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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 Generic Preparation for Missions

Delegations will find attached the Training Requirements Analysis Report on Generic Preparation for Missions.

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Training Requirements Analysis

# Generic Preparation for Missions

Final Report April 2021

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## List of Acronyms

CAAC	Children Affected by Armed Conflict
CCT	Civilian Coordinator for Training
CIVCOM	Committee for Civilian Aspects of Crisis Management
CivOpsCdr	Civilian Operations Commander
CPCC	Civilian Planning and Conduct Capability
CSDP	Common Security and Defence Policy
CTALO	Civilian Training Area High-Level Learning Outcome
EEAS	European External Action Service
ESDC	European Security and Defence College
ESDP	European Security and Defence Policy
EUCTG	European Civilian Training Group
IBM	Integrated Border Management
IHL	International Humanitarian Law
IPOC	International Police Officers Course
MIP	Mission Implementation Plan
MMA	Monitoring, Mentoring and Advising
NATO	North Atlantic Treaty Organisation
NGO	Non-Governmental Organisation
NIP	National Implementation Plan
OPLAN	Operations Plan
OSCE	Organization for Security and Co-Operation in Europe
PDT	Pre-Deployment Training
PoC	Protection of Civilians
PSEA	Prevention of Sexual Exploitation and Abuse
SOP	Standard Operation Procedure
SSR	Security Sector Reform
TRA	Training Requirements Analysis
UN	United Nations
UNPOC	United Nations Police Officers Course
UNSCR	United Nations Security Council Resolution
WPS	Women, Peace and Security

## Executive Summary

The EU Civilian Training Group (EUCTG) supports the implementation of the EU Policy on Training for CSDP. As part of this implementation, the EUCTG initiated a process of drafting Training Requirements Analyses (TRAs), carried out by Civilian Coordinators for Training (CCTs) of the different Member States. This TRA on Generic Preparation for Missions was conducted by CMC Finland and the Center for International Peace Operations (ZIF).

The TRA looks at pre-mission training, i.e. all training that takes place before personnel arrive in a mission. This is composed of basic training, which is not directly linked to specific deployment, and pre-deployment training, which is organised for persons who have been selected to be deployed to a mission. Pre-deployment trainings are organised by national training institutions as well as under the auspices of the European Defence and Security College (ESDC).

Data collection for the TRA included a survey for Common Security and Defence Policy (CSDP) mission staff and another one for training departments in CSDP missions. The TRA also mapped training curricula and practises, as well as analysed training requirements deriving from relevant EU policies and requirements for pre-mission training that have been recommended in the TRAs carried out by other CCTs. The information gathered was analysed for defining Civilian Training Area High-Level Learning Outcomes (CTALOs). The TRA proposes a set of CTALOs generally for all pre-mission training (basic and pre-deployment training) and another specifically for pre-deployment training, which prepares the future mission member for the specific working environment. The CTALOs are specified according to the knowledge, skills and competencies that are required in a civilian CSDP mission. As the TRA is concerned with generic mission preparation, the CTALOs are not divided into basic, advanced, and expert levels. Gaps between the CTALOs and the training currently being offered and received were analysed to form conclusions and recommendations.

The main conclusions and recommendations can be summarised as follows:

- A majority of the staff deployed to civilian CSDP missions receives basic training, pre-deployment training or both. Those who have received pre-mission training, generally think that it has prepared them well for their CSDP assignments. However, even though pre-deployment training is a requirement according to the EU Policy on Training for CSDP, some mission members did not participate in it prior to arriving at the mission. According to the survey, this was partly due to the deployment date being so close to the selection date that there was no time to go through a pre-deployment training. *Recommendation:* Selection and deployment should be better aligned with training so that there is enough time to train the selected person before deployment. Pre-mission training should be seen both as a duty of care issue and an effectiveness issue. Well-trained personnel can perform more effectively from day one of their arrival in the mission. At the same time, the frequency of pre-mission training events should match the need for swift deployments.
- The survey results revealed that the five most relevant field work skills for the mission staff were working in culturally diverse teams, self-care/stress management, working with staff with different professional backgrounds within the mission, working with local counterparts, and report writing. Understanding the Code of Conduct and disciplinary procedures were also

seen as very relevant. Training departments in mission also highlighted self-care/stress management, soft skills/attitudes such as respecting diversity, and Code of Conduct. Training departments also saw that security issues and knowledge on mission organisation/mandate/OPLAN/SOPs should be emphasised more in pre-mission training. The TRA found that many of the issues that were seen as needing more emphasis, are included in the basic and pre-deployment training curricula offered by Member States' training providers. The inconsistency could be due to the training methodology not matching the learners' needs and therefore the knowledge, skills and competencies not being internalised. *Recommendation:* Standardisation of methodology as well as defining learning objectives across training providers could take matters forward in this regard. However, this TRA also acknowledges that improving training is only one part of the equation. It has to go hand in hand with the recruitment of qualified personnel to fulfil the posts in the field.

- The two parts of pre-mission training – basic training and pre-deployment training – are implemented differently across the EU. There are Member States who emphasise basic training for potential staff members to be deployed, and where the pre-deployment training is less comprehensive. There are also Member States who emphasise pre-deployment training for those who have been selected for a mission and consequently the pre-deployment training covers a lot of the knowledge, skills and competencies offered in the basic training courses of other Member States. There are also differences in training within Member States, for example between police and non-uniformed civilians. This lack of a consistent policy and practise makes it more difficult for the receiving CSDP missions to know what kind of training their staff members have received and thus what training would be needed in-mission (especially in the induction).
- *Recommendation:* To improve consistency of pre-mission training, this TRA suggests three possible options.
  1. The first is that the EUCTG proposes pre-mission training requirements leaving it up to the training institutions and national seconding agencies to integrate those requirements into their current, well-established training policies, processes and architectures.
  2. A second option is to standardise training requirements separately for basic training and pre-deployment training. This would be a step towards the standardisation of the methodology, learning objectives and content of these two types of trainings and could pave the way for an integrated civilian-police pre-mission training (also integrated civilian-police-military training could be feasible, but it is not considered here as analysis of military training requirements is outside of the scope of this TRA). The standardisation would enable future mission members or seconding authorities to choose from different pre-mission training courses across the EU, including basic training courses offered by Member States, pre-deployment training offered by Member States, pre-deployment training offered under the auspices of the ESDC. Participating in multi-cultural and international training would better prepare the mission members for work in an international context.

3. A third option is a modular one: pre-mission training requirements could be developed into modules, which would encompass several training topics. Training institutes could offer these modules as stand-alone trainings, or as part of their basic and pre-deployment courses. These modules could be for example field work techniques (including topics such as working with interpreters, basic first aid, radio communication) or EU civilian crisis management approach (including topics such as mandates and actors in international crisis intervention, EU civilian crisis management planning process, Integrated Approach). Similar to the previous option, the trainee or the seconding authority could choose modules from different courses and different training providers to cover all the training requirements prior to deployment. The modular approach could build on synergies between the European training institutes as future CSDP staff members could take part in modules organised by other training providers than the one in their own Member State, again supporting the preparation for work in an international context.

# 1. Introduction

## 1.1. Aim and scope of the TRA

The EU Civilian Training Group (EUCTG), a configuration of the Committee for Civilian Aspects of Crisis Management (CIVCOM), supports the implementation of the EU Policy on Training for CSDP (7838/17). The Implementing Guidelines for the EU Policy on Training for CSDP (5199/1/17REV1) defines types of training and responsibilities of Member States. The EUCTG Strategic Guidance (10345/19) defines the civilian training areas as well as the role of the Civilian Coordinators for Training (CCTs). Under the umbrella of the EUCTG, the Civilian Planning and Conduct Capability (CPCC) is coordinating a process in which the CCTs are mandated to carry out Training Requirements Analysis (TRAs). CMC Finland, together with the Center for International Peace Operations (ZIF), was endorsed to conduct a TRA on Generic Preparation for Missions.

This TRA focuses on the generic preparedness of personnel deploying to civilian crisis management missions. It supports Member States with the commitments outlined in the EU Civilian CSDP Compact (14305/18), particularly commitment 5:

The Council and the Member States commit to train their national experts pre- and in-mission in accordance with the CSDP Training Policy, as agreed by the Council, and the guidance also given by the EU Civilian Training Group to enhance cooperation and synergies in training at EU level, including mission relevant language training and specific training needs in new security challenges, and seizing opportunities offered by the recognised training providers in coherence and continuity with relevant EU instruments.

The TRA supports Member States in fulfilling their commitments particularly in reference to section F (Training) of the National Implementation Plan (NIP) indicative template and checklist (EEAS working document 2019/178REV1).

The Implementing Guidelines for the EU Policy on Training for CSDP identify four different types of training: basic, advanced, pre-deployment and in-mission training, which reflects the CSDP training cycle. In some Member States, basic training and pre-deployment training are partly or fully combined into one training event. Different Member States tend to put more emphasis on one or the other training type. Therefore, the TRA looks at both basic and pre-deployment training.

For a uniform use of terms, the different trainings are defined as follows (these definitions were also forwarded to the respondents of the survey to ensure consistency):

Pre-Mission Training: All training that takes place before personnel arrive in the mission, i.e. basic training and pre-deployment training.

Basic Training (may be called e.g. Generic/Core Course, or in case of police IPOC/UNPOC): A training that runs over several days and covers a wide array of topics, including EU concepts and guidelines, as well as social and professional skills and attitudes required to work in the civilian crisis management context. In some Member States basic training is part of the selection/qualification process to become a member of the national expert roster. This course is not directly linked to deployment to a specific mission but is general preparation to work in the civilian crisis management context.



Pre-Deployment Training (PDT): A training or briefing organised for those experts who have been selected for a deployment to a civilian crisis management operation, organised by a Member State or under the auspices of the European Defence and Security College (ESDC) in cooperation with a national training institution of a Member State. Some experts may participate in both Member State and ESDC PDT as part of their pre-deployment preparations. The PDT ensures that the persons concerned receive the knowledge and skills they will need in the mission they are to be deployed to in order to be fully operational from the beginning of their tour of duty.

Induction Training, which takes place once personnel arrive at a mission, and advanced training, which delves deeper in a specific area of expertise, are excluded from this TRA. The CPCC is currently conducting a survey with training focal points in civilian CSDP Missions on the content, scope and organisation of their induction training in order to improve alignment of pre-mission training with in-mission induction training in the future.

## **1.2. Methodology of the TRA**

The methodology used to carry out the TRA on Generic Mission Preparation can be split into different phases: desk review (mapping of basic courses, mapping of PDT courses, mapping of relevant EU policies, review of other TRAs), online survey, and analysis.

During the desk review, a mapping of existing pre-mission training was conducted, which included collecting and analysing training curricula and practices. This mapping forms the basis for finding out about existing training gaps. For the list and information about the reviewed courses, please see Annex 2. In addition to existing pre-mission trainings, relevant EU policies were also mapped to analyse their implications for training requirements. Other TRAs that have been finalised in time to be included have been carefully reviewed to incorporate implications from those training areas for pre-mission training.

An online survey was sent out to two different targets groups: 1) mission personnel; 2) training units in missions. The scope of the first target group was limited to mission staff deployed to a mission not longer than twelve months. This limitation kept the number of respondents manageable so that all responses could be properly analysed. In addition, it was presumed that personnel deployed a longer time ago would not have a sufficient recollection of their pre-mission training and/or could not separate it from what they learned during their first year of deployment.

The aim of the survey was firstly to find out what kind of preparation mission staff receives before the deployment and whether they perceived any gaps during the preparation. Secondly, the survey also aimed to explore links between pre-mission training and induction training. The online survey can be found in Annex 3. 121 responses were received from mission personnel and 11 responses from the training units in six different missions. As many missions do not have a training unit, organising the induction training is the responsibility of one staff member, often from the HR unit. In this TRA we refer to this function as the training unit. A full list of all survey results is included in Annex 4.

All the information collected during the three previous phases was then analysed and used to define learning outcomes and to conduct a gap analysis between these defined learning outcomes and existing pre-mission training courses. The results of this analysis form the basis for the recommendations.

## 2. CSDP Civilian Training Requirements – Qualitative Requirements

### 2.1. Training Requirements from EU policies

The EU Civilian CSDP Compact seeks to strengthen EU capacity to deploy civilian crisis management missions through e.g. increased contributions, reviewed procedures, and enhanced training. Capacities should be in place for the core capability categories as originally defined in Feira in 2000 of police, rule of law, civilian administration, as well as security sector reform and monitoring; mission support capabilities (e.g. security, IT, medical care, and communication) and generic capability needs (e.g. reporting, strategic communication, and management skills); and cross-cutting areas such as human rights and gender/Women, Peace and Security (WPS). The Compact commits Member States to train their national experts pre- and in-mission in accordance with the CSDP Training Policy and the guidance given by the EU Civilian Training Group to enhance cooperation and synergies in training at EU level.

With the adoption of the EU Policy on Training for CSDP in 2017, pre-deployment training became mandatory for all staff in CSDP missions prior to deployment. Pre-deployment training is seen as instrumental to the maintenance of a common organisational standard and in assisting in the creation of a common organisational culture. Generic standards of behaviour and a Code of Conduct, enhanced with proper pre-deployment training, are also linked to the duty of care. The Implementing Guidelines for the EU Policy on Training for CSDP also see a link between pre-deployment training and induction training: pre-deployment training should prepare mission members to make the most of the induction training, which is the responsibility of the CSDP missions and operations.

Duty of care includes safety and security training for staff to be deployed. The 2006 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 (9490/06) aims at adopting a joint approach between all levels involved in crisis management operations while taking all reasonably practicable measures to do so at an operationally acceptable level of risk. Training is among the measures supporting Member States and EU institutions in their duty of care with regard to personnel. The EU Policy on Training for CSDP stresses that staff members who are not properly trained may be a liability to themselves or others and there is a duty to ensure, as far as reasonably possible, the safety and security of all staff, as well as that of persons operating around them.

To maintain consistency and relevance, the EU Policy on Training for CSDP declares that training must respect EU strategic guidelines such as the EU Global Strategy, the EU-wide strategic framework supporting Security Sector Reform and the Strategic Framework and Action Plan on Human Rights and Democracy. The EU Policy on Training for CSDP and the EUCTG Strategic Guidance on CSDP Civilian Training for CSDP state that all training for CSDP should reflect and promote EU principles, which includes the support for democracy, rule of law, human rights and principles of international law. The EUCTG Strategic Guidance notes that the promotion of Human Security deserves special attention. The principles are integrated in a mission through a Code of Conduct and other sources of EU policy such as Council conclusions, United Nations (UN) resolutions as well as International Humanitarian Law (IHL), Human Rights Law and Refugee Law, Protection of Civilians (PoC), Children Affected by Armed Conflict (CAAC), child protection, prevention of gender-based sexual violence, preservation and protection of cultural heritage, and implementation of UN Security Council Resolution (UNSCR) 1325 and 1820 on WPS. According to the EU Policy on Training for CSDP these principles should be reflected

in all training activities for CSDP directly or indirectly. Therefore, these requirements should also be met in pre-mission training.

From the principles mentioned above, those related to gender and human rights are among the most developed in terms of guidance and action plans. Already the 2006 EU Policy on Mainstreaming Human Rights and Gender into ESDP (11936/4/06) gives guidance for implementation at the mission level. It was supplemented in 2010 by the Lessons and best practices of mainstreaming human rights and gender into CSDP military operations and civilian missions (17138/1/10), which states that all mission staff should be trained in human rights, gender, and child protection, and again in 2018 by the CivOpsCdr Operational Guidelines for Mission Management and Staff on Gender Mainstreaming (12851/18), which aims at operationalising the policy commitments.

A large body of EU policies and action plans has since been developed in the field of WPS, which commit the EU to include a gender perspective in all CSDP activities, including training for CSDP missions. For example, the EU WPS Action Plan for 2019-2024 (11031/19) establishes mandatory training on gender mainstreaming as part of pre-deployment training, and it commits the EU to implement mandatory training on WPS for all staff by 2024.

According to the EU Policy on Training for CSDP, the logic of Comprehensive Approach calls for training to be aligned to staff posted to different field activities such as CSDP missions and operations, EU Delegations, and other field activities. Furthermore, the training policy notes that training has a civil-military dimension as there is a recognised need to strengthen cooperation between civilian and military training personnel to enhance civil-military synergies.

The EUCTG Strategic Guidance on CSDP Civilian Training also assigns all CSDP civilian training activities to enable mission staff to take a people-centred approach and to better engage with local security and justice actors and populations in the host countries. This could be done through e.g. training in technical and context related skills, including language and communication, behavioural and cultural skills.

In the capacity cluster “engage and implement”, the EUCTG Strategic Guidance lists additional training areas, and specific guidance exists for some of them. Several CSDP missions operate in the capacity-building mode and employ what is referred to as Monitoring, Mentoring and Advising (MMA). The CivOpsCdr Operational Guidelines for Monitoring, Mentoring and Advising in Civilian CSDP Missions (15272/14) remarks that pre-deployment training in MMA is essential for civilian CSDP missions to perform such functions effectively. The guidelines maintain that pre-deployment training in MMA should be mandatory especially for mission personnel (both seconded and international contracted staff) that are being deployed to take up an MMA function in a CSDP mission for the first time. According to the guidelines, the training should include the core principles of MMA as well as its do's and don'ts.

Another skill recognised by the EUCTG Strategic Guidance in the list of training areas as necessary for civilian CSDP mission staff is mediation, negotiation and dialogue. The Council Conclusions on EU Peace Mediation from December 2020 (13573/20) mention that civilian CSDP missions could play a supporting role in peace monitoring and mediation, where relevant and according to their respective mandate. The Concept on EU Peace Mediation (13951/20) also sees mediation in a broad sense,

including facilitation, dialogue and the advisory side of mediation support, but does not specifically discuss its use in or by CSDP missions.

## **2.2. Implications from other TRAs**

Safety and security of mission personnel is a crucial element of pre-mission training. The TRA on Safety and Security (Scuola Superiore Sant'Anna and Carabinieri, December 2020) concludes that a plethora of safety and security courses exist and also the curricula of the basic/core courses include the fundamental modules of safety and security (such as personal safety, mine awareness, radio communication, road safety and driving in hazardous environments, map reading and field orientation, personal health and stress management). The TRA points to the key question of the link between training and recruitment and whether all deployed staff have participated in a more comprehensive basic course on civilian crisis management and not only a PDT. Online courses such as Missionwise and SAFE are a good addition but cannot fully cover the need for practical safety and security training.

Even with a strong policy framework necessitating all CSDP mission staff to receive training in WPS and gender mainstreaming, the TRA on Gender Equality (WK 1860/2021 INIT, Folke Bernadotte Akademi and Swedish Civil Contingencies Agency, November 2020) maintains that there is insufficient focus on gender equality related knowledge and skills as part of pre-deployment training, even though progress has been achieved since the adoption of the EU Strategic Approach to WPS and the subsequent Action Plan. The TRA recommends that further efforts are taken to ensure that gender equality is fully integrated in practice as a mandatory part of pre-deployment, whether provided by Member States or the European External Action Service (EEAS), and that the curriculum as well as delivery is strengthened so that appropriate time and priority is given to these topics. The integration of a gender perspective should also be a mandatory part of pre-deployment training for mission leadership and managers, to be in line with the EU Strategic Approach, which commits the EU to ensure that all staff in leadership positions has received advanced training on WPS and gender equality prior to deployment.

The mapping of existing training for the TRA on International Humanitarian Law and Human Rights (WK 1845/2021 INIT, Scuola Superiore Sant'Anna, July 2020) concludes that IHL and human rights issues are addressed at generic training praxis. It notes, however, that the modules related to human rights and IHL should be reinforced so as to contribute to create a "human rights culture", ensuring that human rights become an everyday commitment of both leadership and staff. It also maintains that pre-deployment training (as well as mission-induction/in-mission training) should address specifically the human rights context of the area of deployment.

The TRA on Mediation, Negotiation and Dialogue (Edward M. Kennedy Institute for Conflict Intervention, November 2020) notices that civilian CSDP mission staff are engaged in mediation, negotiation and dialogue facilitation activities as part of their tasks in the field but engage in these activities without the training necessary to give staff the best chance to carry out the work successfully. The TRA recommends that the gap in mediation, negotiation and dialogue facilitation training should be bridged without delay. The TRA concludes that mediation, negotiation and dialogue facilitation should be part of training given by Member States before their personnel join a CSDP mission, and that a short segment be included in the standardised PDT conducted under the auspices of the ESDC in Brussels.

Based on surveys and interviews for the TRA on Security Sector Reform (WK 1844/2021 INIT, European Security and Defence College Executive Academic Board on SSR, July 2020), Security Sector Reform

(SSR) in the area of CSDP is and will continue to be a priority for EU Member States. Ten of the eleven CSDP Missions have a specific SSR or related mandate. Most of the past and on-going CSDP missions are supporting the overall objectives of SSR. The TRA concludes nonetheless, that SSR remains overall an unclear concept for many staff deployed in SSR-related missions. The TRA recommends that while the depth of knowledge, competency and experience requirements varies depending on the roles, given the frequency of SSR or linked mandates all staff engaged in supporting or deploying to CSDP Missions should have an awareness and understanding of the EU policy on SSR, the concept and principles of SSR, and the challenges of implementation.

The TRA on Counterterrorism and Radicalisation (WK 1863/2021 INIT, Guardia Civil, November 2020) concludes that no specific courses providing knowledge, skills and attitudes on countering terrorism and radicalisation especially oriented for CSDP missions exist, even though a majority of the countries where CSDP missions are deployed have a significant terrorism and radicalisation threat and a significant number of personnel deployed in those missions is connected in one way or another with terrorism and radicalisation. The same is concluded by the TRA on Organised Crime (WK 1853/2021 INIT, Guardia Civil, February 2021). The TRAs propose that these issues be better incorporated to training. The potential audience for countering terrorism and radicalisation training would be staff of civilian CSDP missions who in their work engage with local security and justice actors and populations. The TRA on Counterterrorism and Radicalisation also notes that pre-deployment training on countering terrorism and radicalisation could help the transition from an executive to a non-executive mentor-monitor-adviser mindset.

Another area where training is scarce is border management. According to the TRA on Support to Border Management (WK 1857/2021 INIT, CMC Finland, October 2020), a basic understanding on border management and the concept of Integrated Border Management (IBM) would be beneficial for most CSDP mission members where the mandate includes support to border management.

A growth area of attention in EU policy documents is cyber and hybrid threats. The TRA on Hybrid Threats and Cyber (by consortium led by Estonian Academy of Security Sciences, October 2020) mentions that the policy documents emphasise, inter alia, the need to raise awareness and the need to put relevant measures, e.g. staff training, in place. The TRA notes that there is currently a lack of training available for and targeted at civilian officials (especially for CSDP civilian mission members) that would introduce hybrid and cyber threats, but that the number of training course available and accessible to CSDP civilian mission members, including e-learning courses with a remote access, is increasing.

The Leadership & Management (L&M) TRA (being prepared by a consortium led by the German Training Partner Platform) determines learning objectives for basic leadership training, which should be made available to all personnel who will be deployed to leadership and management positions, regardless of them being middle or senior managers. Trainings that comply with these L&M learning objectives should be given to managers in addition to the pre-deployment training outlined in this TRA.

### **2.3. Training Requirements deriving from surveys**

The survey which was sent to the personnel deployed to CSDP missions aimed to capture topics and skills which the respondents deemed as relevant or irrelevant for their positions. To achieve this, respondents were asked to rank different topics (grouped to categories *Framework for Crisis*

*Prevention & Management, Field Work Skills and Other actors in the field*), on a scale from *absolutely irrelevant, mostly irrelevant, somewhat irrelevant, neither relevant nor irrelevant, to somewhat relevant, mostly relevant and absolutely relevant*. The survey results provided information on content for pre-mission training which needs to be highlighted or put a special focus on.

The field work skills which were seen as absolutely relevant by more than 40% of the respondents were: working in culturally diverse teams, self-care/stress management, working with staff with different professional backgrounds within the mission in the integrated approach (civilian-military-police cooperation) and working with local counterparts. For a full list of the responses see Annex 4. The answers differ a little depending on the respondents' field of work (mission management, mission support department or operations department), but irrespective of the field of work these skills were seen as the most relevant field work skills.

Self-care/stress management was seen as the second most relevant field work skill. At the same time the majority of respondents answered that they did not receive any tools/resources to deal with the potential psychological strain while deployed to a crisis management mission (67 of 121, 55%). Some of the respondents who received training on this topic participated in courses on stress management, trainings with psychologists and briefings. Some also specified the received tools as contact numbers to reach psychological support, warnings of potential psychological strain, or distribution of manuals.

The respondents ranked "working with interpreters" as the least important of the field work skills. Answers as regards this skill were polarised and it seems that this is highly dependent on the mission the respondent is deployed to. While 45% of respondents did score this skill as mostly or even absolutely relevant, nearly 10% of respondents scored this skill as absolutely or mostly irrelevant. While the CivOpsCdr Operational Guidelines for Monitoring, Mentoring and Advising in Civilian CSDP Missions recommends pre-mission training in MMA, MMA was not seen as highly relevant by the survey respondents.

Within the different frameworks for crisis prevention and management the framework on Code of Conduct & Disciplinary Procedures was scored as the most relevant. Among other frameworks, however, no clear trend can be detected. Around half of the respondents rated all of these frameworks as absolutely or mostly relevant: Overview & Analysis of CSDP Mission Mandates, CSDP organisational structures, and Development of Crisis Management Missions.

A similar result is seen related to the relevance of policy documents. None of the policy documents listed stood out as being mostly relevant. The answer "Your seconding country's priorities in your country of deployment" was deemed as the least relevant of the policy documents, but the differences between the relevance of the different policy documents were minor.

Top five most relevant field work skills according to the survey:

Working in culturally diverse teams

Self-Care/Stress Management

Working with staff with different professional backgrounds within the mission

Working with local counterparts

Code of Conduct & Disciplinary Procedures was seen as absolutely or mostly relevant by more than 70% of the respondents.

As the most relevant actor in the field, the respondents rated EU actors followed by UN agencies and other peace operations (e.g. UN, OSCE or NATO). These answers seem to be independent from the respondents' experiences in other types of international deployments. As least relevant were seen development organisations and Non-Governmental Organisations (NGOs). The respondents who have former working experiences in OSCE missions tend to see actors like humanitarian organisations, development organisations and NGOs relatively more relevant than respondents without previous deployment with the OSCE. Whether it is because OSCE field offices would have closer relations with these kinds of actors in the field, is beyond the scope of this TRA to analyse.

When asked to choose three competencies/attitudes which should be stressed in pre-mission training, half of the respondents chose integrity which includes having strong moral principles and honesty, and respect for diversity. Accountability, resilience, flexibility, and self-awareness/care/reflection were also seen as fairly important (chosen by between 30-40% of respondents).

The survey also specifically asked about feedback on basic training. The respondents who participated in a basic training prior to their deployment rated the training overall quite positively. Over 65% of these respondents entirely or mostly agreed that they had learned skills that were relevant for their work in a CSDP mission. Also, around half of the respondents entirely or mostly agreed that they received a good understanding of the context, mandates and work environment of EU CSDP and UN missions, whereas only 17% agreed on that regarding OSCE missions. Respondents with work experiences in deployments for the OSCE also fit in this trend. Since the OSCE is a relevant actor in the field, more information about its context, mandates and work environment could be included in basic training.

Another survey was sent to the training units in missions. The training units are responsible for the mission induction training which is supposed to take place once new personnel arrive in a mission. The survey included a question on what topics and skills should be covered more extensively during pre-mission trainings.

The answers of the training units in missions can support in developing training requirements for pre-mission training. Some of these answers match those of the surveyed mission staff. This is the case for the topic of self-care, stress management and healthy coping mechanisms when being far away from home which also according to the mission staff survey should be addressed more in pre-mission training. Other skills which should be practised more during the pre-mission training according to the training units in missions are soft skills like respect for diversity and how to be a supportive element of a constructive work environment. It was highlighted that the current COVID-19 crisis revealed the high demand of these soft skills. Further, skills related to internal and external communication, conflict analysis and management, mentoring and negotiation were mentioned by the training departments as being insufficient.

According to the training departments the topics which should be covered more extensively during pre-mission trainings were clearly security and duty of care related issues as well as mission organisation/mandate/OPLAN/SOPs. Code of Conduct was also mentioned as a topic as were EU guiding policies and values, human rights and gender related issues, anti-fraud policies, leadership and management skills (for those in leadership and management positions), report writing, interviewing and technical training in the use of assets.



### 3. Civilian Training Area High-Level Learning Outcomes (CTALOs) for pre-mission training

Personnel working in CSDP missions need to receive pre-mission training which covers a variety of topics. Better prepared staff work more effectively and avoid mistakes which can have long-term repercussions for the mission. With the high level of staff rotation in missions, it is important to properly prepare personnel so that they can fulfil their responsibilities from day one. Better prepared staff also lighten the burden of the missions' induction training. As the Implementing Guidelines for the EU Policy on Training for CSDP suggest, ideally staff participate in both basic training and pre-deployment training to receive a holistic pre-mission preparation package.

According to the Implementing Guidelines, basic training provides participants with the basic knowledge and skills required in an international crisis management mission, independent of the specific functions they will perform as experts in their own fields. Therefore, basic training is to cover topics which are relevant irrespective of the mission or the position the person will fill.

As some Member States and training institutions focus more on basic training (available by application to all qualified personnel, not only those selected for a mission) and some more on pre-deployment training (mandatory prior to deployment for those who have been selected for a mission), it is currently not practical to fully differentiate between the learning outcomes for basic training and for pre-deployment training, respectively. Therefore, in the following, first the generic CTALOs, which should be covered throughout the pre-mission preparation are presented. These learning outcomes should be achieved either in basic training, or at the latest in pre-deployment training. Options for future action on a clearer differentiation and alignment of basic training and pre-deployment training (plus potentially induction training which is carried out by the missions) are presented in the Conclusions and Recommendations of this TRA.

The second set of CTALOs are drafted specifically for pre-deployment training. According to the Implementing Guidelines, pre-deployment training aims to harmonise the management culture of CSDP missions and ensure that the persons concerned receive the knowledge and skills they will need to be fully operational from the beginning of their tour of duty. Pre-deployment training is to prepare the person for the specific working environment. Pre-deployment training should thus provide the future mission members more specific knowledge of the mandate, organisation and tasks of the mission the personnel will be deployed to, as well as the context that the mission operates in. Therefore, this part of a pre-deployment training cannot be defined in a generic way but needs to be tailored to the respective context. As pre-deployment training is mission-specific, a person should go through it every time prior to a new deployment.

In addition, pre-deployment training should further strengthen the security and safety awareness of the future mission member, taking specifically into account the context and security level of the mission they will join. This is expressed in specific CTALOs on the knowledge level (see below table). The TRA on Safety and Security (see above in Section 2.2) looks into this topic in more detail.

As this TRA looks at generic mission preparation, the CTALOs are not specified according to basic, advanced and expert levels.



**Pre-mission training (basic training and pre-deployment training)**

**Staff category/Audience:** All personnel foreseen for deployment to civilian crisis management missions

**Thematic:** Generic CTALOs

**Civilian Training Area High Level Learning Outcomes**

**Knowledge (what the learner knows, understands)**

- Describe civilian crisis management and the main approaches, mandates and actors of international crisis intervention (civilian, military, humanitarian, development)
- Describe the principles of human rights and International Humanitarian Law, rule of law and good governance, SSR, gender equality and Women, Peace & Security, and Protection of Civilians
- Outline EU civilian crisis management planning process and the basic principles of project management
- Describe conflict analysis
- Describe integrated collaboration in the mission environment (Integrated Approach)

**Skills (what the learner can do)**

- Apply basic skills in cross-cultural communication
- Apply basic gender mainstreaming skills
- Describe negotiation and mediation
- Describe capacity-building approaches for local counterparts, such as monitoring, mentoring and advising
- Outline the types and purposes of mission reporting
- Apply basic field work techniques such as working with interpreters, basic first aid, radio communication
- Recognise the potential sources of stress and how to mitigate stress and maintain personal health in a mission environment

### **Competencies (what the learner is ready to do)**

- Demonstrate EU values and principles
- Demonstrate respect for diversity and gender equality
- Demonstrate ability to work in a multicultural team
- Demonstrate understanding of the institutional duty of care mechanisms and development of self-care strategies
- Demonstrate understanding of the importance of safety and security instructions and SOPs
- Perform with integrity and according to the Code of Conduct and Prevention of Sexual Exploitation and Abuse (PSEA) policies

### **Pre-Deployment Training (mission-specific)**

**Staff category/Audience:** All CSDP personnel foreseen for deployment to a specific EU civilian CSDP Mission

**Thematic:** CTALOs specified for PDT

### **Civilian Training Area High Level Learning Outcomes**

#### **Knowledge (what the learner knows, understands)**

- Explain the specific mission mandate and structure
- Explain the concepts relevant to mandate implementation in the specific mission (e.g. protection of cultural heritage, integrated border management, hybrid and cyber threats, counterterrorism and radicalisation, environment/climate and security)
- Describe the context the mission is operating in
- Describe the main partnerships and other actors in the field
- Explain how the CSDP Mission fits into the wider EU policies in the host country

### **Skills (what the learner can do)**

- Integrate human rights and gender equality within own area of work in the specific mission context, e.g. in supporting the reform process of host state institutions
- Other relevant skills needed in the specific CSDP mission, depending on the mission mandate

### **Competency (what the learner is ready to do)**

- Perform tasks in a culturally respectful way, taking note of relevant religious, cultural and historical sensitivities
- Describe the implications of the security level of the mission and perform according to the regulations
- Other relevant competencies needed in the specific CSDP mission, depending on the mission mandate

#### 4. State of play - Current pre-mission training received by mission staff

The insights in the training reality through the survey revealed that the majority of seconded staff (83%) was offered some kind of pre-mission training and also the majority of contracted staff (79%) participated in some kind of pre-mission training.

In the case of the contracted personnel the majority indicated that they completed the PDT organised under the auspices of the ESDC in Brussels in person or online (overall 22 of 33 respondents), but just nine respondents out of 33 participated in a basic training organised by a Member State.

A different picture comes from the answers given by seconded staff: A majority of them (59 of 88) indicated that they participated in a basic training. Just a small number of them (13 of 59) was also offered to participate in the ESDC PDT in Brussels, but the majority (48 of 59) was offered a pre-deployment training in their home country. Consequently, nearly all the respondents who received a basic training, was also offered either the ESDC PDT or a pre-deployment training in their home country. 29 of these overall 88 respondents who are seconded did not participate in a basic training. And 15 out of 88 indicated that they were not offered any kind of pre-mission training.

The reasons given were mainly that either there were no such trainings offered or due to time limitations there was no time to complete the training. In some cases it was done after already being deployed to the mission, but respondents also stated that it was not possible to do so in-mission due for instance to insufficient internet connections.

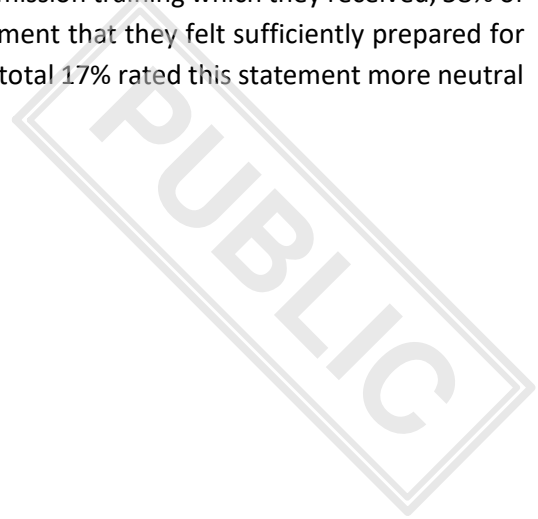
To summarize the findings, not all the personnel deployed to a CSDP mission participate in a pre-deployment training, or they participate only after having been deployed, although the EU Policy on Training for CSDP names pre-deployment training as mandatory before being deployed to a mission. While the main reason why a large part of respondents who participated in a pre-deployment training only after their deployment was the circumstances related to COVID-19, the second most mentioned reason was that there was not enough time to participate in the pre-deployment training before the deployment since the start of the deployment needed to be as quick as possible.

Taking all responses in consideration just 56% of respondents attended a basic training prior to their deployment, leaving 44% (53 out of 121) who did not attend a basic training before the deployment to a CSDP mission. The quota of the respondents who participated in a basic training is the highest among respondents with police background (68% of the respondents with police background participated in basic training), followed by military background (57% of respondents with military background participated in basic training). Just 41% percent of the respondents who have civilian background participated in basic training.

Overall, the respondents who received basic training rated it well, with 65% of the respondents mostly or entirely agreeing to the statement that they learned relevant skills for the work in a CSDP mission in that respective basic training.

A similar picture emerges regarding pre-deployment training (ESDC PDT in Brussels and pre-deployment trainings in the home countries). 58% of the respondents mostly or entirely agreed with the statement that the received pre-deployment training covered the most important topics which were relevant to prepare for the deployment to a CSDP mission.

When the respondents were asked to rate the whole pre-mission training which they received, 58% of the respondents mostly or entirely agreed with the statement that they felt sufficiently prepared for the deployment to a CSDP mission. On the other hand, in total 17% rated this statement more neutral or even mostly or entirely disagreed with it.



## 5. Training gaps

In the analysis, two types of gaps were identified: gaps in attendance and gaps in the training content. Even though a pre-deployment training is mandatory, not all staff deployed to a CSDP mission receive a pre-deployment training. The gap is even bigger in basic training: especially contracted mission members rarely participate in a basic training offered by the Member States. The pre-deployment training can help in closing this gap and the attendance rate of contracted staff in the ESDC PDT in Brussels is quite high. The risk is that the pre-mission training of seconded and contracted personnel is very different; and as the alignment of which knowledge, skills and competencies are trained in a basic training and which in a pre-deployment training is not clear, there remains a training gap between different categories of staff.

As far as the content of pre-mission training is concerned, some gaps were revealed but the overall picture is that the requirements for generic mission preparation are fairly well met, either in basic or pre-deployment training or the combination of both. The survey respondents rated both basic training and pre-deployment training they had received positively and felt it prepared them well for their deployment. A few topics merit a closer look though.

Stress management was rated as the second most relevant field work skill by the survey participants, but they felt that they had not received tools or resources to deal with the potential psychological strain of being deployed in a crisis management mission. Also training departments in missions highlighted that this skill should be covered more extensively during the pre-mission training. This seems to be at odds with the pre-mission course subjects (see Annex 2), a majority of which do provide training on stress management. This begs the question of the content and/or methodology of the stress management training provided: does it not adequately address those questions that are most relevant in the field?

Other field work skills such as working in culturally diverse teams, working with staff from different professional backgrounds (civil, police, military), and working with local counterparts were also assessed as highly relevant. Mediation and negotiation skills, cross-cultural communication, working with language assistants/interpreters – training areas which would address the challenges of working in culturally and professionally diverse teams and with local counterparts – are found in many of the pre-mission training curricula, but the survey results suggest that they need to be further strengthened. Even if more time would be devoted to these so-called soft skills, they usually need practising as well as further training in specialisation courses and other advanced training. Working with staff from different professional backgrounds could also be learned already in training, if different groups of professionals would be trained more together.

Integrity and the respect for diversity are attitudes which are related to the above skills and need to be also emphasised in pre-mission training. These topics are part of the curricula of many of the basic and pre-deployment courses mapped, but not all. Among these topics civil-police-military cooperation is on most curricula and respect for diversity also features in many courses, whereas intercultural awareness is seen significantly less.

What training departments in missions emphasised in the survey was Code of Conduct. Code of Conduct was seen as the most relevant framework and the training departments saw that it should be covered more extensively during the pre-mission training. As with stress management, the same

question arises, as Code of Conduct is one of the topics most often covered in pre-mission training courses. Many of the knowledge, skills and competence areas which were highlighted as lacking by the mission training units (see Section 2.3) are well established in the training curricula of basic and pre-deployment trainings, so the issue likely lies more in the fact that not all deployed personnel undergo a pre-mission training, or that even with training, not everything is equally internalised.

When comparing the mapped pre-mission training courses with the relevant EU policies (see Sections 2.1 and 2.2), the overall picture is that of variety. Certain policies deemed crucial are well established in the course curricula, such as WPS and gender equality, and human rights. As noted in Section 2.1, policy commitments related to human rights and gender are among the most long-standing and best-established ones, so it seems logical that they are also best integrated into training. PoC, child protection, and rule of law and good governance are largely absent in the curricula. The mission staff rated the national Member State policies in CSDP mission countries as not so relevant, and this is understandably so. However, the connection of EU policy documents to the individual staff assignments should be better established.

From skills which are deemed key in EU policy documents, MMA is included in a majority of the training courses (the CivOpsCdr Operational Guidelines for Monitoring, Mentoring and Advising in Civilian CSDP Missions sees pre-deployment training in MMA as essential to perform such functions effectively). Interestingly, the survey respondents for this TRA did not mention this skill as highly relevant. It is possible that only a minority of positions in a mission are such that they would actively require this skill and that others do not see the relevance of learning it. An option would be to tie training on MMA more closely to mission mandates to support the transition from an executive to a non-executive mindset, an essential change for many who in their home countries work in executive roles. Even if one is not working in an MMA role, understanding the CSDP mission mandates (a majority of which are in the MMA category) is important for all CSDP mission staff.

Another topic where there is a gap between policy and practise is SSR. As also concluded by the TRA on SSR, a large majority of CSDP missions somehow, directly or indirectly, support SSR. Yet, it is not very prominent in pre-mission course curricula.

## 6. Conclusions and Recommendations

The survey results show that a good majority of staff, both seconded and contracted, have received some form of pre-mission training, either basic training or pre-deployment training or both. While the problem of not attending a pre-deployment training is partly due to the COVID-19 pandemic (the survey was implemented in the early days of the pandemic when many courses were cancelled and online learning courses were not yet widely available), many survey respondents stated that they could not participate as their deployment date was so close to the selection that there was insufficient time in between. There is clearly a need to review processes here, as according to the EU Training Policy pre-deployment training is mandatory, and the benefit to mission personnel is the largest when they participate prior to deployment (instead of only after, as is the case for some). Missions also benefit from well-prepared staff, and well-prepared staff lessen the burden of mission induction allowing that training to focus on the knowledge and skills that can only be trained when in-mission. The CivOpsCdr and the CPCC could see this as a duty of care issue and plan deployment processes accordingly so that pre-deployment training is not missed due to haste of deployment. Member States, on the other hand, should make sure that pre-deployment trainings are offered at reasonable intervals. Other ways to improve the situation include missions checking the pre-mission training their newly arrived staff members have received. These procedural hindrances to the optimal implementation of the EU Training Policy go beyond the scope of this TRA.

The TRA shows that basic training offered across Europe conforms to the basic training definition as defined in the EU Training Policy, and mostly covers the minimum generic pre-mission requirements as identified in this TRA. While mapping of policies and the survey of staff members and mission training departments found several gaps between the policies and the knowledge, skills and competencies that the mission staff and training departments saw as acquired, these training topics are largely covered in the basic training and pre-deployment training offered across Europe. Allocating more time for those topics where gaps were found and strengthening the methodologies and training delivery of those topics is needed. However, not everything is about training. Seconding the right people is predominantly a recruitment issue and Member States must assess the staff they nominate. Training should not be seen as a silver bullet for responding to all challenges. The same of course also applies to contracted staff.

One of the main findings of this TRA has been that the two pieces of pre-mission training – basic training and pre-deployment training – are implemented differently across Europe. There are Member States who emphasise basic training for potential staff members to be seconded (or contracted, as the case may be), and where the pre-deployment training is less comprehensive. There are also Member States who emphasise pre-deployment training for those who have been selected for a mission and where the pre-deployment training covers a lot of the knowledge, skills and competencies offered at the basic training courses in other Member States. This lack of a uniform policy (including terminology) and practise makes it more difficult for the receiving CSDP missions to know what kind of training their staff members have received. This ambiguity also impacts the induction training, which is the responsibility of the missions.

There are (at least) a few options how to enhance the alignment between basic training and pre-deployment training. It is beyond the scope of this TRA to recommend which one to take, but three different options are discussed below.



Option 1: It is fully recognised that training policies and architecture vary greatly not only between Member States, but also within Member States, between police and civilian institutions. Therefore, one option for the EUCTG would be to propose pre-mission training requirements leaving it up to the training institutions to integrate those requirements into their current, well-established training policies and architectures. As training providers in Member States serve other international organisations as well, the EU's training requirements are more likely to be met if they are similar to those of other international organisations or if they are categorised as pre-mission training requirements, instead of being course/training specific.

Option 2: The EU Training Policy currently does not recognise 'Pre-Mission Training' as a type of training, but instead defines 'Basic Training' and 'Pre-Deployment Training' types. Therefore, this TRA suggested a proposed allocation of learning outcomes especially for pre-deployment training, as compared to the generic training requirements.

Categorising pre-mission training requirements as one set of requirements (option 1) would allow Member States, who are responsible for both basic training and pre-deployment training, to decide how they ensure that all these requirements are met prior to deployment (i.e. through one pre-mission course or several courses). It would support the training providers in taking account of other international organisations' training requirements. Moreover, as many contracted mission members rarely have the chance to participate in a basic training, choosing option 1 and organising a course which covers all the pre-mission learning outcomes would also fill a gap. However, this does not allow for pooling and sharing or utilising the training community's resources and experiences. Therefore, standardising the learning objectives, methodology and content of basic training and pre-deployment training would allow future mission members or seconding authorities to choose from different pre-mission training courses across the EU, thus enabling the mission members to participate in multi-cultural and international basic training across Europe, better preparing them for work in an international context.

The similarities in the basic training being offered can likely be contributed partly to the standardisation work done through European Commission funded projects over the last two decades (European Group on Training (EGT) and Europe's New Training Initiative for Civilian Crisis Management (ENTRI)). Also, the UN standardised training requirements have provided standards for Member States institutions providing training particularly for the police. Option 2, whereby requirements for basic training and pre-deployment training are separated, would facilitate the standardisation of the content of these two types of trainings allowing for an integrated civilian-police training as well as trainings with a more multi-cultural and international audience.

A possible future option could be a modular approach (option 3): pre-mission training requirements could be developed into modules which would be mandatory but could be taken from different courses, including basic training courses offered by Member States, pre-deployment training offered by Member States, and pre-deployment training offered under the auspices of the ESDC.

The modules could be defined to include several training topics which would be feasible to be trained together. These could for example be field work techniques (including topics such as working with interpreters, basic first aid, radio communication) or EU civilian crisis management approach (including topics such as mandates and actors in international crisis intervention, EU civilian crisis management planning process, Integrated Approach). This way different courses could complement each other, and

staff would not need to re-train themselves on modules that they have already internalised. Standardising the learning objectives, methodology and content of the modules would help the missions in understanding what kind of pre-mission training their staff members have received, making it easier to tailor appropriate induction training for them.

## Annexes

### Annex 1: Relevant EU policies

[Council Conclusions on EU Peace Mediation](#) (2020)

[EU Action Plan on Women, Peace and Security \(WPS\) 2019-2024](#) (2019)

[EU Civilian Training Group \(EUCTG\) Strategic Guidance on CSDP Civilian Training](#) (2019)

[Council Conclusions on Women, Peace and Security](#) (2018)

[Council Conclusions on Civilian CSDP Compact](#) (2018)

[Civilian Operations Commander Operational Guidelines for Mission Management and Staff on Gender Mainstreaming](#) (2018)

[EU Policy on Training for CSDP](#) (2017)

[Implementing Guidelines for the EU Policy on Training for CSDP](#) (2017)

[Council Conclusions on EU-wide strategic framework to support Security Sector Reform](#) (2016)

[Civilian Operations Commander Operational Guidelines for Monitoring, Mentoring and Advising in Civilian CSDP Missions](#) (2014)

## Annex 2: Existing pre-mission trainings

	Content
<b>ENTRi project members</b>	
<b>Course Concept – Comprehensive Generic Training Peace Operations (CGTPO)</b>	<ul style="list-style-type: none"> <li>• Framework for Crisis Prevention and Crisis Management</li> <li>• The Role of Key Actors and Stakeholders in Crisis Prevention and Management</li> <li>• Cross-Cutting Themes (Respect for Diversity, Women, Peace and Security, Conduct &amp; Discipline and Sexual Exploitation &amp; Abuse, Environmental Awareness/Sustainability)</li> <li>• Field Work Techniques (Conflict Analysis and Identification of Entry Points, Negotiation Skills, Sustainable Project Management, Monitoring, Mentoring, Advising (MMA), and Training, Working with language assistants / interpreters, Strategic Communications/Facing the Media/Other interlocutors, Reporting, Evaluation and Handover)</li> <li>• Safety and Security (Personal Safety, Radio Communication, Road Safety &amp; Driving in Hazardous Environment, Map Reading and Field Orientation)</li> <li>• Personal Health and Stress Management (Personal Hygiene and Basic First Aid Abroad, Stress Management and Dealing with Trauma)</li> </ul>
<b>Course Concept – Core Course</b>	<ul style="list-style-type: none"> <li>• Introduction to Crisis Prevention and Crisis Management:</li> <li>• Democratization, Good Governance and Civilian Administration</li> <li>• Rule of Law and Human Rights</li> <li>• The Role of Various Actors in Crisis Prevention and Management</li> <li>• Comprehensive Approaches to Multi-functional Peace Operations</li> <li>• Mission Working Environment &amp; Cross-Cultural Communication: Cultural Awareness; Gender and Peace Building; Code of Conduct</li> <li>• Field Work Techniques: Conflict Transformation Techniques; Project Management; Monitoring and Reporting; Communication via Interpreters;</li> <li>• Safety and Security: Personal Safety; Mine Awareness; Radio Communication; Road Safety &amp; Driving in Hazardous Environment; Map Reading and Field Orientation</li> <li>• Personal Health and Stress Management</li> </ul>
<b>Course Concept – Pre-Deployment</b>	Beside the topics listed in the subject areas, particular attention should be given to mainstreaming of gender/human rights/child protection, medical/first aid issues, anti-corruption issues, programmatic approach, project management and

	<p>donors' coordination. Each training organiser should find a way to mainstream these topics in the training activities of the course.</p> <p>Introduction to EU Civilian Crisis Management: Development of International Crisis Management – An Overview; Civilian Crisis Management of the EU; How EU and the Specific Mission interlink</p> <ul style="list-style-type: none"> <li>• Country Specific Profile: Historical &amp; Political Overview; Country's Legal Framework; Living and Working in Country's Multicultural Environment</li> <li>• Mission Specific Profile: Introduction of the Civilian Crisis Management Mission; Working in the Mission (Experience of a Mission Member); Introduction to the Work of the Mission; Actors on the Ground and How They Interlink</li> </ul>
<b>ESDC</b>	
<b>PDT for CSDP Missions and Operations</b>	<ul style="list-style-type: none"> <li>• Day 1: Topics: Political Context, Crisis Management Procedures, Mission Planning, C2: Conflict and Crisis Management (EU as a global player, EU Global Strategy); Crisis Management Procedures (Strategic planning and financing of CSDP missions and operations); Mandate delivery (CONOPS, OPLAN, MIP, command and control mechanisms, review)</li> <li>• Day 2: Topics: The EU Integrated Approach and Working in a multi- cultural Environment: Role and Function of the EU delegation; EU Development Aid as major instrument in the field; EU humanitarian action in the field; Growing co-operation with DG JHA; EU-UN partnership and co-operation in the field; Capacity development approaches: MMA</li> <li>• Day 3: Topics: Horizontal Issues in Missions and Operations: The Mission Implementation Plan; Reporting and Information Flow; The Financing of CSDP missions and operations; SSR in CSDP missions; Human Rights and gender mainstreaming in CSDP Missions; (Mission specific briefings); Role and Function of EU Military Staff within CSDP and of Military Planning and Conduct Group (MPCC)</li> <li>• Day 4: Topics: Safety and Security, Personal Conduct and Duty of Care: Safety and Security, Health and medical preparation, Code of Conduct and generic standards of behaviour</li> </ul>
<b>OSCE</b>	
<b>OSCE Orientation Programme</b>	<ul style="list-style-type: none"> <li>• General Orientation: How is the OSCE organised and what is the OSCE doing</li> <li>• Diversity: Gender Awareness; Unconscious Bias</li> <li>• Integrity: Ethic Awareness Course; Prevention of Sexual Harassment and Abuse; Prevention of Sexual Exploitation and Abuse</li> </ul>
<b>AU</b>	
<b>Harmonised Training Standard for Civilian Peacekeepers Foundation and Police Pre-</b>	<ul style="list-style-type: none"> <li>• Introduction to Conflict and Peace Support Operation (PSO): Understanding the Nature of Conflict; Conflict Analysis; Introduction to Contemporary Peace Support Operations</li> <li>• Legal and Institutional Frameworks for PSO</li> </ul>

<b>Deployment Training (Handbook)</b>	<ul style="list-style-type: none"> <li>• Mission Structures and Mandate Implementation</li> <li>• AU/UN Police- Specific Pre- Deployment Training Standards: Core Functions and Operational Activities of AU/UN Police and their Partners; Reform, Restructuring and Rebuilding of Police and Law Enforcement Agencies; AU/UN Police and Different Legal Systems; Monitoring, Advising and Mentoring (MAM); Community Based Policing; Human Rights Standards in Arrest and Detention; Human Rights Standards in the Use of Force.</li> <li>• Cross Cutting PSO Issues: Respect for Diversity; Gender Issues in PSO; Conduct and Discipline; Protection of Civilians; Child Protection; The Rule of Law; Disarmament, Demobilization and Reintegration (DDR)</li> <li>• Safety, Security and Practical Skills in PSO: Dialogue, Negotiation and Mediation; First Aid; Stress Management; Mine Awareness; Safety and Security; Introduction to Map Reading and Navigation; Radio; Report Writing; Living and Working Conditions in a PSO Mission Environment</li> </ul>
<b>UN</b>	
<b>Core Pre-Deployment Training Material (CPTM)</b>  <b>Specialised Training Material for UN Police (STM)</b>	<ul style="list-style-type: none"> <li>• CPTM Unit 1 – A Strategic Level Overview of UN Peacekeeping</li> <li>• CPTM Unit 2 – The Establishment and Functioning of UN Peacekeeping Operations</li> <li>• CPTM Unit 3 – Effective Mandate Implementation</li> <li>• CPTM Unit 4 – Standards, Values and Safety of UN Peacekeeping Personnel</li> <li>• STM – Core business of UN Police and its key partners</li> <li>• STM – Reform, Restructuring and Rebuilding of Law Enforcement Agencies</li> <li>• STM – UN Police and Different Legal Systems</li> <li>• STM – Mentoring and Advising</li> <li>• STM – Community Based Policing</li> <li>• STM – Human Rights standards in Arrest and Detention</li> <li>• STM – Human Rights standards in Use of Force and Firearms</li> <li>• STM – Mediation/Negotiation and use of Language Assistants</li> <li>• STM – Land Navigation, UN Police</li> <li>• STM – Radio Communication, UN Police</li> <li>• STM – Report Writing, UN Police</li> <li>• STM – Road Safety and 4x4 driving</li> </ul>
<b>Police Academies</b>	
<b>Generic Pre-Deployment Training, Federal Police Academy Lübeck (Germany)</b>	<ul style="list-style-type: none"> <li>• The course includes a fitness and English test, it also trains communication in English.</li> <li>• UN Module: A strategic level overview of UN Peacekeeping; Establishment and Functioning of UNPKO; UN Police and different Legal Systems; UN Core Values and Respect for Diversity</li> </ul>

	<ul style="list-style-type: none"> <li>• EU: European Union- History and Structure; European Security and Defence Policy; Civil Crisis Management of the EU</li> <li>• Working with mission partners</li> <li>• Human Rights and International Humanitarian Law</li> <li>• Mandated Tasks</li> <li>• Conduct and Discipline/SEA</li> <li>• Stress Management</li> <li>• My Mission Route: Arrival in the Mission, Starting, Living in a mission, Reintegration</li> <li>• Health in Peacekeeping Operations</li> <li>• Land Navigation; Radio Communication</li> <li>• Reform, Restructuring and Rebuilding of Law and Enforcement Agencies</li> <li>• Mediation/Negotiation and use of Language Assistants</li> <li>• Community Based Policing</li> <li>• Report Writing</li> <li>• Mentoring and Advising</li> <li>• Field Exercise (2 days)</li> </ul>
<b>Generic Pre-Deployment Training, Guarda Nacional Republicana (Portugal)</b>	<ul style="list-style-type: none"> <li>• Mission Area Characterization (specific)</li> <li>• Human Rights; Trafficking in Human Beings</li> <li>• Mission Area Security</li> <li>• Healthy and medical assistance (Hygiene and physical condition; first aid, stress management)</li> <li>• Communication with External Entities; Relationship with local and International community</li> <li>• Self Defence Techniques</li> <li>• Driving Training</li> </ul>
<b>Generic Pre-Mission Course, Police Bulgaria</b>	<ul style="list-style-type: none"> <li>• Specific English language terminology</li> <li>• Missions and organisations (EU, UN, OSCE)</li> <li>• Common Security and Defence Policy and decision making process</li> <li>• HEAT module</li> <li>• Cultural awareness module</li> <li>• Human rights and protection of civilians module</li> <li>• Protection of classified information</li> <li>• Shooting and guns handling training</li> <li>• Driving 4x4</li> </ul>

	<ul style="list-style-type: none"> <li>• Police tactics and topography</li> <li>• Crowd and riot control</li> <li>• Personal police protection</li> <li>• Psychological module</li> <li>• First Aid training</li> <li>• Negotiation</li> <li>• Specific information about the missions where Bulgaria has representatives</li> <li>• Administrative information about mission applying process</li> </ul>
<b>International Police Officers Course (IPOC), Police Education and Training Unit (Czech Republic)</b>	<ul style="list-style-type: none"> <li>• Fundamental Principles of Peacekeeping Core Business of UN and EU Police</li> <li>• Structure of Peacekeeping Operations</li> <li>• Legislation in Peacekeeping Operations (Mandate, SOP)</li> <li>• Peacekeeper's Rights and Obligations</li> <li>• Conduct and Discipline, SOP</li> <li>• Human Rights (in Arrest and Detention and in Use of Force and Firearms)</li> <li>• Women, Peace and Security - Introduction of Man Box, Sexual and Gender Based Violence</li> <li>• Protection of Civilians, Protection of Children, Trafficking of Human Beings; Human Rights and Minorities</li> <li>• Religious and Cultural Diversity in Peacekeeping Operations</li> <li>• Work with Mission Partners</li> <li>• Collaboration with Local Organizations, Governments, NGO's and Other Humanitarian Organizations</li> <li>• First Aid and Health</li> <li>• Land Navigation</li> <li>• Security Sector Reform (SSR)</li> <li>• Reform, Restructuring and Rebuilding (RRR)</li> <li>• Monitoring, Mentoring, Advising (MMA)</li> <li>• Stress Management</li> <li>• Radio Communication</li> <li>• Safety and Security</li> <li>• Living Experience from missions</li> <li>• ADIMA (Practical Exercise Based on Various Scenarios - Morning Briefing, Meeting, Monitoring and Mentoring, Ambush, First Aid, Human Rights Violation, Land Navigation)</li> </ul>
<b>International Police Officers Course (IPOC) (Sweden)</b>	<ul style="list-style-type: none"> <li>• Role and Task in Home Context</li> <li>• The Mission Context</li> </ul>



	<ul style="list-style-type: none"> <li>• International Responsibility and Response</li> <li>• The Peacekeeping Operation</li> <li>• Role and Task in the Mission context</li> </ul>
<b>Pre-Deployment Training, Carabinieri (Italy)</b>	<ul style="list-style-type: none"> <li>• Tactical procedures</li> <li>• International Law outlines; Human Rights at risk in conflict and post conflict situations</li> <li>• Environmental Protection Awareness</li> <li>• Protection of Civilians</li> <li>• Legal status of Peace operations: UN Charter, mission mandates, SOFA/SOMA, MoU, TA, SOPs, RoE</li> <li>• Use of Force</li> <li>• Introduction to Peace Operations (generalities) - The curve of conflict and the role of Police</li> <li>• Major international organizations and their stability doctrines with a focus on police assets</li> <li>• EU - Crisis Management and Operation Planning, CSDP - EU civilian Missions, EEAS - organisation and tasks</li> <li>• Capacity Building: MMA</li> <li>• Gender Mainstreaming</li> <li>• WPS</li> <li>• Child Protection</li> <li>• Code of Conduct and SEA</li> <li>• Cultural Heritage Protection</li> </ul>
<b>Pre-Deployment Training, LAFP Germany</b>	<ul style="list-style-type: none"> <li>• Content of the Course: Cooper Test, UN English Test</li> <li>• A strategic level overview of UN Peacekeeping</li> <li>• Establishment and Function of UNPKO</li> <li>• Working with mission partners</li> <li>• Core business of UN Police and Working as One in a mission</li> <li>• Mentoring and Advising</li> <li>• Community Based Policing</li> <li>• Mediation/Negotiation and use of language assistants (Theory and practical exercise)</li> <li>• EU Introduction, CFSP and CSDP</li> <li>• Self- Reflection Exercise</li> <li>• Human Rights and International Humanitarian Law</li> <li>• Mandated Tasks</li> <li>• Organisational Matters</li> <li>• Stress Management</li> </ul>

	<ul style="list-style-type: none"> <li>• Conduct/Discipline and SEA</li> <li>• Respect of Diversity</li> <li>• First Aid</li> <li>• Radio/Map Reading Theory</li> <li>• Safety and Security (incl. Mine Awareness)</li> </ul>
<b>Pre-Deployment Training, National Police HQ (Poland)</b>	<ul style="list-style-type: none"> <li>• General knowledge of CSDP and UN system</li> <li>• Cross-cutting: Cultural awareness sensitivity, gender equality, woman and children protection, human rights</li> <li>• Mission security training including mine awareness education</li> </ul>
<b>Pre-Deployment Training, Spanish National Police Training Center</b>	<ul style="list-style-type: none"> <li>• Overview and Introduction to PKO</li> <li>• Personal Hygiene and First Aid</li> <li>• Protection of Civilians</li> <li>• Working with Partners in the Mission</li> <li>• International Law</li> <li>• Stress Management</li> <li>• Code of conduct, SEA</li> <li>• Driving Training, Security and Land Navigation</li> <li>• WPS</li> <li>• Negotiation and Mediation</li> <li>• MMA</li> <li>• Community Oriented Policing</li> <li>• Respect of Diversity</li> <li>• Law under arrest</li> </ul>
<b>UN/EU - Generic Pre- Deployment Training, Baden- Wuerttemberg State Police College (Germany)</b>	<ul style="list-style-type: none"> <li>• UN English Test; Cooper Test</li> <li>• An Overview of UN Peace Operations: Introduction; Spectrum of Peace and Security Activities; Principles and Legal Framework; Security Mandate in Practice; How Peace Operations Work; Working as one in the Mission (civ/mil/pol different institutional cultures) and Mission Partners (Comprehensive Approach)</li> <li>• Mandated Tasks of UN Peace Operations: Overview and Activities (Different types of mandates; peacebuilding activities); Human Rights &amp; HR in arrest and detention; WPS; Protection of Civilian and Conflict related sexual violence; Child Protection</li> <li>• European Union: Introduction; European Foreign and Security Policy: CSDP of the EU</li> </ul>

	<ul style="list-style-type: none"> <li>• Individual Peace and Operations Personnel: Core Values and Competencies (as shared language in the field); Respect of Diversity; Conduct/ Discipline and SEA; Environment and Natural Resources (Do no Harm); Safety and Security (UN Security Management System); Stress Management</li> <li>• Mediation/Negotiation and Use of Language Assistants</li> <li>• Organisational Matters: Private Action Plan; Family Matters; Authorizations; Concept of Care; Departure; Reintegration</li> <li>• Mentoring and Advising</li> <li>• Project Management</li> <li>• Reform, Restructuring and Rebuilding of Police and Law Enforcement Agencies</li> <li>• Community Policing</li> <li>• Group Assignments: Land Navigation and Radio Communication</li> <li>• Mine/UXO Awareness</li> <li>• Medical Awareness/First Aid</li> </ul>
<b>Other Training Institutions</b>	
<b>Austrian Civilian Police Training Course for international Missions, Ministry of Interior AUSTRIA, Unit International Missions and Operations, Department EU/UN Missions</b>	<ul style="list-style-type: none"> <li>• Liaison Military Comp</li> <li>• UN</li> <li>• EU</li> <li>• Protection of Civilians</li> <li>• English Test</li> <li>• Human Rights</li> <li>• HR under Arrest and Detention</li> <li>• HR in Use of Force</li> <li>• Gender Issues</li> <li>• Respect of Diversity</li> <li>• Report Writing</li> <li>• Negotiation and Mediation</li> <li>• Communication, Interview Training</li> <li>• Rule of Law</li> <li>• Police Sports Test</li> <li>• Conduct and Discipline</li> <li>• Mentoring and Advising</li> <li>• Team Building</li> </ul>

<b>Basic Course, MFA Slovakia</b>	<ul style="list-style-type: none"> <li>• Introduction to UN DPKO, How UN DPKO works</li> <li>• UN Principles and guidelines, Core Values</li> <li>• EU Global Strategy, Structure, CSDP, EEAS</li> <li>• OSCE – Brief excursion to the organization and their missions</li> <li>• Mandate, reports, process</li> <li>• Human Rights</li> <li>• International Humanitarian Law, International law, Different legal Systems</li> <li>• SSR</li> <li>• Protection of Civilians</li> <li>• WPS</li> <li>• Child protection</li> <li>• Cultural Awareness</li> <li>• Respect of diversity</li> <li>• First Aid</li> <li>• 4x4 Drive</li> <li>• Community based policing</li> <li>• Report writing</li> <li>• Conduct and Discipline, Code of Conduct</li> <li>• Stress Management, Evaluation and Psycho aspects of Stress Management</li> <li>• Working with Language Assistant</li> <li>• Mission Partners</li> <li>• MMA</li> <li>• GPS, Map reading, orientation, radio communication</li> <li>• Mine awareness, check points, Mission area</li> </ul>
<b>Basic Course on Civilian Crisis Management (BCCCM), CMC Finland</b>	<ul style="list-style-type: none"> <li>• Introduction to civilian crisis management and crisis prevention</li> <li>• The role of the EU, UN, OSCE</li> <li>• An overview of missions and operations, their mandates, functions and tasks</li> <li>• Core values of key actors and stakeholders</li> <li>• Comprehensive/Integrated Approach</li> <li>• Security Sector Reform (SSR)</li> <li>• Human rights</li> <li>• Rule of Law and Good Governance</li> </ul>

	<ul style="list-style-type: none"> <li>• Respect for diversity</li> <li>• Protection of Civilians</li> <li>• Child Protection</li> <li>• Women, Peace and Security</li> <li>• Sustainable development, environment and natural resources, climate change</li> <li>• Conflict analysis</li> <li>• Cross-cultural competence</li> <li>• Facing the media/other interlocutors</li> <li>• Negotiation and mediation skills</li> <li>• Sustainable project management</li> <li>• Working with language assistants/interpreters</li> <li>• Monitoring, Mentoring, Advising</li> <li>• Reporting, evaluation and handover</li> <li>• Radio and satellite communication</li> <li>• Map reading and field orientation</li> <li>• Basic first aid</li> <li>• Road safety, driving in hazardous environment</li> <li>• Personal safety</li> <li>• Mission/operation safety</li> <li>• Personal health</li> <li>• Stress management</li> <li>• Code of Conduct &amp; Discipline</li> <li>• Sexual exploitation and abuse (SEA)</li> <li>• Introduction to CMC</li> <li>• Application and job interview</li> </ul>
<b>Pre-Deployment Training, CMC Finland</b>	<ul style="list-style-type: none"> <li>• Finland's priorities in civilian crisis management</li> <li>• Secondment and CMC as an employer</li> <li>• Code of Conduct</li> <li>• Situational awareness, reporting and contact with CMC</li> <li>• Conduct with media</li> <li>• Information security</li> <li>• Mission readiness</li> </ul>

	<ul style="list-style-type: none"> <li>• Area of Operation briefing: organisation, structure, mandate, context</li> </ul>
<b>Basic Training Course, The Institute of Studies for Law Enforcement, Romania</b>	<p>Specific competence 1: context of EU Civilian Crisis Management missions</p> <ul style="list-style-type: none"> <li>• Police powers and duties</li> <li>• Police Equipment</li> <li>• The European Institutions and the Common Security and Defence Policy (CSDP)</li> <li>• Law enforcement/English for Specific Purposes</li> <li>• Report Writing</li> <li>• How to launch a CSDP mission or operation</li> <li>• Gender equality, peace and security, human rights in CSDP</li> <li>• Rule of Law and CSDP</li> </ul> <p>Specific competence 2: Applies the rules and legal provisions specific to the EU Civilian Crisis Management missions' mandates</p> <ul style="list-style-type: none"> <li>• EU Institutions</li> <li>• Recruitment and selection of MIA staff to participate in peacekeeping missions</li> <li>• Safety and security</li> <li>• Equal opportunities</li> <li>• Common Security and Defense Policy</li> <li>• Hygiene and health rules in the mission area</li> <li>• Code of ethics and deontology for participants in EU civilian crisis management mission</li> <li>• Driving</li> <li>• Presentation of the EUAM Ukraine mission</li> <li>• Civil defence emergency management</li> <li>• Physical training</li> <li>• Stress management</li> <li>• Shooting training</li> <li>• Peculiarities of conflict areas</li> <li>• The administrative system of EUPOL missions</li> </ul> <p>Specific competence 3: first aid techniques</p> <ul style="list-style-type: none"> <li>• First aid techniques</li> </ul>
<b>Belgian Generic Training in Civilian Crisis Management (BGT), Egmont</b>	<ul style="list-style-type: none"> <li>• Framework for Crisis Prevention and Crisis Management: Crisis Prevention and Crisis Management</li> <li>• Conflict Analysis and Identifying Entry Points</li> <li>• Cooperation with NGOs and IOs</li> </ul>

	<ul style="list-style-type: none"> <li>• Comprehensive Approach/People-centred Approach</li> <li>• Work of civilian police and cooperation with civilian police, Civ/Mil Coordination on the Ground, Different Legal Systems</li> <li>• International Rule of Law and Introduction to Human Rights, International humanitarian law</li> <li>• Functions and Tasks of Peace Operations</li> <li>• Role of Key Actors and Stakeholders in crisis prevention/ management: Belgium's Role, Engagement and Rationale regarding CSDP missions</li> <li>• The EU as an Actor: EUGS &amp; CSDP decision-making process</li> <li>• Mandates, Structure and Core tasks; NATO, OSCE, UN as an actor</li> <li>• Field Work Techniques: Sustainable Project Management; Monitoring, Reporting, Evaluation and Handover; Mentoring, Advising and Training plus working with Language Assistants; Mediation/ Negotiation; Work of Press and Public Information Officer; Dealing with Social Media; Prison Management; Border Management</li> <li>• Cross-cutting themes: Respect of Diversity/ Cultural Awareness; Gender, Women, Peace and Security; Environment and Natural Resources; Conduct and Discipline, incl. SEA; Children in Armed Conflict and Fragile contexts</li> <li>• Safety and Security: Behaviour in Risk Situation (Conduct after Capture and Personal Safety/ Initial risk assessment); Road Safety and Driving; Mine Awareness; Map Reading and Field Orientation; Radio Communication</li> <li>• Personal Health and Stress Management: Personal Hygiene and Basic First Aid Abroad; Stress management and dealing with trauma</li> </ul>
<b>Common Induction Training/Humanitarian Induction Training, ZiF (Germany)</b>	<ul style="list-style-type: none"> <li>• Adhering to humanitarian principles and codes of conduct (Terms of service; Working for the UN; Codes of Conduct)</li> <li>• Understanding humanitarian systems and promoting humanitarian principles (Legal Frameworks and humanitarian principles; Guidelines &amp; Standards; Humanitarian Landscape; Platforms and tools)</li> <li>• Respect for diversity</li> <li>• Maintaining a service-oriented approach (e.g. establishing and maintaining productive partnerships)</li> <li>• Personal Commitment to Achieving results</li> <li>• Communication Skills (Active Listening &amp; Negotiating; Meeting Management)</li> <li>• Planning and Organising</li> <li>• Demonstrating Critical Judgement (e.g. recommending new ideas or creative improvements to work environment), Operating Safely and Securely</li> <li>• Working effectively in teams</li> </ul>

<b>Comprehensive Generic Training Peace Operations (CGTPO), ZiF (Germany)</b>	<ul style="list-style-type: none"> <li>• Structure, development and mandate of UN, OSCE and EU missions</li> <li>• Conflict-sensitive conflict analysis</li> <li>• Conflict-sensitive project management</li> <li>• Gender and the women, peace &amp; security agenda</li> <li>• Working in an intercultural context</li> <li>• Prevention of sexual exploitation and abuse (PSEA)</li> <li>• Code of conduct and ethics</li> <li>• Negotiation and mediation support</li> <li>• Strategic communication and (social) media relations</li> <li>• Leadership skills in intercultural teams</li> <li>• Stress management and peer groups</li> <li>• Field orientation (radio communication &amp; map reading)</li> <li>• Civilian-police-military cooperation; comprehensive approach</li> </ul>
<b>Core Course for Peacebuilders, ASPR (Austria)</b>	<ul style="list-style-type: none"> <li>• Introduction to Peacebuilding and Conflict Management: Concepts and strategies for peacebuilding</li> <li>• Overview of field activities</li> <li>• Introduction to peacekeeping, to civilian crisis management, to peace operations (different mandates) and to principals of local ownership and sustainability</li> <li>• Introduction to the conflict cycle</li> <li>• The role of various actors in Peacebuilding: covers an overview of the Role of various actors as UN, EU and OSCE Comprehensive Approach</li> <li>• Engaging with Civil Society</li> <li>• Logic of and cooperation with the military</li> <li>• The work of the civilian police and cooperation</li> <li>• Mission working Environment: Guiding Principles of behaviour (codes of conduct, chain of command) and Cross-Cultural Partnerships (aware of differences between international and national staff, possible causes of conflict/tension organisation/host society); Gender and Peacebuilding</li> <li>• Field Working Techniques: Methods of third party intervention; Conflict analysis (different tools); Do No Harm; Radio communication, field orientation and map reading; Peacebuilding Project (developing a peacebuilding project and a project proposal in a participatory way; Project Cycle Management)</li> <li>• Safety and Security: mine awareness; Personal safety and behaviour in complex risk situations; Road safety and driving in hazardous environments; Individual review of complex simulation exercise (Individual psychological support on demand)</li> </ul>



	<ul style="list-style-type: none"> <li>• Personal Health and Stress Management: Managing stress in the field; Psychological support (concept of psycho-trauma and post-traumatic stress)</li> </ul>
<b>Generic PDT, Clingendael Institute (The Netherlands)</b>	<ul style="list-style-type: none"> <li>• Civilian Missions: An introduction to the EU, NATO, OSCE and UN</li> <li>• Peace Support Operations, mandate, planning execution and challenges</li> <li>• Collective Security</li> <li>• Conflict analysis</li> <li>• SWOT-analysis: Identifying and discussing strategic factors that influence various ICM missions</li> <li>• Hybrid Threats</li> <li>• Cyber; Tools for the Civil Expert</li> <li>• Gender and UN resolution 1325</li> <li>• CIMIC embedded in the mission practice</li> <li>• Intercultural communication: Theory and Practice</li> <li>• SSR</li> <li>• ICM Missions and NGOs</li> </ul>
<b>Induction Training, Swedish Civil Contingencies Agency (MSB)</b>	<ul style="list-style-type: none"> <li>• MSB as a governmental agency</li> <li>• MSB operations</li> <li>• Expectations on field staff and the MSB Competency Framework</li> <li>• MSB core values; code of conduct and anti-corruption</li> <li>• Cross cutting issues; gender and environmental aspects of MSB</li> <li>• operations</li> <li>• Different security and risk aspects linked to MSB operations, including</li> <li>• preventive measures</li> <li>• Health, stress, psychosocial aspects and preventive measures</li> <li>• Group dynamics and conflict prevention</li> </ul>
<b>Tailor-made in-house Pre-Deployment Training, FBA (Sweden)</b>	<p>Mandatory modules:</p> <ul style="list-style-type: none"> <li>• A gender perspective on peace and security work</li> <li>• Terms of employment</li> <li>• Personal Security</li> <li>• Code of Conduct</li> <li>• Mission Readiness</li> </ul> <p>Other modules which are often suggested:</p> <ul style="list-style-type: none"> <li>• Sweden's relations with the country</li> </ul>

	<ul style="list-style-type: none"><li>• A briefing of the conflict background</li><li>• Module about the EU</li></ul>
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## Annex 3: Online surveys

### Survey to staff in CSDP missions

The following survey was sent to mission staff of CSDP, who were deployed to the mission not longer than twelve months ago.

#### General questions

1. What is your background?
  - a. Civilian
  - b. Police
  - c. Military
  - d. Other: \_\_\_\_\_
2. What is your gender?
  - a. Male
  - b. Female
  - c. Diverse
3. Which is your field of work?
  - a. Mission management (incl. HoM, DHoM, CoS, PolAd, GenAd, Planning, MAC, Reporting, Project Cell)
  - b. Mission support department (Logistics, ICT, Human Resources, Procurement, Finance)
  - c. Operations department (all operational functions)
  - d. Other:
4. Which of the following applies to you?
  - a. Seconded by my country
  - b. Contracted by the mission
5. If seconded, which country has seconded you?  
Answer:
6. Is this your first deployment to a civilian CSDP mission?
  - a. Yes
  - b. No
7. How long have you been working in civilian CSDP missions?
  - a. Less than one year
  - b. 1-3 years
  - c. 4-5 years
  - d. 6-10 years
  - e. More than 10 year
8. In what other type of international deployment do you have experience? (Mark all that apply)
  - a. EU Military Mission
  - b. UN
  - c. OSCE
  - d. NATO
  - e. Election Observation
  - f. Diplomatic Service
  - g. None of these
  - h. Other: \_\_\_\_\_

### Questions on the received Pre-Mission Training

9. If you are seconded staff, were you offered any type of pre-mission training by your seconding country (see definitions above)? – Mark all that apply. (Show this question depending on response of Q4)
- Yes
    - ESDC Pre-Deployment Training in Brussels
    - Pre-Deployment Briefing/Training in my home country
    - Basic Training (see above for definition) organized by other country
    - Basic Training (see above for definition) organized by seconding country
    - Other (please specify): \_\_\_\_\_
  - No ; why?
10. If you are contracted staff, did you take part in a pre-mission training (see definitions above)? – Mark all that apply. (Show this question depending on response of Q4)
- Yes
    - ESDC Pre-Deployment Training in Brussels
    - Basic Training (see above for definition) organized by a member state
    - Other (please specify): \_\_\_\_\_
  - No; why?
11. Were there any difficulties/ obstacles (logistical, organisational) for you to participate in the pre-mission training before your deployment? – If yes, mark all that apply
- Yes
    - ESDC Pre-Deployment Training in Brussels
    - Pre-Deployment Briefing/Training in my home country
    - Basic Training (see above for definition) organised by other country
    - Basic Training (see above for definition) organised by seconding country

please specify what type of difficulty/obstacle: \_\_\_\_\_
  - No
12. If you participated in a basic training (see definition above), how much time elapsed before your first deployment?
- Less than 6 months
  - 6 months to a year
  - 1-2 years
  - 3-5 years
  - more than 5 years
13. On a scale from 1 to 7, where 1 is least agreement and 7 is strongest agreement, please select the appropriate choice for each of the questions below:

1-Entirely disagree	2-Mostly disagree	3-Somewhat disagree	4-Neither agree nor disagree	5-Somewhat agree	6-Mostly agree	7-Entirely agree
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- I feel that the basic training gave me a good understanding of the context, mandates and work environment of
  - EU CSDP mission (scale 1-7)
  - OSCE mission (scale 1-7)
  - UN mission (scale 1-7)
  - Not applicable
- In the *basic training*, I learned skills that are relevant for my work in a CSDP mission.

- c. The Pre-Deployment Training covered the most important topics that were relevant to prepare for deployment to a CSDP Mission.
- d. Considering all the pre-mission training I have received, I feel I was sufficiently prepared for my deployment to a CSDP mission.
- e. I understand the pre-mission trainings as part of the Duty of Care package that my seconding country or the EU is providing for me.
- f. The content of the mission induction training complements the content and information received in the pre-mission trainings.

14. During your pre-mission training, did you receive tools/resources to deal with the potential psychological strain while deployed to a crisis management mission?

- a. No
- b. Yes
- c. If yes, please elaborate:

15. During your pre-mission training, was there enough time provided to reflect on your personal motivation/ readiness to work in a crisis management mission?

- a. Yes
- b. No
- c. Comment:

#### Questions on Pre-Mission Training Requirements

16. How relevant are the following topics for your deployment in the mission (Please note that safety and security are not covered in this survey).

	Absolutely irrelevant	Mostly irrelevant	Some-what irrelevant	Neither relevant nor irrelevant	Some-what relevant	Mostly relevant	Absolutely relevant
<b>Framework for Crisis Prevention &amp; Management</b>							
CSDP organizational structures							
Development of crisis management Missions							
Overview & Analysis of CSDP Mission mandates							
Code of Conduct & Disciplinary Procedures							
<b>Field Work Skills</b>							
Monitoring							
Mentoring & Advising							
Conflict analysis							
Negotiation							
Mediation							
Project management							
Report writing							

Working in culturally diverse teams							
Working with Interpreters							
Radio Communication							
Working with staff with different professional backgrounds within the mission in the integrated approach (civilian-military-police cooperation)							
Self-Care / Stress Management							
Working with local counterparts							
<b>Other actors in the field</b>							
EU actors							
UN agencies (UNDP, World Food Programme, UNICEF, UN Women, IOM, etc.)							
Other peace operations (UN, OSCE, NATO)							
Military missions							
Humanitarian organisations							
Development organisations (eg. DFID, USAID, GIZ, SIDA, etc.)							
NGOs							

17. From your experience, which three attitudes/competencies should be stressed in pre-mission trainings? (choose 3 from the list)

- a. **Integrity** - having strong moral principles; honesty
- b. **Respect for diversity** – ability to transcend own cultural and societal context
- c. **Self-awareness** – self-care; self-reflection
- d. **Inclusiveness** - including many different types of people and treating them all fairly and equally
- e. **Accountability** – personal responsibility
- f. **Empathy** – sensitivity
- g. **Flexibility**
- h. **Resilience** – decisiveness; sincerity; persistence; motivation; self-initiation
- i. **Humility** - the quality of having a modest view of one's importance; humble

18. How relevant are the following policy documents for your area of responsibility?

	Absolutely irrelevant	Mostly irrelevant	Somewhat irrelevant	Neither relevant nor irrelevant	Somewhat relevant	Mostly relevant	Absolutely relevant	I am not aware of it
Feira Priorities								
EU Global Strategy of 2016								
EU Integrated approach								
EU Stabilisation Concept 2018								
Civilian CSDP Compact 2018								
UNSCR 1325								
Women, Peace & Security follow-up resolutions								
EU Strategic Approach to Women, Peace and Security								
EU Action Plan on Women, Peace and Security (WPS) 2019-2024								
Your seconding country's priorities in your country of deployment								

19. What type of course format would be the most useful for pre-mission trainings?
- Face-to-face training (interactive including group work, role-plays, etc.)
  - Blended learning: online format with face-to-face/presence parts
  - 100% self-paced eLearning prior to deployment
  - eLearning with some interactive live sessions with a facilitator and other participants
  - Other:
20. Are there certain topics / skills that should be refreshed prior to deployment?  
Answer:
21. Do you have any additional comment?  
Answer:

## Survey to training units in CSDP missions

The following survey was sent to the training units/person responsible for the trainings of incoming mission staff (mission induction training).

1. I am working on training for mission staff in the following mission:  
Answer:
2. Realistically, is all incoming staff able to participate in the induction training (seconded, contracted and national staff)?
  - a. Yes
  - b. No; If no, why not:
  - c. Comment:
3. Is the induction training conducted in the first three weeks after the arrival of new staff?
  - a. Always
  - b. Most of the time
  - c. Often
  - d. Barely
  - e. Never
  - f. Comment
4. How long is the induction training (excluding check-in)?
  - a. 1 day
  - b. 2-3 days
  - c. 4-5 days
  - d. Only self-paced eLearning courses
  - e. Other
  - f. Comment
5. Are you informed about what type of pre-mission training arriving staff has received?
  - a. Always
  - b. Most of the time
  - c. Often
  - d. Barely
  - e. Never
  - f. Comment
6. Do you check if the arriving staff have completed the required training as specified in the Call for Contribution (CfC) (e.g. Missionwise and Code of Conduct online courses, HEAT)?
  - a. Always
  - b. Most of the time
  - c. Often
  - d. Barely
  - e. Never
  - f. Comment
7. Does your induction training cover any non-mission specific topics (e.g. Stress management, communication, mediation, radio communication, driving training, etc.)
  - a. Yes, If yes, which ones:
  - b. No



8. From your experience, what three topics should be covered more extensively in the pre-mission trainings (e.g. Code of Conduct, Guiding Policies, etc.)?

Answer:

9. From your experience, what three skills should be covered more extensively in pre-mission trainings (mentoring, conflict analysis, negotiation, etc.)?

Answer:

10. Do you have any additional comment?

Answer:

11. Please leave your contact details, if you are available for further inquiry:

## Annex 4: Results of the survey

In the following annex all responses received within survey are presented.

### **Responses from Mission Staff**

Note: Addressees were all international seconded and contracted staff of CSDP Missions who are deployed to the mission not longer than 1 year

Total responses: 121

### **Respondents' profile Q1 – Q8**

#### Illustration 1 - Background of respondents

	n	Percent
Civilian	44	36.36%
Police	56	46.28%
Military	17	14.05%
Other:	4	3.31%

'Other' includes:

Gendarmerie  
Correctional service  
Coastguard  
Mil/Civ

#### Illustration 2 - Gender of respondents

	n	Percent
Male	98	80.99%
Female	23	19.01%
Diverse	0	0%

Illustration 3 – Field of work of respondents

	n	Percent
Mission management (incl. HoM, DHoM, CoS, PolAd, GenAd, Planning, MAC, Reporting, Project Cell)	28	23.14%
Mission support department (Logistics, ICT, Human Resources, Procurement, Finance)	24	19.83%
Operations department (all operational functions)	57	47.11%
Other:	12	9.92%

'Other' includes:

Security  
Support to Mol  
Medical  
Security  
International Coordination  
Monitoring department  
Armed Protection Unit  
Safety and Security Department  
Correctional advisor  
Trainer

Illustration 4 – Number of seconded and contracted respondents

	n	Percent
Seconded by my country	88	72.73%
Contracted by the mission	33	27.27%

Illustration 5 – If answered "Seconded by my country" above, respondents indicated which country seconded them

Sweden [named 14 times]	Ireland [named three times]
Germany [named 13 times]	Poland [named three times]
Finland [named 12 times]	Romania [named three times]
France [named eight times]	Belgium [named two times]
Netherlands [named eight times]	Slovenia [named two times]
Denmark [named six times]	Spain [named two times]
Italy [named six times]	Estonia [named once]
Austria [named three times]	Canada [named once]
	Czech Republic [named once]

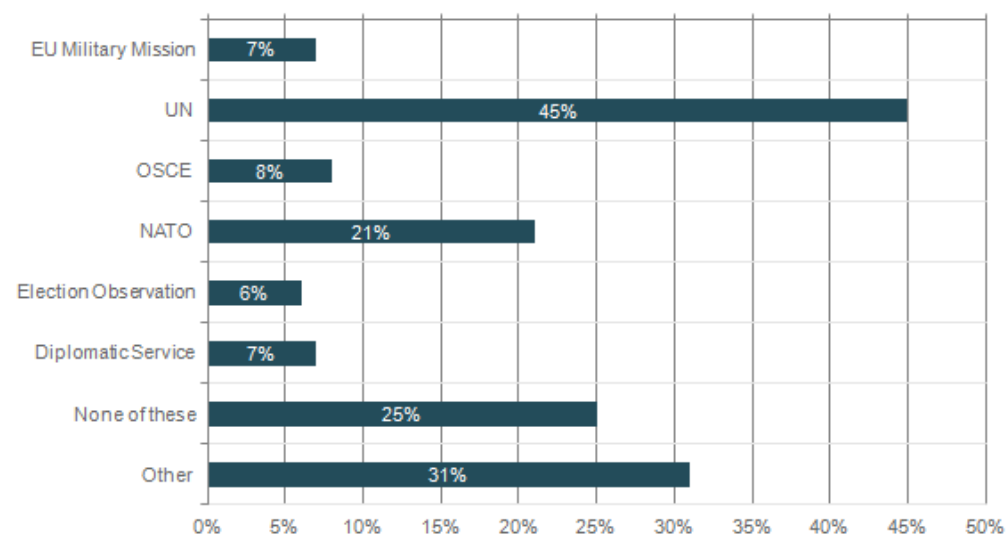
Illustration 6 – Responses to the question: "Is this your first deployment to a civilian CSDP mission?"

	n	Percent
Yes	65	53.72%
No	56	46.28%

Illustration 7 – If answered “No” above, respondents indicated how long they have been working in civilian CSDP missions

	n	Percent
Less than one year	8	14.29%
1-3 years	21	37.5%
4-5 years	13	23.21%
6-10 years	11	19.64%
More than 10 year	3	5.36%

Illustration 8 – Respondents’ experiences in other international deployments (several answers were possible)



‘Other’ includes:

CSDP  
 WHO; Army  
 EUROGENDFOR  
 Blue book Traineeship  
 ISAF Military Missions  
 FRONTEX [named six times]  
 Training mission Iraqi police 2006-2007  
 EU mission Afghanistan  
 DRC  
 Bilateral Project [named two times]  
 Private sector (oversea security work)  
 French military mission  
 Humanitarian  
 30 years Development Cooperation  
 Eu twinning projects  
 GPPT Afghanistan  
 Embassy security USA  
 Combined Joint Task Force - Operation Inherent Resolve  
 International governmental organisation  
 EULEX Kosovo  
 EUROPOL  
 Coalition  
 Other International Organisations  
 INGO  
 GO  
 EURLO  
 NGO [named two times]  
 Red Cross disaster response

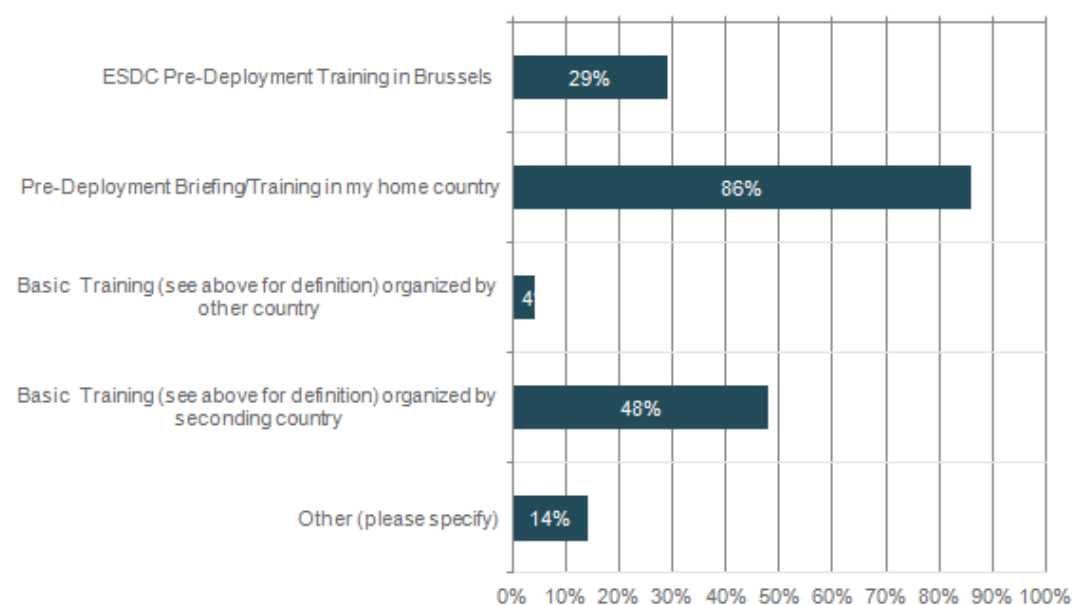
## Received Pre-Mission Training by seconded and contracted personnel Q09/Q10

The following questions were shown to the respondents based on the answer given to Q4 (“What applies to you - seconded or contracted?”).

Illustration 9 – “Was there any type of pre-mission training offered by seconding country?” (Addressed just to seconded personnel)

	n	Percent
Yes	73	82.95%
No	15	17.05%

Illustration 10 – If yes, these types of pre- mission training were offered (several answers were possible)



‘Other’ includes:

Pre-deployment training in Brussels  
 Gender training  
 PDP by Brussels but online  
 Security Sector Reform training  
 PriPoc 2018. Mandatory before you are in the roster  
 HEAT [named two times]  
 CAC, First Aid  
 Pre-Deployment Training organized by other country (Italy)  
 S.E.R.E A,B

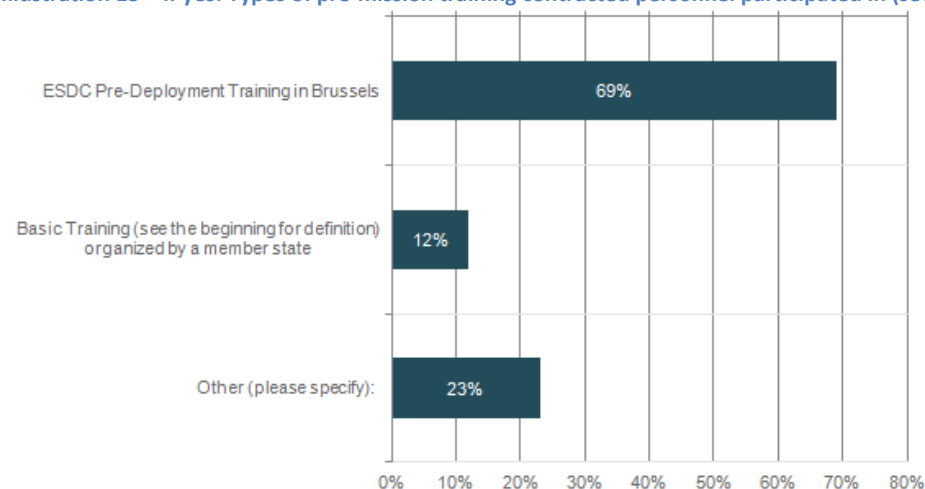
**Illustration 11 – If no, these were the reasons why not, indicated by the respondents**

- Not offered except briefing and online HEST certification.
- Participated in relevant training before my first deployment, so it was not required to take once again.
- I was offered basic training course "PriPOC" before my first mission to the UN, but not before this deployment. I did the course 2008 and the first mission was 2013-2014.
- Not enough time available and had it in 2017
- As I have been continuously deployed in missions for several years, there was no need for pre-mission training
- ALLEGEDLY COVID19 RESTRICTIONS
- Deployment had to be ASAP; Not such course available
- Taking into account my experience in the field, it was not necessary
- Due to Coronavirus circumstances
- No available courses.
- The issue was not discussed. Due to my background as retired military with more recent civilian status, some foundation knowledge was already present.
- In the expert pool anyways. Go an onboarding which reflected on the organization itself.
- Is not provided
- for fast entry into the theatre
- Arrived straight from CSDP mission where I had this training before arriving

**Illustration 12 – “Did you take part in a pre-mission training?” (Addressed just to contracted personnel)**

	n	Percent
Yes	26	78.79%
No	7	21.21%

Illustration 13 – If yes: Types of pre-mission training contracted personnel participated in (several answers possible)



'Other' includes:

Courses via Internet, like BASE, Code of Conduct, SAFE, ...  
ESDC Pre-Deployment Training Online *[named five times]*

Illustration 14 – If no, these reasons why not were, indicated by contracted respondents

- I have done pre mission training in other missions with msb as seconded and did not request any training for my sake. But as contracted i have not participated in any form of pre training. So yes and no answer I guess.
- it was not mandatory at that time; I was not instructed to do it.
- Non offered or needed. Not necessary due to many years of working in the mission.
- Not offered
- Due to Covid-19 I assume
- Because it is was not offered by the mission, not requested, not organised.

The following questions (Q11- Q21) were not differentiated by seconded/contracted respondents.

Illustration 15 – Responses on the question if there were any obstacles (logistical, organisational) for a participation in a pre-mission training before the deployment?

	n	Percent
Yes	19	15.7%
No	102	84.3%

Illustration 16 – If yes, respondents were asked to mark all respective pre- mission training (several answers were possible)

	n	Percent
ESDC Pre-Deployment Training in Brussels	11	57.89%
Pre-Deployment Briefing/Training in my home country	8	42.11%
Basic Training (see above for definition) organized by other country	3	15.79%
Basic Training (see above for definition) organized by seconding country	4	21.05%

Illustration 17 – If yes, respondents were asked to specify these obstacles/ difficulties

Was none before the deployment to be had between signing contract and deployment. I got it after I arrived in deployment country.
COVID19 pandemic <i>[named seven times]</i>
Difficulty freeing me from my daily workload.
No available place for ESDC Pre-Deployment Training in Brussels for desired dates and therefore I had to do it when already deployed
A faulty Internet connection from the Mission area.
The ESDC pre-deployment training is currently delivered online. Due to the timing of this course versus my deployment training, I ended up being already with the mission, in an IT environment that did not allow me to follow the course in good conditions.



My contract with the Ministry started at the day of my departure to the mission. All pre deployment trainings had to be done before the contract started, i.e. while I was working for my former employer, a University. That means I had to arrange extra vacation in order to be able to follow the pre deployment trainings.
Difficulties to get internet available
No available course due to ASAP incorporation to mission
Connection problems
Invitation letter to participate
The training was on-line, apart from some technical difficulties which were solved, the on-line status makes it cold and impersonal with people talking which you don't even see their faces and there is few to non interaction.
I have not taken any courses
organisational chaos

Illustration 18 – Responses to the question, if respondents participated in any basic training

	n	Percent
Yes	68	56.2%
No	53	43.8%

Illustration 19 – If yes, respondents were asked to indicate how much time elapsed between the completed basic training and the deployment

	n	Percent
less than 6 months	22	32.35%
6 months to a year	10	14.71%
1-2 years	12	17.65%
3 – 5 years	8	11.76%
more than 5 years	16	23.53%

Illustration 20 – If yes, respondents were asked to select the level (1-7) of agreement on the statements below

I feel that the basic training gave me a good understanding of the context, mandates and work environment of...:

	1-Entirely disagree	2-Mostly disagree	3-Somewhat disagree	4-Neither agree nor disagree	5-Somewhat agree	6-Mostly agree	7-Entirely agree	Average	Median
EU CSDP missions	1.47%	2.94%	1.47%	4.41%	26.47%	41.18%	22.06%	5.63	6
OSCE missions	1.47%	10.29%	8.82%	38.24%	25%	13.24%	2.94%	4.26	4
UN missions	1.47%	4.41%	7.35%	14.71%	25%	32.35%	14.71%	5.13	5
In the basic training, I learned skills that are relevant for my work in a CSDP mission.	1.47%	1.47%	2.94%	7.35%	22.06%	44.12%	20.59%	5.62	6

Illustration 21 – Respondents were asked to choose the appropriate level of agreement on the statements below

	1-Entirely disagree	2-Mostly disagree	3-Somewhat disagree	4-Neither agree nor disagree	5-Somewhat agree	6-Mostly agree	7-Entirely agree	Not applicable	Average	Median
The pre- deployment training covered the most important topics that were relevant to prepare for deployment to a CSDP Mission.	0%	2.48%	0.83%	9.09%	17.35%	42.15%	16.53%	11.57%	5.92	6
Considering all the pre-mission training I have received, I feel I was sufficiently prepared for my deployment to a CSDP mission.	1.65%	2.48%	4.96%	7.44%	15.7%	38.84%	19.01%	9.92%	5.75	6

I understand the pre-mission trainings as part of the Duty of Care package that my seconding country or the EU is providing for me.	1.65%	0.83%	1.65%	8.27%	9.09%	29.75%	38.02%	10.74%	6.17	6
The content of the mission induction training complements the content and information received in the pre-mission trainings.	0.83%	0.83%	4.96%	9.92%	13.22%	30.58%	20.66%	19.01%	6.03	6

Illustration 22 – Responses on if there were any tools/resources received to deal with potential psychological strain while the deployment during pre-mission training

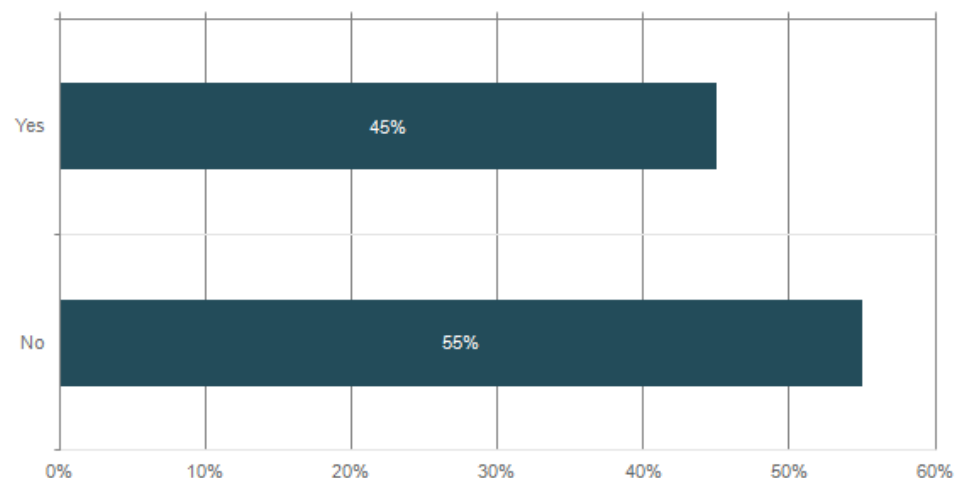


Illustration 23 – If yes, the following tools/resources were indicated

<ul style="list-style-type: none"> <li>Literature and discussions</li> <li>Insight in what could happen, what to prepare for and how to deal with situations in the field in roleplay scenarios.</li> <li>I was advised to speak with colleagues and to refrain from alcohol.</li> </ul>	<ul style="list-style-type: none"> <li>Make sport</li> <li>use of Sport; autogenic training</li> <li>Psychologist's services available at home country</li> </ul>
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<ul style="list-style-type: none"> <li>• Stress management techniques, peer support networks etc.</li> <li>• During course days, this topic was discussed and tools were provided on how to deal with this. But this was more of a general story and not, for example, aimed at a specific High Risk mission.</li> <li>• PEERs;</li> <li>• We have individual psychologist sessions</li> <li>• talking to a company psychologist pre deployment and post deployment and whenever the occasion arises, tools for balancing work/free</li> <li>• they explained us how to deal with stress and psychological strain</li> <li>• courses on stress management</li> <li>• security awareness and country info</li> <li>• Having 30+ years of police experience, incl. crisis management, the pre-mission training filled in what was necessary. If I have had no experience - more training would be needed.</li> <li>• These questions were touched, at least to a certain extent, during basic training (HEAT).</li> <li>• Met with psychologists who went over what coping skills to use in case of difficult times.</li> <li>• I had training with a psychologist</li> <li>• Training on prevention of PTSS and stress management training and special program on dealing with stress of colleagues</li> <li>• Briefing by seconding agency counsellor</li> <li>• This has been discussed, focusing on stress relief and breathing and peer support.</li> <li>• A psychologist briefed us and accompanied the training sessions</li> <li>• A sensibilisation at an hostile environment</li> <li>• explanations on how to deal with potential stress during the mission.</li> <li>• Heat training on staying healthy</li> <li>• Put in contact with psychological support team if needs be</li> <li>• In the course was a part related to "How to manage stress, and how to reduce it". So for me was this enough.</li> <li>• Policies and organisational tools to use if needed. Also briefings about stress and how to detect and deal with stress symptoms etc.</li> </ul>	<ul style="list-style-type: none"> <li>• There was a special part dedicated to it incl. additional materials - video and readings.</li> <li>• A manual was distributed to all pre-mission members.</li> <li>• 5 hours with a psychologist who clearly explained the potential psychological strain in a high risk mission</li> <li>• Contacting Terveystalo for psychosocial support was encouraged.</li> <li>• Access to professional help.</li> <li>• material on what psychological strains may arise, how to deal with it.</li> <li>• SDCD had a class of the physical/mental strains in a mission</li> <li>• Workshops with a psychologist on how to cope with stressful situations, including stress release techniques</li> <li>• Mental preparation</li> <li>• One of the trainings is specifically dedicated to stress management.</li> <li>• stress coping mechanisms</li> <li>• An email address</li> <li>• Good training and info, provided by MSB.</li> <li>• Duty of care procedures in Finland</li> <li>• There were sessions dedicated to stress management and self care</li> <li>• Education and listen to experience</li> <li>• Online sessions about stress management</li> <li>• Briefing, contact numbers</li> <li>• General instructions by psychological service</li> <li>• Some warnings of the potential psychological strains were given in order to mentally prepare for them.</li> <li>• theme was stress balancing strategies and similar strategies in other stress related situation</li> <li>• It was discussed how to deal with PTS. We got information how to handle problems with family or colleagues when Mission life meets reality back home. Every kinds of sports were named as a proper way to find personal balance when confronted with problems like home sickness and so on.</li> <li>• Stress management lectures during basic training</li> </ul>
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Illustration 24 – Responses if there was enough time to reflect on personal motivation/readiness to work in a crisis management mission in pre-mission training

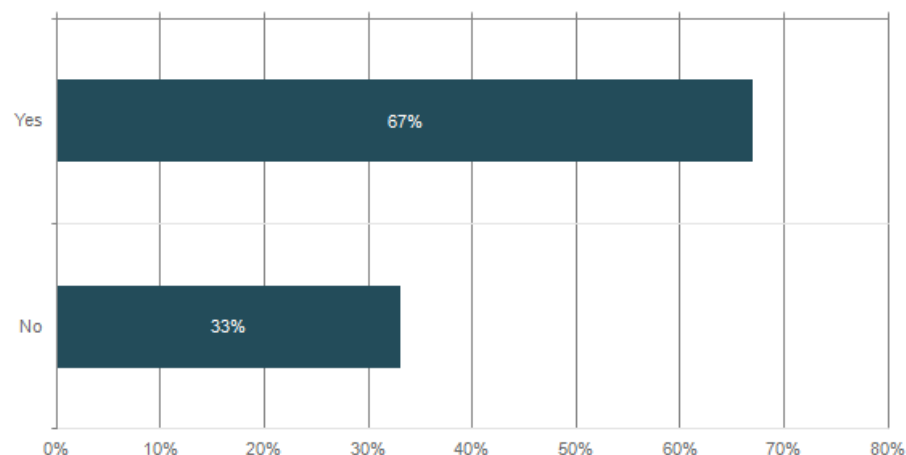


Illustration 25 – Comments on personal motivation/readiness to work in a crisis management mission

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• All crisis management experts undergo 3hr psychology evaluations before deployment, reflection is part of the ordeal.</li> <li>• Personal motivation can be quite different from perceived reality. Certainly for a first mission and then immediately in a High Risk Mission requires more of someone. It is best to go into this more deeply / specifically. Expectations in relation to reality.</li> <li>• I have done all the trainings 2 months AFTER my deployment in the mission</li> <li>• There were many opportunities to think about the commitment required to the mission as well as the possible effects on absence from family and friends.</li> <li>• I think there was no coherence between the recruitment and the training of the selected people. They didn't really check motivation.</li> <li>• the personal motivation is reflected before starting the whole process</li> <li>• My motivation was yet from the previous mission and two years and half was good enough to get myself ready</li> </ul> | <ul style="list-style-type: none"> <li>• In this position I know exactly what will come due to extensive experience in CSDP missions</li> <li>• It was more than 2 years ago so I might not remember all if there was any training regarding your mental health. We did some roleplay but those were not mentally stressful.</li> <li>• I think you are well prepared before leaving for the mission. You know exactly where u go and in which conditions.</li> <li>• Information on access to psychological support was provided but other than that the topic was not discussed in detail.</li> <li>• No need to</li> <li>• Basically in my country all are very well motivated and screened, therefore I don't see need for this.</li> <li>• I am sorry not to have done this training but the entry into the operating theatre took place with 24 hours notice and with particular constraints due to COVID 19.</li> </ul> |
|---|--|

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>During the selection procedure as member of the expert pool for our Ministry, attention was paid to personal motivation and readiness to work in a crisis management mission.</li> </ul> | <ul style="list-style-type: none"> <li>Covid-19 situation did not encourage strong engagement in the mission's goals.</li> <li>My motivation is clear enough, and I don't need time to deeper analyse it.</li> </ul> |
|---|--|

Illustration 26 – Responses on the relevance of the following topics for the deployment in the mission: Framework for Crisis Prevention & Management

	1-Absolutely irrelevant	2-Mostly irrelevant	3-Somewhat irrelevant	4-Neither relevant nor irrelevant	5-Somewhat relevant	6-Mostly relevant	7-Absolutely relevant	Average	Median
CSDP organizational structures	0%	0.83%	2.48%	5.78%	35.54%	33.06%	22.31%	5.64	6
Development of Crisis Management Missions	0%	0%	5.79%	6.61%	30.58%	41.32%	15.7%	5.55	6
Overview & Analysis of CSDP Mission Mandates	0%	0%	4.13%	6.61%	28.93%	33.88%	26.45%	5.72	6
Code of Conduct & Disciplinary Procedures	0%	0%	0.83%	5.79%	19.83%	29.75%	43.8%	6.1	6

Illustration 27 - Responses on the relevance of the following topics for the deployment in the mission: Field Work Skills

	1-Absolutely irrelevant	2-Mostly irrelevant	3-Somewhat irrelevant	4-Neither relevant nor irrelevant	5-Somewhat relevant	6-Mostly relevant	7-Absolutely relevant	Average	Median
Monitoring	2.48%	1.65%	4.96%	13.22%	25.62%	31.41%	20.66%	5.35	6
Mentoring & Advising	1.65%	1.65%	3.31%	9.92%	19.83%	32.23%	31.41%	5.67	6
Conflict Analysis	1.65%	0.83%	2.48%	11.57%	28.1%	31.4%	23.97%	5.54	6
Negotiation	0%	2.48%	4.96%	9.09%	28.93%	31.4%	23.14%	5.51	6
Mediation	0.83%	1.65%	7.44%	9.92%	26.44%	33.06%	20.66%	5.41	6
Project Management	0%	3.3%	3.31%	14.05%	26.45%	29.75%	23.14%	5.45	6
Report Writing	0%	1.65%	0.83%	12.4%	21.49%	28.1%	35.54%	5.8	6
Working in culturally diverse teams	0%	0.83%	0.83%	4.96%	12.4%	29.75%	51.24%	6.23	7
Working with Interpreters	4.13%	5.79%	5.79%	13.22%	23.14%	20.66%	27.27%	5.17	5
Radio Communication	1.65%	1.65%	3.31%	9.09%	35.54%	24.79%	23.97%	5.45	5
Working with staff with different professional backgrounds within the mission in the integrated approach (civilian-military-police cooperation)	0.83%	0.83%	0%	6.61%	22.31%	28.92%	40.5%	5.98	6
Self-Care / Stress Management	0%	0.83%	0.83%	4.13%	18.18%	35.54%	40.49%	6.08	6
Working with local counterparts	0%	3.31%	3.31%	8.26%	11.57%	27.27%	46.28%	5.95	6

Illustration 28 - Responses on the relevance of the following topics for the deployment in the mission: Other actors in the field

	1-Absolutely irrelevant	2-Mostly irrelevant	3-Somewhat irrelevant	4-Neither relevant nor irrelevant	5-Somewhat relevant	6-Mostly relevant	7-Absolutely relevant	Average	Median
EU actors	0%	0%	0.83%	5.78%	23.97%	28.92%	40.5%	6.02	6
UN agencies (UNDP, World Food Programme, UNICEF, UN Women, IOM, etc.)	0%	0.83%	2.48%	10.74%	33.88%	28.1%	23.97%	5.58	6
Other peace operations (UN, OSCE, NATO)	0%	0.83%	3.31%	13.22%	33.06%	27.27%	22.31%	5.5	5
Military missions	0.83%	3.31%	0.83%	22.31%	31.4%	24.79%	16.53%	5.21	5
Humanitarian organisations	0.83%	2.48%	1.65%	16.53%	36.36%	24.79%	17.36%	5.29	5
Development Organisations (ex. DFID, USAID, GIZ, SIDA, etc)	0%	4.13%	3.31%	18.18%	34.71%	22.31%	17.36%	5.2	5
NGOs	0%	4.96%	3.3%	16.53%	40.5%	19.83%	14.88%	5.12	5



Illustration 29 – Responses on which three attitudes/competencies should be stressed in pre-mission trainings

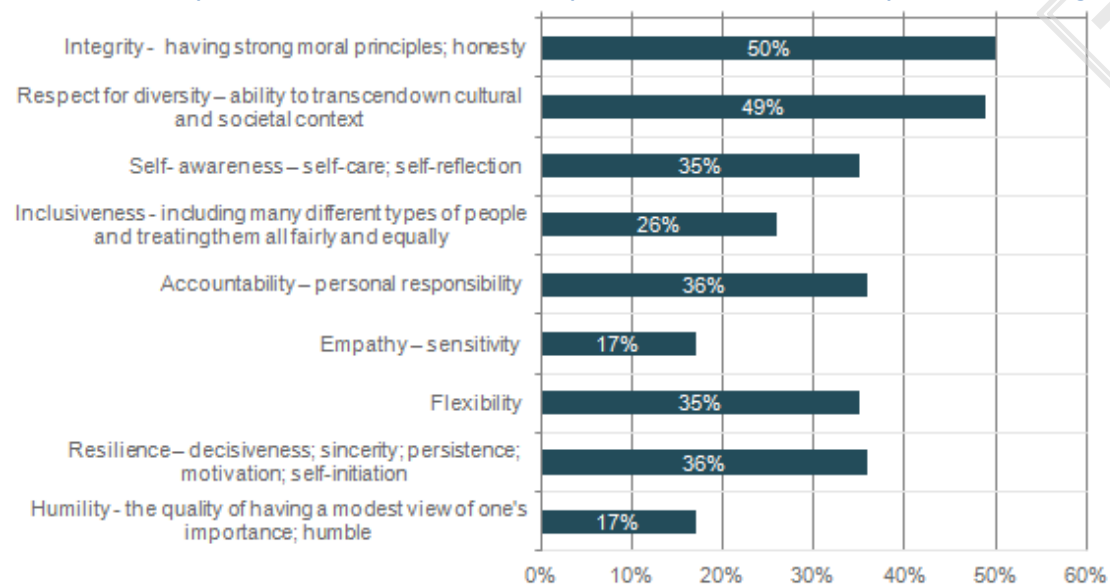


Illustration 30 – Responses on how relevant the following policies are for the respective area of responsibility

	1-Absolutely irrelevant	2-Mostly irrelevant	3-Somewhat irrelevant	4-Neither relevant nor irrelevant	5-Somewhat relevant	6-Mostly relevant	7-Absolutely relevant	I am not aware of it	Average	Median
Feira Priorities	1.65%	2.48%	5.79%	23.14%	17.36%	13.22%	8.26%	28.1%	5.65	5
EU Global Strategy of 2016	0%	2.48%	6.61%	20.66%	20.66%	19.83%	12.4%	17.36%	5.55	5
EU Integrated approach	0%	0.83%	4.96%	11.57%	17.35%	25.62%	28.1%	11.57%	5.93	6
EU Stabilisation Concept 2018	0%	1.65%	4.96%	21.49%	15.7%	19.01%	15.7%	21.49%	5.79	6
Civilian CSDP Compact 2018	0%	0.83%	5.79%	13.22%	10.74%	29.75%	25.62%	14.05%	5.96	6
UNSCR 1325	0%	1.65%	3.31%	18.18%	19.01%	25.62%	22.31%	9.92%	5.7	6
Women, Peace & Security follow-up resolutions	0%	1.65%	1.65%	10.74%	19.84%	32.23%	23.97%	9.92%	5.91	6
EU Strategic Approach to Women, Peace and Security	0%	1.65%	0.83%	12.4%	22.31%	28.1%	24.79%	9.92%	5.88	6
EU Action Plan on Women, Peace and Security (WPS) 2019-2024	0%	1.65%	1.65%	13.23%	18.18%	28.93%	23.14%	13.22%	5.93	6
Your seconding country's priorities in your country of deployment	7.44%	0.83%	4.96%	14.05%	23.14%	21.49%	14.87%	13.22%	5.35	5

Illustration 31 – Responses on the most useful tool for pre-mission training

	n	Percent
Face-to-face training (interactive including group work, role-plays, etc.)	63	52.07%
Blended learning: online format with face-to-face/presence parts	36	29.75%
100% self-paced eLearning prior to deployment	5	4.13%
eLearning with some interactive live sessions with a facilitator and other participants	17	14.05%
Other:	0	0%

Illustration 32 – Certain topics/ skills that should be refreshed prior to the deployment

<ul style="list-style-type: none"> <li>• CivOpsCdr's Instruction and EU Procurement</li> <li>• I would suggest the provision of more information about the country of deployment. The history, culture, politics, etc.</li> <li>• Security Situation of the host country</li> <li>• In the pre-deployment training, topics important for mission work are only generally discussed. As far as I am concerned, there should be more depth to better interpret the different types of missions (advisory, mentoring, monitoring), so that mission participants can make a better choice, looking at their personal competences / skills</li> <li>• The historic perspective on the host nation in regards to early European colonization. Understanding the state of mind of some ethnic counterparts and their point of view.</li> <li>• The external elements are not sufficiently covered (relations with counterparts, with other missions, etc.)</li> <li>• EU Stabilisation Concept</li> <li>• EU Action Plan on Women, Peace and Security (WPS)</li> <li>• PRAG and mission financial regulations</li> <li>• I would like more region specific information, such as for Somaliland, to learn about politics/clan/etc that influences the country and impacts the mission work. Now I had to search -and still have to search- for all this back ground information myself. It would be good to learn specific things before you start as to have a background to your actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive e-learning about sécurité, ans safety if MM</li> <li>• Use of radio communication, first aid, security and safety on the field</li> <li>• The HEAT training should be given before deployment. Could be useful when Something happens the first week that you arrive</li> <li>• current situation in the deployment country from all relevant aspects</li> <li>• An aspect that is relevant is: communication.</li> <li>• First aid.</li> <li>• Mission's guiding documents, as far as available, should be shared prior to pre-deployment training. Of course administrative introduction is needed from the seconding authority. Mission specific introduction is very useful for example when someone from the Mission provides it online (Q&amp;A). Regarding CSDP missions it is always useful to go though EEAS structures and functions focusing on chain of command of CSDP, reporting lines, CPCC tasks and how the Mission operates with CPCC. Drawing wider picture (of CSDP) is always better.</li> <li>• I did not have much knowledge about the EU-structure. PriPoc training was more about UN. At least some information sheet about that and the missions structure would be helpful.</li> <li>• The trainings are very integral and comprehensive. Everything was very perfect for me. Before leaving, I was really ready to go to the mission.</li> <li>• PRAG</li> </ul>
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<ul style="list-style-type: none"> <li>• language skills</li> <li>• Integrated approach, EU's strategies, roles of different players and the big picture of why CSDP missions are deployed and what is the role among other players.</li> <li>• Psychological First Aid, Basic Life Saving procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Specific mission experience shared by a current or a former mission member</li> <li>• I would underline the importance of interpersonal skills and kind behaviour. I've seen too many "perfect people" in these circles and still do, unfortunately.</li> </ul>
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### Responses from Training Units in Missions

Note: Addressees are Unit/Person who is responsible for the trainings of arriving staff in the Mission (conduct of mission induction training)

Total responses: 11

#### Illustration 33 – Responses were received from the following missions

EUPOL COPPS  
EUBAM Libya  
EULEX Kosovo  
EUCAP Sahel Niger (4 different respondents)  
EUMM Georgia (3 different respondents)  
EUCAP Somalia

PUBLIC

#### Illustration 34 - Responses on if all incoming staff (seconded, contracted, national) receive mission induction training

	n	Percent
Yes	11	100%
No	0	0%

#### Illustration 35 – Responses on if induction training happens within three weeks after arrival of new staff

	n	Percent
Always	2	18.18%
Most of the time	4	36.37%
Often	2	18.18%
Barely	3	27.27%
Never	0	0%

Illustration 36 – Responses on length of mission induction training

	n	Percent
1 day	1	9.09%
2-3 days	6	54.55%
4-5 days	0	0%
Only self-paced eLearning courses	3	27.27%
Other	1	9.09%

Illustration 37 – Responses on if mission training units are informed which pre-mission training the incoming staff has received

	n	Percent
Always	3	27.28%
Most of the time	1	9.09%
Often	3	27.27%
Barely	2	18.18%
Never	2	18.18%

Illustration 38 – Responses on “Do you check if the arriving staff have completed the required training as specified in the Call for Contribution?”

	n	Percent
Always	7	63.64%
Most of the time	1	9.09%
Often	0	0%
Barely	0	0%
Never	3	27.27%

Illustration 39 – Responses on “Does induction training cover any non-mission specific topics?”

	n	Percent
Yes	4	36.36%
No	7	63.64%

Illustration 40 – If yes, the following responses were given as examples

Political context, cultural awareness, driving etc.

EUMM onboarding covers driving related topics, also training sessions related to security and medical (for example fire safety, UXOs, natural disasters, etc.)

Driver Training and Duty of Care related topics

Long list but CoC, Anti-Fraud, cyber security to name a few

Illustration 41 – Responses on which three topics should be covered more extensively during pre-mission trainings

1. Code of Conduct in corroboration with cultural awareness information
2. Organizational communication policy
3. Quality management
1. Internal Financial Rules
2. HR related guiding policies
3. Security and travel arrangements

There is not one specific topic that should be covered in more detail, but the training itself should be more focused on preparing future staff members on what to expect when arriving in the mission.

1. Psychological aspects
2. Realistic description of living conditions, e.g. in remote areas
3. Stress management

1. Code of Conduct
2. Anti-fraud
3. Human Rights and Gender

( general topics to be covered on PDT and Mission specific to be added during in-mission training)

EU emphasis topics as

1. CoC
2. Anti Fraud
3. Cyber Security

1. Anti-Fraud; 2. Gender; 3. intercultural work

- Clear and precise explanations about the mission's mandate;
- Security and duty of care for missions in high risk area ;
- Code of conduct.

1. Organizations and missions of the CSDP Missions
2. Code of Conduct
3. Guiding Policies
4. OPLAN

Policies, core values and security

- 1 Guiding Policies
- 2 Challenges of working in an international environment
- 3 Safety, security and health



Illustration 42 – Responses on which three skills should be covered more extensively during pre-mission trainings

1. organizational communication
2. conflict management
3. Mentoring

1. Information systems in place and practical know-how to get familiar with their functioning
2. Stress management
3. Personal mentoring

The COVID-19 crises has shown, that there is a high demand for soft skills:

- respect for diversity
- leadership and management style
- EU values
- how to be a supporting element of a constructive work environment
- healthy coping mechanisms when being far away from home with possible long in situ time
- self-awareness

- 1, self-reflection skills,
- 2, conflict analysis,
- 3, negotiation

1. Conflict analysis
2. Intercultural communication
3. Management and leadership training (for respective groups including competences related to capacity enhancement)

1. Leadership training for Management (not Management Training)
2. Technical training (interpretation effect/usefulness of weapon systems)
3. Effective communication internal and external to the Mission

1. Conflict analysis; 2. English report writing; 3. Interviewing

- Planning ability;
- Management (for concerned people);
- Environment knowledge in high risk area.

1. Cultural awareness related to the concerned deployment country
2. Negotiation

mentoring, cultural awareness, core values of the EU mission

- 1 Stress management
- 2 Mentoring
- 3 Conflict Analysis