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

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Delegations will find attached the Implementing Guidelines for the EU Policy on training for CSDP.

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EUROPEAN EXTERNAL ACTION SERVICE



Peace, Partnerships and Crisis Management

**Working document of the European External Action Service**

**of 22/11/2024**

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## 1. INTRODUCTION

The Foreign Affairs Council adopted the new EU Policy on Training for Common Security and Defence Policy (CSDP), replacing the 2017 policy, in July 2024. Defining the overarching frame for CSDP training, **the Policy aims to ensure that properly trained civilian and military staff is available at all levels** (political, strategic, operational, and tactical), both in missions as well as in national capitals and EU institutions. This requires a flexible, informative, and efficient CSDP training process – from the training requirement analysis to planning and implementation – and a solid quality assurance.

**Training plays an essential role in enhancing the efficiency, impact, effectiveness and relevance of civilian and military CSDP.** It is a collective effort aimed at equipping staff with the necessary skills, knowledge, and cultural understanding to successfully handle complex and evolving scenarios. It fosters communication with diverse stakeholders and ensures the European Union is represented with professionalism and integrity.

These joint civilian-military Implementing Guidelines for the EU Policy on CSDP training **complement the 2024 EU Policy on CSDP Training** and the two documents should be consulted together. The Policy, along with these Implementing Guidelines, aims to ensure a capable, consistent, and responsive CSDP training architecture, facilitating standardisation, adaptability, and cooperation – all of which are essential for successfully meeting the training requirements.

The EU Policy on CSDP Training outlines the key principles which the CSDP Training Programme and each course need to respect. **All trainings must be in line with the relevant EU objectives, principles, policies and concepts**, as outlined in the Policy, and draw from best practices. 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. The implementation of the CSDP Training Policy is primarily done through training activities provided by Member States and relevant stakeholders.

## **2. AIM, OBJECTIVE AND SCOPE**

Following the new EU Policy on CSDP training, **the aim of these Implementing Guidelines is to support Member States in implementing the CSDP training policy. Their objective is to guide training providers** in conducting and reviewing training activities, as well as to enable appropriate planning for CSDP training.

The **Implementing Guidelines define the roles, responsibilities and principles for the CSDP training architecture**. Moreover, they provide guidance to Member States and relevant training providers on the CSDP training process and training requirements. They define the Training Requirement Analysis (TRA) framework and specify the terminology for different types of training, helping training providers to categorise their training offer. This allows for more effective organisation, planning, delivery, and evaluation of training. Furthermore, the guidelines present the key aspects of standardised and qualitative CSDP training.

## **3. EVOLUTION OF CSDP TRAINING ARCHITECTURE**

**Training of personnel for CSDP missions and operations is primarily the responsibility of Member States**, each of which retains full discretion regarding the organisation of its own training system. At the same time, the overall CSDP training architecture is a shared responsibility between the Member States, EU institutions, and dedicated bodies. The EU Policy on CSDP Training and its respective Implementing Guidelines, and the CSDP Training Programme, lay the foundation for the CSDP training architecture, and are reviewed regularly.

Several Council Conclusions, most recently those of December 2021, 2022 and 2023, have reiterated the **importance of training for civilian CSDP missions** and called for increasing synergies with capability development in the framework of the Civilian CSDP Compact. CSDP training is an integral part of both civilian and military capability development.

In the Civilian CSDP Compact (Compact) of May 2023, the Member States committed to an **ambitious plan to further develop CSDP training** and to ensure that all international experts and mission personnel receive training in line with the revised EU Policy on Training for CSDP and the CSDP Training Programme. This includes identified requirements, building on the role of the ESDC.

While the Compact is civilian in nature, the CSDP Training Policy covers both civilian and military CSDP. Implementing the Compact and the policy requires extensive coordination and cooperation between both sectors.

The commitment 18 in the Compact entails a **revision of the 2017 CSDP Training Policy**. Moreover, the Compact mandates the establishment of a **quality assurance mechanism** for CSDP training, including the development of standard training materials and paths, assessment of the long-term impact of training, and the elaboration of a certification mechanism for pooled and shared CSDP training. In addition to this specific commitment, the Compact also references other areas of training, such as climate change, a safe and inclusive working environment, multilateral cooperation, and civilian-military cooperation.

**The 2023 Comprehensive Assessment Report on Training for CSDP (CART) assessed the implementation of the EU Policy on Training for CSDP**, including the effectiveness and efficiency of the CSDP Training Programme. It reviewed the state of play and provided guidance on the way ahead. It provided useful information for the decision-making to steer overall CSDP training efforts. Key challenges outlined in the CART were the evolution of the CSDP training architecture and the need to clarify the roles and responsibilities therein, as outlined in the 2017 EU Policy on Training for CSDP as well as the ESDC Council Decision 2020/15151, both of which needed revision. Moreover, the report highlighted the need for improved coordination and prioritisation to meet identified requirements, eliminate overlaps, and address gaps through a unified CSDP Training Programme.

In December 2023, the EU Civilian Training Group (EUCTG) and the EU Military Training Group (EUMTG)<sup>1</sup> provided **joint strategic guidance on the CSDP training architecture**. This included a review of the Training Requirements Analyses (TRA) process, the revision of the EU Policy on CSDP Training, and the subsequent revision of the ESDC Council Decision. Both training bodies emphasised the need for a streamlined approach to training requirements, as well as the establishment of an overall quality assurance mechanism, and for enhancing civilian-military cooperation.

#### **4. CSDP TRAINING PROCESS**

**The CSDP training process aims at supporting the achievement of CSDP training requirements.** The CSDP Training Policy states that all CSDP staff must undergo training based on identified requirements. CSDP training requirements specify the essential training to achieve and maintain the necessary skill levels for civilian and military tasks within CSDP. EU Member States, along with their training institutions and other relevant providers, are involved in implementing the CSDP Training Policy by delivering on the identified requirements in the CSDP Training Programme.

**The responsibility for training personnel for CSDP missions and operations primarily lies with EU Member States**, shared with EU institutions and dedicated bodies. Each Member State maintains full authority over organising its own training system. The European Security and Defence College

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<sup>1</sup> The EU Civilian Training Group (EUCTG) and the EU Military Training Group (EUMTG) are the configurations of the Council preparatory bodies: the Committee for Civilian Aspects of Crisis management (CIVCOM) and the EU Military Committee (EUMC) Working Group/Headline Goal Task Force (EUMCWG/HTF), responsible for managing CSDP training.

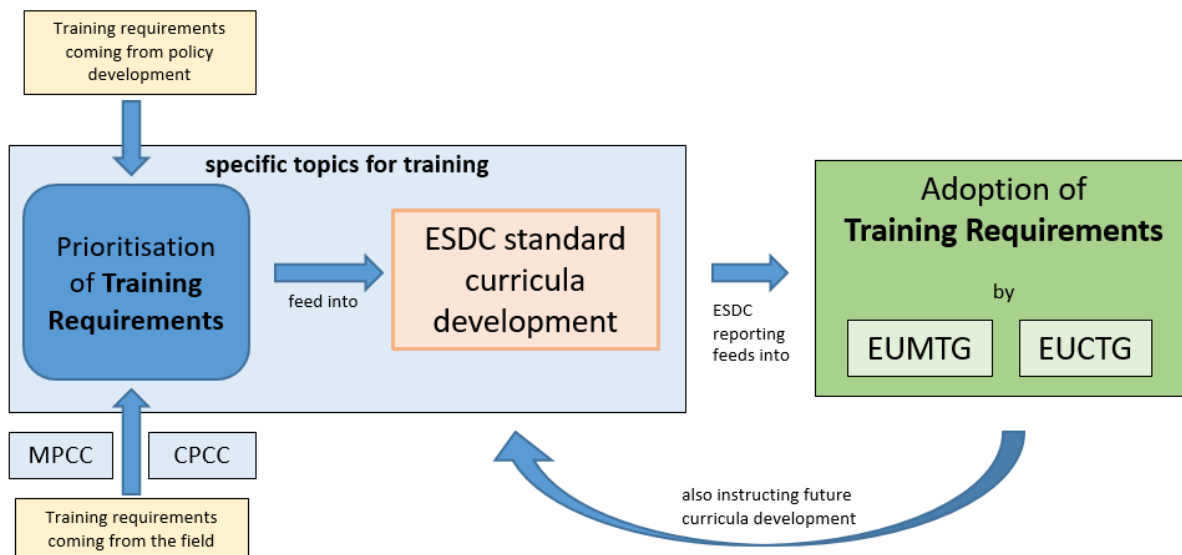
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(ESDC) is the lead institution coordinating the implementation of the training policy. While the training process may differ between the civilian and military sectors of the CSDP, the shared goal remains to ensure well-prepared staff is available for CSDP related tasks. To enhance and support Member States' training efforts, the European External Action Service (EEAS) offers guidelines and procedures for the implementation of the EU Policy on CSDP Training.

### 4.1. Training Requirements

To be relevant and effective, and to lead to improved performance, **CSDP training must be driven by requirements and be based on the specific needs and objectives identified.** It must be aligned with the required skills, knowledge, and competencies to attain the EU's objectives. Training requirements need to reflect: the CSDP policy developments; the lines of operations of both civilian and military CSDP mandates; lessons identified in the field; operational requirements of the EU generic civilian and military tasks; operational shortfalls; emerging security and defence concepts or trends; previous training analyses; as well as training needs assessments and training programme evaluations where existing and applicable.



**Figure 1:** Process for developing standard curricula and adopting formal training requirements

The **EU Civilian Training Group (EUCTG)** and the **EU Military Training Group (EUMTG)** are the recognised bodies for managing CSDP training. This includes the adoption of training requirements for their respective training areas and disciplines, under the overall supervision of the PSC<sup>2</sup>. The EUCTG and EUMTG consider new training areas and disciplines as part of their strategic guidance on training. This process is supported by the EEAS and ESDC, through a regular assessment of the CSDP Training Policy implementation, including the CSDP Training Programme.

<sup>2</sup> See Terms of Reference for EUCTG, doc. ST 12312/2018 INIT, dated 20 September 2018. See Terms of Reference for EUMTG, doc. ST 14695/2018 INIT, dated 23 November 2018.

Additionally, the curricula development coordinated by the ESDC in relevant training areas plays a key role in advising the EUCTG and EUMTG<sup>3</sup>. This includes reporting on changes and advising EUCTG and EUMTG in relation to the insights collected through the curricula development, including with regards to current training standards and improvement needs. The ESDC, in its reports to the Council, should advise the EUCTG and EUMTG on any necessary changes to the training requirements.

**Beyond the formal process, it is essential to respond swiftly to emerging developments** in the field. Training activities may need quick adjustments, or new training courses may need to be organised promptly. In such cases, relevant stakeholders (inter alia CPCC, MPCC, missions) should identify these urgent needs and submit a detailed request to the ESDC. The ESDC, in turn, should seek support from its training institutions network to rapidly implement the requested training and also scope out possibilities offered by EU-funded projects in this regard.

**Member States are responsible for adjusting the course offer in the CSDP Training Programme** in line with the identified and adopted CSDP training requirements and priorities, as agreed in the relevant Council configurations. Member States' training providers should allocate sufficient resources – time, budget, and personnel – to areas with the greatest needs. This includes conducting an inventory of pooled and shared courses and their content, and actively planning courses that fill any identified gaps. Member States are encouraged to utilise the standardised ESDC course curricula, which are regularly updated and accessible on the ESDC website.

The formal Training Requirements Analyses (TRA) refer to the reports produced between 2019 and 2024. This **formalised TRA process covered a broad range of civilian training areas and military training disciplines**, as agreed by the Member States through the EUCTG and EUMTG, highlighting priority areas for CSDP training. This process provided detailed overviews of relevant training requirements, which are taken into consideration in the regular ESDC curricula development. The ESDC should advise Member States on if and when it would be appropriate to update or complement existing TRA reports and whether new areas require the development of formal TRA reports. This is done through the ESDC's annual reporting to the Council, discussed by the EUCTG and EUMTG. Upon agreement by Member States, the ESDC coordinates the appointment of a Member States' thematic expert group where relevant training providers<sup>4</sup> could discuss good practices, lessons learned and challenges in training in the specific thematic areas under the guidance of the ESDC to arrive at developing such a formal report containing a consolidated set of harmonised training standards to adopt and adapt at the national level.

#### **4.2. Pooled and shared training**

CSDP training is provided by Member States' training providers and other relevant actors. It **entails courses conducted under the aegis of the ESDC, as well as those organised outside of this**

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<sup>3</sup> Military Disciplines, that have a TRA agreed by EUMC, include designed Common Core Curricula, constituting the specific requirements in that area as a framework to build specific training plans by the providers. This is to be taken into consideration in the ESDC curricula development, as appropriate.

<sup>4</sup> Including relevant Civilian Coordinators of Training (CCT) and military Discipline Leaders (DL), and training providers outside the ESDC network.

**framework.** All available training in Member States, that could be relevant for others and where places can be offered, should be included in the joint civilian-military CSDP Training Programme.

The **joint CSDP Training Programme is uploaded in Schoolmaster<sup>5</sup>**, a tool for pooling and sharing of CSDP-related training. The aim is to ensure that training meets the identified priorities and requirements, while avoiding overlaps or gaps. Training providers are encouraged to publish their training offers in the Schoolmaster, as early as possible, and link them to a particular training area and/or discipline. Even courses for limited training audiences or restricted availability for external participants should also be included, specifying the application, nomination and selection criteria.

The **ESDC Secretariat reviews the CSDP Training Programme for pooled and shared training**, including its content. Based on this inventory, the ESDC develops or revises standard training curricula. Member States and training providers then use these curricula to create or to update their training offers, which form the content of the Training Programme.

**The courses in the CSDP Training Programme must be available to all EU Member States and EU bodies.** Training providers have access to the training offer through Schoolmaster. Each Member State is encouraged to nominate a Schoolmaster Compartment Admin, who acts as a national coordinator and grants authorisation to their training providers (Institutional Coordinators) to upload courses to Schoolmaster.

**The EEAS/PCM.1, together with the ESDC Secretariat, EUMS and CPCC, administers the Schoolmaster application.** Prioritisation on EU level, under the responsibility of the ESDC, focuses on pooled and shared training.<sup>6</sup> National initiatives outside of this scope remain entirely within the Member States' responsibility.

### **4.3. Training types**

CSDP training can be provided in various settings and frameworks. When possible, it should be directly relevant to the specific positions of the participants to the training. Training activities can be classified to the following categories: (a) pre-deployment training, (b) safety and security training, (c) specialised training, and (d) induction training.

- a. **Pre-deployment training (PDT)** is ideally mission-specific and is crucial to ensure that staff in CSDP missions and operations possess the necessary knowledge, skills, and attitudes to be operational from the day one of their deployment. All international staff deployed in CSDP missions or operations must receive pre-deployment training as close to their deployment as possible. Pre-deployment training for international seconded staff is a national responsibility of

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<sup>5</sup> 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 to best support the *CSDP Training Programme*. <https://goalkeeper.eeas.europa.eu/goalkeeper/>. For more specific guidance on the Schoolmaster, including how to access the system and publish courses, see Annex 4.

<sup>6</sup> Through the yearly activity contribution and scheduling process, the ESDC Secretariat consolidates, allocates and de-conflicts all regular and pilot courses, conferences and seminars offered under aegis of the ESDC, thereby developing the ESDC's Academic Programme. The ESDC Academic Programme is endorsed by the ESDC's Academic Board (EAB) and approved by Member States through the ESDC Steering Committee. In light of the strategic guidance from Member States on having a single training programme, it would be useful to include any other known, non-ESDC, pooled and shared training, for informational purposes, in this Academic Programme.

Member States, whereas pre-deployment training for international contracted staff is the responsibility of the respective CSDP mission or operation. To ensure consistency, both Member States and the missions and operations can align with the training organised under the auspices of the ESDC.

- b. **Safety and security training** is an essential part of the duty and care responsibility of member states and EEAS. One example for safety and security training is the **Hostile Environment Awareness Training (HEAT)**, a mandatory safety and security training for staff deployed to high- risk or critical-risk countries.<sup>7</sup> Member States, missions, and operations are strongly encouraged to make use of the standardised ESDC Curriculum and Course Concept for HEAT as a common minimum standard. Additional safety and security training dedicated to Mission Security Officers can also be organised.
- c. **Specialised training** is a function-specific preparation that enables experts in particular fields to adapt their skills to the CSDP context and understand any special considerations relevant to their area of work, including leadership and management training. It complements other training types and is not necessarily linked to immediate deployment but may take the form of in-mission training for mission personnel.
- d. **Induction training** takes place in a reasonable short time after deployment and aims to familiarise new staff, including national (host nation) staff, with administrative matters as well as the political, security and communication aspects related to the mission's operating environment and mandate delivery.

In addition to the above training categories, **basic training and CSDP orientation courses provide information essential for international crisis management**, regardless of the specific functions staff will perform when deployed in missions and operations. While not necessarily linked to specific deployments, they contribute to the overall reinforcement of CSDP capabilities. Especially on the civilian side, orientation courses prepare and enlarge the pool of potentially qualified candidates for CSDP missions and improve their understanding of the opportunities and challenges involved.

### **Pre-mission and in-mission Training**

**Pre-mission training** aims to prepare future mission members, enabling them to fulfil their tasks. PDT and specialised training are examples for pre-mission training. This type of training shall raise awareness of the specific mission environment from the very beginning.

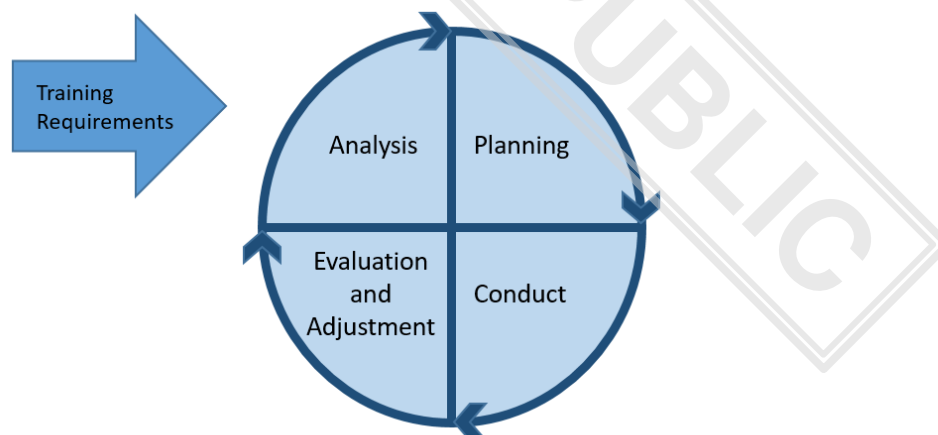
**In-mission training** aims to deepen the deployed staffs' knowledge of the specific host country situation or to enhance particular skills, such as managerial competencies. Furthermore, it enables the mission to react to immediate training needs. In-mission training is the responsibility of CSDP missions and operations and is tailored to their needs. Support from the EEAS OHQ and relevant training providers can be provided, including Commission funded projects.

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<sup>7</sup> See the 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: 'Notwithstanding the differing employment status of various categories of personnel, there is therefore an 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 EEAS HEAT policy, (Ares(2021)7649852 - 10/12/2021).

#### 4.4. Training cycle per individual course

The CSDP training cycle per individual course includes analysis, planning, conduct, evaluation and adjustment.



**Figure 2:** *Training Cycle for specific courses*

**Analysis:** The analysis phase precedes the planning of training courses and focuses on identifying the needs, objectives, and context of the training, aiming to ensure that the resulting training activity effectively addresses the target audience's requirements, while taking into consideration the available resources. A well-conducted training analysis aims to ensure that the training activity is efficient, relevant, and aligned with the participants' needs, and responding to the training requirements.

**Planning:** Planning involves preparing the training activities needed to meet the identified requirements, leading to the inclusion of training in the CSDP Training Programme via Schoolmaster or as part of national training efforts.<sup>8</sup> This phase should include a thorough inventory of the existing pooled and shared training, to ensure planned training is relevant and complementary to already existing training. Each CSDP training course must have clear and measurable objectives, as well as defined learning outcomes that align with organisational aims and participants' needs. Training providers are encouraged to make use of CSDP course concepts, where available, which complement the standard ESDC course curricula, incorporating a variety of tools, ideas and methodologies, to ensure the delivery of specific learning objectives and a maximised learning success. It is crucial to ensure that the training audience matches the level of training being provided, whether it is at the political-strategic, strategic, operational or tactical level.<sup>9</sup> This ensures a tailored training experience, and improves the overall course experience.

**Conduct:** In the conduct phase training providers implement individual training courses that meet the identified training requirements.

<sup>8</sup> National training is not pooled and shared CSDP training.

<sup>9</sup> The CSDP training audience encompasses all civilian, police and military personnel who, through their regular duties or temporary assignments, work or serve in the CSDP context, whether at the national or EU level, as well as those who may be involved in the foreseeable future. A relevant subset of this audience should be targeted for a specific course being delivered.

**Evaluation and adjustment:** Evaluation is the final step of the training cycle. The results of the training evaluation are reflected in the next phases of training analysis and training planning to improve future training interventions. Evaluation is usually referred to as the systematic and objective assessment of an ongoing or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development of efficiency, effectiveness, impact and sustainability.<sup>10</sup> The Kirkpatrick model ‘four levels of evaluation’<sup>11</sup> is one of the most commonly used methods for evaluating training programmes. According to this model, capacity development is realised by the four sequential steps: (i) Reaction; (ii) Learning; (iii) Behaviour; and (iv) Results. Evaluation is the responsibility of the individual training provider(s) and verifies whether learning outcomes and objectives have been achieved, highlighting lessons and good practices from individual training activities.

**For ESDC courses, the ESDC Secretariat, together with the implementing training provider(s) draws up an evaluation report,** taking into account the achievement of learning outcomes and feedback from participants, as well as an overall assessment of the conduct of the course. The curricula revision draws on the outcomes of these evaluation reports, and the findings should be translated also into regularly updated CSDP course concepts. Specific methodologies should be further identified and developed for assessing the long-term impact of training. Evaluation results<sup>12</sup>, including proposals for improvements (**adjustment**), are presented to the ESDC Academic Board (EAB) and Steering Committee on a quarterly basis. These results are considered in the ESDC curricula revision and the preparation of training programmes, with key findings reflected in the ESDC annual report. This report should include an analysis of how the training provided met the training requirements and contributed to broader capability development needs, while proposing areas for improvement.

#### **4.5. Maintaining high standards in course delivery and training methodology**

**High standards in course delivery are essential for effective training, promoting participant satisfaction, and ensuring valuable learning outcome.** In today’s competitive environment, a commitment to excellence in course delivery not only enhances the learning experience but also contributes to a culture of continuous improvement and professional growth.

A professional course delivery already begins in the planning phase of a training course, through the identification of **well-defined learning objectives and outcomes**. They should be specific, measurable, and achievable, providing a roadmap for a course. Clear objectives enable participants to understand the course benefits, while allowing trainers to tailor content, methods, and assessments to meet these goals effectively. Well defined objectives and learning outcomes provide clear guiding principles that can be tested in the evaluation stage of the training cycle. They can be defined for example by applying the Blooms Taxonomy model<sup>13</sup>.

**Qualitative and continuous learning** refers to an educational approach that emphasises describing concepts, explaining processes, and practicing in depth, rather than just acquiring factual knowledge.

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<sup>10</sup> Glossary of Key Terms in Evaluation and Results Based Management.

<sup>11</sup> See Annex 3 for an explanation of the Kirkpatrick model.

<sup>12</sup> Evaluation should go further than the basic level or self-assessment, considering also the impact of training as described in the Kirkpatrick model.

<sup>13</sup> See Annex 1. Bloom’s Taxonomy is a hierarchical model that categorises learning objectives into varying levels of complexity, from basic knowledge and comprehension to advanced evaluation and creation.

This type of learning focuses on the quality of internalising, encouraging learners to engage with material in a meaningful way. A key characteristic for qualitative learning is critical thinking, which encourages the analysis, evaluation, and synthesis of information, fostering deeper insights and the ability to examine complex issues. Participants learn more effectively through collaboration, such as group work and discussions, which enhance learning by incorporating shared perspectives and collective problem-solving. These techniques not only improve understanding but also help learners apply knowledge in real-world scenarios. Courses that connect theory to practice, empower participants to use new skills confidently. High-quality, focused materials can significantly enhance the effectiveness of a course.

**A CSDP trainer** should possess a combination of skills and qualities, blending expertise with effective communication, adaptability, empathy, and a passion for teaching to create meaningful and impactful learning experiences. Trainers are at the heart of course delivery, playing a critical role in engaging participants, answering questions, and ensuring understanding. High standards in training delivery rely on skilled trainers who are knowledgeable in their fields and adept in training methodology.

The **training methodology** should follow the adult learning principles. It refers to the structured approach used in the design, delivery, and evaluation of training. It encompasses the strategies, techniques, and tools that trainers employ to achieve the learning objectives. A well-thought-out methodology is essential to ensure that the course is engaging, effective, and aligned with both the learners' needs and the CSDP training requirements. In particular:

- Organising the training content in a **logical order** ensures that participants can build on their knowledge.
- **Pacing** is important to prevent information overload while ensuring that key concepts are covered adequately.
- **Exercises** are relevant and can either be a component of a specific training or serve as the primary mode of an entire training course.
- **Training methodologies should be dynamic and adaptable** and include organised self-reflection for the participants to support the learning.

As technology continues to advance, **virtual learning**<sup>14</sup> has become an integral part of the educational framework, offering unique benefits including flexibility, accessibility, and a vast array of learning opportunities.

**Maintaining high standards in course delivery requires regular evaluation and adjustment**, and ensuring that methodologies applied remain relevant and effective over time. Regular assessments and feedback from participants are useful tools in this respect:

- For the monitoring of learning progress, trainers can implement regular **assessments** (e.g. questionnaires/quizzes, practical tests). Assessments are not just about grading; they allow measuring learning, identifying gaps, and reinforcing knowledge. Through assessments and

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<sup>14</sup> Also known as e-learning or online learning, and referring to the acquisition of knowledge through the use of electronic technologies.

constructive feedback trainers can help participants track their progress and areas for improvement.

- To evaluate effectiveness, trainers can collect **feedback** from participants through surveys, interviews, and observation.

#### **4.6. Quality assurance**

**Quality assurance for pooled and shared CSDP training aims to ensure that the training meets established standards** and achieves the intended outcomes effectively. It should ensure that the CSDP Training Programme remains effective, efficient, and aligned with the needs and aims of the participants and the Union.

Quality assurance processes **help identify areas of improvement, ensuring that each course consistently meets standards**. They involve systematically monitoring and evaluating the standards applied to various types of courses offered by a training institution. This ensures that courses meet minimum quality standards and performance indicators, maximising the likelihood that these standards are consistently achieved across all programmes. Quality assurance is crucial as it guarantees a consistent standard across all CSDP training activities. In fields where training impacts safety or compliance, quality assurance is essential to maintain compliance with regulations and ensure safe practices. Each training provider is responsible for ensuring a fundamental level of quality in their training courses.

A **quality assurance framework** is composed of three core elements: 1) a set of quality standards and guidelines (what); 2) actor/s assuring quality (who); 3) processes for quality assurance (how). Quality standards and guidelines for events associated with learning outcomes constitute the minimum criteria in key areas of instructional design applicable to learning and training, including analysis, design, development, implementation and evaluation. Quality standards are the core elements of a quality framework outlining the required or agreed level of quality. They describe the expected or required minimum level of quality that needs to be attained.

Within the ESDC, **standardised trainings**, as defined in the ESDC standardised curricula and CSDP course concepts, are developed by the ESDC network, and coordinated by the ESDC Secretariat<sup>15</sup>. The curriculum design and structure comprehensively cover the necessary content and are updated on a regular basis. **For the most relevant courses, the standardised curricula should ideally also be accompanied by CSDP course concepts**, which serve as guidance on course implementation. These concepts outline key principles for a high-quality course conduct and include good practices.

**The ESDC Secretariat plays a strong role with regard to ensuring quality assurance**. As per its mandate, it ensures that good practices, including methodologies and lessons identified, are thoroughly documented, disseminated and made accessible to training providers. It develops and provides standard training materials, course concepts and guidelines, which are published on the ESDC website<sup>16</sup> to ensure easy access for use in planning and conducting training activities. Furthermore, the ESDC Secretariat continuously conducts quality audits for pooled and shared CSDP

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<sup>15</sup> The implementation of standardised trainings should accommodate the academic freedom of training providers in order to meet emerging security challenges.

<sup>16</sup> <https://esdc.europa.eu/esdc-courses-curricula/>

training to ensure adherence to established standards, with the aim of advising, supporting, and strengthening the national training providers.

**CSDP course concepts aim at providing training institutes with the minimum essential content and suggested delivery methodologies** for specific trainings. They should be read in conjunction with the approved ESDC standardised curricula, and developed in line with the TRAs, where applicable. The CSDP course concepts are a collaborative effort, as they are developed by expert working groups, composed of practitioners from Member State training institutes and EU bodies, under the facilitation of the ESDC Secretariat. Agreed and adopted by the ESDC network, they form part of the quality assurance process for CSDP training.

**Quality assurance processes** should be designed in a way to ensure that learning events are in conformity with established standards of quality or, in cases where this may not be the case, that a framework exists to recognise and address the gaps and recommend action for quality improvement. This can encompass:

- **Peer reviews:** processes by which a training institution assesses the training course of another provider against established criteria (the standards).
- **Self-Assessments:** processes in which the training providers self-assess the quality of its courses against pre-determined criteria (the standards) to adjust for possible shortcomings. Self-assessments can be combined with and based on evaluation and feedback from course participants.
- **Certification:** A broad definition of ‘certification’ refers to a process by which an organisation (e.g. professional association, specialised institution, academic institution) confirms that a product, service, system, process, material conform to specific standards, as they were measured against a set of requirements (criteria or quality standards). The overall intent is to inform the public that the product conforms to several agreed standards, thus offering some degree of public protection.<sup>17</sup> A training certification system should be built upon three components:
  - a. **Substantive:** be based on endorsed criteria and standards for quality assurance for training courses, which guarantee a harmonised and high-level training. Such standards and criteria should ideally specify the requirements for training courses including a standardised set of course elements, a minimum course duration, common learning objectives and methodologies, adequate course facilities, trainers’ requisites and requirements;
  - b. **Procedural:** be based on a set of technical evaluation procedures, which are both, paper based and carried out through peer reviews;
  - c. **Institutional:** be backed by formal endorsement by the relevant institution/body of the organisation.

**All courses held under the auspices of the ESDC are following a standardised curriculum.** Each curriculum is validated by being approved by the Member States in the ESDC Steering Committee. ESDC Secretariat, through assigned Training Managers, ensure compliance with the approved curriculum, and each curriculum is under a formal revision process biannually. For some courses

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<sup>17</sup> Business Dictionary.

there might be a need for a more robust quality assurance mechanism, in particular mission preparatory courses closely linked to duty of care. Here, the ESDC Secretariat is responsible, as appropriate, for progressively creating a mechanism for certification, as agreed by the Council<sup>18</sup>. This certification label aims to even further streamline and uniform the delivery of those particular courses. For training courses not suitable for formal certification, best practice quality assurance mechanisms can be considered and actively shared within the CSDP training community. This may also include **recommended training paths** (specifically on the civilian side, considering that military training already applies established training paths for specific positions). Furthermore, the overall quality of trainers can be supported through a successful participation in an ESDC ‘Training-of-Trainers (ToT)’ course.

## **5. TRAINING ACTORS**

### **5.1. Member States**

The training of personnel for CSDP missions and operations is primarily the **responsibility of the Member States**, which also provide strategic guidance for CSDP training through the relevant Council configurations, under the supervision of the PSC<sup>19</sup>:

- 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 process and to contribute to the implementation of the EU Policy on Training for CSDP, in cooperation with other relevant EEAS entities and ESDC.
- 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. It is composed of the Member States’ representatives to CIVCOM and, when deemed necessary, by NTEs 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 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.

Supported by the EEAS and ESDC Secretariat, the EUMTG and the EUCTG meet jointly as deemed useful by CIVCOM and EUMC. They also explore opportunities for pooling and sharing expertise among Member States and for enhancing civilian-military cooperation.

**Member States are encouraged to continuously enhance the CSDP training they offer.** Adequate allocation of financial and human resources is crucial. Member States are encouraged to collaborate, share best practices, develop joint training initiatives, and establish networks of training centres, enabling capacity building also in Member States with less developed training infrastructure. When

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<sup>18</sup> doc. ST 16281/23, dated 1 December 2023, para 22.e

<sup>19</sup> EU Civilian Training Group (EUCTG) and EU Military Training Group (EUMTG)

planning 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 on Schoolmaster and, where available, the related Training Requirement Analysis (TRA) reports. Additionally, Member States and training providers may consider delivering training in civilian training areas or military disciplines not yet, or only partially, covered by a TRA. Thematic responsibilities can be shared between Member States to ensure synergies and maximise effectiveness.

**Each Member State retains full discretion over the organisation of its own trainings.** Training providers – such as civilian and military institutes, colleges, academies, universities, institutions, and other actors involved in CSDP training within the Union – conduct their own courses to address the commonly identified needs, including specific training responses to specific needs identified and requested by a mission.

## **5.2. European Security and Defence College (ESDC)**

**The ESDC was set up as an autonomous EU entity organised as a Member States driven network of civilian and military training institutes<sup>20</sup>,** with the overall aim to develop and promote a common understanding of CFSP among all relevant actors, in particular by the provision of high quality training and education in the field of CSDP.

**It is led by the ESDC Steering Committee and supported by the ESDC Secretariat.** It complements national training efforts in line with the needs of Member States and CSDP missions and operations and works towards streamlining CSDP training to avoid overlaps and to set common standards, in particular through pooling and sharing. The ESDC operates under the overall responsibility of the High Representative of the Union for Foreign Affairs and Security Policy and works in close cooperation with the EEAS.

**The ESDC Steering Committee defines the main tasks, and steers the ESDC's mission and objectives** as defined by the ESDC Council Decision, and takes decisions on the content and priorities of the ESDC training programme, in line with the strategic guidance and advice by the relevant Council bodies. It is a configuration composed of appointed representatives from the Member States and chaired by a staff member of the Managing Directorate for Peace, Security and Defence (MD PSD) in the EEAS.

**The ESDC Secretariat leads the coordination of the EU Policy on CSDP training and the CSDP Training Programme.** It works closely with the EEAS MD PSD and plays a key role in ensuring that all aspects of training and education activities – from curriculum development and content to methodologic approaches – meet the highest standards.

**The ESDC Secretariat further coordinates the quality assurance system for pooled and shared CSDP training,** building on the existing framework to align standards and ensure that training meets identified requirements. This includes support to Member States by providing standardised training materials, such as curricula, course concepts for identified training requirements, guidelines for conducting training, and evaluation and assessment mechanisms for mandatory and recommended

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<sup>20</sup> Not all CSDP training providers are members of the ESDC, although all Member States have at least one network member.

training courses. A progressive creation of a certification mechanism for relevant courses is an important part of this process (see also chapter 4.6.).

**The ESDC Secretariat identifies and disseminates best practices, concepts and guidelines**, while also offering advice and recommendations to training providers. ESDC standard materials are published on its website, making them easily accessible for the planning and conduct of training activities.

### 5.3. European External Action Service (EEAS)

The **EEAS coordinates the EU Policy on CSDP Training**, supporting its alignment with wider EU objectives and relevant policies. Concretely, it facilitates, together with the ESDC Secretariat, a process for Member States to better identify, collect and understand the specific training requirements for CSDP, which may lead to the initiation of a new or a review of an existing TRA.

The **EEAS advises Member States at a strategic level** through the relevant configurations. The EEAS/PCM.1 represents the EEAS in relevant Council discussions, supported by other EEAS entities (CPCC, SecDefPol, EUMS, MPCC, ESDC Secretariat), which contribute to policy development, implementation, and the identification of training requirements. Furthermore, the EEAS supports the ESDC Secretariat on quality assurance matters.

The EEAS/PCM.1 provides implementing guidelines and reports on overall progress through the tri-annual **Comprehensive Assessment Report on CSDP Training (CART)**. The CART assesses the implementation of the EU Policy on Training for CSDP, including an analysis of how the CSDP Training Programme responds to the CSDP training requirements. The assessment also considers broader capability development and identifies areas for improvements. The ESDC annual report and the statistical evaluation of the CSDP Training Programme, conducted by PCM.1, feed into the CART. Based on the CART, the EUCTG and EUMTG provide Strategic Guidance on CSDP training, including on training requirements. This process may lead to revisions of the EU Policy on CSDP training, if necessary.

Furthermore, the EEAS can support the **identification and sharing of lessons and good practices**, as well as provide information and guidance on priorities, gaps and overlaps. The EEAS/PCM.1 is responsible for coordinating and facilitating this process in close cooperation with the other stakeholders, particularly EUMS, MPCC, CPCC, and the ESDC Secretariat. Together, the EEAS and the ESDC Secretariat ensure that the training requirements are effectively communicated to the Member States through the ESDC website or Schoolmaster.

### 5.4. Other relevant actors

The **Service for Foreign Policy Instruments (FPI)** funds training projects, which are co-funded and implemented by consortia of training institutions across EU Member States<sup>21</sup>. These projects enhance the capacity of states, including EU Member States, and international organisations, to deploy specialised and prepared personnel to CSDP missions and other international civilian crisis management missions. They complement the training conducted by the ESDC, the Member States,

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<sup>21</sup> Currently one project is ongoing, the EU Training Initiative (EUTI 2024 - 2027), building on the former projects European Union Civilian Training Initiative (EUCTI 2021-2024) and European Union Police and Civilian Services Training (EUPCST 2019-2023).

third countries and international organisations active in civilian crisis management. Furthermore, these initiatives contribute to the implementation of the CSDP Training Policy by addressing identified training gaps and building key capabilities such as interoperability (cooperation) and harmonisation (standardisation). Together with the FPI, the EEAS is providing strategic guidance to these training initiatives. Courses held under FPI-funded projects can also be included in the CSDP Training Programme, and project implementers are encouraged to list their relevant trainings therein.

**Justice and Home Affairs (JHA) actors** and relevant agencies organise training that is 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 EUROGENDFOR, may support Member States as appropriate, in an inclusive manner, complementing and supporting existing EU structures.

CSDP training is part of the **global training architecture** in the field of crisis management. Therefore, to explore synergies and complement training opportunities, close cooperation and coordination is necessary with other relevant international actors, especially UN and NATO, in line with the EU's 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), bring together international training organisations and actors.

## **6. ASSESSMENT AND REPORTING**

**An assessment of the implementation of the CSDP Training Policy is conducted regularly.** The ESDC annual report and the Comprehensive Assessment Report on Training for CSDP (CART) provide comprehensive reporting on CSDP training. The reports are a collective effort involving all relevant stakeholders within the CSDP training architecture, outlining how the CSDP training meets the training requirements and broader capability needs, while suggesting measures for improvement.

The ESDC annual reports, presented to the Council, along with the EEAS tri-annual CART, assess the state of CSDP training. They evaluate the structure of the CSDP Training Programme, including an analysis of how training has addressed the training requirements defined by the TRA processes. By examining gaps and overlaps in the training offer within the CSDP Training Programme, as well as the specific training requirements of each training area or discipline, they highlight measures for improvement. The CART assesses furthermore the status of implementation of the EU policy on training for CSDP. It evaluates the effectiveness and efficiency of CSDP training to facilitate corrective measures and contribute to the overall assessment of CSDP training<sup>22</sup>.

The CSDP Training Policy and its Implementing Guidelines will be reviewed no later than five years after its adoption, or as needed.

## **7. CONCLUSIONS**

**While the CSDP training architecture provides a solid foundation, disparities in quality, consistency, and accessibility of training across the EU persist.** The Guidelines emphasise the

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<sup>22</sup> See e.g. Art 25, EUCTG Terms of Reference (Ref. E).

importance of standardising training and quality assurance mechanisms across Member States to ensure that personnel are adequately prepared and can seamlessly integrate into CSDP roles.

**Training must be continuously adapted to evolving security challenges and emerging threats.**

This requires regular updates based on lessons from operations and exercises, as well as the integration of technological advancements into training methodologies. Continuous evaluation and feedback are essential, involving participants, trainers, and other relevant entities, to continuously refine training content and delivery methods. The CSDP Training Policy, the broader CSDP training architecture, and the training requirements and priorities must be periodically reviewed and updated under the strategic guidance of Member States through the relevant Council structures (primarily the EUMTG and EUCTG) and supported by the EEAS and ESDC.

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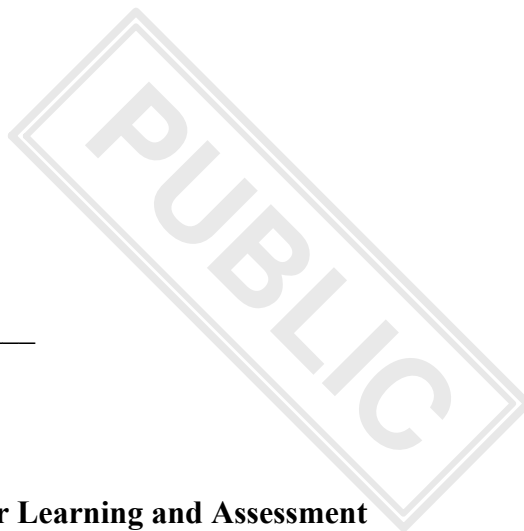
**ANNEXES**

ANNEX 1: How to create learning objectives

ANNEX 2: How to plan a lesson

ANNEX 3: How to evaluate trainings

ANNEX 4: Schoolmaster user guidance



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**ANNEX 1: How to create learning objectives****Understanding Bloom's Taxonomy: A Framework for Learning and Assessment**

The Bloom's taxonomy model categorises educational objectives into a hierarchy of cognitive levels, each building upon the previous one, ultimately aiming to promote higher-order thinking skills among learners. Bloom's Taxonomy provides trainers with a structured approach to design curricula that promote intellectual growth and critical thinking. By aligning learning objectives with specific cognitive levels, trainers can ensure that participants engage deeply with the material and develop a range of skills.

**The Levels of Bloom's Taxonomy**

Bloom's Taxonomy is structured into six levels, arranged in a pyramid, with each level representing a different level of complexity in cognitive skills:

**Remembering:** At the base of the pyramid is remembering, which involves recalling facts, terms, basic concepts, and answers. This level forms the foundation upon which all higher levels are built.

**Understanding:** Moving up the pyramid, understanding requires learners to comprehend the meaning of information. They should be able to explain ideas or concepts in their own words and demonstrate comprehension through interpretation, summarisation, and classification.

**Applying:** This level focuses on the ability to use acquired knowledge in new and concrete situations. Learners should be able to apply what they have learned to solve problems, execute procedures, or carry out tasks.

**Analysing:** Analysing involves breaking down information into its component parts and understanding relationships between these parts. Learners at this level should be able to differentiate between facts and inferences, and analyse the organisation and structure of information.

**Evaluating:** Learners make judgments based on criteria and standards. They assess the value of ideas, methods, and materials and make choices based on reasoned arguments.

**Creating:** At the peak of Bloom's Taxonomy pyramid, learners synthesise information and ideas to generate new concepts, products, or interpretations. This level emphasises originality and creativity in applying knowledge to solve problems or address issues.

**ANNEX 2: How to plan a lesson**

A proper lesson planning offers several advantages that contributes to effective teaching and enhanced learning outcomes. The ‘BOPPPS’ model<sup>23</sup> provides a structured framework for lesson planning, which can be particularly beneficial for new trainers or those looking to improve their instructional strategies. It helps in organising content delivery in a logical sequence that maximises learning effectiveness and is designed to enhance teaching effectiveness and participants’ engagement.

**BOPPPS** stands for:

1. **Bridge-in:** The trainer begins by connecting the upcoming lesson to previous knowledge or experiences of the students. This helps to create relevance and context, preparing learners for the new material.
2. **Objective:** Clear learning objectives are outlined at the start, ensuring that both trainer and participants understand what knowledge or skills will be gained by the end of the session. This provides focus and direction for the lesson.
3. **Pre-assessment:** Assessing participants' prior knowledge or understanding of the topic helps the trainer to decide where to start and how to tailor the lesson to meet the needs of the learners. This step ensures that training is appropriately differentiated.
4. **Participatory learning:** Actively engaging participants throughout the lesson encourages deeper understanding and retention. Techniques such as group discussions, problem-solving tasks, or interactive exercises are used to involve participants actively in their own learning process. Providing opportunities for participants to apply new knowledge or skills reinforces learning. This may involve exercises, simulations, or real-world applications that allow participants to practice and consolidate what they have learned.
5. **Post-assessment:** The purpose of a post-assessment in a training lesson is to measure the extent to which participants have achieved the learning objectives or gained the intended knowledge and skills from the training. Post-assessments can take various forms, such as quizzes, tests, practical demonstrations, or performance evaluations. The choice of assessment type depends on the nature of the training content and the desired level of measurement.
6. **Summary:** The lesson concludes with a recapitulation of key points and concepts covered. Summarising helps to reinforce learning, clarify any remaining questions, and solidify understanding before moving on to the next topic.

The ‘BOPPPS’ model emphasises active participation, relevance, and continuous assessment, ensuring that learning is engaging, meaningful, and tailored to the participants' needs. It enhances training effectiveness by fostering active learning and ensuring that lessons are well-structured and engaging. It supports participant retention of information and encourages a positive learning environment where every participant can succeed.

### **ANNEX 3: How to evaluate trainings**

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<sup>23</sup> Referring to the ESDC curriculum on ‘Training of Trainers’ as recommended model for planning and conducting lessons and training sessions.

The Kirkpatrick model<sup>24</sup>, developed by Donald Kirkpatrick in the 1950s, is a widely used framework for evaluating training courses. It consists of four levels of evaluation, each building on the previous one:

1. **Reaction:** This level measures participants' immediate reactions to the training course. It focuses on their satisfaction, perceptions of the training's relevance, and whether they found it engaging and worthwhile. The learners' response to training includes his/her reactions to the training process itself as well as his/her feelings about the learning material and trainers.
2. **Learning:** This level assesses the extent to which participants have acquired new knowledge and skills as a result of the training. It involves testing participants to determine what they have learned and can apply from the training. For example, a participant might take a written examination before and after training. A comparison of the two sets of scores indicates how much the participant gained from the training.
3. **Behaviour:** This level examines the extent to which participants apply what they learned during the training when they are back on the job. It evaluates changes in behaviour, such as new approaches adopted or skills applied in their work environment.
4. **Results:** The final level looks at the overall outcomes achieved as a result of the training course and determines the long-term impact of the training. This could include improvements in organisational processes, such as increased productivity or higher quality output.

The Kirkpatrick model is hierarchical, meaning each level provides a foundation for the next. It is often used to systematically evaluate the effectiveness of training courses and to identify areas for improvement.

#### **ANNEX 4: Schoolmaster user guidance**

The **Schoolmaster module is integrated in the Goalkeeper Registrar Module**, 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 consists of a public page where login is not required, as well as the back-office, which requires registration.

The Schoolmaster system supports the implementation of the CSDP Training Policy, especially the 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 Training Requirement Analyses Reports. 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**

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<sup>24</sup> Used by the ESDC for evaluation of learning outcomes.

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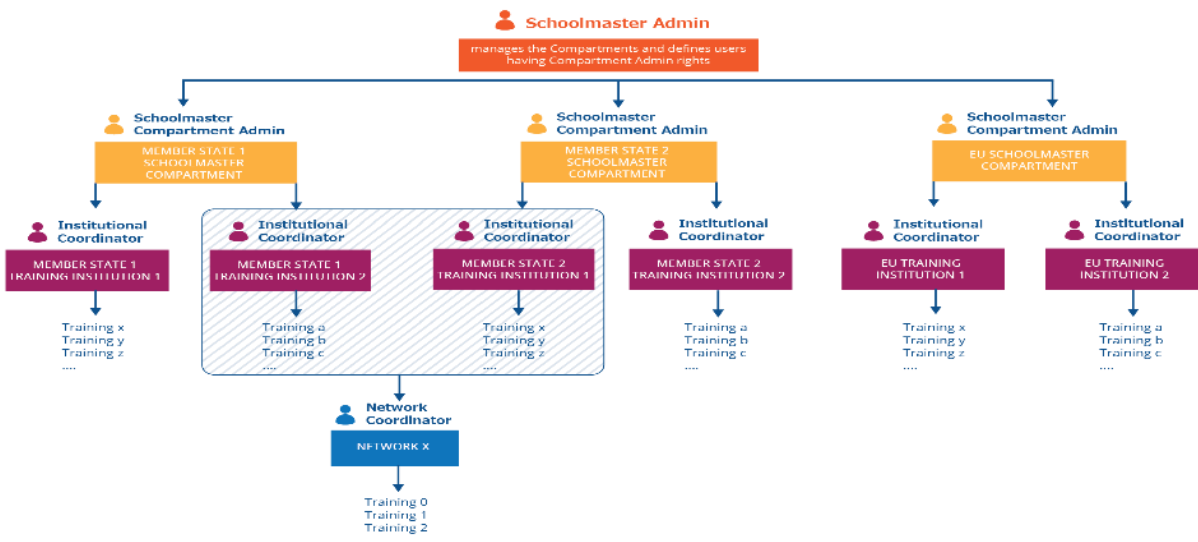
Schoolmaster public website is accessible to *CSDP Training Audience* without the need to create an account, via the following link <https://goalkeeper.eeas.europa.eu/goalkeeper/search>. Notifications are triggered to subscribed users to inform them about newly published provided courses.

### 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](mailto:goalkeeper.schoolmaster@eeas.europa.eu)). Schoolmaster user roles operating in the back office obtain **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. Institutional coordinators 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/PCM.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](mailto:goalkeeper.schoolmaster@eeas.europa.eu). EEAS/PCM.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), TRAs/ main conclusions, 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](mailto: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 Institutions 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 obtain 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.

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**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)<sup>25</sup>
- '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.

*For any assistance, please contact Schoolmaster Admins by sending email to: [goalkeeper.schoolmaster@eeas.europa.eu](mailto: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**

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<sup>25</sup> Please note that no other browser are supported.

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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'.

The screenshot shows the 'Goalkeeper' system interface. At the top, there is a navigation bar with the 'Goalkeeper' logo, a language selector set to 'Français', and the user role 'Institutional Coordinator'. Below this is a breadcrumb trail: 'Home > Schoolmaster > EEAS Messages'. The main content area is divided into two sections: 'Schoolmaster' and 'EEAS Messages'. Under 'Schoolmaster', there is a list of training areas and disciplines for 'Bulgaria', including 'Rakovski National Defence College'. Under 'Rakovski National Defence College', the 'Training Institution Details' link is highlighted with a red rectangular box. To the right, there is a section titled 'Important information for EU Member States and the Training Providers' containing a list of key documents for CSDP training and a detailed paragraph about training requirements.

2. Select tab 'Provided Courses', and click on 'add new record' button.

The screenshot shows the 'Goalkeeper' system interface for the 'Rakovski National Defence College'. The breadcrumb trail is 'Home > Bulgaria > Rakovski National Defence College'. The page title is 'Training Institutions: Rakovski National Defence College'. Below the title, there are fields for 'Description:', 'Member of Network: ESDC', 'URL:', 'Additional Information:', and 'Address:'. To the right, there are fields for 'Telephone Number:', 'Fax Number:', and 'Email Address:'. Below these fields, there is a tabbed interface with three tabs: 'Provided Courses', 'Institutional Coordinators', and 'Contacts Directory'. The 'Provided Courses' tab is selected. In this tab, there is a '+ Add new record' button highlighted in a blue box. Below the button is a table with columns: 'Title', 'Network', 'Other Providers', 'Venue', 'Course Dates', 'Deadline', 'Status', and 'Belongs to EU CSDP Training Programme'. The table is currently empty, and the text 'No items to display' is shown at the bottom right.

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

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Goalkeeper

Home > Bulgaria > Rakovski National Defence College > New Course

Save draft Cancel Publish Course

Title \* Basic HEAT Course

Network ESDC

Provider \* Rakovski National Defence College (Bulgaria)

Other Providers Federal Ministry of the Interior - Unit International Missions and Operations (Austria)

Start/End Date \* Start Date 31/07/20... Course End Date 26/06/20...

Start/End Time Start Time 08:00 Course End Time 06:00

Country Venue \* Croatia

City Venue \* Zagreb

Deadline \* 26/06/2024

Certification

4. 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’<sup>26</sup>.

Goalkeeper

Français Institutional Coordinator

Type of Course Basic Training/Orientation Course

Regional Focus If the course has a specific focus on a geographical region, please enter it

Training Audience \* All Additional Information

Maximum Number of Participants \* 500

Civilian Training Area/Military Training Discipline \* Military Training Discipline

Military Training Discipline \* Civil Military Cooperation

Military Topic

Audience Level Political-strategic Additional information

Belongs to EU CSDP Training Programme

Language \* English

Other Languages

↑ Back to top

5. Include at least one Point of Contact information.

<sup>26</sup> For example, if nomination by national authority is required, or courses dedicated only for staff already serving in a CSDP mission or operation.

# EEAS(2024)1450 *Limited*

The screenshot shows the 'Goalkeeper' interface with a contact form. The form fields are as follows:

Name *	Will
Address	MAJOR
City	Brussels
Postal Code	1050
Country	Belgium
Email *	backoffice@centreforsafety.org
Phone	+3247585950
Fax	
Type *	<input checked="" type="checkbox"/> Registration <input checked="" type="checkbox"/> Administrative Issues <input checked="" type="checkbox"/> Training Contents

Buttons: Edit, Delete

6. 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'.

The screenshot shows the 'Goalkeeper' interface with a list of training institutions. The breadcrumb trail is: Home > Bulgaria > Rakovski National Defence College. The page title is 'Training Institutions: Rakovski National Defence College'.

Description: Member of Network: ESDC  
 URL:  
 Additional Information:  
 Address:

Telephone Number:  
 Fax Number:  
 Email Address:

Title	Network	Other Providers	Venue	Course Dates	Deadline	Status	Belongs to EU CSDP Training Programme	
Basic HEAT Course	ESDC	Federal Ministry of the Interior - Unit International Missions and Operations (Austria)	Zagreb - HRV	31/07/2024 - 26/06/2024	26/06/2024	Draft	<input checked="" type="checkbox"/>	Edit Delete

1 - 1 of 1 items