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From:	European External Action Service
To:	Committee for Civilian Aspects of Crisis Management EU Civilian Training Group (EUCTG)
Subject:	Training Requirements Analysis Report on Mediation, Negotiation and Dialogue Training

With a view to the CivCom/EUCTG meeting on 15 February 2021, delegations will find attached the Training Requirements Analysis Report on Mediation, Negotiation and Dialogue Training.

Mediation,
Negotiation and
Dialogue Training

Training Requirements Analysis Report November 2020



Civilian CSDP Mission Personnel

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Executive Summary

The purpose of this Training Requirements Analysis (TRA) is to report to the EU Civilian Training Group (EUCTG) on the current levels of training of Civilian CSDP mission staff in Mediation, Negotiation and Dialogue (MND) skills, to identify any training gaps which might hinder the application of MND skills in Civilian CSDP Missions and to identify the training necessary to ensure personnel are properly prepared to engage in MND activities.¹ This Report sets out the overall MND capacity required by CSDP Civilian Mission personnel, the standard of competence and expertise required of CSDP civilian mission personnel in MND, together with an appropriate training framework to achieve the level of MND training necessary for Civilian CSDP mission staff.

Key Findings

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.² 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.³
4. The level of MND activity which takes place on Civilian CSDP Missions is significant and contributes to positive 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

¹ The EU currently deploys 10 civilian CSDP Missions in Ukraine, Georgia, Kosovo, Libya, the Palestinian Territories (Ramallah and Rafah), Niger, Mali, Somalia, and Iraq. Around 2,000 staff work in the field, and around 80 at headquarters.

² There are generally, around, 2,000 staff in the field. Around 1,200 are internationals, mainly (but not exclusively) from EU Member States, and roughly 800 are locally engaged contract staff. There are around 68 staff in CPCC, the Operational Headquarters for all Missions. An average force generation of the order of some 900 posts is required for Civilian CSDP Missions each year.

³ Justice Adviser, Adviser/Expert, Coordination Cooperation Officer, Justice Adviser, Liaison and Coordination Officer, Gender Adviser, Procurement Officer, Head of Project Cell/Project Manager.

freedom of movement, human rights and gender issues and interacting on an ongoing basis with stakeholders, to enhance communication and build trust.

Key recommendation

- All staff of Civilian CSDP Missions should receive a basic level of MND training.
- Discrete advanced MND modules should be available for selected CSDP staff while on mission.
- 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.
- MND training, as described in this Report, should be prescribed by the EEAS for completion in member states before personnel join the CSDP mission. In addition, a short segment on MND during the standardised PDT in Brussels would be helpful, as would the provision of refresher or advanced MND modules, as described, to be completed as in-mission training.

Purpose and Scope of Report

The purpose of this Training Requirements Analysis (TRA) is to report to the EUCTG on the current levels of training of CSDP mission staff in Mediation, Negotiation and Dialogue (MND) skills and the identification of any training gaps which might hinder the application of MND skills in Civilian CSDP Missions.⁴

The Scope of this TRA is to-

- Outline the organisational relevance of MND training for the personnel of Civilian MND Missions
- Describe the current situation regarding MND training in Civilian CSDP Missions.
- Identify gaps in MND training with respect to Civilian CSDP Missions.
- Make recommendations regarding the overall MND capacity required by CSDP Civilian Mission personnel, the standard of competence and expertise required of CSDP civilian mission personnel in MND, and the appropriate Civilian Training High level Learning Outcomes (CTALO) required to achieve the level of MND training necessary for Civilian CSDP mission staff.

Methodology

The methodology used to carry out the TRA involved six phases:

1. A stocktaking of relevant EU policies and relevant academic research on Mediation, Negotiation and Dialogue (MND) facilitation. This consisted of review of relevant policy guidelines, standards and, reports documenting good practices and lessons learned related to MND. Documents consulted are listed in Annex A.
2. Mapping of existing training courses. A survey questionnaire was sent to NTEs and national governments and a desk review of existing training curricula and practices in the relevant field was undertaken, so as to have an overview of the existing training offer in the relevant thematic field. (Annex II).
3. Surveys to CSDP Civilian Mission staff and Member States. Two surveys were distributed to relevant stakeholders to identify current practice in the missions, training needs and challenges faced as they relate to MND in civilian crisis management missions was prepared and distributed. 133 staff responded to these questionnaires (Annex III and Annex IV.)
4. Task Analysis. An analysis of MND practice in the missions was conducted to identify the knowledge, skills and competence needed to conduct MND tasks.

⁴ The EU currently deploys 10 civilian CSDP Missions in Ukraine, Georgia, Kosovo, Libya, the Palestinian Territories (Ramallah and Rafah), Niger, Mali, Somalia, and Iraq. Around 2,000 staff work in the field, and around 80 at headquarters. The total cost of the civilian CSDP Missions is currently around €281 million/year.

5. Gap Analysis. Data gathered through the task analysis and the information (both quantitative and qualitative) emerging from the surveys was then used to conduct a gap analysis.
6. TRA Validation Workshop. The Draft Final Report and its Annexes was discussed in a TRA validation online workshop on October 16th, 2020. The participants had received the draft report on Oct 7th, 2020 allowing a detailed and informed discussion during the meeting. Suggestions and comments which were shared during that meeting were taken into consideration in this Report. The agenda and participants' list are included in Annex VII.

Relevant Organisational Goals

Peacebuilding is a core precept of the Common Security and Defence Policy (CSDP). MND is recognised as an effective tool to assist in promoting this goal.

This Peacebuilding precept arises from Article 21 of the **Lisbon Treaty**, which sets out the parameters of EU action on the international scene. A specific **Concept on Strengthening EU Mediation and Dialogue Capacities** (MND Concept) was adopted by Council in 2009.⁵ This document provides a policy basis for EU engagement in MND.

What do we mean by MND in this Report? Mediation is defined in the MND Concept as a way of assisting *negotiations* between conflict parties and transforming conflicts with the support of an acceptable third party. Negotiation, the core activity involved in MND, is not defined in the MND Concept and may be understood as a discussion aimed at reaching an agreement.⁶ Dialogue is understood as an open-ended process which aims primarily at creating a culture of communication and search of common ground, leading to confidence-building and improved interpersonal understanding.⁷

In the MND Concept, we see that mediation is considered in very broad terms, reflecting the great variety of ways in which the EU uses this tool at different levels and through different activities, from directly mediating to facilitating; funding or providing political and financial leverage; providing technical support; and promoting the wider use of mediation and dialogue by national and international actors.

The MND Concept views the Mediation aspect, as a formal process tool for use by assigned mediation experts. In this regard, since the beginning of the century, the EU has been increasingly involved in directly supporting peace negotiations in inter- and intra-state conflict by taking on the role of a third-party mediator.⁸ Within the EEAS, the "**Directorate of Integrated Approach for Security and Peace**" supports all EU actors charged with taking decisions in the pursuit of peace mediation. This emphasis on mediation and dialogue as a high-level process has had notable successes in the past for the EU in Kosovo, Serbia, Philippines, Indonesia (Aceh), Kenya and Georgia.⁹ This suggests that mediation should be

⁵ http://www.eeas.europa.eu/archives/docs/cfsp/conflict_prevention/docs/concept_strengthening_eu_med_en.pdf

⁶ Oxford English Dictionary.

⁷ Concept on Strengthening EU Mediation and Dialogue Capacities
http://www.eeas.europa.eu/archives/docs/cfsp/conflict_prevention/docs/concept_strengthening_eu_med_en.pdf

⁸ The European Union as an Effective Mediator in Peace Negotiations? Conceptual Framework and Plausibility Probe.
https://www.researchgate.net/publication/330564443_The_European_Union_as_an_Effective_Mediator_in_Peace_Negotiations_Conceptual_Framework_and_Plausibility_Probe

⁹ Glass half full EU Lessons Learnt in Mediation and Dialogue <https://ecdpm.org/publications/glass-half-full-study-eu-lessons-learnt-mediation-dialogue/>

considered a specialised, professionalised skill and the EU should only engage in formal mediation processes with personnel who are very experienced and highly skilled in mediation and capable of delivering for the organisation. Implicit, therefore, in the current EU Concept is the notion that CSDP missions are only indirectly relevant to formal mediation efforts. If they play a role at all, it is a supportive role of building overall confidence between local actors.

The presupposition inherent in the MND Concept, is that mediation specifically, as distinct from negotiation and dialogue, is a formal high-level process for use by political actors and their specialised teams. In most contexts where CSDP missions are deployed, mediated peace processes will either be ongoing, or just concluded, or the CSDP mission will form a part of efforts to lay the ground for peaceful settlement or may even directly oversee or implement parts of a peace agreement.¹⁰ There is no actual consideration given in the Concept to the notion that CSDP mission personnel might be required to engage in a formal mediation process, as such.¹¹

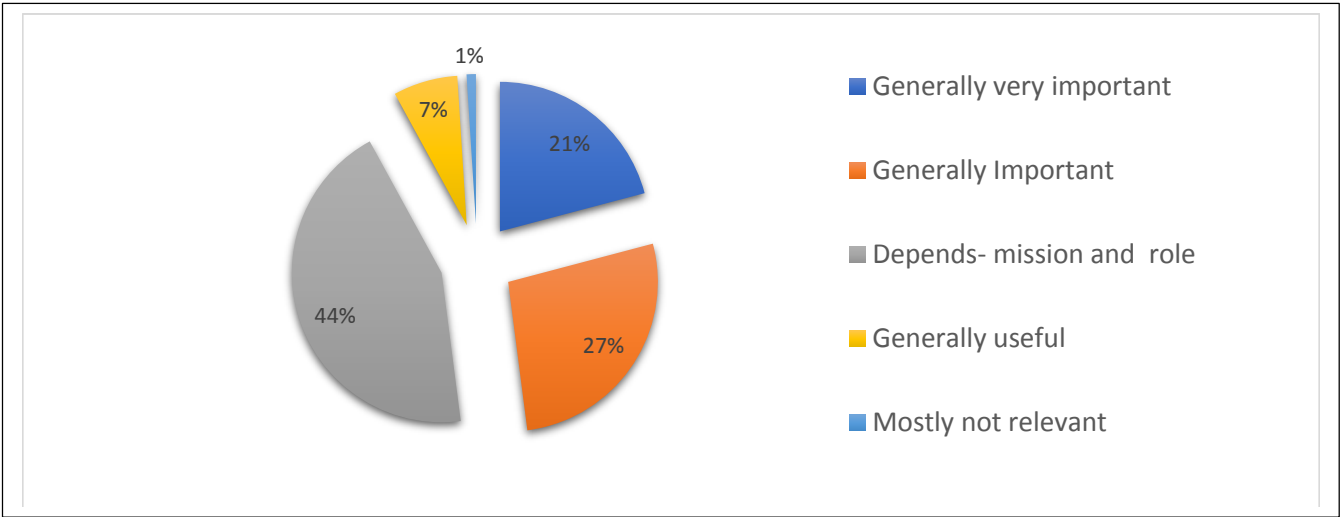


Figure 2-Attitude of CSDP Civilian personnel to MND.

¹⁰ ESDC, EEAS CSDP (eds Jochen Rehrl and Galia Glume) *Handbook on Missions and Operations* Federal Ministry of Defence and Sports of the Republic of Austria 2015

¹¹ It could be argued that the EU Concept suggests that CSDP missions have a potential to engage in mediation-relevant tasks below the Track I level and that, in doing so, they help create conditions which are conducive to constructive Track I-level talks. This is a very narrow and restrictive interpretation of the way these tools may be used to further mission objectives and built trust and cooperation with stakeholders on the ground. This contrasts with UN policy, which recognises that mediation is required throughout the process of implementing a peace agreement and that mission leadership is often involved in dispute resolution even if it is not part of their formal mandate. Source: *United Nations Activities in Support of Mediation, Report of the Secretary-General A/72/115* 27 June 2017

Nonetheless, this Report will demonstrate that an MND capability, of a different order, and particularly training in negotiation, is necessary for all personnel involved in Civilian CSDP Missions, in order that they be properly prepared to undertake the full variety of civilian crisis management missions.¹²

The Political and Security Committee (PSC) has recognised that a specific MND capability requirement is necessary for Civilian CSDP Mission staff to be able to engage in and implement Civilian CSDP Missions This capability requirement is included in the list of training areas approved by the Political and Security Committee (PSC) on 11 June 2019.¹³

In addition, MND activities, *broadly defined*, are reported as an important aspect of the experience of a wide range of personnel on the Missions. Civilian CSDP Mission staff in the field told this reporter, as they told Gourlay¹⁴ in 2010, that MND skills, *broadly interpreted*, are critical in their day-to-day activities. In essence, all CSDP staff need basic levels of MND competence to be operationally competent.

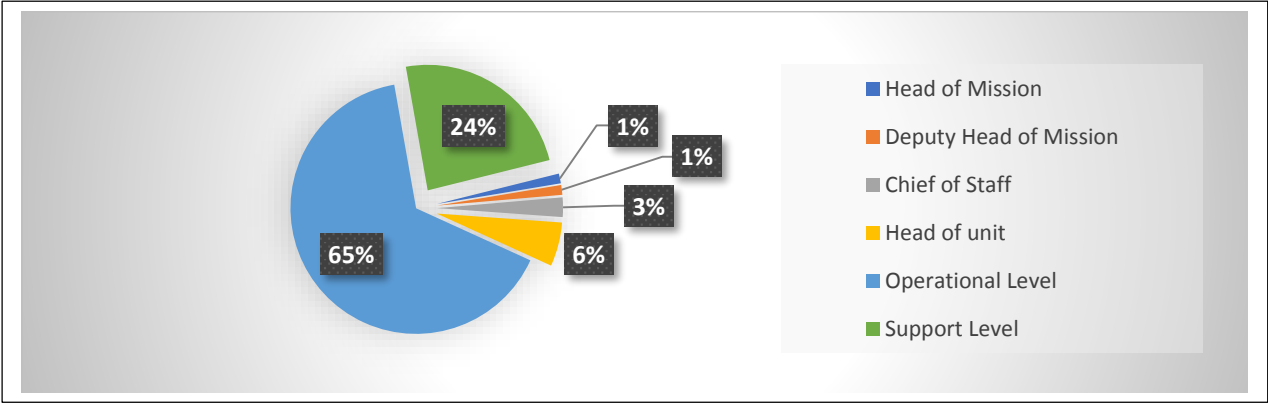


Figure 3 Roles of respondents to survey

CSDP staff need MND competence to be able to interact with optimum levels of efficacy when dealing with disputes, conflicts and disagreements, across the whole range of circumstances arising in the multinational, multicultural CSDP Civilian mission environment. They also need to understand and recognise circumstances when additional and more specialised MND expertise, from the wider EU family, is needed to support the Mission.

¹² EU Civilian Training Group (EUCTG) Strategic Guidance on CSDP Civilian Training,, ANNEX B: Training areas – Rationale for selection. <https://data.consilium.europa.eu/doc/document/ST-10345-2019-INIT/en/pdf>

¹³ *Engage and implement* includes in addition to Mediation, negotiation and dialogue -Rule of Law – (legal, judiciary, police, public order community policing)• Security Sector Reform (SSR) (incl. security, police reform etc) *• Good governance; state building; civil administration; building integrity and anti-corruption. • Gender *• IHL, Human Rights, Protection of Civilians *• Mentoring, monitoring and advising (MMA) *• • Language skills* • Communication, behavioural and cultural skills. EU Civilian Training Group (EUCTG) Strategic Guidance on CSDP Civilian Training. (as approved by the Political and Security Committee (PSC) on 11 June 2019.)

¹⁴ Gourlay, C. (2010), Mediation and Dialogue as Tools for EU CSDP Missions, Initiative for Peacebuilding.

Current Situation

The current situation is that Civilian CSDP missions are engaged in everyday dispute resolution in the field as a routine aspect of a Civilian CSDP mission. These missions and operations are deployed in volatile situations and seek to manage the situation by engaging with parties, factions, groups, and organisations in the mission area. Attainment of mission goals often depends on having developed strong working relationships with parties on the ground. A facility with dispute resolution techniques and processes is therefore an essential skill set for Civilian CSDP Mission Personnel. MND training is the means to equip staff with these skills.

Research for this Report revealed some misconceptions among CSDP staff regarding the necessity to apply MND for success in dispute resolution in CSDP Civilian Missions. This may be because of a mistaken belief as to what is involved in MND, and a lack of recognition among staff that they are already using MND skills. Some staff perceive MND as a rarefied technical process that occurs only in specific high-level scenarios. It is important to address this misconception and ensure personnel are fully aware that negotiation, the essential aspect of MND, is a ubiquitous interpersonal process.

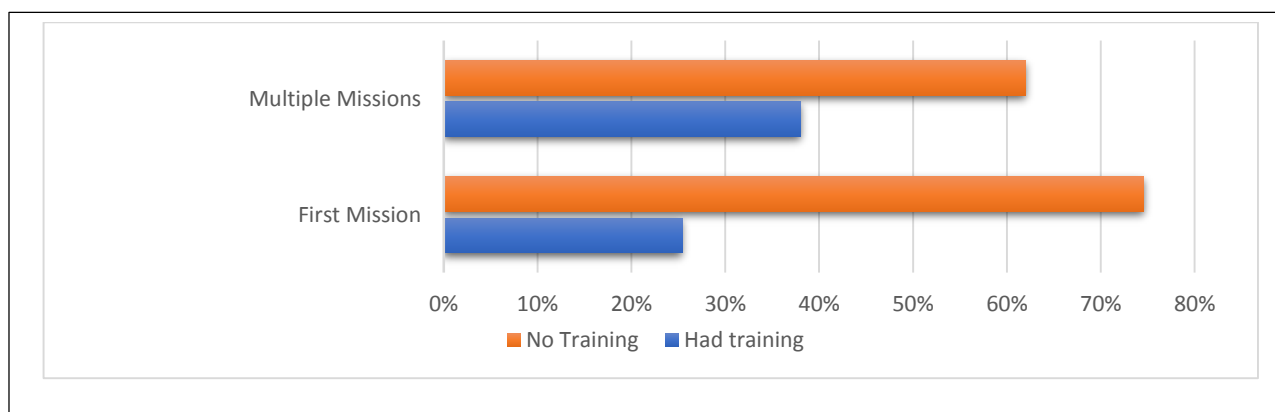


Figure 4-Most respondents deployed without having had MND training.

While negotiation may indeed sometimes encompass technical arrangements, it is also a basic life skill that personnel use all the time, perhaps without recognising that to be the case. We negotiate whenever we *seek* the agreement of the other person to make progress. It is what is involved when parties to a dispute use persuasion to attempt to jointly create an agreement that resolves a conflict or disagreement between them. Consequently, good negotiation skills provide a generic and overarching capability that allows personnel to engage more efficiently and effectively in their mission specific tasks.¹⁵ Negotiation is fundamentally an interpersonal skill, and the success of negotiated endeavours rests on skilfully applying

¹⁵ Pruitt, D. G. (1981). *Negotiation behavior*. New York: Academic Press.

basic principles and skills that may be learned.¹⁶ What is intended with MND training, for CSDP Civilian Mission personnel, is to train personnel to be able to apply well researched and proven skills, techniques, and processes to achieve success in everyday dispute resolution in the field.

It is clear that Civilian CSDP mission staff awareness, discernment, and competence in both serious and mundane dispute resolution encounters in the field, could be decisive for mission success, decisive for the safety and security of mission personnel and decisive for the reputation of the EU in the mission area and further afield. The ability of staff to negotiate and facilitate dialogue is the key enabler in this regard.¹⁷ To possess this key enabler staff need to be competent in MND

Civilian CSDP Mission staff are engaged in major and minor problem solving and the settling of routine disagreements in the course of their day-to-day work. This activity can cover the full range of interlocutors in the mission area, from state and local community representatives, to engagement with staff from other international organisations or NGOs on the ground, to the inevitability of dealing with problems involving other colleagues and local staff members.

MND is important for CSDP missions. Mission personnel engaged as they are, in volatile and unstable mission environments, need to have this capability. The MND Concept acknowledges that CSDP missions are frequently engaged with local political and civil society actors in activities of a mediating and confidence-building nature. This provision recognizes the activities of routine problem solving that are pervasive in CSDP missions. These interactions typically involve problem-solving interpersonal interactions with others, from within the mission or the outside community. These interactions require listening and assessing a situation, persuading, seeking to resolve disagreements, or bring others together, to talk and settle issues on a day to day basis.

The MND Concept emphasizes that basic skills in MND should be included in the training offered to CSDP missions and that MND training could be included in the curricula of the ESDC and of relevant national training institutions.

¹⁶ Lewicki, R. J., Saunders, D. M., Barry, B., & Lewicki, R. J. (2006). *Negotiation*. Boston, Mass: McGraw-Hill Irwin.

¹⁷ The 2016 EEAS Annual CSDP Lessons Report is very clear in that regard and states that an ability to facilitate dialogue and interact at operational level is fundamental to building of resilience <https://data.consilium.europa.eu/doc/document/ST-9159-2017-INIT/en/pdf>

So, the present situation is that mission staff report they are engaging in activities that could benefit from MND training. The 2009 MND Concept recognises the important role of MND for CSDP Missions and that MND training should be available to CSDP Missions.

Beyond that, there seems to be no Civilian CSDP arrangements or directives setting out the specific parameters of the CSDP organisational need for MND capacity in Civilian CSDP Missions. There are no guidelines on how this capability should be realised in the missions. There is no inventory of the skills and skill levels required of mission staff.

"In general, all personnel involved as members of any CSDP mission should have at least a basic awareness and skill level in order to promote work environment well-being and enable health, sustainable and productive relations with mission related interlocutors and contacts in the mission area".

CSDP Mission Survey Respondent No. 48, July 2020

The EEAS provides training courses on MND, in cooperation with the Commission. Participants on these courses have included a broad range of staff from the EEAS, Commission services and Member State administrations. However, there is no specific training architecture in place to ensure these capabilities are available to CSDP Missions and their personnel.¹⁸ The introduction of such a specific training MND structure is vital to ensure credibility and the upgrading of the skills and abilities of staff in this area.

Presently, only eight (8) appointments of the seventy seven (77) general and specific functional profiles, set out in the Force Generation Handbook for Civilian CSDP Missions, have mediation or negotiation as part of their job description.¹⁹ This represents an MND capability available to Missions of around 10% of personnel.²⁰ However, all staff, upon recruitment, are required to possess excellent interpersonal and communication skills, both written and oral. It is not clear how this interpersonal and communication skills capacity is assessed, or whether this broad capacity is, somehow, deemed sufficient to address the overall need for MND capability, within CSDP Civilian Missions.

The EEAS has indicated to the **Committee for Civilian Aspects of Crisis Management** that *Duty of Care* considerations regarding staff are always paramount. Missions are implementing their mandates in

¹⁸ Annual 2016 CSDP Lessons Report <https://data.consilium.europa.eu/doc/document/ST-9159-2017-INIT/en/pdf>

¹⁹ Mediation roles are identified as Justice Adviser, Adviser/Expert, Coordination Cooperation Officer, Justice Adviser, Liaison and Coordination Officer, Gender Adviser, Procurement Officer, Head of Project Cell/Project Manager.

²⁰ It is interesting that a slightly greater percentage of personnel who responded to the survey had MND training than the 10% mandated in the job specifications in the Force Generation Handbook.

complex environments and consequently specific and tailor-made training is required for Mission members, both in advance and when deployed.²¹

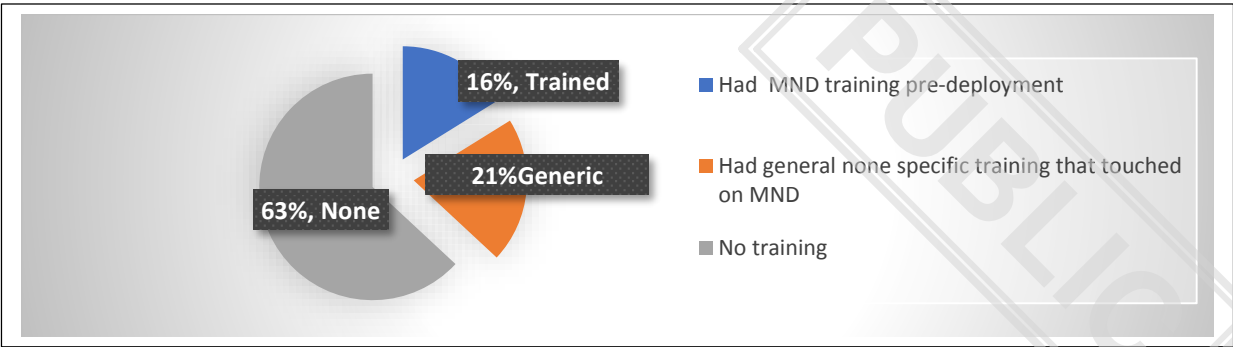


Figure 5- Only 16% of personnel surveyed had MND training.

This Report will recommend the overall MND capacity required by CSDP Civilian Mission personnel, the standard of competence and expertise required of CSDP civilian mission personnel in MND, an appropriate training plan or framework to achieve the level of MND training necessary for Civilian CSDP mission staff, and the process necessary to ensure that the training plan is implemented. Addressing this training challenge, in respect to MND, in the face of ongoing recruitment difficulties will require imaginative and custom-built approaches.²²

Training Gap Analysis

The overall profile of MND activities of staff in the missions was surveyed and analysed for this Report. This was done to explore whether there was a gap between the existing skills levels of staff and those skills required to effectively carry out the MND work being conducted in the missions.

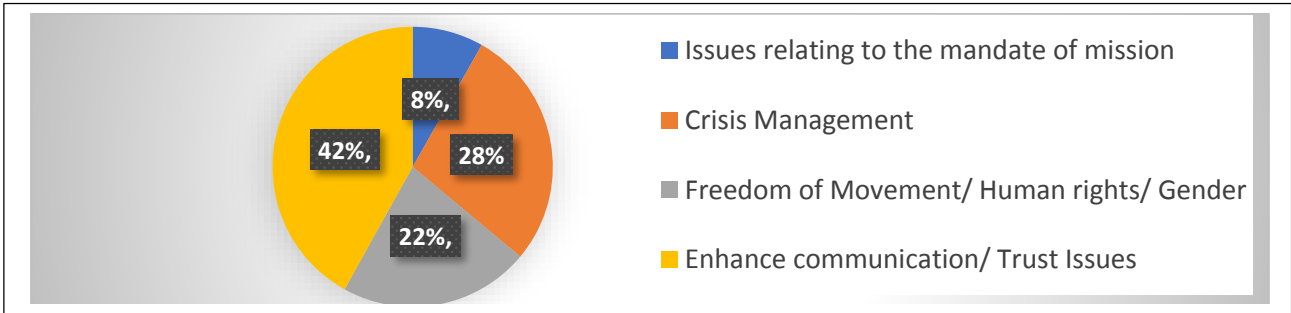


Figure 6-The main issues on Civilian CSDP Missions that involve MND interventions.

²¹ Draft list of Generic Civilian CSDP Tasks and Requirements. <https://data.consilium.europa.eu/doc/document/ST-6166-2017-INIT/en/pdf>

²² Draft Guidelines to design civilian CSDP mission-specific organisational structures. This is especially the case when CSDP civilian Missions usually only allocate one week for the incoming staff member to complete all joining administrative processes and complete induction training.

This indicated that the main MND involvements on Civilian CSDP Mission staff had to do with facilitating general conversations between local stakeholders in order to manage a crisis of one sort or another, to deal with freedom of movement, human rights and gender issues, in addition to interacting on an ongoing basis with stakeholders, to enhance communication and build trust.

In addition to facilitating general discussions between local stakeholders staff also, sometimes, dealt with MND issues by participating in the more structured MND roles as outlined in figure 6.

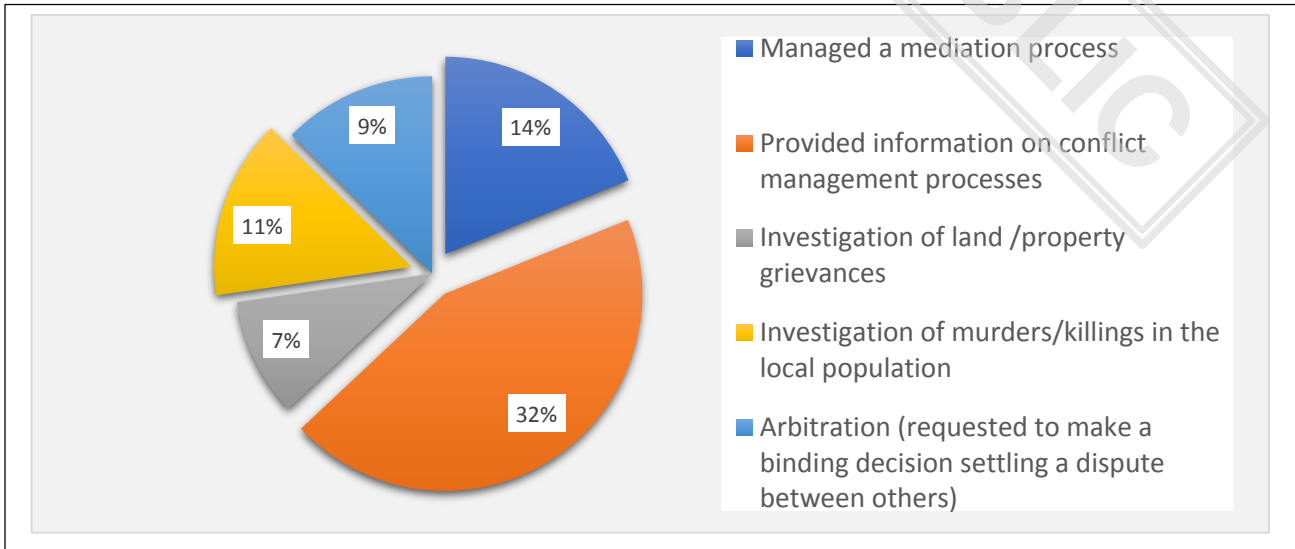


Figure 7 Instances of more structured MND interventions.

It was also found that the majority of MND activities involved interactions with representatives from state or local government. A surprising 33% of MND activities were with international organisations and NGO stakeholders and the remainder with local mission staff and migrant community representatives.

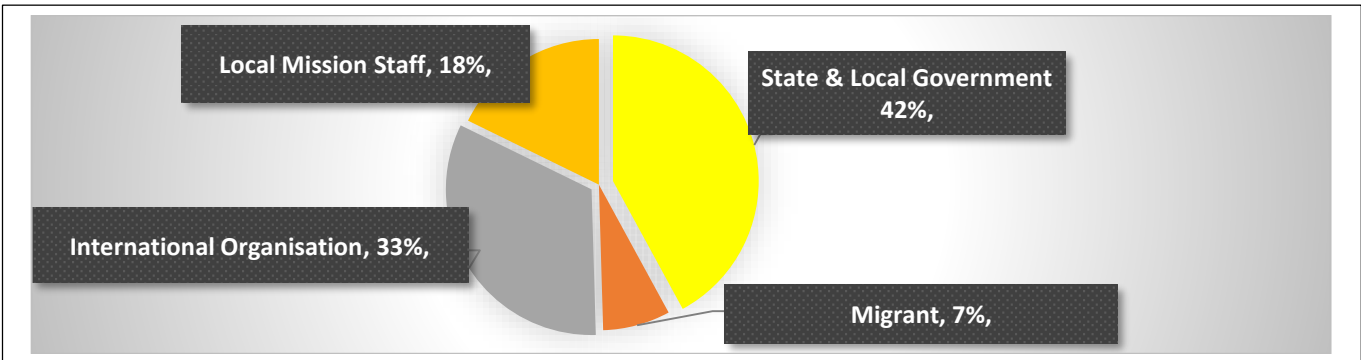


Figure 8-The majority of MND activities involved state or local government stakeholders.

Surprisingly, most staff reported that they did not use a conflict analysis process before engaging in an MND activity.

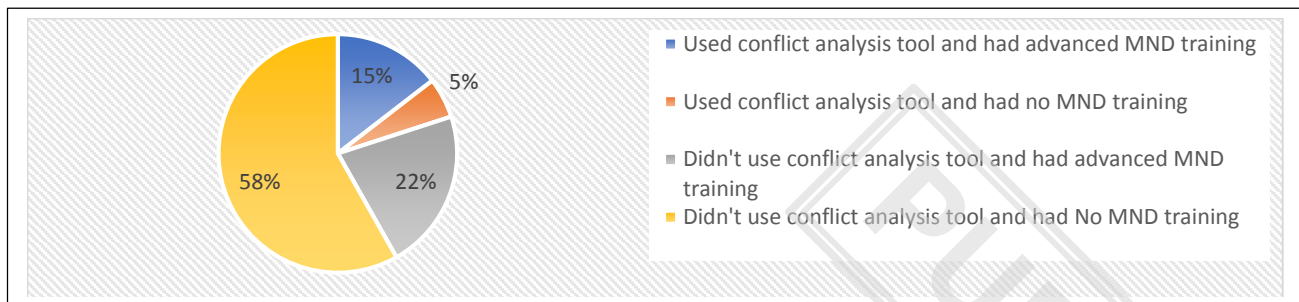
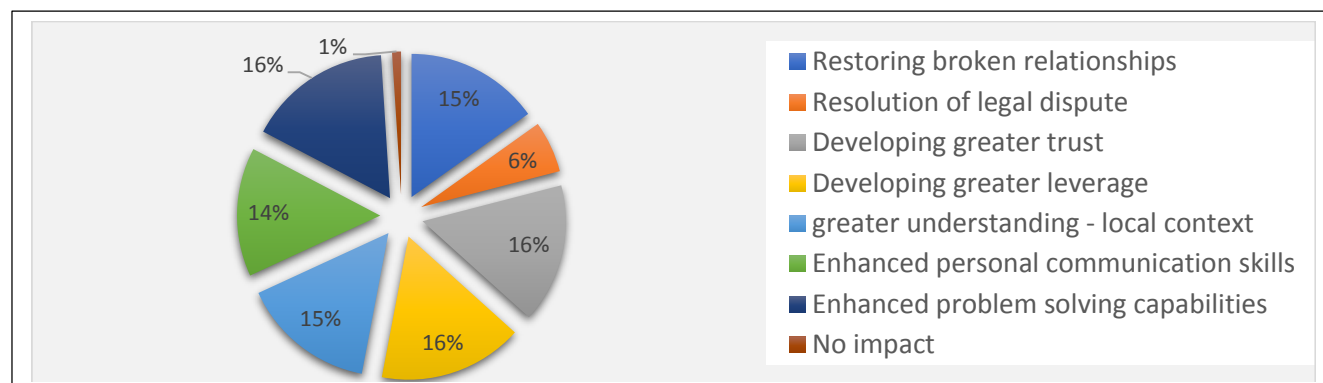


Figure 9- Conflict Analysis- only 20% used before MND activity.

The research conducted for this Report indicated that Civilian CSDP mission staff are engaged in MND activities as part of their endeavours in the field. They appear to be engaging in these activities without the training necessary to give staff the best chance to carry out this MND work successfully. The MND training and preparedness deficiency, highlighted here, should be rectified without delay.

Training interventions should also be cognisant of the value of MND interventions and ensure this is understood by the personnel undergoing training. MND interventions result in a variety of positive outcomes for the Missions.



These outcomes range from mandate furthering outcomes, like increased leverage for mission personnel to
 Figure 10 - MND interventions resulted in a variety of positive outcomes

increased trust and understanding between the Mission staff and relevant stakeholders in the mission area, to perceptions of greater personal efficacy among staff from enhanced personal communications and problem solving experiences gained from the MND activities.

Performance Objectives

To determine the performance objectives to rectify the training gap, the MND activity described by staff in the Civilian CSDP Missions were organised into thematic categories.

MND activity indicated the necessity to apply MND skills into 4 observable thematic categories -

"The discussion "line" was opened and I believe it made future work with these high ranking officers in the (host) training institutions easier and gave them a wider vision what EU advisers are trying to do (improve the connections and information sharing)"

CSDP Mission Survey Respondent No. 11 July 2020

1. Crisis Management Issues (CM)– This refers to management of ‘on the ground’ issues that prevent occurrences or further occurrences of violence and protect the lives of mission personnel.
2. Freedom of Movement, Human Rights and Gender Issues (FHG)– This refers to mission work that facilitates human development or fulfilling human needs relevant to the host environment.
3. Issues relating to Mission Mandate and Multilateral working (MM)– This refers to the multilateral and political aspect of working with other IGOs, NGOs and high-level representatives of the host govt in a post conflict environment.
4. Enhanced Communication, Trust Building (ECTB) – This refers to developing wider operational ‘on the ground’ capability, facilitating dialogue and enhancing the positive reputation of the mission with representatives of local government and local communities. Occasionally this involves conflict intervention instances internal to the mission staff.

Associated Knowledge/Skills/Competencies

The next stage is to determine the performance objectives associated with these thematic categories of MND tasks.

Performance Objective	Category of Application	Training Gap
	<ul style="list-style-type: none"> • <i>CM – Crisis Management</i> • <i>FHG -Freedom of Movement, HRG Human Rights and Gender</i> • <i>MM – Mission Mandate</i> • <i>ECTB-Enhanced Communication, Trust Building</i> 	
Knowledge		
Communicate in Adversity	CM, FHG, MM, ECTB	No specific Pre-deployment or in-Mission training is stipulated or provided
Demonstrated Understanding of Negotiation	CM, FHG, MM, ECTB	
Demonstrated Understanding of Mediation	CM, FHG, MM, ECTB	
Skills		
Listening skills	CM, FHG, MM, ECTB	
Questioning skills	CM, FHG, MM, ECTB	
Framing skills	CM, FHG, MM, ECTB	
Systematic Conflict Analysis skills	CM, FHG, MM, ECTB	
Competency		
Appreciate Negotiation Fundamentals	CM, FHG, MM, ECTB	
Appreciate Mediation Fundamentals	CM, FHG, MM, ECTB	

MND Capacity Required

Having identified that there is a gap in training provision in respect to MND it is now necessary to identify the appropriate learning outcomes for training. The reason outcomes are identified is to ensure appropriate preparation for MND tasks in the field.

High level Learning Outcomes (CTALO)

The table below outlines the level of knowledge, skills and competence that should be achieved by participants on MND programmes. Using MND skills identified in the training gap analysis, it identifies learning outcomes required to achieve the requisite standards of each learning level. In this case learning levels have been identified as Basic and Advanced.

Performance and Enabling Objectives - Basic MND programme

Performance Objective (All Staff)	Enabling Objective (All Staff)
Communicates Effectively in Adversity	Recognise personal response to conflict situations while identifying own style and attitudes in conflict situations, and the implications arising for effective conflict resolution
Understands Negotiation Theory	Recognise the types and stages of a negotiation
Understands Mediation Theory	Explain mediation and dialogue process such as roles, function and conduct, and mediation styles relevant to CSDP missions eg facilitative, formulative and manipulative ²³
Listening Skills	Be able to apply attention, withhold judgment, reflect, clarify, and summarize
Questioning Skills	Be able to ask different types of questions in a negotiation
Framing Skills	Be capable of framing and reframing to influence views
Systematic Conflict Analysis Skills	Apply basic conflict analysis tools to conflict scenarios
Apply Negotiation Fundamentals	Be able to describe distributive and integrative strategies, and negotiation tactics
Apply Mediation Fundamentals	Be able to describe a framework for a mediation and dialogue process.

²³ Research indicated that the mediation style has a strong impact on the “strategic bargaining environment” and outcomes. A “passive” facilitation role facilitates information exchange and the mediator’s primary task is to communicate. Formulation sees the mediator take “a more substantive role” in negotiations, this includes suggesting solutions to dispute. Manipulation involves the mediator to the maximum degree ‘making itself a part of the solution’. It sees the mediator exerting power to produce an outcome. (Informed by Beardsley et al, 2006, Brown and Shraub, 1992, Walker C, 2013, Zartman, 1996).

Performance Objective (for selected staff)	Enabling Objectives (for selected staff)
Communicates Effectively in Adversity	Demonstrate a critical appreciation of the role of MND and its place within the integrated approach.
Understands Negotiation Theory	Knowledge of negotiation and solution generating processes, as contextualised by choosing alternative dispute resolution technique of negotiation
Understands Mediation Theory	Identifying procedural options, stakeholder engagement, timing and preferred processes and strategy for reaching coherence and optimal outcomes in compromise.
Listening Skills	Be practised and adept in active listening skills
Questioning Skills	Be practised and adept in questioning strategies
Framing Skills	Appraise the perceptual process, information processing and emotions in MND while identifying zones of possible agreement
Systematic Conflict Analysis Skills	Synthesise the outcomes of multiple conflict analysis tools, to include political and economic contexts.
Apply Negotiation Fundamentals and Process	Evaluate key elements and appropriate process when managing relationships in CSDP MND
Apply Mediation Fundamentals and Process	Evaluate and apply relevant UN and EU mediation principles and process, including inclusiveness and adherence to international norms
Inclusion of multiple perspectives	Promote and facilitate diversity and inclusivity in MND through analysis, mapping, linkages, and systemic consultation.

MND Training Plan

MND is a designated EU civilian training area identified as a capability requirement in the list of generic civilian CSDP tasks arising from CSDP policy requirements, the lines of operation of civilian CSDP mandates, lessons identified by the missions in the field, as well as results from previous training analyses.²⁴

MND is designated as a separate CSDP training area with other distinct training areas in the *Engage and Implement* capability cluster.²⁵ Training for MND should not be conflated with other distinct training areas in the same capability cluster. It has been noted elsewhere that there are many training courses in existence that have a content focusing on structures, processes and policies and do indeed cover in a very tangential manner the soft skills involved in MND.²⁶ While this is helpful to increase awareness of the importance of MND, that is the limit of its pedagogical value. Blending MND with other distinct training areas is helpful to increase appreciation of its value but is not an adequate or an effective approach to ensure staff MND efficacy.

The EU Policy on Training for CSDP provides that training of personnel for MND is primarily the responsibility of Member States.²⁷ To support the training provided by Member States, and to facilitate and complement them, the EEAS provides basic guidelines and performance standards, descriptive materials and procedures covering the training cycle.

In this context, generic course descriptions are presented in this Report to facilitate the EUCTG should it decide to communicate the identified training requirements for MND to training providers, through the CCTR.²⁸

²⁴ EU Civilian Training Group (EUCTG) Strategic Guidance on CSDP Civilian Training.
<https://data.consilium.europa.eu/doc/document/ST-10345-2019-INIT/en/pdf>

²⁵ For instance, *Communication, behavioural and cultural skills*, or *Monitoring, Mentoring and Advising* (MMA) have different aims, objectives and training content. The objectives of the *Communication, behavioural and cultural skills* include raising cultural awareness in a mission environment (CSDP) and to provide the participants with a comprehensive set of universal cross-cultural knowledge and skills that enable participants to take into account the cultural dimension within a specific mission. The objectives of the *Monitoring, Mentoring and Advising* (MMA) programme are capacity building and the transfer of knowledge to enable the host country to develop sustainable rule of law organisations and processes.

²⁶ Soft Skills as an Essential Part of Leadership and Monitoring, Mentoring & Advising (MMA) Training for CSDP Missions, Mission Challenges, Lessons Learned and Guiding Principles: Policing with Communities in Fragile and Conflict Affected States Lessons from the Field and Practitioner Perspectives.
http://www.sipr.ac.uk/Plugin/Publications/assets/files/Sinclair_Burdett_MCLLGP.pdf

²⁷ EU Policy on Training for CSDP

²⁸ ANNEX D: Scope of deliverables, EU Civilian Training Group (EUCTG) Strategic Guidance on CSDP Civilian Training.

In line with best practice, Training should be participatory, interactive and learner focused. To ensure this, a variety of teaching methodologies should be used, including lecturing, videos, interactive exercises, individual work, group discussion, and role-playing.²⁹ All these features may be made available online using an educational learning platform with an integrated set of interactive online services which can deliver all the elements mentioned.

The training opportunity available to Civilian CSDP Mission staff following selection, at present is a Pre-deployment training package (PDT) offered in Brussels. This is separate from Mission induction training conducted as a discrete process by individual Missions. It is now required that all categories of staff, including contracted personnel, should go through a standardised PDT to be properly prepared for their tasks and to absorb the common corporate culture of the Missions.³⁰ Normally, it takes one week for the new staff member to complete the incoming procedure, including the induction training³¹.

It is not clear what additional training opportunities are available for in-Mission training.³²

In view of the foregoing I recommend that MND training, as described in this Report, should be prescribed by the EEAS for completion in member states before personnel join the CSDP mission. In addition, a short segment on MND during the standardised PDT in Brussels would be helpful, as would the provision of refresher or advanced MND modules, as described to be completed as in-mission training.

²⁹ Mediation Development Toolkit <https://rm.coe.int/mediation-development-toolkit-ensuring-implementation-of-the-cepej-gui/16808c3f52>

³⁰ Draft list of Generic Civilian CSDP Tasks and Requirements

³¹ Guidelines to design civilian CSDP mission-specific organisational structures

³² In the Missions, the Head of Human Resources is responsible for 'ensuring effective training activities for staff members. In addition, several other mission office holders have a responsibility to contribute to staff induction training, as appropriate.

Training Levels

In general terms, the training requirements in MND are identified at two levels and for different audiences:

Learning Level 1 BASIC – (for all personnel of CSDP missions with the exception of personnel employed as nurse, engineer or assistant)). The content of the basic training in MND is focussed on the thematic area of Working on Enhanced Communication, Trust Building (ECTB) in CSDP missions focusing primarily on a ‘facilitative’ approach and is delivered entirely online.

Learning Level 2 ADVANCED (Specific for senior mission management and mission staff who may be involved in MND activities as part of the CSDP mission management). This programme uses the thematic areas of Crisis Management, Freedom of Movement, Human Rights and Gender Issues, Mission Mandate and Multilateral working with other IGOs, NGOs and high-level representatives of the host country, and the application of integrated EU leverage in a post conflict environment along with an increased focus on negotiation training. Elements of this training can be given online, however much of the programme is framed on personal efficacy in MND simulations. Specific assessments in the application of a ‘formulation’ approach and ‘problem solving’ approach should be explored in the programme.

Learning level 1: Basic

Staff category/Audience: All CSDP Personnel deployed on mission (except for personnel employed as nurse, engineer or assistant)³³

Thematic: Working on Enhanced Communication, Trust Building (ECTB). On completion of the programme, participants should understand and be capable of describing MND theory and processes, in order to promote healthy working environments, and sustainable and productive dialogue with mission related contacts and stakeholders in the mission area.

Civilian Training Area High Level Training Outcomes

Knowledge (what the learner knows, understands)

- To recognise personal responses to conflict situations and identify own style and attitudes in conflict situations and the implications arising for effective conflict resolution
- To recognise the types and the stages of a negotiation
- Explain mediation and dialogue process and styles

Skills (what the learner can do)

- Apply attention, withhold judgment, reflect, clarify, and summarize
- Be able to ask the most useful types of questions in a negotiation.
- Be capable of framing and reframing to influence views
- Apply appropriate conflict analysis tools to conflict scenarios
- Describe conflict positions of each party

Competencies (what the learner is ready to do)

- Describe distributive and integrative strategies and tactics
- Describe a framework for a mediation and dialogue process
- Identify exclusion and bias in MND

³³ Civilian CSDP missions are staffed by seconded MS personnel or by contracted staff, if no qualified seconded candidate can be identified. There are 77 general and specific functional profiles of staff in Civilian CSDP Missions outlined in the Force Generation Handbook. 2017

Staff category/Audience: Mission Leadership and selected mission staff.

Thematic: Crisis Management, Freedom of Movement, Human Rights and Gender Issues, Mission Mandate and Multilateral working, with a focus on negotiation skills. The concept underlying the course is to develop the students' ability to negotiate for themselves and then to use the mediation process, which includes negotiation, to help other parties prevent, manage and resolve conflict. The content will be highly interactive with a strong emphasis on inter- personal engagement and learning by doing. On completion of the programme, participants should be capable of contributing to the planning and implementation of 'problem solving' mediation processes by EU missions.

Civilian Training Area High Level Training Outcomes

Knowledge (what the learner knows, understands)

- Explain alternative dispute resolution techniques, particularly negotiation and mediation.
- Appreciate how these techniques may be applied in CSDP Civilian missions within appropriate legal context.
- Identify both the methodology and the concepts that underpin those skills.

Skills (what the learner can do)

- Be practised and adept in active listening skills
- Ascertain and synthesise positions, interests and needs of each party
- Appraise the perceptual process, information processing and emotions in MND while identifying zones of possible agreement
- Synthesise the outcomes of multiple conflict analysis tools
- Generate analytical reports and documents which contribute to MND processes

Competency (what the learner is ready to do)

- Evaluate key elements when managing relationships in CSDP MND
- Design and conduct a comprehensive and inclusive stakeholder engagement strategy for MND process in CSDP
- Apply, in exercise conditions relevant UN and EU MND principles, including inclusiveness and adherence to international norms while remaining flexible and creative.

Conclusions and Recommendations

The level of MND activity which takes place on Civilian CSDP Missions is significant and contributes to positive 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 and interacting on an ongoing basis with stakeholders, to enhance communication and build trust.

Civilian CSDP Missions are deployed in complex environments and an important aspect of the EUs duty of care is to provide for specific and tailor-made training to Mission staff members, both in advance and when deployed.³⁴

Presently, there is no training architecture, in place, to ensure MND 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.³⁵

This Report recommends that all the staff of Civilian CSDP Mission receive a basic level of MND training. It advises that separate discrete MND modules be made available for selected staff who would benefit from more specialised instruction. It specifies the tasks, skills,

“It is necessary to develop a more professional and active approach in the area of mediation and mediation support, by establishing it as a tool of first response to emerging or on-going crisis situations”.

CSDP Mission Survey Respondent 19th July 2020

outcomes, and training content necessary to conduct the different training modules necessary to ensure the optimum preparation of personnel for conduct of MND related activities in the mission environment.

MND training, as described in this Report, should be provided by member states prior to personnel joining the CSDP Civilian Mission.³⁶ The EEAS should support the MND training provided by Member States with information on MND performance standards and training content, as provided in this Report and by

³⁴ Draft list of Generic Civilian CSDP Tasks and Requirements.

<https://www.statewatch.org/media/documents/news/2015/may/eu-csdp-revised-cvillian-tasks-7656-rev2-15.pdf>

³⁵ Justice Adviser, Adviser/Expert, Coordination Cooperation Officer, Justice Adviser, Liaison and Coordination Officer, Gender Adviser, Procurement Officer, Head of Project Cell/Project Manager.

³⁶ EU Policy on Training for CSDP

including reference to MND during pre-deployment training in Brussels. Mission leadership should provide for refresher or advanced MND training while personnel are on mission.³⁷



³⁷ ANNEX D: Scope of deliverables, EU Civilian Training Group (EUCTG) Strategic Guidance on CSDP Civilian Training.

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European External Action Service

Antje Herberg, senior mediation advisor at the **European External Action Service** and CCT Project Adviser

Bettina Kircher, **CPCC**, EEAS

Bill Marsh, **Independent Mediator** and twice ranked “**Global Mediator of the Year**” by Who’s Who Legal (2019-20 and 2014-15)

Mathias Zeller, Head of Mediation Courses, **ZIF**, Germany ,

Representative of **Directorate for Integrated Approach, Security and Peace**, EEAS

Brendan Farrelly **Kennedy Institute**, Maynooth University

Dr Kieran Doyle **Kennedy Institute**, Maynooth University

What MND tasks are CSDP mission member actually performing?

Examples of MND tasks cited by respondents as performed while on mission:

- Facilitate general conversations/ discussions between local populations
- Design and manage a structured mediation process in the local population
- Negotiate on violation of peace accords
- Mediate between Rebels and Government
- Provide information on conflict management processes to the local population
- Facilitate freedom of movement between different localities
- Facilitate MND and dispute resolution between members of the international community
- Investigate and facilitate MND on non – violent grievances within the local population
- Investigate murders/killings in the local population
- Arbitrate (requested to make a binding decision settling a dispute between others in community disputes)
- Mediate internal HRM issues within the mission
- Manage mission security issue (as a function of job responsibilities)
- Manage mission logistics issue (as a function of job responsibilities)
- Facilitate debates and discussions between security forces and civil society representatives (in training and work)
- Influencing the content of host nation legislation and constitution
- Engage in direct negotiations with local political counterparts on issues concerning the Mission's mandate

- Deal with spontaneous confrontations in local population eg dissatisfaction with government action or crime situation, calming down mob situation
- Demobilisation issues and security sector reform
- Diffuse tensions between different local security forces
- Introduce agricultural development projects near a protected area
- Create and conduct of mediation presentations and workshops for mission members and local population
- Negotiate around mission needs and response to Covid 19
- Facilitate general discussions between local populations re entry of state security forces after conflict and commencement of investigations re burial sites of victims of the conflict.
- Dissuade hunting in protected areas in a natural park
- Transfer and interpretation of criminal evidence between different police forces
- Arbitrate (requested to make a binding decision settling a dispute between business contacts)
- Sensitise local population to religious and cultural artefacts
- Sensitise local population to the intentions/motives of other international community actors
- Improve relations between authorities in local police training facilities
- Exchange of Prisoners of War
- Exchange of information about missing people
- Resolve dispute between local staff employed in the mission
- Deal with disputes where international staff members were involved in security incidents (traffic accidents and so forth)
- Negotiate SOMA (Status of Mission Agreement) with host government
- Mediate on behalf of IDPs with local population

Annex C- List of Institutions identified that provide relevant CSDP MND Courses

Current training practice was established by surveys issued to MS and National Training Experts and desk research conducted in March and April 2020. See listed below a list of courses identified as specifically dedicated to Mediation and Negotiation training, relevant to CSDP missions and accessible through application (August 2020).

Location	institution	Course Title	Target Audience	Objectives	Frequency
Germany	Baden-Wuerttemberg State Police College (in collaboration with Mediateur, Brussels)	Inclusive Mediation in Peace Operations	Practitioners	What does inclusive mediation mean in concrete terms? What are successful tools of mediation? How can a gender perspective be integrated in mediation? Why is it important in conflict resolution and peacebuilding processes – inside and outside the mission?	Biannually
Germany	forumZFD ³⁸	Constructive Third-party Intervention: Mediation, Negotiation and Dialogue	Practitioners	- Design and implementation of mediation, negotiation and dialogue programs and processes	Annually

³⁸ <https://www.forumzfd.de/en>

				<ul style="list-style-type: none"> - Before and after mediation and dialogue processes - Inclusion of marginalized groups - Participants' case studies and response to current professional needs 	
Germany	ZIF	Advanced Mediation training	Advanced mediators and experts	Delve deeper into topics only touched upon in other courses and enrich participants' (future) work in mediation (support) activities	One off Online pilot
Germany	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	Training for diplomats	Practitioners	Instruct on Germany peace mediation approach	Annually

	Viadrina Frankfurt				
Ireland	Kennedy Institute, Maynooth University.	Mediation, Negotiation and Dialogue Skills for CSDP	Practitioners and Academic Students	Give students an understanding of mediation and negotiation and allow them acquire a facility to be able to apply these techniques in CSDP crisis management operations and missions.	Annually
Italy	Ecole Universitaire Internationale (EUI)	Mediation and Negotiation	Practitioners from diplomatic and humanitarian field including EU Institutions	Plan and conduct mediation/negotiation activities. Explore, discuss and apply different mediation/negotiation techniques.	Annually
Netherlands	Institute of International Relations Clingendael (NIIB)	Negotiation and Mediation in Conflict Resolution	Practitioners and Advanced Practitioners	Train people in the skills of mediation including the implantation of preparation tools.	Frequent Iterations
Romania	Peace Action, Training and Research Institute of Romania (PATRIR)	Making Mediation & Peace Processes Work: Peacemaking	Advanced Practitioners	Develop and Design process outcomes Enhance coherence the field and policy Explore how processes can be made more	

		in Deeply Divided Societies and Challenging Contexts		<p>effective by multitrack efforts including civil society actors.</p> <p>Technical aspects of preparation and design, including multi-track dialogue, mediation, peacemaking and peacebuilding</p>	
Serbia	Conflux Centre	Mediation Course	Advanced Practitioners	Enhance specific knowledge in conflict analysis and mediation skills of the participants which could be successfully applied in emerging and ongoing crisis situations.	
Sweden	Dag Hammarskjöld Foundation	International Training on Dialogue and Mediation	Advanced Practitioners	<p>Participants will deepen their knowledge of the latest research in dialogue and mediation, guided by skilled experts.</p> <p>Participants will reflect on the relevance and applicability of these tools and approaches to their ongoing work while developing a</p>	

				network of colleagues from other countries	
Switzerland	Swisspeace	Mediation & Peacemaking Course	Practitioners and academics	<p>Participants are familiar with the most important concepts, definitions and challenges relevant to negotiation and mediation (knowledge);</p> <p>Understand the main dimensions of mediation process design (knowledge);</p> <p>Practice negotiation and mediation techniques (skills);</p> <p>Experience the dynamics of a mediation process (attitude);</p> <p>Participants understand the Swiss approach of mediation and get a feel for what it is to be a Swiss mediator in the field</p>	Annually
Switzerland	Swisspeace	National Dialogue & Peace Mediation Course	Practitioners interested or engaged in national dialogues & peace	Get insights on how to define, design and support national dialogue processes	Annually

			mediation: stakeholders, practitioners and academics	Hands-on training in dialogue and mediation skills Reflect on lessons that can be drawn from previous cases Exchange experiences and become part of a community of practice	
Switzerland	ETH Zurich	Religion and Mediation	Practitioners	Explores empirical trends and research Exercise Lessons learned	Occasionally
United Kingdom	BIMA, "Believe in Mediation and Arbitration	"Faithful Dispute Resolution"		The one week course incorporates exercises, feedback sessions and final test for Civic Mediation Council accreditation. Course focuses in particular at the challenge of cultural discourse, faith based disputes and inter and intra community conflicts.	Occasionally

[Mediation, Negotiation and Dialogue Facilitation]

Note: Questions 1-4 of this questionnaire are intended to gather information on **Mediation, Negotiation and Dialogue** training that is already in place. Questions 5-7 are intended to gather information on training requirements and potential needs.

Responses should be emailed to Dr Kieran Doyle, Kennedy Institute, Maynooth University, Ireland by Monday 6th April kieran.doyle@mu.ie

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

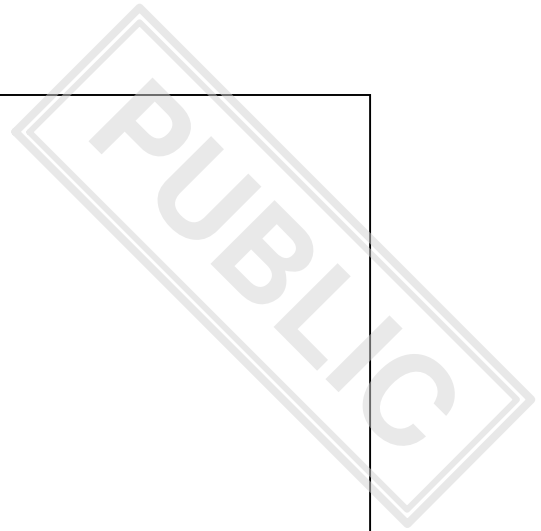
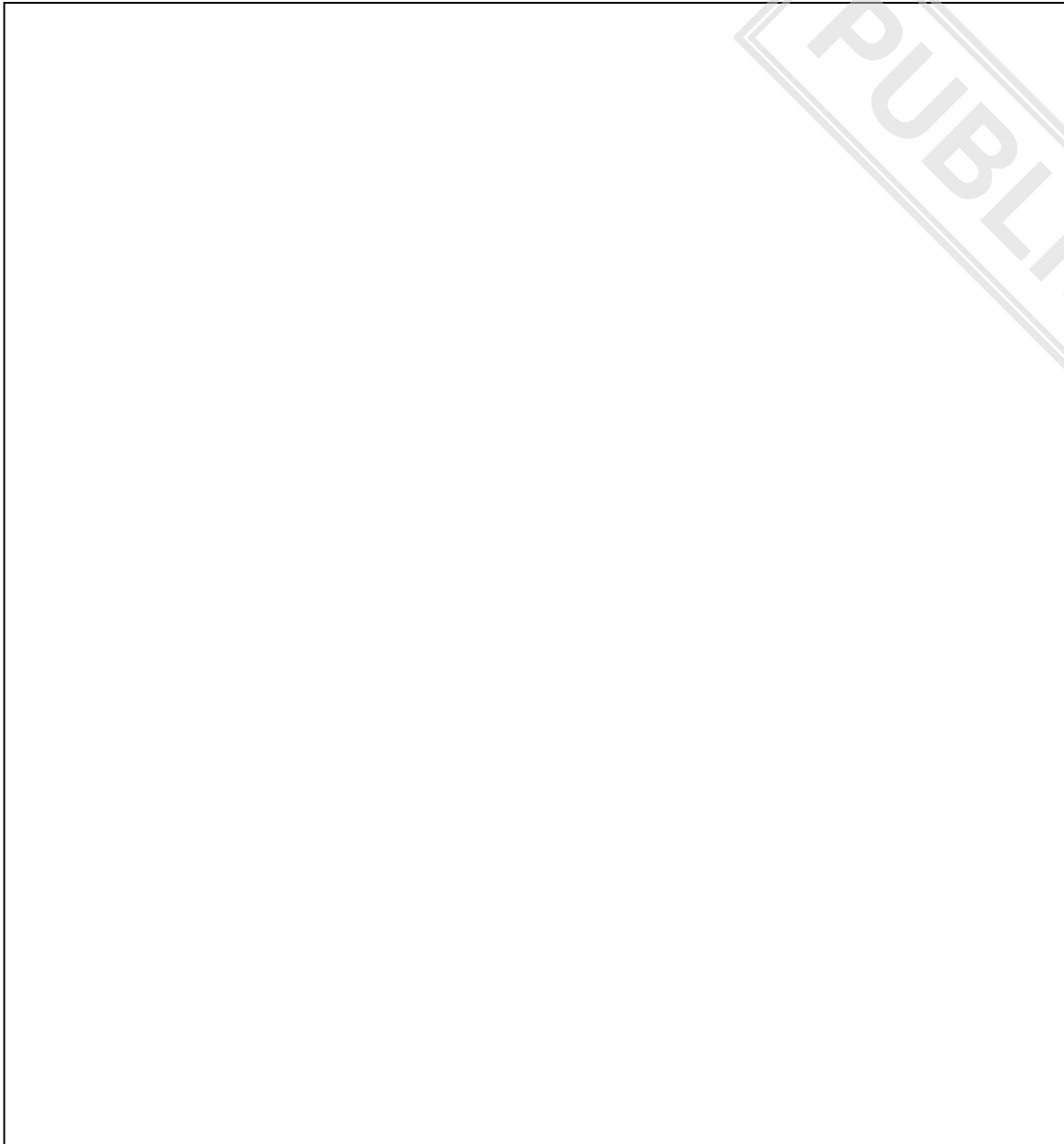
1. Please identify the training audience that requires training on **Mediation, Negotiation and Dialogue** in your Member State, EU institution, headquarters or organisation:

☐ Please place an X after the appropriate answer

- ☐ Diplomatic
- ☐ Police
- ☐ Rule of Law
- ☐ Interior/ Border Control
- ☐ Development

☐ Humanitarian Aid

☐ Other (please specify).....



2. Do you provide recognised³⁹ individual training on Mediation, Negotiation and Dialogue for individuals from the training audience identified in Q1?

- ☐ Yes
☐ No

3. If the answer to Q2 is Yes, what kind of individual training do you provide on **Mediation, Negotiation and Dialogue**, in English/ French language? Please specify and

insert details in this word document:

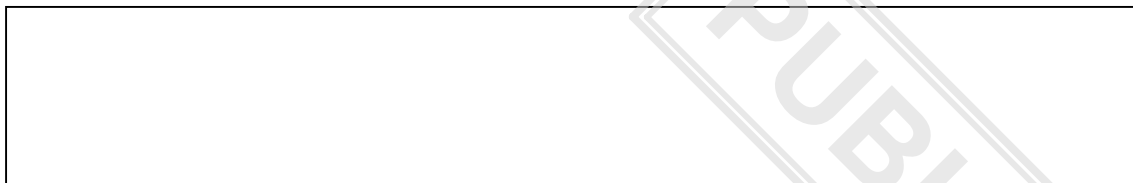
- a. Name of the course (stand-alone course or module in a broader training programme)

- b. Course Participants

- ☐ Police
☐ Civilian (please specify by categories described at question 1)

³⁹ The term, 'recognised' indicates that the training follows an appropriately determined syllabus and is delivered by an accredited state or private institute, university or college.

c. Training format (residential, distance, blended etc.)

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d. Procedures used during the course (EU, UN or otherwise)

e. Course duration

f. Course frequency

g. Course aim

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h. Course learning/training/ enabling objectives



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i. Course content



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j. Are there interactive or classroom based exercises?

k. Is your course open to other EU Member States?

l. How many places do you offer to participants from other EU states?

If convenient, please attach relevant course syllabi with your response.

4. Is collective training in mediation, negotiation and dialogue, (in English/ French language) embedded in large training exercises?

☐ Yes

☐ No

If **Yes**, please specify and insert details in this word document:

a. Name of the training exercise

b. Participants

☐ Police

☐ civilian (please specify by categories described at question 1)

c. Please provide an exercise description.

5. Are there national training needs for **Mediation, Negotiation and Dialogue** that, for various reasons, are not or partially met? If yes, please describe what these needs are:

--

6. Providing you answered "yes" to question 5, what options do you envisage to cover these needs and overcome the situation?



7. What role do you see for the EU in covering training gaps? Do you see any need for additional training activities at EU level, necessary to meet the training requirements for **Mediation, Negotiation and Dialogue**?



Annex E Observations on Training Practices that are currently available

Although limited, the survey of current training practice did point to some important aspects of current training provision.

- There is an opportunity for further specialisation of training, responding to needs of different sectors of civilian CSDP. For example police, border guards and mission personnel with logistics responsibility need more negotiation focused training, while mission leadership and mission project officers need more mediation and facilitation of dialogue focused training.
- Multilateral provision of training (ESDC model) involving several providers pooling delivery expertise or participants is a desirable model. A good example of this multilateral approach is the German Foreign Federal Office which hosts training for diplomats involving 5 other countries.
- Programme content is often not informed by recent CSDP research by EU academics, or the EU Institute for Security Studies (EUISS) which researches CSDP issues. As a result, there may be a disconnect between what is taught in the classroom and the reality of understanding or mediating intractable conflict on the ground, with varying CSDP mission mandates, underlying tension between ethical dimensions of EU mediation, and desired outcomes of different approaches to mediation in mission (for example, generally a Facilitative approach facilitates dialogue, a Formulative approach leads and co-constructs outcomes, and a Manipulative approach can use EU leverage to encourage a desired EU outcome (adapted from Beardsley, 2006)). Although there is a developing literature on EU mediation, there is little evidence to suggest that it impacts on programmes or that EU mediation case studies are being used as teaching tools for CSDP personnel. This perceived lack of depth in current training and education is hampering the development of MND as a

tool to be mainstreamed and used, when relevant, in all EU conflict prevention and crisis management activities.

- Several delivery models have emerged. These can be categorised into
 - o Programmes delivered by the National Training Agency operating unilaterally
 - o Govt Agencies and national partner(s) operating bilaterally or multilaterally
 - o Consortia of international partners
 - o National Universities operating unilaterally
 - o Private higher education institute provision

In some instances, mediation, negotiation and dialogue are embedded in courses or summer schools concerning wider peacebuilding issues such as stabilisation or humanitarian assistance etc.

- Generally programme syllabi do not include insights from whole of society or a wider population other than the civilian/military peacebuilders. For example mediation programmes do not widely include the business community, legal community or CSDP mission host nations. As a feature of mediation courses, conflict analysis is approached in an ad hoc manner and not taught on all programmes.

- Online training capacity is not evident. In particular mediation training is seen as a classroom based function, delivered over 3-4 days, where small group supervision and one to one feedback is most beneficial.

- Respondents indicated that there is potential for EU leadership in mediation training and there is considerable interest in deeper engagement with MS on the topic. Respondents indicated their desire for leadership in the definition of an EU approach, and design of a CSDP mediators toolkit. The design of a CSDP mediation training syllabus is welcomed.

- Respondents indicated their desire that all EU diplomats are trained in mediation in order to understand its potential and appreciate its complexities and limitations.

A separate review of mediation coaching/training sessions in 2013⁴⁰ indicated the following points.

- Participants appreciated that sessions used the Concept (2009) as a principal reference point to discuss mediation and its place in wider efforts to address conflict prevention. As such, the full spectrum of EU conflict prevention, peacebuilding and mediation approaches and responses were touched upon rather than a narrow definition of track 1 mediation
- Participants recommended that sessions should reduce theory to the minimum and that efforts should be made to link the sessions as much as possible to their own country and regional context. Regional experts should be included in sessions and more effort should be made to use country and regional cases generated by participants to make the sessions more relevant to participant's day-to-day work.
- The presence of a member of K2 should become a priority, subject to an available mission budget, in order to ensure the knowledge generated is retained within K2 but also to ensure clear and accurate portrayal of the EEAS' engagement in the issues and response to queries raised by colleagues during the sessions
- The participation of EC staff (including staff from the operational sections) was crucial to ensuring linkages with, and understanding of, the local context and to ensuring that EU instruments could be linked to the EU approach in support of mediation and dialogue. Efforts should be made to ensure the participation of local stakeholders as well as representatives of other donors that support or lead on mediation.
- Organisational and logistical support to the training needs to be further addressed, and sufficient attention should be paid to the complex interaction between EEAS headquarters (desk and K2), EU Delegations, and consultants (contract holder and experts). Future sessions should also make an effort to link up with DG DEVCO's geo-desks and with the Fragility and Crisis Management Division in DG DEVCO ahead of the fielding of the mission.⁴¹

⁴⁰ <https://ecdpm.org/wp-content/uploads/2013/11/EEAS-Mediation-Support-Pilot-Project-Evaluatory-Review-2012.pdf>

The general perception of coaching and training is that it is most effective when targeted at individuals or small groups of staff who are closely involved in particular mediation and dialogue processes.

Training on mediation could also be effective if delivered to staff as part of their briefing for a new job or posting at an EU Delegation.

Annex F Capability Cluster

Capability Cluster “Engage & Implement”

EU Civilian Training Area: Mediation & Negotiation

Lead: The Edward M. Kennedy Institute for Conflict Intervention (Ireland)

Survey in the field of Mediation & Negotiation, Dialogue

Object: Distribution of an **online survey** to identify training needs and challenges faced by mission staff as it relates to **Mediation, Negotiation, Dialogue** in civilian crisis management missions that can be addressed through training interventions.

Addressees: International **seconded** and **contracted** staff of CSDP Missions

Recommended modalities of distribution:

- (1) To the extent possible, in the identification of personnel asked to fill in the survey, it is recommended to respect the mission **gender balance**
- (2) Ideally, the survey should be distributed among the following **categories of staff** (if present in the mission).

1. **Senior Management Team** (HoM, DHoM, CoS, DCoS, HoP, HoO, HoHR etc)
2. **Mission experts** (advisers, mentors, trainers, PolAd, MAC etc)
3. **Mission sustainment and security personnel**

Modalities of transmission: the survey is available for compilation and transmission in an anonymous form at the following links:

<https://www.surveymonkey.com/r/GKZ9HJ9>

Kindly inform CPCC when the process is completed on your side

Where applicable, please send filled in questionnaires back to CPCC-TRAINING@eeas.europa.eu

Deadline for filling in the survey: 27th July 2020

Please do not hesitate to contact CPCC in case of overall questions via our functional mailbox : CPCC-TRAINING@eeas.europa.eu

In cases of **problems in accessing the online platform** or **questions regarding the content** please send an email to: Kieran.Doyle@mu.ie. Kindly note that **ownership of information** will rest with CPCC as OHQ of civilian CSDP missions. CPCC will have access to the questionnaires and perform the necessary quality control

The purpose of this questionnaire is to gather data on mediation, negotiation and dialogue facilitation while deployed on mission. The questionnaire also wishes to ascertain whether mission personnel have adequate preparation for this aspect of peacebuilding.

In this questionnaire mission staff are asked firstly, if they have been involved in, or used mediation, negotiation and dialogue while on CSDP mission. If they have, personnel are then asked to recount their experience(s).

Finally, personnel are asked if training or enhanced capacity in this regard is required.

This questionnaire is not intended to gather data on internal mediations, negotiations and dialogue facilitation among mission staff, however will consider comments in that regard, if offered.

* 1. What is/was your role in an EU mission?

-Head of Mission Deputy Head of Mission Chief of Staff

-Operational Element - Planning Operational Element - Reporting

- Operational Element - Lessons Learnt and Evaluation Operational Element - Advisory Role

- Operational Element - Protocol
- Operational Element- Monitoring, Mentoring and Advising Role Operational Element- Coordination/Cooperation Role Operational Element - Situational Awareness Role
- Operational Element - Press and Information Role Operational Element - Project Officer
- Mission Sustainment - eg logistical /HR/ CIS/Legal/medical and well being support Role Mission Security
- Other (please specify)

* 2. Identify the extent of your experience of deployment on EU missions?

- I'm currently deployed on my first mission
- I'm currently deployed and I have previously completed 1-2 missions prior to this mission
- I'm currently deployed and I have completed 3-4 missions prior to this mission
- I'm currently deployed and I have completed more than 4 missions prior to this mission
- I am not currently deployed on mission, but I previously completed at least one mission, and will not deploy again
- I am not currently deployed on mission, but I previously completed at least one mission, and intend to deploy again
- Other (please specify)

3. Have you ever participated in Mediation, Negotiation and Dialogue facilitation (eg events where you had to listen to two sides of the story, persuade, make agreements, or bring others together to talk) while deployed on mission.

If yes, please mark yes and continue to Question 4 If not, please mark no and continue to Question 15

Yes No

Comment

4. Respondents experiences of use of mediation, negotiation and dialogue facilitation in the mission

Please identify your experience from a list of potential Conflict intervention Practices

Please choose the appropriate answer.

- Facilitating general conversations/ discussions between local populations
- Designed and managed a mediation process between local populations
- Designed and managed a high level mediation process
- Provided information on conflict management processes to the local population
- Investigation of land /property grievances between the local population
- Investigation of murders/killings in the local population
- Arbitration (requested to make a binding decision settling a dispute between others)
- Managed mission security issue (as a function of job responsibilities)
- Managed mission sustainment issue (as a function of job responsibilities)
- Other (please list other experiences)

5. Description of Event (s) Who was involved....?

- Representatives of local government or state institutions
- Local community who are not suspected as involved in violent activities
- Local community who are suspected as perpetrators of violence
- People who migrated into the area and are not involved in violent activities
- People who migrated into the area and are suspected as perpetrators of violent activities
- Local or international business contacts
- Mission staff from international community
- Local staff employed in the mission
- Others (please specify)

6. Why did the mediation(s), negotiation(s) or dialogue facilitation(s) happen?

Event 1

Event 2

Event 3

7. Describe the main issues mediated or negotiated in each occurrence.

Event 1

Event 2

Event 3

8. How did the process happen? Who initiated and designed the process?
9. What was your approach to the mediation, negotiation or dialogue facilitation?

Did you use either Facilitation/ Formulative /Manipulative styles?

Research claims that the mediation style has a strong impact on the “strategic bargaining environment” and outcomes. The three main styles are facilitation or communication, formulation and manipulation.

- A “passive” facilitation role facilitates information exchange. This approach is also shaped as the mediator viewing the conflict as a breakdown of communication and thus the mediator’s primary task is to communicate.
- Formulation sees the mediator take “a more substantive role” in negotiations, this includes suggesting solutions to dispute.
- Manipulation involves the mediator to the maximum degree 'making itself a part of the solution’. It sees the mediation exerting power in order to produce an outcome. (Informed by Beardsley et al, 2006, Brown and Shraub, 1992, Walker C, 2013, Zartman, 1996)

How would you describe your style?

Event 1

Event 2

Event 3



10. Identify outcomes and impacts of your mediation/negotiation/ dialogue facilitation which related to the achievement of the mission mandate

- Restoring broken relationships Resolution of legal dispute
- Developing greater trust within local community
- Developing greater leverage for future interactions
- Developing greater understanding of local context
- Enhanced personal communication skills
- Enhanced problem solving capabilities
- No impact on the achievement of the missions mandate

Other (please specify)

11. Were there negative outcomes?

- Perceptions of mission bias
- Exacerbation of dispute
- Exposure of lack of knowledge of local context
- Exposure of absence of resources
- Unprofessional image due to lack of training

Other (please specify)

12. Were there outcomes that impacted on the wider EU integrated approach or other EU actors in the region?

13. Were there outcomes that impacted on other actors or Intergovernmental actors in the mission area?

14. Did you use a conflict analysis tool prior to the intervention?

Yes No

If yes, can you describe the type of analysis completed?

15. Have you received prior training in mediation, negotiation and dialogue facilitation?

Yes No

If yes, please describe e.g. when, where, duration, who provided the training etc.

16. If you received prior training in mediation, negotiation and dialogue facilitation, was it adequate for the situations you encountered while deployed on mission?

Yes No

Comment (as necessary)

17. When you deploy on EU mission, having a professional capacity in Mediation, Negotiation or Dialogue facilitation is;

- Generally very important
- Generally Important
- Depends on the mission and your role
- Generally useful to have, but not really necessary
- Mostly not relevant at all

Other Comments

18. If you feel it is appropriate, can you suggest ways the EU Civilian Training Group might develop the professional capacity of CSDP mission personnel in mediation, negotiation and dialogue facilitation? Please comment.

19. Is there any additional comment you wish to add?

20. Please leave your contact name/telephone number if you are available to further discuss the Mediation/Negotiation Dialogue Training Requirements Assessment.

We would really value your contribution.

Thank you for your support in this valuable process!