programmes, i.e. English and French without translation.

66. Several courses are conducted in different EU Member States in languages which are not in accordance with the aforementioned CSDP language regime.

67. Based on feedback from the Member States and EU Bodies, if a course mentioned in the TRA or the *Programme* is proven not to be open to all the EU Member States, the TRA report and the *CSDP Military Training Programme* will have to be amended accordingly.

7. GUIDANCE TO TRAINING PROVIDERS

68. CSDP training is to contribute to the EU Integrated Approach by supporting common civilian and military CSDP training. These CSDP training activities are to be conducted in a flexible, transparent and inclusive manner in order to encourage a widespread participation of EU

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[68] EU security policy, IBM doctrine, Political-Strategic Planning and Strategic Cooperation in IBM under CSDP concept. Operational planning and Organizational Development in IBM. International, EU and Member States Legal Framework. Crisis Management in IBM. Multi-dimension control approaching IBM. Cooperation and information sharing in IBM. Innovation and Technology in IBM. Cross-cultural approach of IBM. Best management practices, Evaluation and Research process in IBM. The ESDC, in charge of "giving a training and education instrument that promotes a European security culture", could further develop IBM Training and Education in coordination with EU bodies and training institutions from Member States.

[69] See Ref. N

[70] EU Concept for Maritime Security Operations under CSDP, doc. 11401/17, dated 18 July 2017.

actors and Member States and, in accordance with the security regulations and separate agreements, a valuable involvement of selected EU partners.

69. Member States should make use of the training opportunities under the auspices of the ESDC to implement training requirements for their military personnel working on CSDP matters at EU bodies or in Member States. This is particularly relevant for those courses that facilitate interaction with non-military EU bodies or actors and enhance knowledge of the EU Integrated Approach, the nexus between security and development, and internal-external nexus.

70. The CSDP Military Training Programme will include only training activities open to all EU Member States and EU bodies.

71. Training providers for CSDP Military Training are to comply with and adhere to relevant EU policies, concepts, guidelines, and Standard Operating Procedures (SOP).

72. The EUMS continues to investigate with NATO training authorities the accessibility by EEAS and all EU Member States to NATO training opportunities for EU Military training purposes in accordance with the principles of inclusiveness, transparency and reciprocity.

73. Extensive use of e-learning to complement residential modules, particularly as a prerequisite to initiate them, has proved to be an efficient tool to grant a minimum and common knowledge for participants in EU training activities.

74. Proper attention should be given to learning through social interaction as a means of maintaining and improving CSDP knowledge and skills. The use of web-based training portals for CSDP practitioners, where they can share their experience, is to be encouraged.

75. Development of the training and education web-based Portal will ensure transparent and easy access to all relevant information on training and education. Moreover, Member States and EU bodies are encouraged to cooperate in the development of the Schoolmaster tool to consolidate an accessible and comprehensive catalogue of courses offered by the EU and Member States.

76. Developing skills and competencies in Disciplines cannot be achieved only through formal training. Therefore, extending the time spent in classical training by practicing skills in exercises (simulating on-the-job training) should be considered a norm. Multi-Layer/Integrated Resolve Exercises, Military Exercises (MILEX) and national exercises offer excellent conditions for practicing these skills in a comprehensive context.

8. WAY AHEAD

77. Joint meetings EUMTG-EUCTG are to be scheduled in order to define common civilian and military Training Requirements.

78. EEAS ISP Directorate will lead the development of guidance regarding the way ahead for the overarching CSDP training programme (civ-mil) and cycle, working closely with the other actors involved in training, for the benefit of Member States.

79. EUMS, in close cooperation with ISP/EEAS, DLs and Member States, will upload the Common Core Curricula (from the agreed the TRA Reports) and the training activities and events included in the annexes of this document in the eventual CSDP Training Programme 2022/2023, based on Schoolmaster platform. The Curricula and the training activities and events will be updated on a regular basis, making the CSDP Training Programme 2022/2023 a living document.

80. CPCC is elaborating a similar analysis and way ahead for the civilian CSDP training requirements.

ANNEXES

ANNEX A1: CSDP Military Training Discipline Operations Planning

ANNEX B1: CSDP Military Training Discipline Disaster Response, Humanitarian Assistance and Civil Protection

ANNEX C1: CSDP Military Training Discipline Multinational Logistics

ANNEX D1: CSDP Military Training Discipline Cyber Defence

ANNEX E1: CSDP Military Training Discipline Gender

ANNEX F1: CSDP Military Training Discipline Military Role In Integrated Border Management

ANNEX G1: CSDP Military Training Discipline Maritime Security

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ANNEX A1: MTD *Operations Planning*

CSDP MTD	DL/ DATE	TRAINING REQUIREMENT ANALYSIS (TRA) REPORT MAIN CONCLUSIONS[71]	ASSOCIATED TRAINING PROVIDERS / ACTIVITIES / EVENTS 2022 - 2023	REMARKS
OPERATIONS PLANNING	EUMS&MN JHQ ULM/ December 2014	TRA report agreed by EUMC on 24 February 2016. Main findings and conclusions**:** 01. Overall, the training requirements for "Operations Planning for CSDP" are well covered by specific training activities conducted by the training providers at the national (MS) or supranational level (EU training actors or bodies). 02. There is no formal individual training on CSDP operations planning for the EU military decision making personnel (DG/DDG and directors EUMS; current, designated or potential EU O(F/M)HQ commanders and their deputies) and the EU military personnel at the political strategic level (EUMS branch chiefs, military assistants and all action officers). 04. Training requirements for the EU military personnel at the military strategic and operational levels are mainly addressed through national or NATO specific courses. Only one MS organizes the "Operational Planning Courses" in accordance with the EU Training Guide. Hence, quantitative and qualitative gaps have been identified. 05. Training requirements for the EU military personnel at the tactical level are covered by national programmes and courses. At this level (to include basic education as a component of national professional military education programmes) national operations planning (military decision making process) within EU MS may differ from each other and the planning products (e.g. orders) differ too in sequence and content.	1. <u>AT National Defence Academy (ANDA)</u> • AT OPINTRO - Operational Level Introduction module in training programme (for different courses) 2. <u>AT Military Academy/ESDC Military ERASMUS</u> • AT MAPEX - Map Exercise (MAPEX) with topic Crisis management operations (CMO) -Sub-module B PSO – Common module 3. <u>AT Military Academy/ESDC Military ERASMUS</u> • AT TEWT - Tactical Exercise without Troops (TEWT) in an CMO-Scenario Sub-module C PSO – Common module 4. <u>BE Royal Higher Institute for Defence</u> • BE SENIOR - Candidate Senior Officer Course – Module on operational planning 5. <u>BE Royal Higher Institute for Defence</u> • BE ADVANCED - Advanced Staff Course, Includes an Operational planning exercise 6. <u>BG "G.S.Rakovski" National Defence College (NDC)</u> • BG STAFF - Staff officer professional development course 7. <u>DE Air Operations Command</u> • DE AirC2 - Basic Air Command & Control (AirC2) Training (standalone) 8. <u>DE Air Operations Command</u> • DE AOPG - Specialty AirC2 Module STRATEGY (AOPG) 9. <u>DE Air Operations Command</u> • DE AOD - Specialty AirC2 Module STRATEGY (AOD) 10. <u>DE Air Operations Command</u> • DE ATO Specialty AirC2 Module COMBAT PLANS (ATO)	

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[71]See the Final Report Training Requirements Analysis - Operations Planning for CSDP, doc. EEAS (2016) 74 REV 3, dated 26 February 2016. For more details for each identified activity/event, see Appendix 6 to Annex A of the Report. In the same Appendix are also presented the limitations in terms of capacity/seats available.

CSDP MTD	DL/ DATE	TRAINING REQUIREMENT ANALYSIS (TRA) REPORT MAIN CONCLUSIONS[71]	ASSOCIATED TRAINING PROVIDERS / ACTIVITIES / EVENTS 2022 - 2023	REMARKS
		06. Developing skills and competencies in the area of operations planning cannot be achieved only through formal training. Therefore extending the time spent in classical training by practicing skills in exercises (simulating on-the-job training) should be considered a norm. Multi Layer (ML) Exercises, Military Exercises (MILEX) and national level exercises offer excellent conditions for practicing these skills in a comprehensive context.	11. DE German Federal Armed Forces Command and Staff College • DE BASIC OP - Seminar No. 4009, Basic training on Operation Planning (stand-alone course) 12. DE Bundeswehr CIMIC Centre • DE CIMIC OPP – Contribution to the Operational Planning Process 13. DE MN JHQ Ulm EU O/FQH • DE BST – Battle Staff Training (BST) CJOC/Campaign Synchronisation JCO 14. EE, LV, LT Baltic Defence College Estonia • BDC JCGSC – Joint Command and General Staff Course (Operational Level) 15. EE, LV, LT Baltic Defence College Estonia • BDC HCSC – Higher Command Studies Course (Strategic Level, military and civilians) 16. EE, LV, LT Baltic Defence College Estonia • BDC CSC – Civil Servants Course (Operational Level, civilians only) 17. EL Hellenic Supreme Joint War College • EL IJOPC – International Joint Operations Planning Course (Stand Alone Course) 18. FR EU OHQ • FR EUHQ OPC - Operations Planning Course 19. LT Lithuanian Military Academy • LT ACSC – Army Command and Staff Course (Tactical Level) 20. LV National Defence Academy • LV NICSC – Baltic Naval Intermediate Command and Staff Course (NICSC) 21. SE EU FHQ – Swedish Defence College • SE MOPP – Multinational Operational Planning Process 22. SK Armed Forces Academy • SK ISOC – International Staff Officers Course 23. ES Joint Staff	

CSDP MTD	DL/ DATE	TRAINING REQUIREMENT ANALYSIS (TRA) REPORT MAIN CONCLUSIONS[71]	ASSOCIATED TRAINING PROVIDERS / ACTIVITIES / EVENTS 2022 - 2023	REMARKS

			• ES CJEX – CEDESEN: Combined Joined European Exercise
			24. ESDC
			  • ESDC SMPC – ESDC Strategic (Civilian) CSDP Mission Planning Course
			  • ESDC OC – ESDC Orientation Course
			  • ESDC HLC – ESDC High Level Course
			25. ESDC and SE FBA
			  • EU SML – EU Senior Mission Leaders Course
			26. ESDC AKUs – online learning
			  • Planning for CSDP Missions and Operations Autonomous Knowledge Unit (AKU) 6
			  • Advanced Modular Training (preparatory e-learning):
			    • AKU 201 - Crisis Management Scenario - Advanced Modular Training
			    • AKU 202 EU Integrated Approach to Conflict and Crisis Advanced Modular Training
			    • AKU 203 Conflict Analysis - Advanced Modular Training
			    • AKU 204 CSDP Crisis Management - Advanced Modular Training
			    • AKU 29 - Conflict Sensitivity (provided by EC/DG DEVCO)
			    • AKU 37 Conflict Analysis Course
			    • AKU17 - Fragility and Crisis Management
			27. EUMS and ESDC
			  • Advanced Modular Training 2022 (TBC)
			  • Advanced Modular Training 2023 (TBC)[72]	

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[72] The Advanced Modular Training has been organised annually since 2019 by the EU Military Staff, Hellenic Supreme Joint War College, Italian Centre for Higher Defence Studies, Maynooth University of Ireland and the Swedish Armed Forces International Centre, under the aegis of the ESDC.

ANNEX B1: MTD Disaster Response, Humanitarian Assistance and Civil Protection

CSDP MTD	DL/ DATE	TRAINING REQUIREMENT ANALYSIS (TRA) REPORT MAIN CONCLUSIONS[73]	ASSOCIATED TRAINING PROVIDERS / ACTIVITIES / EVENTS 2022 - 2023	REMARKS
DISASTER RESPONSE, HUMANITARIAN ASSISTANCE AND CIVIL PROTECTION	CMDR CoE (BG)/ December 2014	TRA report agreed by EUMC on 16 November 2016. Main findings and conclusions: 1. The increased need to conduct disaster relief and/ or humanitarian assistance operations will require the military instrument to support civil authorities in preventing and protecting civilian population from such types of threats. 2. Joint training (individual and collective) among civilian and military to continue on the regular bases (e.g. ERCC and EUMPC). Military support would be complementary to the overall coordination of civil protection measures facilitated by the ERCC in the framework of the EU's Civil Protection Mechanism and Community humanitarian aid managed by DG ECHO. 3. There should be a closer link/cooperation between CSDP and the EU Civil Protection Mechanism on one hand, and the UN Civil-Military Coordination Section (within UN OCHA) on the other hand as both provide vital courses in this field. 4. Due to the fact that the military planning for contribution to the overall EU Disaster Response is part of the Crisis response operations planning throughout the EU comprehensive crisis management process, as well as the key planning documents development, we consider that the overall findings during the operations planning for CSDP TRA could support the training for this discipline. 5. For better understanding and successful contribution in the comprehensive crisis	1. <u>BG Air Force</u> • Course for Personnel appointed for civil protection activities. 2. <u>FI - Finnish Defense Forces International Centre</u> • EU Integrated Crisis Management Course • CMI-CM-3557 United Nations Protection of Civilians Course 3. <u>DE - Germany Führungsakademie</u> • Military Medical Support in the Humanitarian Arena 4. <u>SE - Swedish Armed Forces International Centre</u> • JIA-IP-3201 United Nations Civilian Staff Officer Course • JIA-IP-2101 United Nations Child Protection Course 5. <u>DK - University of Copenhagen/ Denmark</u> • Disaster Risk Management: From Theory to Practice • Preparedness and Response to Humanitarian Crises • Disaster Recovery Planning and Development • Preparedness and Response to Humanitarian Crises 6. <u>NL - University of Twente/ Netherland</u> • Natural Hazards and Disaster Risk Reduction 7. <u>IT -The University of Milan/ Italy Summer School/ Lifelong Learning Programme/ European Union</u> • EU Disaster Response Law in an International Context 8. <u>European Security and Defence College / CMDR COE / Bulgarian Diplomatic Institute</u> • Disaster Relief Operations in CSDP Context Course • Climate Change and Security Course	As provided by the Discipline Leader on 16 June 2021.

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[73] See the Training Requirements Analysis Report - Military Contribution to EU Disaster Response, Humanitarian Assistance and Civil Protection, doc. 14792/16, dated 23 November 2016.

CSDP MTD	DL/ DATE	TRAINING REQUIREMENT ANALYSIS (TRA) REPORT MAIN CONCLUSIONS[73]	ASSOCIATED TRAINING PROVIDERS / ACTIVITIES / EVENTS 2022 - 2023	REMARKS
		management process it would be beneficial to insert an operations planning elements in a DR training solutions for practitioners and functional specialist. 6. ESDC existing courses related to EU comprehensive crisis management and civil-military coordination could cover some of the requirements for the training on Military contribution on EU Disaster Response, Humanitarian Assistance and Civil Protection discipline. 7. Training for decision makers is very limited. New training solutions should be considered for decision makers (working meetings, informal discussions etc.). 8. Personnel working on the situational awareness analysis to be trained from the disaster response perspective, as well. 9. More military involvement in civilian disaster response collective training is needed. 10. EU Civil Protection Mechanism fundamentals should be considered as additional training for the military.		

ANNEX C1: MTD *Multinational Logistics*

CSDP MTD	DL/ DATE	TRAINING REQUIREMENT ANALYSIS (TRA) REPORT MAIN CONCLUSIONS[74]	ASSOCIATED TRAINING PROVIDERS / ACTIVITIES / EVENTS 2022 - 2023	REMARKS
MULTIN ATIONA L LOGISTI CS	MLCC/ April 2017	TRA report agreed by EUMC on 11 March 2019. Main findings and conclusions: 1. No EU specific Training and Education opportunities for logistics that would satisfy the requirements presented in the TRA Report were identified within EU MS. 2. Distinct Training and Education solutions should be developed and implemented within EU framework and across the EU MS. To mitigate analysed training and education gaps two curricula were proposed by the Discipline Leader and accepted by EU member states and the ESDC, focusing on multinational EU Logistics and emphasising the civil-military interaction. 3. A first Common Course Curriculum for a European Union Logistics Fundamentals Course (EULFC) is presented in annex A of the report. The aim of this course is to provide students with basic knowledge of EU logistic policies, principles, concepts and SOPs in CSDP missions and operations. 4. A second Common Course Curriculum for a European Union Logistics in Operations Course (EULOC) is presented in annex B of the report. The aim of this course is to provide participants with comprehensive knowledge and understanding of logistic planning and execution in CSDP missions and operations.	Since the TRA Report has been agreed, the Discipline Leader (MLCC) together with EUMS, organised and conducted both courses, under the auspices of the ESDC, on annual basis (except 2020 due to COVID-19): 1. EU Logistics Fundamentals Course (EULFC) 2. EU Logistics in Operations Course (EULOC) The Discipline Leader will continue to organise and to conduct both courses above in 2022 and 2023. EU institutions and Member States are invited to provide their support to both courses on EU Multinational Logistics.	

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[74] See the Training Requirements Analysis (TRA) Report on Multinational Logistics EU Military Training Discipline, doc. 7356/19, dated 11 March 2019.

ANNEX D1: MTD *Cyber Defence*

CSDP MTD	DL / DATE	TRAINING REQUIREMENT ANALYSIS (TRA) REPORT MAIN CONCLUSIONS[75]	ASSOCIATED TRAINING PROVIDERS / ACTIVITIES / EVENTS 2022 - 2023	REMARKS
CYBER DEFENCE	PT and FR MoD/ December 2014 ———— Since May 2019, only PT MoD[76]	TRA report agreed by EUMC on 13 May 2019. Main findings and conclusions: 1. CD Awareness for all Information and Communication Technology (ICT) users is identified as a "common need". 2. Lack of specialists / SMEs, which increases the need for more T&E. MS highlighted lack of training in their answers to the questionnaires. There were few training offers from the MS. The offers were mainly technical courses. 3. There was a lack of collective training. 4. Potential offers from MS are not shared or inexistent. 5. Opportunities for cooperation are available through existing tools, such as the two coordinated initiatives, the EU CD Training and Exercises coordination Platform (TEXP), led by the European Defence Agency (EDA), or the Education, Training, Exercise and Evaluation (ETEE) platform, led by the European Security and Defence College (ESDC). 6. The solutions proposed by the DL are to be further developed, adapted or updated. 7. The report underlines that Cyber is a rapidly moving environment and, because of that, MS and EU Institutions should develop innovative and appropriate processes to adapt to a new reality.	Discipline Leader, the Member States and the Cyber Defence training providers (at EU or at the national level) identified the following activities and events for 2022 and 2023: 1. PT - Military University Institute • Cyber Operations Planning Course (TBC) 2. PT - National Defence Institute • Cybersecurity and Cyberspace Crisis Management Course (TBC) 3. PT - Instituto Superior Técnico and Naval Academy • Information Security and Cyberspace Law Master's Program 4. PT, FR - National Defence Institute, Institute of Advanced Studies in National Defence – IHEDN • Challenges of EU Cyber Security (Oct-Nov 2023) • Advanced Level Cyber Diplomacy – Module 2 (TBC) 5. AT - Austrian Institute of Technology • Critical Infrastructures in Context of Digitization (Sep-Nov 2022) 6. HU - National University of Public Services • Cyber Security Basics for Non-Technical Experts (Sep-Nov 2022) • Challenges of EU Cyber Security (Oct-Nov 2022) 7. CY - Digital Security Authority, National CERT of Cyprus • Cybersecurity Organisational Defensive Capabilities (Jan-Jun 2022, 2023) 8. CY - Cyprus MFA, Cyprus MoD • The role of the EU Cyber Ecosystem in the Global Cyber	

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[75] See the Training Requirements Analysis Report on Military Role in Cyber Defence EU Military Training Discipline, Annex E, doc. 7848/19, dated 7 June 2019.

[76] Once the TRA Report was delivered and agreed by EUMC in May 2019, FR announced its withdrawal from the Discipline Leadership. Currently only PT is the Discipline Leader.

CSDP MTD	DL / DATE	TRAINING REQUIREMENT ANALYSIS (TRA) REPORT MAIN CONCLUSIONS[75]	ASSOCIATED TRAINING PROVIDERS / ACTIVITIES / EVENTS 2022 - 2023	REMARKS
			Security Stability - focus: Middle East and North African regions (TBC)	
			9. EU - European Agency for Network Information Security – ENISA	
			• Information Security Management and ICT Security (Jan-Jun, Sep-Nov 2022, 2023)	
			• Cyber Threat Intelligence (2022 TBC)	
			10. EE - Estonian MFA	
			• The role of the EU Cyber Ecosystem in the Global Cyber Security Stability - focus: Eastern partnership (TBC)	
			11. EE - Baltic Defence College	
			• Cyber defence policy at national and international level (Jan-Jun 2022, 2023)	
			12. GR, EU - Greek MFA, ENISA	
			• The role of the EU Cyber Ecosystem in the Global Cyber Security Stability - focus: Western Balkans region (TBC)	
			13. RO - National Institute for Research and Development in Informatics – ICI-RO	
			• Cyber Diplomacy – Module 1 (Sept-Nov 2022, 2023)	
			• Critical Infrastructures Protection – Module 1 (Sept-Nov 2022, 2023)	
			• Cyber Influence in the Digital Society (2022 TBC)	
			14. EU, RO, CY - Joint research Center / EU Commission, National Institute for Research and Development in Informatics – ICI-RO, Digital Security Authority Cyprus	
			• Critical Infrastructures Protection – Module 2 (Nov-Mar 2022, 2023)	
			15. EU - European Defence Agency - EDA and pMS	
			• Cyber Implication to CSDP Mission and Operation Planning (2022 TBC)	
			• Cyber Hybrid (working title) Course (2022 TBC)	
			16. EU, DE - European Defence Agency, IT School of the DE Armed Forces	
			• Cyber Awareness Train-The-Trainer (2022 TBC)	
			17. GR, NATO - University of Pireus, NATO Maritime Interdiction	

CSDP MTD	DL / DATE	TRAINING REQUIREMENT ANALYSIS (TRA) REPORT MAIN CONCLUSIONS[75]	ASSOCIATED TRAINING PROVIDERS / ACTIVITIES / EVENTS 2022 - 2023	REMARKS
			Operational Training Center – NMIOTC • Cyber Security Tips & Tricks that Every IT Should Know (2022 TBC) 18. GR - Cyber Defence Directorate of the Hellenic National Defence General Staff • Cyber incident handling process (2022 TBC) • Penetration test with open-source tools (2022 TBC) • Open-Source Intelligence (OSINT) Advanced Level (2022 TBC) 19. GR - Hellenic Joint Intelligence School (HJIS) • Basic Analysis Course (BAC) (2022 TBC) • Basic Image Intelligence (IMINT) Analyst Course (2022 TBC) 20. GR - University of Thessaly • Cybersecurity and Smart City (2022 TBC) 21. GR - University of Piraeus • Network (LAN) Security (2022 TBC) • Wireless Security (2022 TBC)	

ANNEX E1: MTD Gender

CSDP MTD	DL/ DATE	TRAINING REQUIREMENT ANALYSIS (TRA) REPORT MAIN CONCLUSIONS[77]	ASSOCIATED TRAINING PROVIDERS / ACTIVITIES / EVENTS 2022 - 2023	REMARKS
GENDER	ES MoD/ August 2016	TRA report agreed by EUMC on 20 February 2020. It proposes **three curricula**: 8. Oriented to <u>Gender Advisors and Gender Focal Points</u>. It is recommended for Staff Officers, Planners and, in summary, all the deployed staff directly related to gender mainstreaming or decision makers. The main aim of the training is to provide knowledge to incorporate the gender perspective in all the phases of an operation, from the planning to the conduction and the evaluation. 9. Oriented to <u>Force Commanders and Key Leaders</u>. It also can be done by Staff Officers and/or Planners if they are not included in the first type of training. The main aim of the training is to become Gender Sensitive Leaders by knowing all aspects of gender mainstreaming. Second aim is to be aware that the implementation of the Gender Perspective in an Operation or Mission enhance the operational efficiency. 10. Oriented from <u>enlisted personnel up to Platoon Leaders</u> and all the deployed staff that do not have tasks directly related to gender. This is, all those who only need to know basic concepts and how to deal with the gender mainstreaming.	1. <u>Nordic Centre for Gender in the Military (NCGM)</u> • Gender Advisor Course • Gender Training of Trainers Course • Gender Key Leader Seminar on Gender • Commanding Officers Seminar on Gender • Nordic Gender Focal Point Course • On line courses on Gender Perspective, Gender Focal Point, Improving Operational Effectiveness by Integrating Gender Perspective. 2. <u>Folke Bernadotte Academy (FBA)</u>. • Gender Advisor Course • Integrating a gender perspective in CSDP/ <u>European Security and Defence College</u> • Gender sessions for pre-deployment training for civilian experts • Gender mainstreaming training for Gender Focal points • Gender mainstreaming training for CSDP management. 3. <u>Baden-Wuerttemberg State Police College</u> • Women, Peace and Security • Investigating and Preventing Sexual and Gender Based Violence in Conflict Environments/ <u>European Security and Defence College</u> • Inclusive Mediation in Peace Operations 4. <u>Bilateral Spanish Dutch Initiative (BSDI)</u> • Comprehensive approach to Gender in Operations)/ European Security and Defence College. 5. <u>International University Centre for Peace Missions of Helsinki Espana.</u> • Gender mainstreaming in a cross cutting way in all its training.	

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[77] See the Training Requirements Analysis Report on Gender EU Military Training Discipline, doc. 6084/20, dated 27 February 2020.

| | | | 6. <u>Crisis Management and Disaster Response Centre. (CMDR) Sofia, Bulgaria.</u> Gender Focal Point Course Gender modules / lectures within all CMDR courses 7. <u>Austrian Armed Forces International Centre (AUTINT). Vienna, Austria</u>
 8. <u>International Military Operations Centre (IMOC). Rakitje. Croatia</u>
 9. <u>International Institute of Humanitarian Law (IIHL). San Remo, Italy.</u>
 10. <u>Peace Keeping Operational Training Centre at the Australian Defence Force Academy, (POTC ADF). Canberra, Australia.</u>
 11. <u>Multinational Peace Support Operations Training Centre (MPSOTC), Kilkis, Greece.</u>
 12. Cyprus MoD - Security and Defence Academy: Integration of a Gender Perspective in CSDP (under the auspices of ESDC), Sep 2022 13. Course "A Comprehensive Approach to Gender in Operations"

 Year 2022 (TBC 2 editions, one in the first semester and another one in the second semester): XXI Edition to be held in Madrid around beginning of June 2022 XXII Edition to be held in The Hague around the end of November 2022 **Year 2023** (TBC 2 editions, one in the first semester and another one in the second semester): XXIII Edition to be held in Madrid around beginning of June 2023 XXIV Edition to be held in The Hague around the end of November 2023 (ES – Gender Discipline Leader) | |

ANNEX F1: MTD *(Military Role In) Integrated Border Management*

CSDP MTD	DL/ DATE	TRAINING REQUIREMENT ANALYSIS (TRA) REPORT MAIN CONCLUSIONS[78]	ASSOCIATED TRAINING PROVIDERS / ACTIVITIES / EVENTS 2022 - 2023	REMARKS

INTEGRATED BORDER MANAGEMENT	EL (MPSOTC) November 2016	TRA agreed by EUMC on 28 May 2020. It proposes **one curriculum, consisting of nine modules.**
		
		1. DL concluded that training in IBM remains an area predominantly civilian, with FRONTEX being the leading agency for providing this specialised training. IBM remains one of the complex disciplines with the military being in a supporting role.
		
		2. Military is used in many ways in IBM, different from one MS to another
		
		3. More initiatives have to be taken towards a more unified and consolidated military training activities in IBM, especially from those EU-MS confronted with the problem of mass migration which raised security issues many times so far.
		
		4. A Common Core Curriculum has been elaborated by the DL and is included in Annex B of the report.
		
		5. This Curriculum, consisting of nine modules, covers the following areas:
		• EU security policy, IBM doctrine, Political-Strategic Planning and Strategic Cooperation in IBM under CSDP concept
		• Operational planning and Organizational Development in IBM
		• International, EU and Member States Legal Framework
		• Crisis Management in IBM
		• Multi-dimension control approaching IBM
		• Cooperation and information sharing in IBM
			The Discipline Leader presents the identified training opportunities in the section H of the TRA Report ("*H. EU TRAINING OPPORTUNITIES FOR IBM*")
			
			Very few opportunities were identified. DL concludes that "*overall the military training in IBM can be considered as non-existence.*"
			
			Here are the few training opportunities identified:
			
			1. Greece
			  • Conducts military training regarding Module 5 from CCC focusing on migration issues which is open to all EU-MS under the ESDC auspices.
			  • MPSOTC:
			    • Integrated Border Management Course
			
			2. FRONTEX
			  • IBM strategy	

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[78] See the Training Requirements Analysis Report on the EU Military Training Discipline - (Military Role in) Integrated Border Management, doc. 8506/20, dated 2 June 2020.

CSDP MTD	DL/ DATE	TRAINING REQUIREMENT ANALYSIS (TRA) REPORT MAIN CONCLUSIONS[78]	ASSOCIATED TRAINING PROVIDERS / ACTIVITIES / EVENTS 2022 - 2023	REMARKS
		• Innovation and Technology in IBM • Cross-cultural approach of IBM • Best management practices, Evaluation and Research process in IBM.		

ANNEX G1: MTD *Maritime Security*

CSDP MTD	DL/ DATE	TRAINING REQUIREMENT ANALYSIS (TRA) REPORT MAIN CONCLUSIONS[79]	ASSOCIATED TRAINING PROVIDERS / ACTIVITIES / EVENTS 2022 – 2023 (TBC)[80]	REMARKS
MARITIME SECURITY	EL (NMIOTC) and ES (Navy HQ) January 2018	TRA agreed by EUMC on 11 June 2021. 1. The TRA Report identifies twelve training modules related to the EU Concept for Maritime Security Operations under CSDP. 2. Courses covering partially the objectives and content of eleven out of the twelve modules of the Training Discipline "Maritime Security" are available for all EU Member States. 3. A training gap for the module 9 "Maritime Security Sector Reform" has been identified, and no training Institution is providing any course related to this training area. 4. Two additional and complementary modules were proposed by EUMS for the next revision of the document (module 13 – Maritime Search and Rescue (SAR) Operations, and module 14 – Maritime contribution to preventing and mitigating climate change, natural catastrophes and environmental disasters (including marine pollution). 5. The training institutions from four countries (France, Greece, Italy and Latvia) provide courses in accordance with the CSDP language regime for the training programmes, i.e. English and French without translation. 6. Several courses are conducted in different EU Member States in languages which are not in accordance with the aforementioned CSDP	**Module 1: Surveillance in the Global Maritime Domain** • Organised by France - Centre d'Etudes Stratégiques de la Marine (CESM), for French-speaking trainees ; • Organised by Italy - Italian Navy Training Center - Centro Addestramento Aeronavale della Marina Militare. Maximum 15 seats are open to foreign participants. **Module 2: Maritime Protection (Choke Points, SLOCs, Fisheries, Critical Infrastructures)** • Organised by France - Centre d'Etudes Stratégiques de la Marine (CESM), for French-speaking trainees • Organised by Greece – through the NATO Maritime Interdiction Operational Training Center (NMIOTC). Maximum 24 seats are open to foreign participants. • Organised by Italy - Italian Navy Training Center - Centro Addestramento Aeronavale della Marina Militare. Maximum 15 seats are open to foreign participants. • Organised by Italy – Italian Naval Academy (TBD) **Module 3: Maritime Interdiction / Control** • Organised by France - Centre d'Etudes Stratégiques de la Marine (CESM), for French-speaking trainees • Organised by Greece – through the NATO Maritime Interdiction Operational Training Center (NMIOTC). Maximum 24 seats are open to foreign participants. • Organised by Italy - Italian Navy Training Center - Centro Addestramento Aeronavale della Marina Militare. Maximum 15 seats are open to foreign participants. **Module 4: Maritime Counter Terrorism / Cyber Terrorism and**	

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[79] See Ref. N

[80] The training activities and courses are inserted here from the agreed TRA report (June 2021). They will be updated by the co-DLs on a regular bases on the Schoolmaster platform. For more details, see Ref. N.

CSDP MTD	DL/ DATE	TRAINING REQUIREMENT ANALYSIS (TRA) REPORT MAIN CONCLUSIONS[79]	ASSOCIATED TRAINING PROVIDERS / ACTIVITIES / EVENTS 2022 – 2023 (TBC)[80]	REMARKS
		language regime. The list of twelve training modules is as follows: Module 1 – Surveillance in the Global Maritime Domain Module 2 – Maritime Protection (Choke Points, SLOCs, Fisheries, Critical Infrastructures) Module 3 – Maritime Interdiction / Control Module 4 – Maritime Counter Terrorism / Cyber Terrorism and Counter WMD Proliferation Module 5 – Maritime Law Enforcement Module 6 – Maritime Border Control Module 7 – Maritime Contribution to Countering Hybrid Threats Module 8 – Maritime Presence Module 9 – Maritime Security Sector Reform Module 10 – Contribution to Operations and Missions Ashore Module 11 – Non-Combattant Evacuation Operations Module 12 – Illegal and Unregulated Archaeological Research an Pillage The two co-Discipline Leaders will assess the feasibility, for the next revision of the TRA Report, to elaborate two additional and complementary modules as follows: Module 13 – Maritime Search and Rescue (SAR) Operations. Module 14 – Maritime contribution to preventing and mitigating climate change, natural	**Counter WMD Proliferation** • Organised by France - Centre d'Etudes Stratégiques de la Marine (CESM), for French-speaking trainees • Organised by Greece – through the NATO Maritime Interdiction Operational Training Center (NMIOTC). Maximum 24 seats are open to foreign participants. • Organised by Italy – Italian Naval Academy (TBD) **Module 5: Maritime Law Enforcement** • Organised by France - Centre d'Etudes Stratégiques de la Marine (CESM), for French-speaking trainees • Organised by Greece – through the NATO Maritime Interdiction Operational Training Center (NMIOTC). Maximum 30 seats are open to foreign participants. • Organised by Italy - Italian Navy Training Center - Centro Addestramento Aeronavale della Marina Militare. Maximum 15 seats are open to foreign participants. **Module 6: Maritime Border Control** • Organised by France - Centre d'Etudes Stratégiques de la Marine (CESM), for French-speaking trainees • Organised by Greece – through the NATO Maritime Interdiction Operational Training Center (NMIOTC). Maximum 30 seats are open to foreign participants. • Organised by Latvia - State Border Guard College (TBC) **Module 7: Maritime Border Control** • Organised by Greece – through the NATO Maritime Interdiction Operational Training Center (NMIOTC). Maximum 12 seats are open to foreign participants. **Module 8: Maritime Presence** • Organised by France - Centre d'Etudes Stratégiques de la Marine (CESM), for French-speaking trainees • Organised by Italy - Italian Navy Training Center - Centro Addestramento Aeronavale della Marina Militare. Maximum 15 seats are open to foreign participants. **Module 9: Maritime Security Sector Reform** • Identified training gap (no courses available)	

CSDP MTD	DL/ DATE	TRAINING REQUIREMENT ANALYSIS (TRA) REPORT MAIN CONCLUSIONS[79]	ASSOCIATED TRAINING PROVIDERS / ACTIVITIES / EVENTS 2022 – 2023 (TBC)[80]	REMARKS
		catastrophes and environmental disasters (including marine pollution).	**Module 10: Contribution to Operations and Missions Ashore** • Organised by France - Centre d'Etudes Stratégiques de la Marine (CESM), for French-speaking trainees **Module 11: Non-Combatant Operation Evacuation** • Organised by France - Centre d'Etudes Stratégiques de la Marine (CESM), for French-speaking trainees **Module 12: Illegal and Unregulated Archeological Research and Pillage** • Organised by Italy – Italian Naval Academy (TBD)	

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ANNEX 3: CSDP Civilian Training Requirements Report (CTRR)

CONTENTS

REFERENCES

A. EU Policy on Training for CSDP (Council doc. 7838/17, adopted by the Foreign Affairs Council on 3 April 2017).

B. Implementing Guidelines for the EU Policy on Training for CSDP (Council doc. 5199/1/17 REV1, dated 17 January 2017).

C. Terms of Reference for the EU Civilian Training Group – EUCTG (Council doc. 12312/18, dated 20 September 2018)

D. EU Civilian Training Group (EUCTG) Strategic Guidance on CSDP Civilian (Council doc. 10345/19, dated 14 June 2019)

E. EEAS Information note – Process to develop the CSDP Training Programme (Council doc. 9541/21, dated 07 June 2021)

F. Revised Offers by MS for Civilian Coordinators for Training (Council doc. WK 14458/2020 REV 3, dated 29 October 2021)

G. Revised Overview of the training areas and Training Requirements Analysis (Council doc. WK 14456/2020 REV 3, dated 29 October 2021)

H. Training Requirements Analysis Report on Security Sector Reform (Council doc. WK 1844/2021 INIT, dated 09 February 2021)

I. Training Requirements Analysis Report on IHL & Human Rights (Council doc. WK 1845/2021 INIT, dated 09 February 2021)

J. Training Requirements Analysis Report on Organized Crime (Council doc. WK 1853/2021 INIT, dated 09 February 2021)

K. Training Requirements Analysis Report on Hybrid Threats and Cyber (Council doc. WK 1856/2021 INIT, dated 09 February 2021)

L. Training Requirements Analysis Report on support to Border Management (Council doc. WK 1857/2021 INIT, dated 09 February 2021)

M. Training Requirements Analysis Report on Mediation, Negotiation and Dialogue Training (Council doc. WK 1859/2021 INIT, dated 09 February 2021)

N. Training Requirements Analysis Report on Gender Equality (Council doc. WK 1860/2021 INIT, dated 09 February 2021)

O. Training Requirements Analysis Report on Counterterrorism and Radicalisation (Council doc. WK 1863/2021 INIT, dated 09 February 2021)

P. Training Requirements Analysis Report on French as a Foreign Language (Council doc. WK 5693/2021 INIT, dated 28 April 2021)

Q. Training Requirements Analysis Report on Generic Preparation for Missions Language (Council doc. WK 5694/2021 INIT, dated 28 April 2021)

R. Training Requirements Analysis Report on Protection of Civilians (Council doc. WK 5696/2021 INIT, dated 28 April 2021)

S. Training Requirements Analysis Report on Safety & Security (Council doc. WK 5698/2021 INIT, dated 28 April 2021)

T. Training Requirements Analysis Report on Environmental Management and Climate Change (Council doc. WK 5701/2021 INIT, dated 28 April 2021)

U. Training Requirements Analysis Report on Cultural Heritage Protection Change (Council doc. WK 5705/2021 INIT, dated 28 April 2021)

V. Training Requirements Analysis Report on Monitoring, Mentoring and Advising (Council doc. WK 13077/2021 INIT, dated 29 October 2021)

W. Training Requirements Analysis Report on Communicational, Behavioural and Cultural skills Advising (Council doc. WK 13079/2021 INIT, dated 29 October 2021)

X. Training Requirements Analysis Report on Leadership and Management Training (Council doc. WK 13082/2021 INIT, dated 29 October 2021)

Y. Training Requirements Analysis Report on Good governance; state building; civil administration; building integrity and anti-corruption (Council doc. WK 13086/2021 INIT, dated 29 October 2021)

Z. Training Requirements Analysis Report on Medical Issues (Council doc. WK 13090/2021 INIT, dated 29 October 2021

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1. BACKGROUND

In April 2017 the Foreign Affairs Council adopted a new EU Policy on Training for CSDP (Reference A). This policy focuses on clarifying priorities for the training of professionals directly involved with CSDP, whether in national capitals, missions, operations, or in Brussels.

Accordingly, training for CSDP is a shared responsibility between the EU's Member States, its institutions and dedicated bodies and should be driven by requirements, and not events, ensuring that properly trained staff is available to the CSDP Civilian Missions.

It is clearly understood that each Member State preserves full discretion with regard to the organisation of its own training system, supported on its training activities by the EEAS with basic guidelines and performance standards, descriptive materials and procedures covering the CSDP training cycle.

The CSDP training cycle is designed to support Member States in providing relevant and appropriate training for CSDP, leading up to the **CSDP Training Programme,** which will consist of a list of courses and be published in the Goalkeeper/Schoolmaster application.

The process for the development of a coordinated joint civilian-military CSDP Training Programme is outlined in reference E.

The CSDP Training Guidelines and the CSDP Training Programme will be kept under regular review by EEAS/ISP.1

2. AIM AND SCOPE

There is a clear need to enhance and consolidate a culture of the EU Integrated Approach among relevant civilian and military personnel. In this respect, it is important that training includes learning on the roles of various EU external levers of power within the multi-dimensional, multi-phased, multi-lateral and multi-level context and brings forward possible synergies.

The aim of this document shall set the basis for the first joint civilian-military CSDP Training Programme. The start of the Training Programme is foreseen in 2022 and shall provide guidance to national civilian training providers to identify gaps, overlaps in the available training offers and delineate a way ahead. Within the regular review, lessons identified should be incorporated.

Already established training activities, related to training areas and TRAs endorsed by EUCTG, are listed in Annexes A2 to S2.

3. GUIDELINES FOR DEVELOPING THE CSDP TRAINING PROGRAMME

A training cycle ensures that training requirements are properly identified, defined and implemented. The CSDP training cycle is an iterative sequence of activities, aimed at supporting the achievement of CSDP training requirements and a continuous process, composed of planning, conduct, evaluation and assessment.

At the beginning of the planning phase stands an extensive Training Requirement Analysis (TRA), which is a structured process of identifying gaps, deficiencies as they appear from a structured mapping of available training as well as proposing ways to avoid redundant training, and suggesting measures necessary to meet training requirements for a specific civilian training area. This includes possible development of Common Core Curricula and training activities.

Each TRA, with its main findings, lessons, conclusions and recommendations, has to be endorsed by the EUCTG and constitutes the basis of the civilian contribution to the CSDP Training Programme. Within this process, EUCTG should ensure, that CSDP training activities and training opportunities respect the EU principles of inclusiveness and transparency and are open to all EU MS.

The responsibility to adjust the offer of courses in the CSDP Training Programme, in accordance with the identified CSDP Training Requirements and priorities, lies with EU Member States and the CCTs. The CSDP Training Programme shall serve to provide a framework for pooling and sharing between Member States, training institutions as well as between civilian and military training resources.

To underpin a better civilian and military coordination on CSDP training, at least one joint meeting of the EU Civilian Training Group (EUCTG) and EU Military Training Group (EUMTG) should be organised each year.

4. CSDP TRAINING ARCHITECTURE

EEAS/ISP.1 has the overall responsibility to oversee the smooth running of the CSDP Training Cycle, in close cooperation with and supported by all other stakeholders.

Key stakeholders in the CSDP Training Cycle are:

- Integrated Approach for Security and Peace Directorate - ISPD

- Security and Defence Policy Directorate – SECDEFPOL

- Civilian Planning and Conduct Capability – CPCC

- EU Military Staff – EUMS

- European Security and Defence College (ESDC)

- Member States

- Civilian Coordinators for Training or Military Discipline Leaders

- relevant Council Working Groups (CIVCOM/EUCTG, EUMC/EUMTG)

   and the

- Political and Security Committee -PSC

The EUCTG, supported by EEAS, is to prepare the Civilian Training Requirement Report (CTRR), a compilation of the proposals and recommendations made by CCT's through the TRAs carried out in each respective training area, in anticipation of the training cycle. It represents the 'Training Requirements' input into the civilian part of the CSDP Training Programme and shall be communicated to the MS/ training providers through Schoolmaster.

The CSDP training programme should enable training providers to clearly reflect to what extent the training opportunities (what is offered) matches the priorities (what is required). For this purpose, Schoolmaster application will be adapted accordingly.

ISP, as the owner of the CSDP Training programme, supported by ESDC, should be able to generate the CSDP Training programme, providing a snapshot of REQUIREMENTS, OPPORTUNITIES and GAPS.

5. STATE OF PLAY

The Revised Offers by Member States for Civilian Coordinators for Training (reference F) provides a list of 31 civilian Training Areas within functional areas (also referred to as 'capability clusters').

Out of these 31 civilian Training Areas already 19 have been analysed by CCTs through TRAs (see reference G). All 19 TRAs are endorsed by EUCTG. One additional TRA is ongoing and two work plans for a training area are awaited.

CPCC is negotiating with Member States and Training Providers to identify further CCTs for the remaining, uncovered Training Areas.

ANNEXES

ANNEX A2-S2: TRAs main conclusions, findings, recommendation and training opportunities

ANNEX A2: CTA *Generic Preparation for Missions*

CSDP CTA	CCT/ Date	Training Requirement Analysis (TRA) Report Main conclusions[81]	Associated training providers Activities / Events[82]	Remarks
Generic Preparation for Missions	CMC Finland ZIF Germany May 2021	Main findings and conclusions: One of the main findings of the TRA has been that the two pieces of pre-mission training - basic training and pre-deployment training - are implemented differently across Europe. This lack of a uniform policy (including terminology) and practise makes it more difficult for the receiving CSDP missions to know what kind of training their staff members have received. This ambiguity also influences the induction training, which is the responsibility of the missions. The findings show, that a good majority of staff, both seconded and contracted, have received some form of pre-mission training which has prepared them well for their CSDP assignments. Nevertheless, there is a need to align the process of deployment with offered pre-deployment-training. Basic training offered across Europe conforms to the basic training definition as defined in the EU Training Policy. It mostly covers the minimum generic pre-mission requirements. Several gaps between the policies and the knowledge, skills and competencies that the mission staff and training departments saw as acquired, were detected. Allocating more time for those topics where gaps were found and strengthening the methodologies and training delivery of those topics is needed. 1. Selection and deployment should be better aligned with training so that there is enough time to train the selected person before deployment. Pre-mission training should be seen both as a duty of care issue and an effectiveness issue. Well-trained personnel can perform more effectively from day one of their arrival in the mission. At the same time, the frequency of pre-mission training events should match the need for swift deployments.	1. ESDC - PDT for CSDP Missions and Operations 2. OSCE - Orientation Programme 3. AU - Harmonised Training Standard for Civilian Peacekeepers Foundation and Police Pre- Deployment Training (Handbook) 4. UN - Core Pre-Deployment Training Material (CPTM) 5. UN - Specialised Training Material for UN Police (STM) 6. Federal Police Academy Lübeck (Germany) - Generic Pre-Deployment Training 7. Guarda Nacional Republicana (Portugal) - Generic Pre-Deployment Training 8. Police Bulgaria - Generic Pre-Mission Course 9. Police Education and Training Unit (Czech Republic) - International Police Officers Course (IPOC) 10. Sweden - International Police Officers Course (IPOC) 11. Carabinieri (Italy) - Pre-Deployment Training 12. LAFP Germany - Pre-Deployment Training 13. National Police HQ (Poland) - Pre-Deployment Training 14. Spanish National Police Training Centre - Pre-Deployment Training 15. Baden- Wuerttemberg State Police College (Germany) - UN/EU - Generic Pre- Deployment Training 16. Ministry of Interior AUSTRIA, Unit International Missions and Operations, Department EU/UN Missions - Austrian Civilian Police Training Course for international Missions 17. MFA Slovakia - Basic Course 18. CMC Finland - Basic Course on Civilian Crisis Management (BCCCM) 19. CMC Finland - Pre-Deployment Training 20. The Institute of Studies for Law Enforcement, Romania -	

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[81] See the Training Requirements Analysis Report - Generic Preparation for Missions, WK 5694/2021 INIT, dated 28 April 2021.

[82] See *ibid*, page 27 – 41.

		2. Allocating more time for those topics where gaps were found between the training curricula and the knowledge, skills and competencies of mission members, and strengthening the methodologies and training delivery of those topics is needed. In addition, standardisation of methodology as well as defining learning objectives across training providers could take matters forward in this regard. However, the TRA also acknowledges that improving training is only one part of the equation. It has to go hand in hand with the recruitment of qualified personnel to fulfil the posts in the field.
		
		3. To improve consistency of pre-mission training, the TRA suggests three possible options:
		   a. The first option is that the EUCTG proposes pre-mission training requirements leaving it up to the training institutions and national seconding agencies to integrate those requirements into their current, well-established training policies, processes and architectures.
		   b. A second option is to standardise training requirements separately for basic training and pre-deployment training. This would be a step towards the standardisation of the methodology, learning objectives and content of these two types of trainings. The standardisation would enable future mission members or seconding authorities to choose from different pre-mission training courses across the EU, including basic training courses offered by Member States, pre-deployment training offered by Member States, and pre-deployment training offered under the auspices of the ESDC. Participating in multi-cultural and international training would better prepare the mission members for work in an international context.
		   c. A third option is a modular one: pre-mission training requirements could be developed into modules, which would encompass several training topics. These modules could be for example field work techniques or EU civilian crisis management approach. Training institutes could offer these modules as stand-alone trainings, or as part of their basic and pre-deployment courses. Similar to the previous option, the trainee or the seconding authority
			Basic Training Course
			21. Belgium Egmont Institute -Belgian Generic Training in Civilian Crisis Management (BGT)
			22. ZiF (Germany) - Common Induction Training/Humanitarian Induction Training
			23. ZiF (Germany) - Comprehensive Generic Training Peace Operations (CGTPO)
			24. ASPR (Austria) - Core Course for Peacebuilders
			25. Clingendael Institute (The Netherlands) - Generic PDT
			26. Swedish Civil Contingencies Agency (MSB) - Induction Training
			27. FBA (Sweden) - Tailor-made in-house Pre-Deployment Training	

		could choose modules from different courses and different training providers to cover all the training requirements prior to deployment. The modular approach could build on synergies between the European training institutes as future CSDP staff members could take part in modules organised by other training providers than the one in their own Member State, again supporting the preparation for work in an international context.		

ANNEX B2: CTA *Counter Terrorism and Radicalisation*

CSDP CTA	CCT/ Date	Training Requirement Analysis (TRA) Report Main conclusions[83]	Associated training providers Activities / Events[84]	Remarks
Counter Terrorism and Radicali-sation	Guardia Civil Grupo de Accion Rapida (GAR) February 2021	Main findings and conclusions: The huge majority of the countries where CSDP civilian mission are deployed (Mali, Niger, CAR, Iraq, Somalia…) have a significant component of terrorism and radicalization threat. A significant number of personnel deployed in those CSDP missions is connected in one way or another with terrorism matters when it comes to their areas of responsibility. The main conclusion is, that to generate and standardise a holistic "counterterrorism and radicalization" pre-deployment training programme, required for all of the CSDP civilian mission staff, not only would improve the awareness when on theatre, but also would create synergies among the staff to be deployed. It would soften the necessary adaptation to the new environment, as the first contact among them would have happened in a closer and surely safer environment. In addition to this, the EEAS could also include inside the CSDP missions, specialised personnel to keep the knowledge, training, attention and motivation of the deployed personnel in the field of countering terrorism and radicalisation. These personnel would be in charge of the in-mission training as well as for the training and knowledge update as the mission goes on. The recommendation is the design and implementation of different levels of training, according to the mission, the role in this mission and the possible tasks related to countering terrorism and radicalization, considering also possible collateral or side tasks by - BASIC TRAINING: For all CSDP personnel to be deployed. (EU) - ADVANCED LEVEL TRAINING:	1. European Agency for Law Enforcement Cooperation (EUROPOL) 2. European union Agency for Law Enforcement Training (CEPOL) 3. European Security and Defence College (ESDC) In addition training on countering terrorism and radicalisation could also be offered by: 1. Spanish Guardia Civil University Centre (CUGC) 2. Spanish Centre of Excellence for Special Training (CoEST)	

[83] See the Training Requirements Analysis Report - Counter Terrorism and Radicalization, WK 1863/2021 INIT, dated 09 February 2021.
[84] See *ibid*, page 58-67.

| | | Based on the characteristics of the post (EU)
- SPECIALISED TRAINING:
Based on the tasks assigned. Proposed to be in 2 phases, first in EU and second in mission.
The potential training audience for countering terrorism and radicalization in pre and in-mission trainings should be civilian and military staff of civilian CSDP missions who work at different level engaged with local security and justice actors and populations in the host countries.
The requirements to achieve the objectives marked effectively and efficiently are:

1. **Need for CSDP civilian staff with experience in counter-terrorism at different levels of radicalisation and associated crimes.**
The performance of these tasks in the field of the fight against terrorism, will be carried out more efficiently by personnel and experts providing expertise from countries that have been directly affected by this criminal phenomenon and have developed appropriate and effective legal capabilities, structural and organizational reforms to fight organized crime

2. **Specific training on theatre**.
Experienced staff is essential to accomplish the mission objectives in regards to counterterrorism and radicalization, but local knowledge provided on theatre by regional experts in regards to modus operandi, areas of influence, resources, equipment, total or partial social support, etc. is also an essential part of countering terrorism. Information and intelligence is part of the fundamentals in this field. | | |

ANNEX C2: CTA *Cultural Heritage Protection*

CSDP CTA	CCT/ Date	Training Requirement Analysis (TRA) Report Main conclusions[85]	Associated training providers Activities / Events[86]	Remarks

Cultural Heritage Protection (CHP)	Arma dei Cara-binieri
	
	May 2021
		Main findings and conclusions:
		The ratification of the numerous conventions on Cultural Heritage protection (CHP) adopted internationally since the Second World War reflects the importance that each country recognizes to the protection of Cultural Heritage. The situation varies significantly among the different Host States, and it represents a starting point in defining CHP tasks to be attributed to each CSDP mission.
		One of the obstacles identified to the performing of Cultural Heritage protection related tasks is the absence of clear indications regarding CHP in the mission mandate for the great majority of CSDP Missions.
		
		It is highly recommended to keep CHP issues on the horizon in all stabilizing missions, therefore it is necessary:
		
		- to include CHP in the missions' mandate;
		- to have a number of personnel trained in CHP within the mission, plus one or more experts in the specific field deployed as part of the staff.
		
		There is a specific need for training on Cultural Heritage Protection for personnel deployed in CSDP Missions and there are different levels of knowledge requested for different positions.
		
		Proposed courses to be included in the pre-deployment/in-mission training programmes for CSDP mission's and operation's personnel:
		
		- Learning Level 1 (Basic level), Awareness on Cultural Heritage Protection: define a Specific Basic Training Course for CSDP mission personnel to be carried out at a national level to be part of the standard pre-deployment training for all personnel;
		- Learning Level 2 (Advanced level), Active Cultural Heritage
			1. Austrian Armed Force/ National Defence Academy
			  - Basic Course Liaison Officer for Military Cultural Property Protection
			  - Seminar for Liaison Officers for Military Cultural Property Protection
			2. CEPOL
			  Webinar on "Cultural Heritage Protection and fight against the illicit trafficking of cultural goods"
			3. Center of Excellence for Stability Police Units (CoESPU) Cultural Heritage Protection
			4. Danube University Krems
			  - Master's Programme in Cultural Property Protection (MSc)
			  - Certified Programme in Cultural Property Protection (CP)
			5. Homeland Security Investigations - US Immigration and Customs Enforcement
			  - Introduction to Preventing Trafficking of Cultural Property (on-line course)
			  - Preventing Trafficking of Cultural Property (residential course)
			6. ICCROM
			  First Aid to Cultural Heritage in Times of Crisis
			7. INTERPOL
			  Fighting against the illicit traffic of cultural property. INTERPOL capabilities
			8. OSCE - MPSOTC (Greece Multinational Peace Support Operations Training Center) Cultural Property Protection Course	

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[85] See the Training Requirements Analysis Report - Cultural Heritage Protection, WK 5705/2021 INIT, dated 28 April 2021.
[86] See *ibid*, page 37-56.

		Protection: define a Specific Advanced Training Course for CSDP mission personnel, to be carried out preferably at an international level as part of the standard pre-deployment/in mission training for selected personnel;
		
		- Learning Level 3 (Expert level), Professional Expert working in the field of Cultural Heritage Protection: select only personnel meeting specific standards as Cultural Heritage Protection Advisors and provide non-specialized police experts an internship period at Police Units Specialized in CHP as part of the standard pre-deployment/in mission training.
		
		- Cultural Heritage Protection Induction training, with the purpose to gain basic knowledge of the Host State Culture, Cultural Heritage and its threats as well as the Cultural Heritage Protection System. The proposed action is to improve current induction trainings by adding some modules regarding CHP within the Host State to be prepared in cooperation with local relevant authorities.
		
		It is advisable to deploy in EU CDSP Mission an expert on CHP, preferably a member of police unit specialized in CHP (which should have a professionals background in the field and has at least three years of work experience in CHP)
			9. TPC Carabinieri
			   - Specialization course for Carabinieri employed in the Carabinieri Command for Protection of Cultural Heritage
			   - Qualification course for Carabinieri employed in the National Task Force "Unite4Heritage"
			   - The fight against illicit traffic of cultural heritage" International Training Project (ITP)
			   - Protection of cultural properties: legislation and investigative techniques" ITP
			10. UK Ministry of Defence, Cultural Property Protection Unit Cultural Property Protection Special to Arm Course
			11. UNESCO/TPC Carabinieri
			   Fighting against the illicit trafficking of cultural property	

ANNEX D2: CTA *Gender Equality*

CSDP CTA	CCT/ Date	Training Requirement Analysis (TRA) Report Main conclusions[87]	Associated training providers Activities / Events[88]	Remarks
Gender Equality	Folke Bernadotte Academy Swedish Civil Contin-gencies Agency February 2021	Main findings and conclusions: According to the EU comprehensive policy framework, a gender perspective should be systematically integrated into all EU actions that aim to prevent conflict and respond to the threats civilians face before, during and after conflict. There is no systematic or standardized approach that would ensure that the training requirements for different target groups within CSDP are met, and there are too few training opportunities to meet the needs at both the basic and the advanced levels. The key challenges to meet the requirements seem to result from: - Insufficient emphasis on gender equality related skills; - the absence of mandatory training on gender equality tailored to different target groups; - high turnover of staff The focus of gender equality training should be on practicing tools and skills that will enable participants to integrate a gender perspective in their daily work and building agency of staff to perform gender equality related tasks. The report identifies learning outcomes on gender equality on three levels: - basic (for all staff) - advanced (for certain functions in missions) - expert (for gender advisers). Recommendations: 1. Ensure that gender equality is fully integrated in practice as a mandatory part of all pre-deployment training. Pre-deployment training should include the policy framework on gender equality and WPS; that the integration of a gender perspective is the responsibility of all staff; the concept of	Residential Courses 1. ESDC Course by ZIF – Center for International - Baden-Wuerttemberg State Police College (Germany) Generic Basic Peacekeeping Training 2. ESDC Course by Folke Bernadotte Academy (FBA) (Sweden) Integration of a Gender Perspective in CSDP 3. ESDC Course by Spanish and Dutch Ministries of Foreign Affairs and Defence A Comprehensive Approach to Gender in Operations 4. ESDC Course by Centre for Safety and Development (Netherlands) Safety for Female Travellers Course 5. ESDC Course by ZIF – Center for International - Baden-Wuerttemberg State Police College (Germany) Women, Peace and Security reloaded – gender sensitive Approach in Peace Missions 6. ESDC Course by Baden-Wuerttemberg State Police College (Germany) Train the Trainer on Investigating and Preventing Sexual and Gender Based Violence in Conflict Environments (SGBV) 7. Swisspeace Gender, Conflict & Peacebuilding 8. Swedint Nordic Centre for Gender in Military Operations (NCGM) Courses & seminars Online courses	

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[87] See the Training Requirements Analysis Report - Gender Equality, WK 1860/2021 INIT, dated 09 February 2021.
[88] See *ibid*, page 75-79.

		gender; how to work with a gender perspective and its relevance to the mandate of the mission and tasks of the staff member. 2. Ensure that the integration of a gender perspective is a mandatory part of pre-deployment training for mission leadership and managers. Such training should allow managers to familiarise themselves with the key EU policy commitments on gender equality and WPS as well as to promoting the integration of a gender perspective throughout the mission. 3. Ensure that the integration of a gender perspective is part of the in-mission induction training, with a focus on gender equality and WPS as it relates to the specific mission. Include analysis of gender equality and women's rights in the host country and in relation to the mandate, relevant operational guidelines, tools and mission-specific resources and mechanisms for gender mainstreaming, as well as the policies of zero-tolerance to sex-based discrimination, gender-based violence, sexual harassment, exploitation and abuse. 4. Establish in-mission mandatory training for all staff on how to integrate a gender perspective. Such training would allow staff members to gain knowledge and practice the skills needed to integrate a gender perspective in daily tasks, which in turn enables gender mainstreaming of all crisis management activities for CSDP missions and operations in line with the EU policy commitments. 5. Establish a common training programme for all gender focal points across missions. Given the frequent rotation of staff, training programmes for gender focal points should be offered at least twice a year. Ensure that gender focal points have access to peer-to-peer learning and opportunities for capacity development. 6. Ensure that gender advisers receive specialised training on the key knowledge and skills of the role as well as have access to peer-to-peer learning and opportunities for capacity development throughout their deployment. 7. Develop mechanisms to ensure that a gender perspective is integrated in all training provided through ESDC and CPCC	1. United States Institute of Peace Gender Inclusivity in Peacebuilding: Micro course 2. OHCHR Gender Equality, Human Rights and Me 3. UNWOMEN I Know Gender: An Introduction to Gender Equality for UN Staff 4. UNICEF 5. Prevention of Sexual Harassment and Abuse of Authority 6. UNICEF Different Needs - Equal Opportunities: Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and men 7. UNFPA Managing Gender-Based Violence Programmes in Emergencies	

		structures in relevant sectors. 8. View training on gender equality as an integral part of a larger approach to promote gender equality in CSDP and its mandate delivery. Institutionalised training on gender equality and WPS is linked to the development of gender equality strategies and action plans, the establishment of gender focal point networks, management responsibility and accountability as well as adequate resourcing. 9. Strengthen accountability for learning on EU policy commitments on gender equality and WPS and how to integrate a gender perspective, (e. g. through the inclusion of gender equality related training) results in performance review formats. Give higher priority to gender equality related skills and knowledge in recruitment and selection processes.		

ANNEX E2: CTA *Hybrid threats and Cyber*

CSDP CTA	CCT/ Date	Training Requirement Analysis (TRA) Report Main conclusions[89]	Associated training providers Activities / Events[90]	Remarks
Hybrid Threats and Cyber[91]	Estonian Academy of Security Sciences February 2021	Main findings and conclusions: There is growing attention to cyber and hybrid threats in EU policy documents including emphasis on the need to raise awareness and the need to put relevant measures in place (e.g. staff training; introduction of relevant units; more cooperation among MS and relevant institution etc.). Thus to be able to respond to these new and quickly developing forms of threat. EU wide agreements are in place, as well as with other international institutions e.g. NATO, to cooperate and support each other to tackle these new threats. Some direct action is expected of the EEAS regarding CSDP missions, e. g. incorporate assessment/awareness of new threats into mission planning, as well as to enhance preparedness of mission members to tackle these threats in-mission and to provide relevant support for the host state. Recommendations: 1. As relevant policy, documents cover the core EU values, approach to hybrid threats and cyber, and propose tools as training to the relevant EU institutions for cyber incident response, respective parts of EU policy and strategy documents should be integrated in mission members' training. 2. Due to constantly evolving nature of hybrid threats and cyber, to ensure timely information exchange with CSDP missions, mission members should receive updates and access to relevant documents in a timely manner. 3. To make sure that the EU policies and strategies are	COURSES ON CYBER 1. European Security and Defence College (ESDC) Challenges of EU Cyber Security 2. ESDC - Cyber Security/Defence Training Programme 3. ESDC - Infrastructures in the Context of Digitization 4. ESDC - Cybersecurity basics for non-experts 5. ESDC - Cybersecurity Organisational and Defensive Capabilities 6. ESDC - Information Security Management and ICT security 7. ESDC - The role of the EU cyber ecosystem in the global cyber security stability 8. ESDC - Civil-Military Dimension of Cyberattacks 9. ESDC - Cyber Diplomacy 10. ESDC - Cyber Defence policy on national and international levels 11. ESDC - Cybersecurity and smart city 12. ESDC - Cyber Threat Intelligence and Information Sharing (MISP) 13. ESDC - Autonomous knowledge units - AKU 104b Information Security Management Implementation Course Part 1_v1.1 14. ESDC - AKU 104c Information Security Management Implementation Course Part 2_v1.1 15. ESDC – AKU 104c Information Security Management Implementation Course Part 3_v1.1 16. ESDC - AKU 105 Cyber Situational awareness for senior	

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[89] See the Training Requirements Analysis Report - Hybrid Threats and Cyber, WK 1856/2021 INIT, dated 09 February 2021.

[90] See *ibid*, page 102-112.

[91]Based on its mandate according to the Council Decision 1515, the ESDC education activities already have included cyber awareness and advanced level courses for the support of CSDP missions and operations. The cyber activities are covering the awareness, tactical, technical and strategic fields. Based on the training evaluations, to those activities have been participating both civilian and military personnel, justifying the role that ESDC can play in the crucial domain of cyber.

continuing to address CSDP missions' needs, the CSDP missions' senior management should be involved in EU hybrid threats and cyber policy and strategy development.

4. To ensure the movement and awareness of relevant information to CSDP missions, the EU policy and strategy documents implementation in CSDP missions should be monitored.

5. Cyber security issues are well addressed in EU policy documents whilst hybrid threats, including their definition, have not been fully covered. Addressing this gap should enable common efforts to attend to the constantly evolving phenomena of hybrid threats and their varying nature, and so addressed in re To ensure that the amount of training available on hybrid threats matches that available on cyber, further attention should be paid to planning and providing future training.

6. To ensure that there is sufficient cyber training for all rankings of civilian mission members available, more training should be provided and made available to basic level/non-experts.

7. To ensure sufficient training explicitly targeted to civilian CSDP members is available, there should be further attention paid to planning and providing future training. Training already in place could also be adapted to address explicitly civilian CSDP mission member's needs.

8. To ensure that the training available at different institutions is compatible and fits the CSDP civilian mission requirements, further attention should be paid to standardization of the target audience, content, and level of training provided spective policy documents

9. To harmonize the training on "hybrid threats and cyber" provided to CSDP civilian mission members, a training curriculum and training courses in accordance with that curriculum should be developed according to Civilian Training Area High Level Learning Outcomes (CTALO).

10. To address the difference in training requirements of mission members, it is important to follow the division of expertise level identified in the CTALO, when developing the training.

11. To address the mission members' interest in receiving

decision makers
17. CEPOL - Open source intelligence (OSINT) and IT solutions. (1st)
18. CEPOL - Open source intelligence (OSINT) and IT solutions. (2nd)
19. CEPOL - Darkweb and cryptocurrencies
20. CEPOL - Conducting forensic searches in various IT devices
21. CEPOL - Cybercrime - advanced Windows file systems forensics
22. CEPOL - Cross border exchange of e-evidence
23. CEPOL - Digital forensic investigators training
24. CEPOL - Cyber Intelligence
25. CEPOL - Malware Investigations
26. CEPOL - Live Data Forensics
27. CEPOL - Mac Forensics
28. CEPOL - Linux Forensics
29. CEPOL - First responders and cyber forensics

COURSES ON HYBRID THREATS

1. ESDC - EU facing "hybrid threats" challenges
2. ESDC - The Challenges of securing Maritime Areas
3. ESDC - Advanced Course for Political Advisors in EU Missions and Operations
4. ESDC - EU Energy security: implications fot the CSDP
5. ESDC - Regional seminars on security and defence
6. ESDC - E.g. CSDP Seminar (Bi-regional Security and Defence Seminar) EU-South America and Mexico
7. ESDC - AKU 106a Hybrid-CoE Adversarial Behaviour
8. ESDC - AKU 106b Hybrid-CoE The Landscape of Hybrid Threats
9. ESDC – AKU 106c Hybrid-CoE: The changing security environment (HS2)
10. ESDC – AKU 106d Hybrid-CoE Introduction to Hybrid Deterrence
11. ESDC – AKU 106e Hybrid-CoE: Hybrid Warfare (JS)
12. ESDC – AKU 106f Hybrid-CoE: Hybrid Threats & Maritime Security (JS)
13. Hybrid CoE - Prevention of election interference

		practical rather than theoretical training, practical implementation of the training should be considered when developing training. 12. To address the continuously changing natures of "hybrid threat and cyber", further attention should be paid to providing continuing education to mission members who previously received pre-deployment or basic training past a relevant amount of time. 13. To ensure that mission members' training needs are met; training needs should be systematically monitored using feedback analysis that would enable identification of possible obstacles and gaps and timely updates of the course and respectively, curriculum.	<u>COURSES WHICH COVER SOME ELEMENTS OF CYBER AND/OR HYBRID</u> 1. ESDC - CSDP High Level Course (HLC) JEAN REY - 4 modules 2. ESDC - CSDP orientation course 3. ESDC – AKU 01 - History and Context of ESDP/CSDP Development 4. ESDC – AKU 02 - The European Global Strategy (EUGS) 5. ESDC – AKU 03 - Role of EU Institutions in the field of CFSP/ CSDP 6. ESDC – AKU 04 - CSDP Crisis Management Structures and the Chain of Command 7. ESDC – AKU0 6 - CSDP Decision Shaping/Making 8. ESDC – AKU 07 - Impact of Lisbon Treaty on CSDP 9. ESDC – AKU 11A - Gender and the UNSCR 1325 women, peace and security agenda 10. ESDC – AKU 11B - Gender aspects in missions and operations 11. ESDC – AKU 15 - European Armaments Cooperation (EAC) 12. ESDC – AKU 16 - An introduction to the Protection of Civilians 13. ESDC – AKU 17 - Fragility and Crisis Management 14. ESDC – AKU 21- Intercultural Competence 15. ESDC – AKU 25 - The EU's Mutual Assistance Clause 16. ESDC – AKU 34: PM2 - The EC's Project Management Methodology 17. ESDC – AKU 200 Conflicts and crisis management ESDC – AKU 300: Intercultural Competence in Civilian Crisis Management	

ANNEX F2: CTA *Security Sector Reform*

CSDP CTA	CCT/ Date	Training Requirement Analysis (TRA) Report Main conclusions[92]	Associated training providers Activities / Events[93]	Remarks
Security Sector Reform	European Security and Defence College (ESDC)

February 2021 | Main findings and conclusions:

Security Sector Reform (SSR) interventions are now commonplace within the EU and EEAS CSDP civilian missions. Effectiveness of the missions relies heavily on the knowledge, skills and experience of the Member States (MS) and EU personnel supporting and deploying to those areas and their ability to support national SSR processes, in what can be the most politically sensitive and challenging security environments.

The report identified that overall CSDP missions are using SSR principles in the delivery of their SSR mandates, but with varying degrees of success. The main challenge identified was working at the political/ ministerial level and the understanding of implementation of SSR in practice. The lack of senior level expertise in CSDP missions linking the political elements to operational functions has resulted in a lack of coherence and technical activities being delivered in isolation.

Strengthening SSR capabilities through in-mission training workshops, provision of short-term specialist teams, or visiting experts may be necessary to fill current gaps in expertise and should be easily accessible for Heads of Mission. Furthermore, Ministerial Advisors should be enabled to work closely with subject matter experts ensuring political decisions are aligned to technical activities. The mapping of the existing SSR training provision showed only a small number of MS currently invest in SSR specific training, either through conducting their own programmes, or sending staff on international courses. SSR inputs are included in pre-deployment or mission induction courses and/or contextual in-mission briefings, however given the broad areas covered, these | A list of the EU SSR specific training courses conducted by the responding MS between 2017 and 2020[94] is contained within Annex G of the TRA, but in summary the existing training generally fits into the following categories:

1. SSR Specialist Training
   - ESDC: Basic Course on SSR. Duration: 2.5 - 3 days, incl. 6 hours e learning.
   - ESDC: Core Course on SSR. Duration: 5-8 days, incl. 9 hours e learning.
   - Other independent SSR training programmes: eg: FBA Course on SSR.
2. SSR training as a module within Pre-Deployment Training courses (PDT courses)

Most PD courses contain a module or a session on SSR (generally anything between 30-minute briefings – ½ day). Staff provide these from the International Directorates, Training Centres or in some instances, a national SSR expert recently returned from a CSDP mission.

3. Online training such as ESDC/ISSAT/FBA e-learning programmes

Since 2010, ISSAT has developed 4 online courses hosted on its website and accessible by registering to its Community of Practice (CoP). All courses are self-paced, free of charge, available in at least French and English and with an average duration of 3-5 hours.

4. Alumni and Communities of Expert for sharing updates | |

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[92] See the Training Requirements Analysis Report - Security Sector Reform, WK 1844/2021 INIT, dated 09 February 2021
[93] See *ibid*, page 24-25.
[94] Since the TRA was finalised, the ASPR has delivered SSR course tailored to the needs of CSDP and other civilian crisis management mission in Somalia as part of EUCTI. SSR is included in EUCTI's training catalogue.

were described to be "light touch" and contracted and national staff were not always included in this training.

Gaps were exposed in terms of senior/political level SSR advisor training and on the actual implementation of SSR and what this means in practice. Furthermore, it was suggested training would be more effective of providers moved away from theoretical based training courses towards a more participative and experiential learning approach.

With few exceptions, there is no career development planning for staff deploying to CSDP missions and there is still a tendency for MS to default to uniformed personnel rosters for SSR strategic advisory positions, who may lack the skills and experience of advising at ministerial level. The absence of expertise requires MS to expand their recruitment processes and to build national human resource management structures aimed at continuous staff development for those critical positions. The complexity of SSR implementation is such that the desired expertise and experience is unlikely to come from a single organisation or individual will call for integration, flexibility of process, collaboration, and in some instances a requirement or opportunity to pool resources.

Recommendations:

TO MEMBER STATES AND EU INSTITUTIONS

1. MS should re-affirm a commitment to the EU SSR principles and through their NIPs the commitment to identify, recruit and develop senior level expertise, with a focus on those with political and strategic level working experience for deployments in CSDP missions.
2. MS should develop individual career development programmes with reward incentives and continuous development and career enhancement opportunities for staff deployed in international missions.
3. MS/EEAS should develop an identifiable SSR Specialist Team capability, which provides a broad range of security, justice, defence, and governance subject matter experts who can be ed deploy as a team or individually to support senior management teams.
4. CPCC in conjunction with MS, should review mission staffing

and good practice

In 2020, FBA launched an Alumni Platform targeting approx. 1000 former course participants. Still in its early stages of development, the platform is intended to support a network of alumni globally and provide opportunities for continuous learning.

5. ISSAT is developing a more blended approach to training and is updating its E-learning capacity. It aims to further its Alumni network and offer the opportunity for peer-to-peer learning for Security and Justice Advisors.

The EU Training Providers and organisations delivering specialist SSR training are few, with the FBA, Geneva Centre for Security Sector Governance/International Security Sector Advisory Team (DCAF/ISSAT), FINCENT, the Austrian Ministry of Defence, and the Post Conflict Operations Study Centre (PCOSP) in Italy being the most prominent. Whilst not part of the Executive Academy Board SSR, the Spanish Centro Superior de Estudios de Defensa (CESEDEN) and the Clingendael Institute in the Netherlands have in the past provided SSR courses. Course participants are drawn from EU institutions and EU Member States and targets individuals, military and civilians involved in the planning, implementation or management of CSDP missions or EU Commission projects in support of SSR.

needs, structures and management processes to ensure maximum coherence and coordination between senior ministerial and political advisory elements and the related technical functions and activities of the mission.

5. CPCC in conjunction with MS should develop staff training and development policies for CSDP missions with a budget agreed at the commencement of the mission and reviewed in line with mandate revisions and extensions.

6. CPCC in conjunction with MS should introduce an EU/EEAS mobile training capability to provide in-mission training, capable of working at SMT level, flexible to pull facilitators, subject matter and local context experts and deploy to mission theatres.

7. MS should ensure that all staff deploying to CSDP Missions receive basic (and mandatory) awareness training on the concept of SSR and EU SSR policy and its principles.

8. CIVCOM delegates should receive annual briefings/workshops on EU policy and the concept of SSR covering the challenges of SSR implementation, updates, trends, challenges and good practices.

9. CPCC and other EEAS Directorates (SECDEFPOL, ISP) should develop improved joint coordinated structures that ensures routine collection of good practice and lessons from SSR missions, evaluations, programmes/projects and training courses.

TO ESDC AND EU TRAINING INSTITUTES

10. The EAB SSR revision of the ESDC core curricula in 2020 should take cognisance of the findings in this report in relation to the high-level training outcomes, the additional SSR subject areas and training methodologies.

11. The EU/ESDC should introduce an SSR specific training programme for senior mission staff including the senior management team and those in strategic/political advisory roles.

12. The EAB SSR Group in conjunction with the ESDC and EU training providers should develop specific courses or modules on implementing institutional reforms within the different elements of SSR mandates – such as police reform, justice

		reform and correction reform. 13. EAB in SSR through the EU training providers should promote and support the development of SSR specific courses to be delivered in French Language. 14. EUMS training institutes should integrate SSG within academic graduate/post-graduated curricula. This will assist recognise the concept of SSG and educate/shape the future generation of advisors		

ANNEX G2: CTA *Support to Border Management*

CSDP CTA	CCT/ Date	Training Requirement Analysis (TRA) Report Main conclusions[95]	Associated training providers Activities / Events[96]	Remarks
Support to Border Management	CMC Finland February 2021	Main findings and conclusions: The report on Support to Border Management maintains that border management is a broad subject, which encompasses many other thematic topics and areas of expertise, such as Security Sector Reform (SSR), countering organised crime, countering terrorism and radicalization, (irregular) forced migration, trafficking in human beings and smuggling contraband. In a civilian CSDP context, various thematic experts and advisers must be aware of the impact of their work on the mission's support to border management, and more specifically the impact that their advice to local counterparts has on border management. Similarly, civilian CSDP missions' border management experts and advisers must include the other thematic experts (for example Police Advisers in organised crime, SRR Advisors) in their work plans and advisory work. The TRA indicates that even though border management and other thematic advisers are experts in the Integrated Border Management (IBM) concept and its implementation in the EU, they often need further training on how the IBM concept can be delivered on a local level, relevant to the context of the country in which they will be deployed to. Recommendations: **Policies and tools:** 1. The new mini-concept on the contribution of the civilian CSDP to border management and maritime security should be taken into consideration when updating the overarching strategies in the area of border management at the EU level. 2. An IBM handbook/manual for civilian CSDP missions' use should be drafted. Updating the IBM concept manuals and	1. The role of the European Border and Coast Guard Agency (EBCGA/Frontex) as a training provider for support to border management is important. • As a strong contributor to the European Integrated Border Management (EIBM) EBCGA/Frontex has led with best practices in border guard education and training, from basic operational level to tactical and strategic management. EBCGA/Frontex has created educational standards for border guard/police education and training in the EU. It includes various sets of common core curricula and courses for border guard/police education and training covering all stages of the career development. The EGBGA/Frontex Partnership Academies (PA) network is a network of EU national border and coast guard educational institutions mandated to deliver training to border and coast guards/police (Ref 5.3). • Civilian CSDP missions and EBCGA/Frontex already cooperate in a variety of missions and theatres. The foreseen growth of EBCGA/Frontex might affect the capabilities and capacities available for CSDP missions considering that Member States only have a single set of capabilities available. Article 68(1), second subparagraph, of the EBCGA/Frontex Regulation (Ref 2.2) states: "[…] the Agency shall cooperate, in particular, with: j) CSDP missions and operations, in accordance with their mandates, with a view to ensuring the following: (i) the promotion of European integrated border management standards; (ii) situational awareness and risk analysis".	

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[95] See the Training Requirements Analysis Report - Support to Border Management, WK 1857/2021 INIT, dated 09 February 2021.
[96] See *ibid*, page 12-13.

guides is important for civilian CSDP missions with a border management mandate as they provide up-to-date information for mandate implementation.

Target groups and training levels:

3. Basic training does not need to include training on border management, whereas it may be relevant in pre-deployment training (PDT) as PDT is mandate-specific.
4. Induction training is context-specific and the missions' responsibility. All staff should be brought to a minimum level, which could be supported by the IBM handbook.
5. Advanced training could be organised in mission in contexts where border management is relevant, and by Member States prior to deployment to address crosscutting themes.
6. The TRA recommends Civilian Training Area High-level Learning Objectives (CTALOs) for different levels: Basic, advanced, expert, and different staff groups: senior management, middle management, operational/tactical level, and other operational staff (see below).

Member States' role:

7. Member States should organise advanced training on support to border management in a CSDP context in line with the Implementing Guidelines for the EU Policy on Training for CSDP.
8. Member States could support in-mission border management training by short-term experts/specialized trainer teams.

Cooperation with other organisations and projects:

9. The role of European Border and Coast Guard Agency (EBCGA)/Frontex in civilian CSDP mission training, specifically in the area of border management, should be enhanced. This could be done in cooperation/coordination with willing and capable EBCGA/Frontex Partnership Academies.
10. EBCGA/Frontex Partnership Academies' expertise could be utilised for in-mission training by pooling border management expertise under the EBCGA/Frontex external expert pool.
11. The EU Civilian Training Initiative (EUCTI) project could be used to support with in-mission training on border management for civilian CSDP missions.

According to the Regulation, EBCGA/Frontex may organise training activities in cooperation with Member States and third countries on their territory. However, the Regulation does not include the training cooperation between EBCGA/Frontex and civilian CSDP missions.

2. CEPOL also provides some activities in this domain, e.g. on Hotspots in border management, Passenger Name Records (PNR) and other related subjects. CEPOL arranges some courses for persons to be deployed or looking for work in civilian CSDP missions, but none of their courses deal with border management. EBCGA

3. The Danish National Police provide specific border management (IBM) training for personnel to be deployed in civilian CSDP missions.

4. The Slovenian Police provide specific border management (IBM) training for personnel to be deployed in civilian CSDP missions.

		12. Civilian-military cooperation in training for civilian CSDP missions and military CSDP missions/operations staff should be enhanced. This can be done by conducting joint training courses between relevant training institutes. 13. The role of other training providers in the area of border management could be enhanced in advanced training. CEPOL arranges courses for Senior Law Enforcement Officials in a CSDP context and IBM could be included in the courses. There could also be more IBM-specific courses under ESDC auspices. 14. Training cooperation with other organisations dealing with border management (such as the OSCE and the International Centre for Migration Policy Development) should be enhanced		

ANNEX H2: CTA *Mediation, Negotiation and Dialogue (MND)*

CSDP CTA	CCT/ Date	Training Requirement Analysis (TRA) Report Main conclusions[97]	Associated training providers Activities / Events[98]	Remarks
Mediation Negotiation and Dialogue (MND)	Edward M. Kennedy Institute for Conflict Inter-vention in Maynooth University, Ireland February 2021	Main findings and conclusions: The Report found that Civilian CSDP missions need a competence in MND to be effective and that Mediation, Negotiation and Dialogue (MND) is a designated EU civilian training area requirement. It found that there is no Civilian CSDP training architecture in place for MND. It is recommended that all staff of Civilian CSDP Missions should receive a basic level of MND training, and that MND training should be prescribed by the EEAS for completion in member states before personnel join the CSDP mission. It also recommended that discrete advanced MND modules should be available for selected CSDP staff while on mission. Recommendations 1. The current situation is that Civilian CSDP missions are engaged in everyday dispute resolution with stakeholders in the field as a routine part of a Civilian CSDP mission. Personnel need a competence in MND to be effective in this environment. 2. The Concept on Strengthening EU Mediation and Dialogue Capacities (MND Concept) emphasises that basic skills in MND should be included in the training offered to Civilian CSDP missions. 3. There is no training architecture, in place, to ensure these capabilities are available to CSDP Missions and their personnel. Currently, only eight (8) appointments in Civilian CSDP Missions are required, upon recruitment, to have MND skills and training. 4. The level of MND activity, which takes place on Civilian CSDP Missions, is significant and contributes to positive	1. Germany - Baden-Wuerttemberg State Police College (in collaboration with Mediateur, Brussels Inclusive Mediation in Peace Operations 2. Germany - Forum ZFD (https://www.forumzfd.de/en) Constructive Third-party Intervention: Mediation, Negotiation and Dialogue 3. Germany - ZIF Advanced Mediation training 4. German Federal Foreign Office - In collaboration with MS's (Finland and Sweden) and third countries (Switzerland, Norway) and Institute for Conflict Management at European University Viadrina Frankfurt Training for diplomats 5. Ireland -Kennedy Institute, Maynooth University Mediation, Negotiation and Dialogue Skills for CSDP 6. Italy - Ecole Universitaire Internationale (EUI) Mediation and Negotiation 7. Netherlands - Institute of International Relations Clingendael (NIIB) Negotiation and Mediation in Conflict Resolution 8. Romania Peace Action, Training and Research Institute of Romania (PATRIR) Making Mediation & Peace Processes Work: Peacemaking in Deeply Divided Societies and Challenging Contexts 9. Serbia - Conflux Centre Mediation Course 10. Sweden - Dag Hammarskjöld Foundation International Training on Dialogue and Mediation	

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[97] See the Training Requirements Analysis Report - Mediation, Negotiation and Dialogue, WK 1859/2021 INIT, dated 09 February 2021.
[98] See *ibid*, page 34-39.

outcomes for the mission and the host population. The most common MND activities during Civilian CSDP Missions encompass,

- Facilitating general conversations or discussions between local stakeholders,
- Managing crisis of one sort or another,
- Dealing with freedom of movement, human rights and gender issues
- Interacting on an ongoing basis with stakeholders, to enhance communication and build trust.

5. In general terms, the training requirements in Mediation Negotiation and Dialogue Facilitation are identified at two levels and for different audiences:
   - Learning Level 1 BASIC for all personnel, primarily aimed at creating a culture of communication and searching for common ground, and
   - Learning Level 2 ADVANCED for senior mission management and mission staff who may be involved in MND activities as part of the CSDP mission.

Key recommendations
1. All staff of Civilian CSDP Missions should receive a basic level of MND training.
2. Discrete advanced MND modules should be available for selected CSDP staff while on mission.
3. The tasks, skills, outcomes, and training content necessary to ensure the optimum preparation of personnel to execute MND related activities in the Civilian CSDP mission environment should be those stipulated in this Report.
4. MND training, as described in this Report, should be prescribed by the EEAS for completion in member states before personnel join the CSDP mission. The basic training could be completed online. In addition, a short segment on MND during the standardised PDT in Brussels would be helpful, as would the provision of advanced MND modules, as described, to be completed as in-mission training.

11. Switzerland - Swisspeace
    - Mediation & Peacemaking Course
    - National Dialogue & Peace Mediation Course
12. Switzerland - ETH Zurich
    Religion and Mediation
13. United Kingdom - BIMA, "Believe in Mediation and Arbitration   "Faithful Dispute Resolution"

ANNEX I2: CTA *Safety & Security*

CSDP CTA	CCT/ Date	Training Requirement Analysis (TRA) Report Main conclusions[99]	Associated training providers Activities / Events[100]	Remarks
Safety & Security	Scuola Superiore Sant' Anna Pisa, Italy February 2021	Main findings and conclusions: It is considered that the CSDP safety and security training architecture as an incremental, modular and contextual process, where each training step builds on the other and some of the modules constitute the founding pillars of a mission security culture. This includes a clear and explicit distribution of responsibilities for the security trainings and preparations of the seconding authorities, CPCC, the civilian Missions and the seconded or contracted Mission members themselves. PROPOSED MEASURES PRIOR TO DEPLOYMENT 1. Generic HEAT (ideally with an assessment of participants) - that would serve the purpose of training personnel heading to high/critical risk missions and to those medium risk missions that might require a training of such kind before actual deployment - on the core topics related to safety and security already contained in existing HEAT course curricula; 2. A generic safety and security course for all other personnel being deployed to low/medium risk level missions. A revised, expanded, more comprehensive version of the curricula of the current e-learning courses (Missionwise/Safe) could contribute to serve such purpose; 3. PDT is to be added as an additional element. PROPOSED MEASURES AFTER DEPLOYMENT 4. Induction training upon arrival 5. Security briefings 6. In-mission HEAT (for all High threat areas of operations) 7. In-mission Security and Safety Awareness Training - SSAT (for certain low and medium threat areas of operations) 8. Regular security briefings, regular exercises and drills.	**Comprehensive Generic Training on Peace Operations - Module on Safety & Security (ENTRi curriculum)** and/or **Core Course - Module on Safety and Security (ENTRi curriculum)** and/or **HEAT Training** (ENTRi certified curriculum) provide by - AUTINT – Austria - Austrian Ministry of Interior - ZIF-Germany - CEP-Slovenia - CSD – the Netherlands - Centro de Adiestramientos Especiales, Guardia Civil – Spain - CMC-Finland - BBK-AKNZ – Germany - French Ministry of Foreign Affairs - French Ministry of Interior - GNR-Portugal - Scuola Superiore Sant'Anna – Italy - SWISSINT – Switzerland - FBA - Sweden - UK Government's Stabilisation Unit Hostile Environment Driver Training (HEDT) followed by Hostile Environment Training (HET) - ESDC Hostile Environment Awareness Training	

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[99] See the Training Requirements Analysis Report - Safety & Security, WK 05698 /2021 INIT, dated 29 April 2021.
[100] See *ibid*, page 109-112.

		9. Refresher trainings from time to time to ensure currency and avoid complacency	Course	
		CONCLUSION		
		• A clear and shared understanding of the various responsibilities for preparatory and in mission security training, and how that affects the different training requirements for seconded Mission members.		
		• Increased alignment and coordination of security training curricula, especially HEAT, between seconding authorities, training institutions and missions, including a possible quality control process. The inclusion of additional psychological and stress-related aspects of security is recommended.		
		• Continue to develop the Mission-specific security trainings and briefings and align as much as possible with the preparatory training efforts of seconding authorities, the e-learnings and the PDT to ensure coherence and reduce irrelevant learning outcomes. This would likely require the introduction of more formally specialized security training functions and expertise in the missions and in CPCC.		
		• Develop, based on the above outlined formal training approach (incremental, modular and contextual) an assessment mechanism to also weigh in informal and individual skills and competencies based on background, experience, behavior and awareness as this would substantially complement the necessary, but not always adequate formal training requirements.		

ANNEX J2: CTA *Environmental management and Climate Change*

CSDP CTA	CCT/ Date	Training Requirement Analysis (TRA) Report Main conclusions[101]	Associated training providers Activities / Events[102]	Remarks
Environ-mental manage-ment and Climate Change	Arma dei Cara-binieri, May 2021	Main findings and conclusions: Results, presented in the final TRA report, show that there is a strong need for training on Environmental Management and Climate Change in order to better dealing against environmental crime. An exceptionally low existing training offer and a lack of references to environmental protection and management in mission-related documents was discovered. In conclusions, the report strongly recommends the definition and implementation of a training strategy on EP-CC for all mission personnel, organized in three levels of learning with the provision of tailored applications to be jointly conducted in coordination with local authorities of field mission hosting countries. Recommendations: 1. The Training Requirement Assessment report on Environmental management and Climate Change (EM-CC) is highly recommended for the EU funded missions because it is the first attempt of involving Climate Change and Environmental Protection issues in civil field mission planning and further implementation. 2. The Training Requirement Assessment report on EP-CC is the base to plan dedicated training to field mission personnel aiming at transforming in actions the main environmental European policies as the "Green new deal" and the EU measures against deforestation and illegal logging. 3. Water, air, energy, waste, protected species, biodiversity and the sustainable management of natural resources are the pillars to understand the environment and represent the foundation of the EU "do no harm" or the driving principle that still needs to be improved and strengthened to be transformed into	1. EnvEuro – four leading European Universities in Life Science: University of Copenhagen (Denmark) University of Hohenheim (Germany) Swedish University of Agricultural Science (Sweden) University of Natural Resources and Life Sciences (Vienna – Austria) Environmental Management in Europe Duration: Two years masters level 2. SLU university Swedish University on Agricultural science Plant protection biology to meet the UN's sustainable development goals (SDGs) - Climate change: from learning to Action - Climate change international legal regime 3. UNITAR Integrated planning for climate change and biodiversity 4. Wageningen University and research Managing risk in the face of climate change 2012 5. NATO Oberammergau School Environmental Management for Military Forces 6. TUM School of Life Sciences Technical University of Munich Sustainable resource management 7. FAO E-learning Academy - Climate-smart crop production - Climate change adaptation and mitigation in fisheries and Aquaculture - Introduction to climate-smart agriculture	

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[101] See the Training Requirements Analysis Report - Environmental management and Climate Change, WK 05701/2021 INIT, dated 29 April 2021.
[102] See *ibid*, page 96-122.

"promote and take care of environment".

4. The outcomes of the questionnaire, submitted to actual mission staff personnel, demonstrated that interviewees do not have adequate training on these topics, thus highlighting the strong need for training on environmental protection and climate change.

5. Self-assessment of the questionnaire respondents show that field mission personnel feel the importance of raising awareness and gaining more knowledge on environmental protection and climate change.

6. In addition, the actual knowledge of staff on main environmental related issues was assessed and results show that there is some knowledge of basic principles such as the ecological footprint (known by only 45%) while the general knowledge on climate change and resources management is very low.

7. It is worth mentioning that respondents recognized an existing link between environmental crime and organized crime, with disrupting social effects, therefore supporting the need of more knowledge on this topic.

8. Both the questionnaire and structured interviews pointed out the need to involve in the training also local country governments (through institutions and decision makers) in order to ensure cooperation between field missions and host countries for the implementation of environmental protection actions and effectively strengthen resilience to climate change.

9. The analysis lead to the proposal for the definition of three levels of environmental training:
   - Basic, mandatory for all personnel deployed;
   - Advanced, for field mission personnel with a specific degree of responsibility as heads of missions and operations, chiefs of staff, officers in charge of logistic and management of field missions and professionals dealing with environmental tasks;
   - Expert, for environmental advisers and decision makers.

10. Although there is no specific training that fully fits the needs of EEAS missions, there are already different courses on specific topics offered across Europe. The report underlines

- Climate-smart forestry
- Climate-smart livestock production
- Climate-smart soil and land management
- Water management for climatesmart agriculture

8. Centre of Excellence for Stability Police Unit COESPU (Italy)
   Environmental protection for peace operations

9. University "Ca' Foscari" of Venice (Italy)
   Energies and energy systems

10. University "Ca' Foscari" of Venice (Italy)
    Fundamentals of energy systems (Sistemi energetici)

11. University "Ca' Foscari" of Venice (Italy)
    Renewable energy sources

12. University of Padua (Italy)
    Wood biomass for energy production

13. University of Padua (Italy)
    Climate change and tropical forestry

14. University of Padua (Italy)
    Global change and forest ecosystems

15. University of Padua (Italy)
    Water resources management

16. University of Padua (Italy)
    Wood biomass for energy production

17. University of Padua (Italy)
    Climate change and tropical forestry

18. University of Padua (Italy)
    Global change and forest ecosystems

19. University of Padua (Italy)
    Water resources management

20. University of Tuscia (Italy)
    Environmental phyto- technologies (30 hours)

21. Università degli Studi della Basilicata (Italy)
    Università degli studi di Brescia (Italy)
    Università degli studi di Padova (Italy)
    Appropriate management of drinking and wastewater in developing countries

22. Università degli Studi della Basilicata (Italy)
    Università degli studi di Brescia (Italy)

| | | the strategic relevance to adopt a multidisciplinary training approach to consider better environment as a crosscutting and complex issue.

11. UN, as well as universities and other civil and military relevant Institutions, can play an important role in providing training to missions as reported in the courses inserted in Annex IV, "Existing Training offers" related, for instance, to:
  - "Introduction to climate – smart agriculture"
  - "Climate smart forestry training"
  - "Water management and reuse"
Different institutions and agencies have confirmed their collaboration to support EEAS in provide training and improving environmental training offer for field mission activities. | Università degli studi di Padova (Italy)
Appropriate management of drinking water, wastewater and solid waste in developing countries | |

ANNEX K2: CTA *Human Rights & International Humanitarian Law (IHL)*

CSDP CTA	CCT/ Date	Training Requirement Analysis (TRA) Report Main conclusions[103]	Associated training providers Activities / Events[104]	Remarks
Human Rights & International Humanitarian Law (IHL)	Scuola Supe-riore Sant' Anna Pisa, Italy February 2021	Main findings and conclusions: High-level learning outcomes for civilian personnel of CSDP missions in the area of human rights and International Humanitarian Law were identified at three learning level: basic, advanced and expert. The first and lower level is intended to build the foundation of a human rights and IHL culture of CSDP field staff irrespective of the role and function performed. The three levels are also intended to be building on each other with the highest focusing on specific human rights task usually performed precisely by personnel with a dedicated function within the mission. **Learning level: basic** Conclusions: - The curriculum of core courses pre-deployment trainings and mission-induction curricula usually include human rights and IHL related learning objectives however the following aspects need to be taken into account: - the three levels of training are 'consecutive' and aimed at building and/or strengthening the human rights knowledge at different levels (general, context specific, country/mission focused) - is the current course offer commensurate to the need Are there courses of this kind available and open to all potential mission personnel in need - is there a direct link between training, recruitment and actual deployment These aspects are to be duly considered when ascertaining whether identified training gaps can be closed through existing training offers (is the offer available at all times? Is it available for everybody? The pool of trained	**RESIDENTIAL COURSES** 1. CEPOL network Human rights mainstreamed in CSDP missions/operations 2. ESDC; ASPR (Austria), Federal Ministry of Defence (Austria) ESDC Course on the Comprehensive Protection of Civilians 3. Folke Bernadotte Academy Pilot Course on Prevention, Release and Reintegration of Children Associated with Armed Forces and Armed Groups 4. Geneva Academy of International Humanitarian Law and Human Rights Economic, Social and Cultural Rights and the Sustainable Developments Goals 5. Geneva Academy of International Humanitarian Law and Human Rights Short Course on "From Use of Force to Responsibility to Protect" 6. Geneva Academy of International Humanitarian Law and Human Rights Short Course on "The Law of Non-International Armed Conflicts" 7. Geneva Academy of International Humanitarian Law and Human Rights The Classification of Armed Conflicts 8. Geneva Centre for education and research in humanitarian action Sexual Violence in Conflict Settings and Emergencies 9. Global Campus of Human Rights(EU-funded global	

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[103] Training Requirements Analysis Report on IHL & Human Rights (Council doc. WK 1845/2021 INIT, dated 09 February 2021).
[104] See *ibid*, page 39-51.

individuals are those prospected to be serving in missions)

Measures proposed:

 Core course curricula already include what is considered the 'fundamentals' of human rights and IHL prospected mission members should know and have an understanding of. The key question in this case is the link between training and recruitment and whether all recruited staff has received not only Pre-Deployment-Training (PDT) but has undergone a more comprehensive generic training to be acquainted to all aspects related to serving in a crisis management mission (c.d. core course/comprehensive generic peace operations course). As per PDT training and mission-induction is concerned, there is the need to ensure that training curricula contemplate human rights aspects that need to be contextualized to the areas of deployment.

Recommendations:

The frequency of courses, admission criteria (open to everybody? Based on nationality?), content-wise currency needs to be crosschecked.

Learning level: advanced

Conclusions:

The current training offer at this learning level contemplates two main course categories: (a) curricula that follow a primarily academic approach and (b) curricula with a more field/mission-oriented focus putting more emphasis on substantive skills development to carry out human rights work.

Measures proposed:

Courses based on an ENTRi-like curriculum with an EU oriented focus (as per the purpose of training staff working precisely in CSDP missions) would need to be offered with a strong emphasis on substantive skills development on how to carry out specific human rights tasks. What is needed is indeed a curriculum that puts emphasis on Strengthened focus on how to do specific human rights work, namely:

Monitor fact-find and report human rights.

Human rights cases and the relation with criminal law

Adopt a HRBA in programs and project enacted by the missions

network of universities based on cooperation between the European Inter-University Centre for Human Rights and Democratisation – EIUC and seven Regional Programmes) Venice School of Human Rights

10. Grotius Centre Kalshoven-Gieskes Forum on International Humanitarian Law (University of Leiden)
International Humanitarian Law in Theory and Practice

11. International Institute of Humanitarian Law
International Military Course on LOAC

12. Scuola Superiore Sant'Anna, Pisa
A Training Course for Officers Working on Human Rights

13. The Hague University of Applied Sciences
The Hague Summer School, Human security, rights and development

14. ENTRi Human Rights Course Package
The training packages are available for free and contain core information and materials that will help strengthen or refresh the knowledge and skills of training organisers and subject-matter experts delivering or implementing trainings worldwide Available at:
https://esdc.europa.eu/training_material/training-material-provided-by-entri-new/

15. Human Rights course previously certified by ENTRi
International Standards for the Protection of Individuals & Groups: A Training Course for Field Officers Working on Human Rights

16. Université de Genève
Summer School on International Law & additional module on IHL

17. University of Essex
Essex Human Rights Summer School

18. University of Nottingham
International Human Rights Law

19. University of Oxford
International Human Rights Law Summer School 2020

20. ZIF – Center for International Peace Operations
Comprehensive Generic Training Peace Operations (CGTPO)

Understanding of EU human rights standards and policies as well as Terrorism and human rights, Refugee & Migration Law, other emerging CSDP missions' challenges and their links to human rights issues.

Recommendations:

High level learning outcomes identified at the core of performance objectives to be achieved as it relates to human rights functions could ideally be split into 2 learning level:

- Intermediate
- Advanced

It is recommended to take into account the possibility of such an additional learning layer. As per the delivery modality of possible courses embedding such CTALOs, different scenarios could be put forward:

- Curricula devised and courses organised per specific functional groups (e.g mentors/advisors/trainers; senior managers with a specific focus on their responsibility as it relates to IHL & HR and on their attitude vis-à-vis human rights issues; strategic planners…)
- Curricula developed per specific human rights task (e.g. techniques and tools for monitoring, fact-finding; human rights policy development; HR capacity building…). The UNOHCHR organizes courses per specific tasks for UN personnel that could ideally and potentially be open to staff from other organizations (as per the potential training offer).

It is also recommended, in relation to training for specific human rights work in particular, to fill in as soon as possible the policy gap in relation to due diligence to make sure that EU support is in compliance with human rights law and international humanitarian law, where applicable.

Learning level: expert

Conclusions:

The panorama of available courses on human rights related issues does not currently offer a program at the "expert" level, where practitioners work on human rights related issues (who already

21. ZIF – Center for International Peace Operations
Women, Peace & Security reloaded - Gender-Sensitive Approaches in Peace Missions

ONLINE COURSES

1. Geneva Centre for Security Sector Governance/International Security Sector Advisory Team (DCAF/ISSAT)
   - Fundamentals of Strategic Advising in Reform Environments
   - Police Integrity
   - Policing and Police Reform in Complex Environments
2. Global Campus of Human Rights
   (EU-funded global network of universities based on cooperation between the European Inter-University Centre for Human Rights and Democratisation – EIUC and seven Regional Programmes)
   - Citizenship and Human Rights Education for Change
   - Promoting and Protecting Human Rights: a Global Overview
3. Grotius Centre Kalshoven-Gieskes Forum on International Humanitarian Law (University of Leiden)
   International Humanitarian Law in Theory and Practice
4. HREA
   Women, peace and security E-learning
5. ICRC https://www.icrc.org/en/onlinetraining-centre
   ICRC residential and online training courses on IHL
   Working at the Nexus between Human Rights and Conflict Transformation
6. Université catholique de Louvain
   International Human Rights Law
7. University of Nottingham
   Distance Learning Course - International Human Rights Law
8. United States Institute of Peace Academy
   Gender Inclusivity in Peacebuilding: Micro course

have a solid background) and can reflect on techniques for human rights work and exchange good practices and lessons learned (in particular as it relates to due diligence; protection of witnesses and sources; strategies to mainstream human rights, etc)

Measures proposed:

More than concrete measures, here questions are being put forward. Is there the need for a new specific training curriculum to address and achieve the identified CTALO? is there the necessity to devise a specific course for CSDP missions HRAs? Is training the right answer to those KSA requirements? Would we need to think for different ways of sharing and transferring such knowledge and skills? Annual meeting of HRA? Thematic meetings attended by all relevant HR staff?

Recommendations:

Besides, before and together with a reflection on those training related aspects, there should be a reflection and a policy decision towards better defining in a standardized way throughout all CSDP missions the functions of human rights advisors. Indeed, it seems there is no consensus yet on how a human rights advisor should carry out her/his assigned role and this is a fundamental aspect to deal with before going deeper in defining ways on how to enhance the performance objectives of such category of staff.

International Humanitarian Law (IHL)

Conclusions:

IHL is not considered a 'core' element of CSDP missions' work. However, areas and activities of relevance as it relates to this branch of International Law have been identified and highlighted. Existing training on CSDP related activities, in particular the Comprehensive Generic Training Peace Operations (CGTPO), Civilian Aspects of EU Crisis Management ESDC, Core courses (ENTRi curriculum), Pre-deployment trainings, should highlight linkages between IHL and CSDP missions' mandates based on their respective programs. As per specific IHL training courses, there are several specific training curricula at various levels (basic, advanced and expert), that focus on the specific branch on international law. Hence, on this aspect, there are no training gaps as it relates to specific training curricula. The missing link is in fostering ways on

		how to ensure compliance by local counterparts of IHL obligations (therefore training, advise on Rule of Law reform processes ect)		
		<u>Measures proposed & recommendations:</u>		
		It is recommended that existing curricula on CSDP related aspects – at different levels of training – reflect on the relation between CSDP missions and IHL, in particular in:		
		- The mandate (direct/indirect link); - Advisory and training activities for the local counterparts that might entail IHL-related aspects (in particular for security forces and more in general LEOs); - During investigations in specific missions - In processes of reform of the Rule of Law.		

ANNEX L2: CTA *Organized Crime*

CSDP CTA	CCT/ Date	Training Requirement Analysis (TRA) Report Main conclusions[105]	Associated training providers Activities / Events[106]	Remarks
Organized Crime	Centro Universitario de la Guardia Civil February 2021	Main findings and conclusions: 1. Countries in which CSDP civilian mission are deployed are usually affected by organised crime and local actors are not enough efficient. - Learning outcome 1: Training on skills and behaviours The EU CSDP civilian missions should have enough continuity and resources to support structural changes at local level enduring in time. Not only knowledge, but mainly changes in skills and attitudes are considered essential for CSDP staff to really have the influence capability with local actors to really provoke structural changes. 2. Lack of efficient multilateralism on capacity building related to tackling organised crime in countries where CSDP civilian missions are deployed. - Learning outcome 2: Training on efficient multilateralism CSDP civilian staff should be trained on the importance of efficient multilateralism when providing support to national actors before trying to implement reforms tackling organised crime. 3. No specific qualified courses available on countering organised crime for CSDP missions staff before deployment. - Learning outcome 3: Training at different levels especially on lessons learnt after return. The EEAS could promote and coordinate with the ESDC, EU Agencies, EU MS and third countries training institutions structured courses, (and not only workshops) on countering organised crime for CSDP Missions at basic, advanced and expert level in the pre and in mission periods.	1. European Security and Defence College (ESDC) - Capability Development for Crisis Management - Advanced Course for Political Advisors in CSDP Missions and Operations - Mediation, negotiation and dialogue skills for CSDP - CSDP Course on Building Integrity Reducing Corruption in the Security and Defence Sector - Pre-deployment Training for CSDP Missions and Operation - EU facing "hybrid threats" challenges - Basic and core courses on Security Sector Reform. Nevertheless, none of ESDC training offer is specifically dedicated to get knowledge, skills and attitudes to counter organized crime in the CSDP missions. 2. European Agency for Law Enforcement Training (CEPOL) - Serious and organised crime - Cyber related crime - EU Information Systems & Interoperability - Public order and Prevention - Planning and command of Union missions - Leadership and other skills - Law enforcement cooperation and information exchange - LE Technologies, Forensics and other Specific Areas - Fundamental rights - Higher Education and Research	

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[105] See the Training Requirements Analysis Report - Organized Crime, WK 1853/2021 INIT, dated 09 February 2021.
[106] See *ibid*, page 38-48.

The following courses could be held for CSDP staff on countering organized crime:

<u>Basic level:</u> For CSDP staff in general to be held at EU MS
<u>Advanced level:</u> For CSDP middle-management staff to be held at ESDC (HQ)
<u>Expert Level:</u> For CSDP Head of Missions and directive team to be held at ESDC (HQ) or at EU MS by available EU Higher Education Institutions (EHEI) as the Spanish Guardia Civil University Centre

4. Lack of structured, modern and quality assurance training on countering organised crime for CSDP Missions.
   - Learning outcome 4: <u>Training with quality standards and active learning.</u>
     Structured courses on countering organised crime for CSDP staff should be based on quality standards of the European Higher Education Area (EHEA) from Bologna process where modern pedagogic techniques could be offered incorporating blended learning combined with active learning techniques (role-play, mock trial, flipped classroom chart, etc.) where the student is the main actor.

5. No synergy in training on countering organised crime for CSDP civilian and military missions.
   - Learning outcome 5: <u>Training looking for synergy tackling organised crime.</u>
     Some modules inside structured courses on countering organized crime for CSDP staff could be available for both CSDP civilian and military staff, as organised crime groups have links with other militia warfare groups in countries in which both CDSP civilian and military missions are deployed at the same time (Central African Republic, Mali, and Somalia)

6. Lack of harmonization and EU approach in advising and monitoring activities on countering organised crime in CSDP civilian missions.
   - Learning outcome 6: <u>Training in EU approach fighting organised crime</u>
     Training for CSDP mission's staff and short-term experts could focus in enhancing changes in the behaviours of the

3. CEPOL

CEPOL is very much specialized in blended and active learning offering many webinars and short residential courses of one or several weeks directly or indirectly related to the proposed CTALO on countering organized crime.

4. European Agency for law enforcement cooperation (EUROPOL)

EUROPOL supports the 27 EU Member States in their fight against terrorism, cybercrime and other serious and organised forms of crime. The Agency also work with many non-EU partner states and international organisations. EUROPOL is mainly focused in large-scale criminal and terrorist networks posing a significant threat to the internal security of the EU and to the safety and livelihood of its people, considering the biggest security threats come from terrorism; international drug trafficking and money laundering; organised fraud; the counterfeiting of euros; and trafficking in human beings. EUROPOL is a first line actor of expertise in concrete aspects related to organized crime at EU MS and international level, and their experts are very much appreciated in worldwide courses in these matters. Nevertheless, EUROPOL is not a EU Agency with the direct mandate to provide regulated courses under international or EU quality education standards.

5. European Union Agency for Criminal Justice Cooperation (EUROJUST)

Although EUROJUST does not hold specific courses for magistrates, prosecutors or law enforcement officers to provide performance objectives (knowledge, skills and attitudes) on improving legal systems to tackle organized crime in EU Member States or third countries, it is estimated that the experience gathered in EUROJUST in cooperation mechanisms prosecuting organized crime complex cases should be of great interest in courses for CSDP civilian mission staff.

6. European Border and Coast Guard Agency - FRONTEX

The Agency disposes of a powerful Capacity Building Division not offering at the moment specific courses on the requested CTALO countering organized crime. Nevertheless, its expertise

EU staff in order to get better EU harmonized approach from their side, when advising and monitoring for local partners.

7. Need for CSDP civilian staff with experience in fighting organised crime.
   - Learning outcome 7: <u>Training from experienced actors</u>
     Experts providing experiences from countries that have been deeply involved in the fight against organised crime phenomenon, or have developed appropriate and effective legal, structural and organizational reforms to fight organised crime could

8. No third countries training capabilities involved in CSDP Missions training on countering organised crime.
   - Learning outcome 8: <u>Training incorporating third countries experts</u>
     Main important training networks, and experts on countering organised crime from third countries training institutions could contribute with some conferences and lectures in courses held for CSDP staff, especially on providing specific competences on mafia style groups and their modus operandi in the areas where CSDP missions are deployed.

would be more than welcome in training activities for CSDP military and civilian Staff to be deployed in missions where cross border organized crime has great influence.

7. European Anti-Fraud Office (OLAF)
OLAF provides training for EU Member States and third countries not fully covering the proposed CTALO but its expertise is considered of great interest being in condition to provide experiences of investigations in countries where complex organized crime schemes is affecting state structures. OLAF can contribute to offer knowledge, skills and attitudes to create and implement strong structures in third countries tacking organized crime and corruption.

8. ENACT: Enhancing Africa's capacity to respond more effectively to transnational organised crime (EU funded project)
Some of the training activities provided in these projects could meet partially the proposed CTALO on countering organized crime, however it is essential to understand that there is a possible lack of continuity due to the deadline of the projects

9. EL PAcCTO (Europe Latin America Technical Assistance Programme against Transnational Organized Crime) - (EU funded project)
El PAcCTO is focused in Latin American countries that are not currently affected by any CSDP Civilian Mission. Nevertheless, it cannot be underestimated that many organized crime groups from Latin American countries are acting worldwide and using African countries where CSDP Missions are deployed as hubs for illicit traffics. Therefore, the expertise gained in such project at different levels should be taken into account in CSDP civilian mission training.

10. Cyprus Police Academy
The Cyprus Police Academy provides basic training on various criminal offences related to organized crime such as drug trafficking, money laundering, financial crime, irregular migration, corruption, cybercrime and trafficking in Human Beings. Lectures are also provided, on issues related to Serious & Organized Crime Threat Assessment (SOCTA).

			11. Police Academy in Szczytno – Poland This Institution offers courses for 20 participants based on theory and practice related to thematic and levels mentioned in the chart corresponding with the advanced and expert level. 12. Spanish Guardia Civil University Centre (CUGC) – Spain The CUGC offers to hold a university expert course (24 ECTS) in English on lesson learn & case study based on Ex-CSDP Civilian Head of Missions and top experts looking for providing high level outcomes mainly skills and attitudes on countering organized crime for CSDP civilian missions. 13. Odessa State University of Internal Affairs (Ukraine) This training institution provides trainings on basic issues of comprehensive organization and execution of the fight against organized crime being available and flexible to hold courses for CSDP civilian Missions. 14. Drug Enforcement Agency DEA-USA This entity offers basic special agent training for prospective agents learn how to conduct drug trafficking investigations targeting organized crime groups. The DEA has a worldwide presence and dispose of offices in areas in which CSDP Civilian missions are deployed. Specific DEA foreign offices assist their host country counterparts in investigating these groups and could offer their experts to contribute with some conferences for CSDP staff and local actors.	

ANNEX M2: CTA *Protection of Civilians*

CSDP CTA	CCT/ Date	Training Requirement Analysis (TRA) Report Main conclusions[107]	Associated training providers Activities / Events[108]	Remarks
Protection of Civilians (PoC)	Austrian Study Centre for Peace and Conflict Resolution (ASPR) May 2021	Main findings and conclusions: The concept and approach itself emerged from UN Peacekeeping, and the EU has aligned itself to the UN's approach. The UN's operational concept for PoC considers three Tiers, which are a practical way to approach the issue. - Tier I: Protection through Dialogue and Engagement (protection through political process) - Tier II: Provision of physical protection (offering physical protection from physical violence) - Tier III: Establishment of a protective environment (e.g. respect for human rights and the rule of law). The full approach may require both military and civilian engagement in order to be fully implemented. In terms of EU CSDP Missions, the greatest relevance is in the Tier 1 and Tier 3 sets of activities, which fall under the Protection of Civilians. The EU's 2003 Guidelines and 2010 Revised Guidelines on the Protection of Civilians reaffirms the EU's alignment with UN documents on PoC. The broad range of activities, which fall under Protection of Civilians means that at least some aspect of PoC is found within many CSDP missions, ranging from physical protection to creating the PoC-enabling human rights and rule of law environment. However, to date, there have not been EU CSDP Missions with an explicit PoC mandate, although often there are PoC relevant aspects. Additionally, PoC is also covered in many related aspects through the CPCC Human Rights and Gender mainstreaming processes and approaches, and it is to an extent included in Human Rights and Gender training curricula. **Core findings regarding training levels and gaps**	1. Austrian Study Centre for Peace and Conflict Resolution, Austrian Ministry of Defence ESDC Course on the Comprehensive Protection of Civilians 2. Barcelona International Peace Center (BIPC), 2gedar-PeaceOps and Development Network Training Course on Protection of Civilians (PoC) in Peace Missions 3. CoESPU - Center of Excellence for Stability Police Units Protection of Civilians 4. FINCENT, CMC Finland United Nations Comprehensive Protection of Civilians Course 5. United Nations Training School Ireland (UNTSI) International Protection of Civilians Course 6. Kofi Annan International Peacekeeping Training Centre (KAIPTC) UN Protection of Civilian 7. Peace Operations Training Institute (US) Protection of Civilians	

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[107] See the Training Requirements Analysis Report - Protection of Civilians, WK 5696/2021 INIT, dated 28. April 2021.
[108] See *ibid*, page 33-36.

		- the general level of knowledge of PoC is relatively basic		
		- Participation in a PoC dedicated course, or a broader course in which PoC was covered to some extent, is relatively rare		
		- a significant gap in participating in PoC training courses		
		- PoC issues as being more based in general knowledge and in-mission exposure, rather than through a systematic training environment		
		- difficulty of finding time to participate in a PoC training		
		- In-mission training is the format which was most highly requested.		
		Learning Outcomes		
		Training requirements for the Protection of Civilians can be differentiated along three broad levels of necessary knowledge:		
		- <u>BASIC Level</u> This level is needed for all civilian CSDP mission personnel deployed to missions with PoC dimensions. It offers a basic understanding of what the Protection of Civilians entails within the context of civilian CSDP missions. This level is relevant for all CSDP mission planning and mission field personnel, and should help them contribute to PoC activities whenever relevant to their areas of responsibility.		
		- <u>ADVANCED Level</u> This is for senior personnel and officials engaged in ensuring that missions properly address the full range of PoC activities which need to be planned for and coordinated within a CSDP mission, as well as those who are primarily working on PoC issues in missions. (e.g. CSDP Mission Planning Officials, EUSRs, Heads and Deputy Heads of Delegations, Heads and Deputy Heads of CSDP Missions, Mission personnel regularly working on PoC-related issues, National staff working in political or strategic advisory roles for CSDP missions)		
		- <u>EXPERT Level</u> This is for civilian CSDP mission personnel, as well as MS and EU personnel, who are primarily engaged on a particular set of PoC related tasks, PoC focal points in CSDP mission planning and in implementation, PoC officers in CSDP missions. They should be able to translate PoC-relevant		

| | | mandate provisions into functional activities and coordinate with other mission staff to ensure that necessary PoC activities are implemented
<u>Recommendations:</u>
1. Developing a range of training opportunities
Training and capacity building in PoC for CSDP mission personnel, as well as within MS national organizations and at the EU level, can include a range of training settings – residential, remote, self-paced.
2. Developing an online training resource specifically for EU CSDP missions
Not all CSDP mission personnel or MS national staff will be able to attend residential PoC training courses. A comprehensive online training course on PoC that addresses EU policy priorities as well as CSDP mission requirements should be developed. Such an online course could be self-paced or facilitated and should incorporate a platform for discussion and exchange among participants.
3. Hybrid-training courses for PoC
Certain PoC training courses, such as the ESDC PoC course, already incorporate different training elements, mixing residential components with online components and a simulation activity. Residential and simulation components could build on an ESDC-backed online course that is also recommended.
4. include EU PoC approach in courses offered by MS National Training Organizations
Only one of six regularly implemented PoC courses open to European civilian mission personnel is based on an EU-specific approach. Member States, in cooperation with the CPCC and ESDC, should consider how to ensure that all courses offered by National Training Organizations incorporate at least one component/unit on the specificities of EU CSDP mission policies and approaches to PoC. Ultimately, the most important is to ensure that civilian personnel have access to a PoC training course, whether UN or ESDC curriculum focused. | | |

ANNEX N2: CTA *French as a Foreign Language*

CSDP CTA	CCT/ Date	Training Requirement Analysis (TRA) Report Main conclusions[109]	Associated training providers Activities / Events[110]	Remarks

French as a Foreign Language	French Central Directorate for Recruitment and Training of the National Police
	
	May 2021
		Main findings and conclusions:
		1. A majority of experts encountered difficulties in French during their missions and wish to benefit from French language training before leaving. As most are equipped with the required set-up, part of the training could be dispensed via distance learning.
		2. In addition to the necessary general French language training (written, spoken, vocabulary, and grammar skills), it is important to consider more specific themes corresponding to the missions carried out on site training, logistics and regulations. The main activities while on mission take the form of meetings and encounters with local partners. The experts would also like to address more professional, highly diversified and specific subjects (e.g. supply chain, specific administrative terms, military terminology, report writing, etc.).
		3. As there is no official certification in French, a large proportion of them consider themselves to be at level B2. It would appear essential to consider an evaluation module as a pre-requisite to a training course. For this reason, the following proposals could be considered in order to implement high quality training programmes that meet the needs of experts:
		  - Set up a single training course for experts assigned to CDSP missions in a French-speaking country.
		  - Study the possibility of creating a module to evaluate the level of experts before considering a more traditional training module.
		4. Training courses should be of a certain duration, including several stages in order to cover the needs of experts:
			It has been noted that there is no EUCTG-stamped training course in French for experts deployed on missions to a French-speaking country.
			
			However, a few countries do offer training to their nationals: Italy, Finland, and Portugal. There is no homogeneity in the content of these training courses	

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[109] See the Training Requirements Analysis Report - French as a Foreign Language, WK 5693/2021 INIT, dated 28. April 2021.
[110] See *ibid*, page 33-36.

| | | - Consider basic training in both written and oral skills.
- Consider more themes that are specific: security, logistics and legislation.
5. In order to cover all these topics, training must include more technical interventions (external speakers, visits to specialised services) in order to comply with the diversity of missions that are carried out.
6. On completion of training, it would appear important that experts receive a CEFR -type of certification.
7. Although this type of training must be carried out in person, some modules may be dispensed online.
8. An initial outline of the thinking process would allow a projection of a typical training course to be made. The training offer could then be structured based on 3 complementary courses.
  - A first level, with an on-line course open to the largest possible target learner group, over a defined period of time, and based on four different areas aligned with basic police training programmes:
    • Introducing myself,
    • Carrying out police checks,
    • Conducting witness hearings and statements,
    • Advising and guiding people.
    • This first step would determine the number of French-language users and their level of proficiency. It would then lead the best trainees to a second level.
  - The second level would continue to be dispensed via an e-learning format, but would also include various interactive training courses, including homework and treatment of topics such as cybercrime, criminal investigations...
  - The third level, based on "face-to-face" teaching would concern selected trainees having successfully validated the above-mentioned second level. These police officers would be selected for deployment on French-speaking crisis management missions. | | |

ANNEX O2: CTA *Monitoring, Mentoring and Advising*

CSDP CTA	CCT/ Date	Training Requirement Analysis (TRA) Report Main conclusions[111]	Associated training providers Activities / Events[112]	Remarks

Monitoring Mentoring and Advising	Centre of Excellence for Stability Police Units (CoESPU) Vicenza
	
	November 2021
		Main findings and conclusions:
		
		Major gaps have been identified in MMA training delivery, despite the fact that all EU Civilian CSDP Missions are currently implementing mandates encompassing MMA tasks. In particular, only a minority of the monitors, mentors and advisers attended a course on this domain and whereas half of the Civilian CSDP Missions is deployed in francophone countries, **none is delivering MMA training in French** language. Eventually, was assessed the absence of training for Mentoring and Advising in specialized branches, such as Administration, Finance and Logistics, which are quintessential to mentor or advise the counterpart in key areas necessary to ensure the long term sustainability of the action. The most significant part of the MMA training is delivered in the framework of EU Commission projects and programmes (namely EUPST, EUPCST, ENTRi, LET4CAP and EUCTI), with a very fruitful cross-fertilization of EU Peacekeeping Training Centers and EU Agencies in the MMA training packages.
		
		The soft skills were assessed to be even more important than hard skills for mentors and advisers, which entails the necessity of a very accurate selection and recruitment process, paying due regard to these qualities which are only partly ameliorated by training and field experience.
		
		Recommendations:
		
		1. The TRA recommends furthering developing the EU doctrinal framework for MMA, also taking into account the work of the UN Strategic Guidance Framework for International Policing new Training Architecture and its MMA and CB&D (Capacity Building and Development) curricula. This would contribute to have a more coherent and solid base to prepare sound
			1. Geneva Centre for Security Sector Governance/International Security Sector Advisory Team (DCAF/ISSAT)
			Fundamentals of Strategic Advising in Reform Environments
			2. DCAF/ISSAT
			Policing and Police Reform in Complex Environments
			3. International Peacebuilding Advisory Team (IPAT) as an initiative of Interpeace, in partnership with the Human Security Division of the Swiss Ministry of Foreign Affairs
			Effective Advising in Peacebuilding Contexts
			4. Guarda Nacional Republicana, Portugal within the framework of the EUPST II Project
			  - Mentoring in crisis management
			  - Mentoring, Monitoring and Advising
			5. German Federal Police Academy
			Mentoring in civilian crisis management
			6. ESDC
			Mentoring and Advising in EU Crisis Management
			7. ENTRi - Centre for European Perspective (CEP)
			Specialization Course On Mentoring In Civilian Crisis Management
			8. CoEspu within EUPST II
			Monitoring, Mentoring, Advising and Training Course for Police Officers for EU Civilian Crisis Management
			9. United Nations Office of Rule of Law and Security Institutions (OROLSI)
			10. Mentoring and Advising Training for OROLSI Mentors and Advisors
			11. United States Institute Of Peace (USIP)	

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[111] See the Training Requirements Analysis Report - Monitoring, Mentoring and Advising, WK 13077/2021 INIT, dated 29.10.2021.
[112] See *ibid*, page 41-43 and 151-164.

		comprehensive training packages on MMA. 2. The TRA proposes two target groups as Training Audience: - At the Strategic and political-strategic level, the HoM, the DHoM, the CoS, the Head of Ops Department and the CSDP Mission Strategic Advisers as well as some senior leadership positions of the CPCC and of the ISP - At the operational level, the advisors, mentors, monitors and trainers working in the Department of Operation or CoS Department with MMA or training functions, as well as the other civilian CSDP mission members that, de facto, are requested by HoM to conduct MMA and training to local counterparts. At the tactical level, instead, there is no need for advanced MMA training, being sufficient to embed MMA outlines in basic courses, pre-deployment courses and in-mission induction training. 3. To fill the gap in French language trainig delivery some MMA PDT as well as in-mission courses should be promptly organized in favor of monitors, mentors and advisers going to be deployed - or currently deployed - in francophone missions. 4. For providing training opportunities to Strategic Advisers, it is to consider the conduct in coordination with ESDC, joint civil/military training on strategic advising and to design and offer training for Mentors and Advisers in specialized domains such as - development of legal and regulatory framework - policy formulation - project management and benchmarking - Logistics, finance and CIS in areas critical for the long-term sustainability of the action. 5. The analysis proposes to enable, via training, mentors and advisers (namely strategic advisers) to leverage on other EU actors present in the theatre of operations in order to gain buy-in of the local Law Enforcement Agencies. The curricula should be enriched making reference also to the EU internal and external security nexus. 6. The TRA recommends to establish a sound and consistent debriefing and lessons learned process to provide feedback	Strengthening capacity in a reform environment: A course for mentors and advisers	

		from the field in favor of the PDT, refining and upgrading the curricula. 7. While avoiding duplications (Basic, PDT and in-mission training) and seeking synergies among partners, it is strongly recommended to continue the excellent collaboration and cross-fertilization on MMA training among EU Agencies, the Member States peacekeeping training centres and consortium, in particular by encouraging and further enhancing the dimensions of MMA in EU Commission funded Comprehensive Live Exercises (EUPFT, EUPST, EUPCST, EUCTI). In particular, the TRA suggested to consider the collective training via Commission funded Exercises as a key tool for MMA training delivery. 8. In order to be more effective in the MMA training delivery, the TRA suggests also producing an e-learning module or a brief e-learning course, which should be attended by candidates prior to participate in the residential advanced 5-days MMA training. 9. Eventually, it is recommended to consider the selection and recruitment procedure of MMA mission members at least as much important as the MMA training, whereas the MMA functions require a unique set soft and relational skills that cannot be simply taught via a mere transfer of knowledge.		

ANNEX P2: CTA *Good Governance*

CSDP CTA	CCT/ Date	Training Requirement Analysis (TRA) Report Main conclusions[113]	Associated training providers Activities / Events[114]	Remarks

Good Gover-nance	Austrian Study Centre for Peace and Conflict Resolution (ASPR)
	
	November 2021
		Main findings and conclusions:
		The general level of knowledge of GG can be considered advanced.
		There is a high level of support from CSDP mission personnel regarding the relevance of GG training.
		Participation in a GG dedicated course is relatively rare.
		A notable shortcoming of the current CSDP training programme is the lack of tailor-made or advanced courses/trainings for GG-related issues on offer. Additionally, the trainings that are currently available and at least partly cover GG-related topics are considered inadequate in preparing personnel for GG issues in the field.
		The level of understanding of GG needed by civilian CSDP mission personnel varies based on their responsibilities and roles within and outside the missions. Training requirements for GG-related issues can therefore be differentiated along three levels of necessary knowledge.
		  - BASIC Level is needed for all civilian CSDP mission personnel deployed to missions with GG dimensions.
		  - ADVANCED Level is for senior personnel and officials engaged in ensuring that missions properly address the full range of GG activities which need to be planned for and coordinated within a CSDP mission
		  - EXPERT Level is for civilian CSDP mission personnel, as well as MS and EU personnel, who are primarily engaged on a particular set of GG related tasks such as Officers and Focal Points in CSDP missions with dedicated GG portfolios.
		Recommendations:
		The TRA on GG has identified several gaps. On the one hand this
			1. Swisspeace - University of Basel
			  - Fragility, Conflict & State building Course
			  - Peacebuilding & Institutional Reform
			2. ESDC, Edward M. Kennedy Institute for Conflict Intervention Maynooth University
			3. CSDP Building Integrity (Promoting Transparency and Reducing the Risk of Corruption)
			4. ESDC, Baltic Defence College
			  CSDP Building Integrity (Reducing Corruption in the Defence and Security Sector)
			5. NATO School Oberammergau
			  Defence Leadership in Building Integrity Course
			6. ENTRi
			  Specialisation Course on Good Governance & Civilian Administration
			7. Hellenic Multinational Peace Support Operations Training Centre
			  Building Integrity Course
			8. OSCE - Universidad Carlos III de Madrid
			  Good Governance and Anti-Corruption
			9. International Labour Organisation ITC
			  E-Learning on Good Governance (https://www.itcilo.org/courses/e-learning-good-govern-ance-0)
			10. Centre for Integrity in the Defence Sector (CIDS) - Norwegian Defence International Centre (NODEFIC)
			  Institutional Enhancement Course: Integrity Action Plan
			11. United States Institute of Peace
			  - Governance and Democratic Practices in War to Peace Transitions	

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[113] See the Training Requirements Analysis Report - Good Governance, WK 13086/2021 INIT, dated 29.10.2021.

[114] See *ibid*, page 57-78.

| | | is due to the fact there is no clear existing strategy in regard to GG and on the other hand the fact that what is currently understood under GG as an EU Civilian Training Area encompasses a wide range of topics. Although they are related, their scope is extremely broad. This TRA therefore proposes recommendations in the following area necessary to meet future training requirements:

- Strategic review of GG-related policy framework
- Leverage MS national capacity for GG training
- Development of a GG training strategy & curriculum
- Reinforce curriculum with GG training opportunities
- Range of training opportunities
- Information sharing and Lesson Learned processes in regard to GG | - Good Governance after Conflict: Micro-Course
- Good Governance After Conflict: Guiding Principles
- Good Governance After Conflict: Building Institutions for Reform | |

ANNEX Q2: CTA *Communicational, Behavioural, and Cultural skills*

CSDP CTA	CCT/ Date	Training Requirement Analysis (TRA) Report Main conclusions[115]	Associated training providers Activities / Events[116]	Remarks
Communi-cational, Behaviou-ral, and Cultural skills (CBC)	Centre for Europe-an Perspec-tive (CEP) November 2021	Main findings and conclusions: Communication, Behavioural and Cultural Skills (CBC) have not been under the training spotlight for many years. With the increased numbers of the Missions, their complexity, and increased participating states, these skills have been proved to be important often not only for the functionality of the multi-national teams but also in creating well-functioning working relationships with the host country nationals, based on mutual trust, recognition and understanding. Recommendations: 1. Development of a specific/specialized course on CBC skills that covers all three of the CBC skills simultaneously and intertwined. 2. Basic CBC skills training should form a (mandatory) part of pre-deployment training where the appropriate time and priority would be given to CBC skills. 3. The training on CBC skills should also be available as in-mission training. 4. Providing more guidelines on practical CBC skills that could help CSDP mission staff to be more effective on the ground and more culturally aware on one hand and on the other hand, provide CBC skills training that elaborates more also on the broader role and impact that the representatives of the EU CSDP missions can have through the application of the CBC skills. 5. Pre-deployment and in-mission training should focus more on the specific cultural environment of the mission. 6. Providing more time and resources to language learning and communication in foreign languages. In this regard, we further	1. ESDC; MPSOTC ESDC Course on Cross-Cultural Competence in CSDP Missions and Operations 2. CEP; More Europe Intercultural Competence in Civilian Crisis Management 3. Conflux Centre in partnership with the China Foreign Affairs University (Beijing) and University of Arts Belgrade Harnessing the Power of Culture in Conflict Prevention, Management and Resolution 4. Centre for International Peace Operations (ZIF); Bundespolizeiakademie Lubeck Team & Conflict Management in Peace Operations – Meeting the Challenges of Multicultural Teamwork 5. Trinity College Dublin; ESDC Train the Trainers: Gaming for Peace to build Soft Skills for Peacekeeping: Gender Awareness, Cultural Awareness, and Communication 6. Crisis Management Centre Finland (CMC Finland) Basic course on civilian crisis management 7. Belgium Police (Directorate of international police cooperation - desk Bi/multi) Basic generic training 8. Clingendael Academy Providing academic pre-deployment trainings 9. The Austrian Study Centre for Peace and Conflict Resolution (ASPR) - IPT Programme Core Course for Peacebuilders 10. Operational department The Swedish civil contingencies agency	

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[115] See the Training Requirements Analysis Report - Communicational, Behavioural, and Cultural skills, WK 13079/2021 INIT, dated 29.10.2021.
[116] See *ibid*, page 38-50.

		recommend the inclusion of basic terminology of the local language in pre-deployment or in-mission training that would cover some specific terminology and vocabulary. 7. The curriculum of the CBC skills training should cover the three CBC topics of communicational, cultural, and behavioural skills at two difficulty levels (see CTALO).	emergency prevention, crisis management, hazardous substances, fire prevention and rescue services 11. Folke Bernadotte Academy, Sweden (Department for peace operations (DPO) Pre-deployment training for seconded experts (Leadership Development program for CSDP)	

ANNEX R2: CTA *Medical Issues*

CSDP CTA	CCT/ Date	Training Requirement Analysis (TRA) Report Main conclusions[117]	Associated training providers Activities / Events[118]	Remarks
Medical Issues	Swedish Civil Contingencies Agency (MSB) November 2021	Main findings and conclusions: Medical professionals serving in CSDP civilian missions are generally well trained in emergency care, and in some missions run regular refresher training for all mission members. Approximately half (47%) of the security personnel in CSDP missions have attended a 5 day MEDSEC course, specifically designed for security personnel in CSDP missions. This course is well suited to the needs identified in this analysis. For some missions the time before an evacuation of injured or ill mission members is extremely long. This stresses the need for a Prolonged Field Care capability in these missions, requiring both equipment and training of both medical and security personnel. Recommendations: 1. As part of pre deployment training (preferably), or immediately after arriving in a mission all mission members should receive a minimum of 8-12 hours of medical training to include cardio pulmonary resuscitation (CPR) and the use of automated external defibrillator (AED) and haemorrhage control in order to enable every mission member to provide immediate lifesaving care. 2. If all security personnel, possibly including personnel in EU delegations, receive MEDSEC training they will be able to independently provide lifesaving care until the injured or ill reach the next level of medical care. They would also be well prepared to respond to a MASCAL incident and to assist medical professionals in the care of injured mission members. 3. In some missions there is a need for approximately 4 days of additional training in Prolonged Field Care (PFC) to reduce mortality and morbidity in injured and ill mission members	• Medical advisors hold a civilian degree in medicine (doctors) or nursing (nurses). In this training Medical planning (MEDPLAN), Mass Casualty (MASCAL) incident management, Prolonged Field Care (PFC) and Medical Evacuation (MEDEVAC) is non- existent • The Swedish Civil Contingencies Agency (MSB) provides Medical instructors and all necessary training material to CSDP to conduct MEDSEC training as deemed necessary by CSDP	

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[117] See the Training Requirements Analysis Report - Medical Issues, WK 13090/2021 INIT, dated 29.10.2021.
[118] See *ibid*, page 7.

| | | awaiting evacuation. This training needs to be conducted jointly between medical professionals and security personnel with the focus for the latter assisting in the supervision and care of the ill or injured.
4. Medical professionals should receive approximately 8 hours of training in a standardized method for assessing and filing information on host nation medical capabilities

Furthermore, a number of gaps have been identified, as follows:

- Currently there is no common ground regarding pre hospital trauma care, risking frictions and delays when working as a team. To have TCCC/TECC as a common foundation would remedy this.
- Although secure communications infrastructure is in place there is no system or training for Telemedicine, risking suboptimal treatment of ill or injured mission members, or unnecessary complicated and expensive evacuations.
- Not having common training standards in place to protect the care givers may open them up for litigation in case something goes wrong.
- There is no standardized material/simulators for medical training in missions, neither for continuation training of medically trained personnel nor to train mission members and/or others. | | |

ANNEX S2: CTA *Leadership and Management*

CSDP CTA	CCT/ Date	Training Requirement Analysis (TRA) Report Main conclusions[119]	Associated training providers Activities / Events[120]	Remarks
Leadership and Management (L&M)	Consortium of German Civilian Training Institutes November 2021	Main findings and conclusions: - There is no adopted EU concept of L&M for CSDP Missions. Hence, there is no common vision or guidance on L&M for personnel in L&M positions, although reference is made to L&M in several different policies. - There is a lack of training on L&M for leaders / managers before their deployment into a civilian CSDP mission. Some L&M training to build knowledge, skills, competences and attitudes are covered in other courses. However, hardly any course that specifically prepares personnel for L&M positions in civilian CSDP missions is offered. - A principal challenge for leaders / managers is translating and adapting L&M skills and competences acquired in their national professional environment outside the mission context into the complex, international context of a civilian CSDP mission. - The L&M trainings for international peace missions and deployments available today cover a mix of learning objectives and level of advancement. This makes it difficult for leaders / managers and Human Resources to identify which course is appropriate for the individual. - The specific areas perceived most important for leaders / managers by current mission leaders / managers are: communication (task/skill); mission work-mandate, system knowledge, organisational culture (knowledge); strategy & cooperation (competence) and integrity (attitude) - Leaders / managers need to be resilient, have effective coping mechanisms to deal with their own stress (self-care) as well as be able to implement professional duty of care mechanisms for	1. CEPOL EU CSDP Law Enforcement Command & Planning (Portugal) 2. ESDC CSDP High Level Course 3. FRONTEX Joint Masters in Strategic Border Management Mid-Level Management Course (MLC) 4. OSCE Leading Teams Effectively- The Management and Leadership Induction Programme (LTE) 5. UN UNPCC UN Senior Mission Leadership Course 6. UN Staff College - Executive Leadership in Times of Crisis- The Human and Business Dimensions - Leadership, Women and the UN Programme Supervisory Skills: Managing People and Performance - UN Leadership in Times of Uncertainty 7. Guarda Nacional Republicana, Portugal Change Management Course 8. FBA Sweden EU Senior Mission Leaders Course Leadership Programmes for Heads of Departments and Heads of Units Senior Management Team Development Programme 9. UNITAR - E- Workshop: Leadership in Crisis	

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[119] See the Training Requirements Analysis Report - Leadership and Management, WK 13082/2021 INIT, dated 29.10.2021.
[120] See *ibid*, page 52-59.

their staff. The recent COVID-19 pandemic further increased the complexity of the mission setting, causing staff to confront unforeseen challenges and managers to take decisions with few guidelines in place.

Recommendations:

1. A clear concept on L&M for civilian CSDP missions should be developed. Training profiles for L&M positions in CSDP missions need to be developed. The purpose of the concept would be to provide guidance to management staff in civilian CSDP missions and clarify the expectations on them as leaders / managers. The reference document found in Annex I of this TRA can serve as a starting point for such a concept development. Once finalized, this policy can provide the basis for further development of particular training profiles for L&M positions. The profiles would help identify individual training gaps and allow Member States and Human Resources of the Civilian Planning and Conduct Capability (CPCC) to identify the most qualified candidates for recruitment for leadership positions.

2. L&M training should be part of pre-deployment training for personnel deployed to L&M positions in civilian CSDP missions.

3. L&M training for CSDP should focus on helping future leaders / managers in CSDP missions with the transition from the national to the international context.

4. Training for leaders / managers should be an ongoing process. Therefore, the development of different levels of L&M training for civilian CSDP missions is required. The specific learning objectives of the basic and advanced trainings can be found in the chapter on Civilian Training Areas High- Level Learning Outcomes for L&M training of this TRA.

5. The L&M training areas of particular importance should be prioritized in training development and delivery. These include strategic and inter-cultural communication (skill/tasks); mission work-mandate, system knowledge, organisational culture (knowledge); strategy and cooperation (competence) and integrity (attitude). Cross cutting themes and policies are important as they were found to be less

- Leadership, Team and Self- Management in Conflict Settings
  Workshop on Leadership Skills
- Leadership Programmes for Heads of Departments and Heads of Units
- Leadership Programmes for Heads of Departments and Heads of Units

10. Geneva Centre for Security Policy (GCSP)
    Leading and Influencing with Impact
    Enhancing Leadership for Peacebuilding

11. ZIF and German Federal Police Academy
    Team and Conflict Management in Peace Operations
    The Art of Leadership in Peace Operations and Fragile Environments

12. Kofi Annan International Peacekeeping Training Centre (KAIPTC)
    Women`s Leadership Development Program

13. Austrian Study Centre for Peace and Conflict Resolution (ASPR)
    Women´s Leadership Master Course

		actively pursued by leaders / managers although there is a clear requirement to do so. Examples include gender equality, code of conduct, and duty of care. Interpersonal skills as motivating, inspiring and building trust and resilience amongst diverse teams in complex environments should also be prioritized. 6. L&M training need to put more emphasis on the resilience of leaders / managers, for them to be able to lead by example, and to create non-discriminatory, inclusive and safe work environment. This will increase awareness of the importance of effective coping mechanisms for one's own and others self-care.		

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ANNEX 4: Schoolmaster user guidance

The **Schoolmaster module is integrated with the Goalkeeper portal**, which is a web-based information hub that serves Member States, EU institutions, and CSDP missions and operations by supporting training, recruitment, capability development and building institutional memory. Schoolmaster aims to **capture the largest possible amount of information on training opportunities** relevant to CSDP, and to make this information easily accessible at a central location. Schoolmaster consist of a public page where login is not required, as well as the back-office, which requires registration.

During 2022, the Schoolmaster system has been revised to better support the implementation of the CSDP Training Policy, especially CSDP Training Programme. In the back-office, the EEAS can give guidance to registered users on the implementation of the *CSDP Training Policy*, including *CSDP Training Programme*. This includes providing up to date information about the Civilian Coordinators for Training and Military Training Discipline Leaders, as well as the public main conclusions of the Training Requirement Analyses. Moreover, the Standard Curricula can be shared, if available. The Schoolmaster statistics will be used to report on the *CSDP Training Programme*.

CSDP Training Audience

Schoolmaster public website is accessible to *CSDP Training Audience* without the need to create an account, via the following link https://goalkeeper.eeas.europa.eu/course/list.do. A notification system informs subscribed users whenever new courses are being published.

User Entities

Information about the provided courses can be uploaded to Schoolmaster through the back office by different Schoolmaster user roles at EU level, in EU Member States, in third countries or other international organisations, **who have been registered in Schoolmaster** through their national point of contact for Schoolmaster (Schoolmaster Compartment Admin) or through EEAS focal point (goalkeeper.schoolmaster@eeas.europa.eu). Schoolmaster user roles operating in the back office are given **credentials to feed and update** information about their training opportunities.

Schoolmaster module is based on **three types of major entities**: (1) Compartments, (2) Training Institutions and (3) Networks. **Compartments** are assigned to EU Member States, non-EU countries and the EU and other international organisations. Each Compartment has one or more associated Training Institutions, who can upload their training courses to the Schoolmaster database. The **Training Institutions** are organisations delivering training courses relevant to CSDP in a given country or international organisation. Training Institutions must be associated to one Compartment and as such, Schoolmaster users belonging to Training Institution are granted the right to access the Schoolmaster back-office and upload/update course information to the system. **Networks** are permanent or temporary groupings of Training Institutions, umbrella organisations (such as ESDC) or consortia (e.g. Commission funded training programs) delivering training courses relevant to CSDP. The members of a Network are Network Coordinators and Institutional Coordinators already registered to the Training Institution within their Compartment.

Different tasks within the system can be performed by following **user roles**: Schoolmaster Admin (EEAS/ISP.1 and ESDC, supported by CPCC and EUMS), Schoolmaster Compartment Admin (Member State level), Institutional Coordinator (Training Providers) and Network Coordinator.
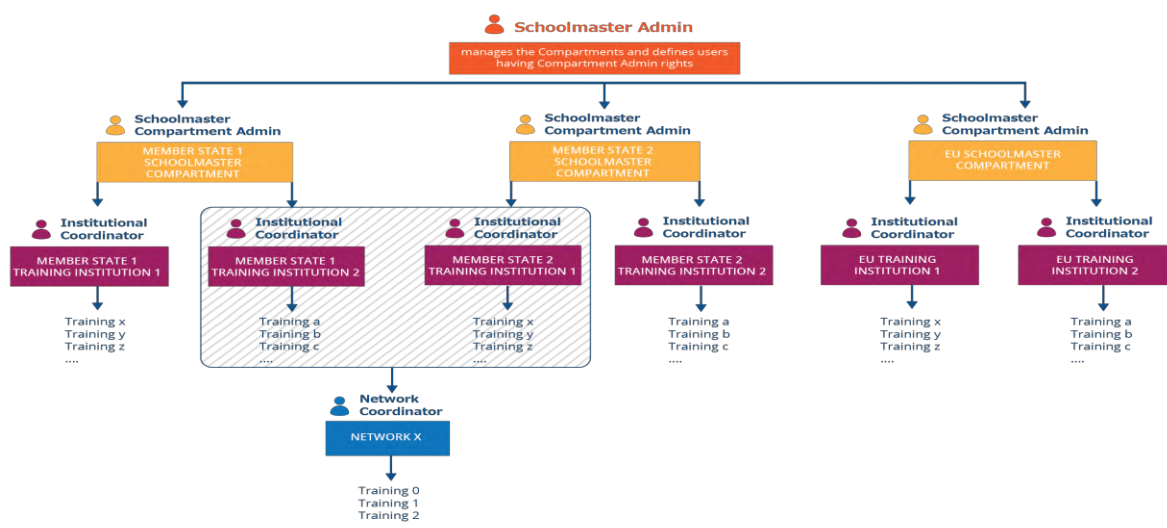
Figure 1: Schoolmaster entities

The **Schoolmaster Admins** are users in the EEAS who have a support function and can be contacted via the functional email goalkeeper.schoolmaster@eeas.europa.eu. EEAS/ISP.1 is overall responsible for the Schoolmaster, including system development and data protection, supported by ESDC when it comes to technical questions. Moreover, CPCC and EUMS have Schoolmaster Admin user rights, in order to keep the system updated in relation to the CCTs and DLs, as well as the training requirements.

The main function of the Schoolmaster Admin is to:

- **Assign Compartment Admins** and manage the list of users having Administrator privileges in Compartments,
- manage the list of Networks and Network Coordinators;
- update information and material in the back-office environment relevant for the implementation of the CSDP Training Policy, as well as the CSDP Training Programme (i. view/ update 'Important information'; ii. upload documents in the 'Training Areas and Disciplines' menu (list of TRAs, CCTs and DLs, main conclusions of the TRAs, and Standard Curricula), and iii. view 'User Report' menu where users logs are documented.

Exclusively for the purposes of technical system maintenance, the Schoolmaster Admins have access to all the entities in the system, namely Compartments, Training Institutions, Networks and user profiles.

The Schoolmaster Compartment Admin is first assigned by Schoolmaster Admin (please contact goalkeeper.schoolmaster@eeas.europa.eu) and is the reference point for all Training Institutions belonging to that Compartment. This role is responsible for managing Training Institution belonging to that Compartment and managing the list of Institutional Coordinators. For national compartments (EU Member States and non-EU countries), the Compartment Admin is a national authority acting as an entry point for matters related to CSDP training (desk in the MFA, MoI, etc). There can be multiple Schoolmaster Compartment Admins within each Compartment. For other than national Compartments (EU or other international organisations), the Schoolmaster Compartment Admin is identified on an ad hoc basis upon consultations with the Schoolmaster Admins in the EEAS.

The Compartment Admin has the rights to:

- set up and manage a list of Training Intuitions attached to this Compartment;
- assign Schoolmaster Compartment Admin rights to other users; and

- assign Institutional Coordinator rights to users in each Training Institution.

The **Institutional Coordinator** is to be identified based on Training Institutions belonging to one Compartment, and assigned by Schoolmaster Compartment Admin (or exceptionally by Schoolmaster Admin). The Institutional Coordinator will receive the needed credentials to access the back-office of the Schoolmaster in order to upload course information to the system. **Institutional Coordinators are expected to assess the suitability of a provided course relevant to a CSDP Training Programme.**

The Institutional Coordinator has the rights to:

- upload and update information about the Training Institution;
- create additional Institutional Coordinators for the Training Institution;
- manage training courses provided by that Training Institution;
- publish and withdraw courses on Schoolmaster public website; and
- manage the contacts directory of the Training Institution.

Network Coordinator is an Institutional Coordinator assigned by Schoolmaster Admin. This role is responsible for uploading information about the courses delivered by/under the network.

The Network Coordinator has rights to:

- manage training courses delivered by/under the network; and
- manage the Network´s contact directory.

System Access and First Login

In order to work with Schoolmaster back-office environment, users need the following:

- Internet connection
- Internet browser: FireFox 10.0 (or higher)121
- EU Login (European Commission's user authentication service) login and password.

To access the system's back-office, users need to:

- Access https://goalkeeper.eeas.europa.eu/registrar/web/
- If not already authenticated, you will be redirected to the EU Login authentication page.

EU Login Authentication

In order to access back-office section of Schoolmaster, users need to go through ECAS for security, authentication and single sign-on:

1. Open the EU Login – 'Sign in' page at https://webgate.ec.europa.eu/cas

2. If you already have an EU Login account:
- enter your email address and click 'next',
- enter your EU Login password and click 'sign in'.

3. If you do not have an EU Login account:

- click on 'create an account',
- fill in the registration form using a valid e-mail address,
- click on the tab 'create an account' - confirmation message will be sent to the e-mail address provided in the step above,
- follow up instructions in the message: finalise the registration and change the password.

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121 Please note that no other browser are supported.

For ECAS tutorial, see https://webgate.ec.europa.eu/cpnp/public/ecas-signup.cfm. For any assistance, please contact Schoolmaster Admins by sending email to: goalkeeper.schoolmaster@eeas.europa.eu. An online training is available for Schoolmaster back-office users in the Goalkeeper Schoolmaster web page.

Courses Upload and Publishing

Below you can find step by **step instructions on how to upload/edit/publish courses in a role of Institutional Coordinator.**

1. From the section assigned to your individual Training Institution, click on 'Training Institution Details'
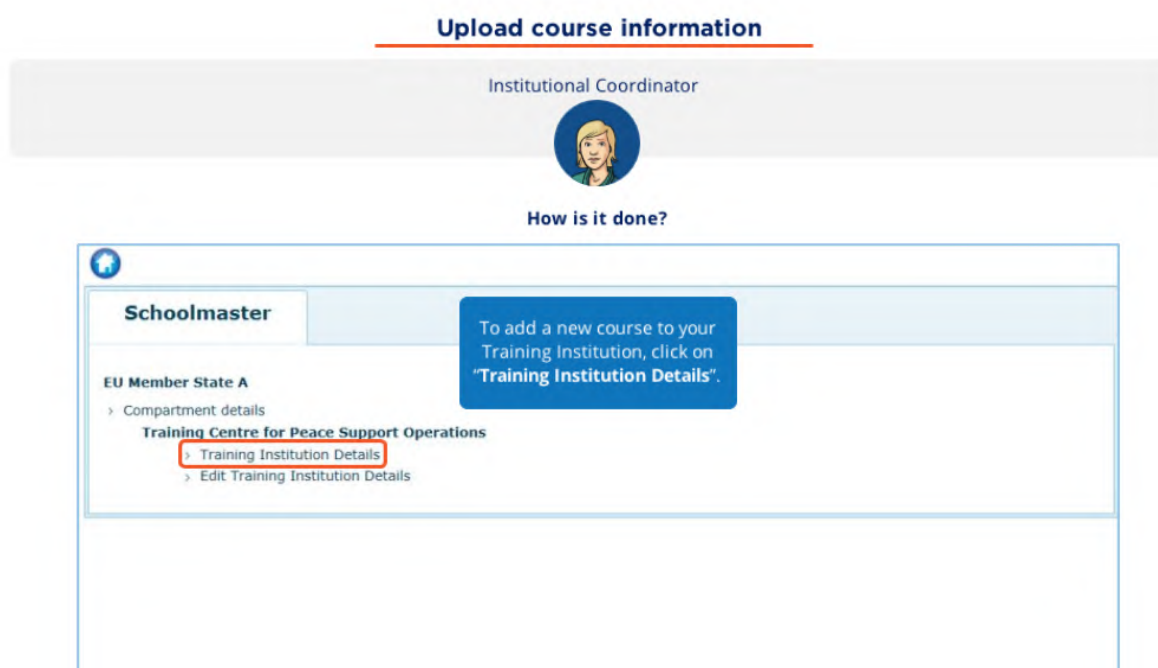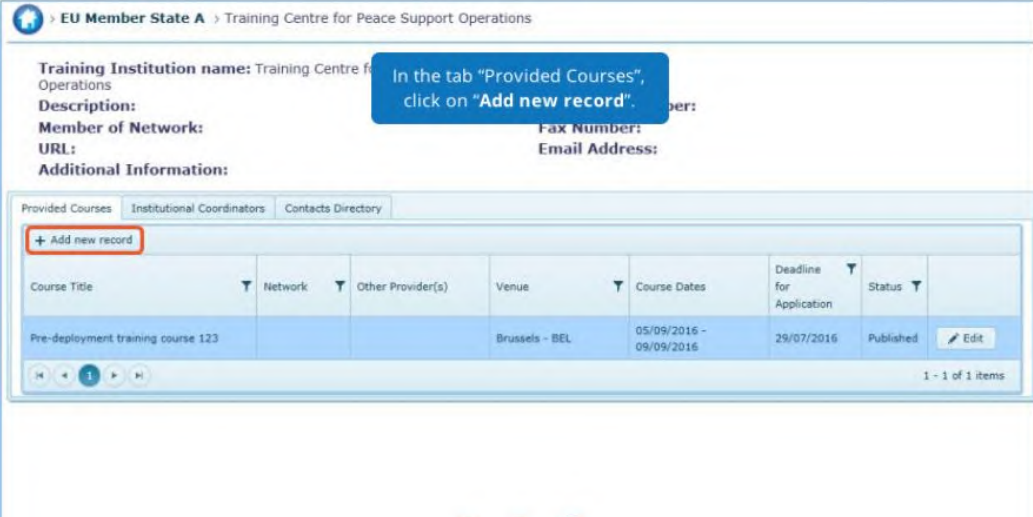
Select tab 'Provided Courses', and click on 'add new record' button.

2. Fill in the form providing detailed information regarding the course.

3. Make sure all mandatory fields are completed, by scrolling down through the page. Please pay special attention when selecting the relevant Civilian Training Area or Military Training Discipline, as this will form the basis for the reporting on the *CSDP Training Programme*. Moreover, if the course is meant for limited training audience, or has limited seats for external

participants, clearly outline the application, nomination and selection criteria in the Prerequisites.[122]

4. Include at least one Point of Contact information.

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[122] For example, if nomination by national authority is required, or courses dedicated for only staff already serving in the CSDP mission or operation.

5. Saving course information can be executed in a 'draft' or 'published' format. Draft option allows for further editing of the content, before course is finally 'published', or in some cases 'withdrawn'.

Upload course information

Institutional Coordinator

How is it done?

> All Compartments > COMP2 > Training Institution Serbia 1

Training Institution name: Training Institutio
Description: Serbia's Training Institution
Member of Network: ENTRI
URL:
Additional Information:

> If the status of the course is "**Draft**" you are able to modify the details and publish it later.

Provided Courses | Institutional Coordinators | Contacts Directory

+ Add new record

Course Title	Network	Other Provider(s)	Venue	Course Dates	Deadline for Application	Status	
Course One			Sofia - SRB	31/03/2017 - 02/04/2017	01/03/2017	Draft	✎ Edit ✗ Delete

1 - 1 of 1 items

Upload course information

Institutional Coordinator

How is it done?

Drop files here... (max size is 25MB and valid file types are .doc, .docx, .pdf, .xls, .xlsx, .rtf, .odt)

Add Link to Registration Page/ Info Page, Etc.	+ Add new record			
	Name		URL	
			No items to display	

> Save the course as "**draft**" or publish it straight away to the public page.

Contacts * | + Add Point of Contact

Name *	Diana Casilias
Address	
City	
Postal Code	
Country	Belgium
Email Address *	jsecas1@gmail.com
Telephone Number	
Fax Number	
Contact Type *	✓ Registration ✓ Administrative Issues ✓ Training Contents

✎ Edit ✗ Delete