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NOTE

From:	General Secretariat of the Council
To:	Delegations
Subject:	EU Civilian Training Group (EUCTG) Strategic Guidance on CSDP Civilian Training

Delegations will find attached the EU Civilian Training Group (EUCTG) Strategic Guidance on CSDP Civilian Training, as approved by the Political and Security Committee (PSC) on 11 June 2019.

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BACKGROUND

1. In November 2017, further to its conclusions of November 2016 and March and May 2017, the Council expressed its determination to further develop and strengthen the important role that civilian CSDP can play alongside other EU instruments in addressing both the new and longstanding security challenges (Ref. A). The Council invited the High Representative to submit a forward-looking Concept on strengthening civilian CSDP (Ref. B) and to present a Civilian Capability Development Plan (CCDP, Ref. C) to lay out the next steps in the development of civilian capabilities. Building on this work and on further guidance received from Member States, a Civilian CSDP Compact (Ref. D), including political commitment to the process, was agreed in 2018, in order to live up to the Level of Ambition derived from the EU Global Strategy (Ref. E).

2. In the Compact, the Council and the Member States commit to invest in a more capable civilian CSDP, including by training their national experts pre- and in-mission in accordance with the EU Policy on Training for CSDP (Ref. F) and the guidance given by the EU Civilian Training Group (EUCTG). This strategic guidance document for CSDP civilian training therefore contains a clear and strong reference to the Civilian CSDP Compact, in particular its fifth commitment.

3. In accordance with the CSDP Training Policy, training for CSDP is driven by requirements, not events. The type, complexity and number of training activities related to a training area derive from requirements and shortfalls identified during the planning and conduct of CSDP operations and missions, evolution of the security and defence environments and civilian and military capability development processes. These requirements, insofar as the civilian CSDP training is concerned, are to be agreed by the EUCTG for each defined training area[1].

4. In accordance with Implementing Guidelines for the EU Policy on Training for CSDP (Ref. G), the EUCTG was established as a configuration of CIVCOM for the systematic process of managing CSDP training requirements for CSDP civilian training.

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[1] Training area for CSDP training: a functional training category that groups distinct training thematic and requirements in support of capabilities for CSDP missions and operations.

5.   In accordance with its Terms of Reference (Ref. H, point 21), the EUCTG will discuss and transmit to PSC for approval the Civilian Strategic Guidance for Training (CSG).

6.   For defining and analysing CSDP training requirements, the EUCTG needs expert support from the National Training Experts (NTE) and the EU Civilian Coordinators for training (CCT), the role, responsibilities and relationships of which were outlined in Annexes 1 and 2 to the Terms of Reference and are further elaborated on in this working document.

AIM AND SCOPE

7.   The aim and scope of this Civilian Strategic Guidance (CSG) document is to outline the main orientations for the upcoming training cycle (reflected in the chart in Annex A), including a list of priority training areas which reflects CSDP policy, lines of operations of civilian CSDP mandates, lessons identified by Missions in the field, as well as previous training analyses.[2] Furthermore, the CSG defines the role of the Civilian Coordinators for Training (CCTs) as well as their nomination process and it guides the work of the CCTs in their analysis of training requirements and subsequent preparation of a Training Requirements Analysis (TRA) report. Lastly, this document defines the scope of the deliverables of the EU CTG, and describes the quality assurance standards to be met.

MAIN POLITICAL ORIENTATIONS

8.   The first key political orientation is derived from the three strategic priorities as established in the EU Global Strategy, including the level of ambition and the goals and areas as determined in the aforementioned Council Conclusions of 13 November 2017. To support delivery within these three strategic priorities, the following should be considered in relation to training:
     a.   To respond to external conflicts and crises, CSDP training is to enable the EU to rapidly and decisively carry out the whole spectrum of potential crisis management tasks.

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[2]   Para. 21 Terms of Reference for the EUCTG

b.   To build our partners' capacities, CSDP training is to focus on how to:

1)   Enhance the nexus between security and development, contributing systematically to the resilience and stabilisation of partner countries.

2)   Promote respect for international law, gender sensitivity, protection of civilians, and principles of democracy, human rights, rule of law and good governance.

c.   To protect the Union and its citizens, and respecting that CSDP missions and operations are deployed outside the Union, civilian CSDP training can contribute to the activities mentioned in paragraph 5.c of the Implementation Plan on Security and Defence.[3]

9.   The EUCTG fully takes into account the civilian capability development process and the 2018 Civilian Capability Development Plan, aimed at making EU civilian missions more responsive, flexible and scalable. A structured approach to align training objectives with the achievement of higher performance of civilian CSDP missions shall be pursued.

10.   The second key political orientation should therefore be for the key deliverables of the EUCTG to fully respond to the priorities for civilian capability development as set out in the Council Conclusions of 13 November 2017 and 28 May 2018, inter alia with regards to the use of civilian CSDP "throughout the entire conflict cycle, with particular emphasis on stabilisation as well as prevention".[4]

11.   In this respect CSDP civilian training, in particular the mission-related, should support the EU civilian capability development by considering training requirements:

a.   As derived from the revised draft list of generic civilian CSDP tasks (Ref. I).

b.   As derived from civilian capabilities needs assessments, including the list of capability needs and requirements based on identified challenges and projected ambitions as developed in light of the catalogue of possible civilian CSDP lines of operation or tasks in the different security fields, within the scope of Art. 43 TEU.

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[3]   Para. 5.c of the the Implementation Plan on Security and Defence (14392/16, 14 November 2016): Strengthening the protection and resilience of its networks and critical infrastructure; the security of its external borders as well as building partners' capacities to manage their borders; civil protection and disaster response; ensuring stable access to and use of the global commons, including the high seas and space; countering hybrid threats; cyber security; preventing and countering terrorism and radicalisation; combatting people smuggling and trafficking; building capacities to manage irregular migration flows; promoting compliance with non-proliferation regimes and countering arms trafficking and organised crime.

[4]   Cf. Council Conclusions of 28 May 2018 on strengthening civilian CSDP (doc.9288/18)-Paragraph 3.

c. Duly coordinated and part of an integrated approach between CSDP and other relevant EU actors, including EU programmes and Justice and Home Affairs (JHA) agencies if relevant, respecting their respective mandates and legal frameworks.

12. The third key political orientation is the Civilian CSDP Compact which contains a strong commitment by the Council and the EU Member States to invest in a more capable civilian CSDP, including by training national experts pre- and in-mission in accordance with the CSDP Training Policy.

13. The envisaged deliverables of the EUCTG should promote an increased pooling and sharing of the available EU and MS civilian training resources, avoiding duplications for the benefit of both the Member States and the missions through enhanced coordination and cooperation.

14. Key to the EUCTG's work is the early involvement of all relevant actors and projects performing training and training coordination for CSDP, such as the ESDC, EUMTG, JHA actors and relevant agencies (CEPOL and the European Border and Coast Guard Agency with a view to promote EU Integrated Border Management standards), EU Commission funded projects such as the EU Police and Civilian Services Training (EUPCST), as well as other relevant research projects financed by the EU The EEAS services will support coordination of these actors with the EUCTG's work as it is key to the success of the analytical process of managing training requirements. Relevant EU actors will be invited to the EUCTG meetings thus allowing them to contribute to the EUCTG process in the most appropriate manner according to their mandates and resources.

15. Civilian CSDP training should also contribute to the Council Conclusions on the Integrated Approach to External Conflict and Crises (Ref. J) by promoting shared analysis and conflict sensitivity and by enhancing understanding of conflict prevention, crisis response, stabilisation and Security Sector Reform (SSR).

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

17.   Promotion of Human Security deserves special attention. In accordance with the EU Global Strategy, relevant national and international law, and appropriate Council Conclusions and EU policies and procedures, CSDP training is to reflect the following principles and integrate in CSDP operations and missions the EU's commitments relating to: Code of Conduct and Discipline; 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 UNSCR 1325 and 1820 on Women, Peace and Security (WPS).

18.   Furthermore, the EUCTG should ensure that CSDP training activities and training opportunities respect the EU principles of inclusiveness and transparency and are open to all EU MS.

19.   Finally, the EUCTG will ensure that CSDP Civilian Training activities, pre and in-mission, enable staff of civilian CSDP missions to take a people-centred approach and to better engage with local security and justice actors and populations in the host countries inter alia through maximising technical and context related skills, including language and behavioural skills[5].

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[5]   Para.37, Civilian Capabilities Development Plan, 4 September 2018.

STRATEGIC GUIDANCE

20. As civilian CSDP missions are becoming increasingly complex, requiring more diversified skills and putting increased pressure on leadership and management, the EUCTG will pay attention to the prioritisation of the training providers' plans in order to ensure that the civilian CSDP training offer becomes more relevant to address evolving challenges and better targets the relevant audiences involved in the planning and conduct of those missions. This corresponds to the overall objective of ensuring that properly trained staff is available to the CSDP Civilian Missions.

21. In this respect, it will be important for the EUCTG to promote a better synchronization and interaction between national level and the EU level training activities ensuring that CSDP training:

    a. Complies with and adheres to relevant EU policies, concepts and guidelines, including the critical link to recruitment and selection of the national candidates and mission members.

    b. Disseminates the use of common Civilian Training Area High Level Learning Outcomes to the maximum extent possible.

    c. Promotes the understanding of the purpose, objectives, basic functioning, opportunities and challenges of the EU civilian missions by the national and EU staff that plans and conducts them.

    d. Ensures, over the long term, that CSDP Civilian Training is aligned with international training and educational standards as well as relevant UN training standards. These standards, in terms of learning outcomes (competencies), should be reflected in the Civilian Training Area High Level Learning Outcomes (CTALO).

    e. Takes into account the defined High Level Learning Outcomes and the relevant training and educational standards. Training providers, who are responsible for curriculum development and for the quality of each individual training course, will work as appropriate with the relevant national and EU authorities, define the evaluation methods to ensure quality of the training courses and can consider where deemed appropriate to use certification of those courses.

f.   Ensures principles for learning and didactics, methods for learning, and assessment of trainings rests on solid pedagogical research and tested experience, including for mentoring activities (Annex E) and adheres to the Bologna process.

22.   With a view to adequately prepare civilian CSDP training, it is crucial to consider the need for a more systematic link between:

a)   the identification of required expertise and skills;

b)   the availability of training, both at MS level and at the EU level, including the military and JHA actors;

c)   the adaptability of the training offer to respond to changing environments and evolving needs and mandates of Missions;

d)   the training efforts and rapid feedbacks from evaluation and lessons processes;

e)   training methodology/pedagogical approach in relation to the effect of training.

23.   The intended synchronisation and interaction between the EU and MS levels should result in the agreed EU Training Programme ensuring that harmonised standards and high level learning outcomes as identified by the EUCTG are systematically pursued and reviewed in all levels and types of training, moreover when mission-related training is concerned.

INDIVIDUAL TRAINING

24.   In terms of the phasing of civilian CSDP training, and as highlighted in Annex A, training activities involve i) pre-mission training[6], ii) compulsory pre-deployment training for staff selected for missions and iii) in-mission training (for mission staff and possibly local actors as necessary). As illustrated in Annex A, a mission follow-up consisting of debrief and lessons learned process is relevant, namely, to develop and further fine tune training.

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[6]   Pre-mission training encompasses both basis and advanced training, as further specified in para.3 of the Implementing Guidelines for the EU Policy on Training for CSDP.

25. Basic training/core courses relevant for CSDP[7] as part of one's career path are designed to raise awareness of MS institutions that are key for planning of civilian CSDP missions, particularly in the JHA areas which by their nature may be less exposed to the CSDP approaches. These courses also contribute to strengthen MS capacity for civilian crisis management by developing a shared understanding of the EU internal/external security nexus. At the same time, these courses should also target potentially qualified candidates for missions by making them better understand the opportunities to serve in civilian CSDP missions as well as their basic functioning and challenges involved and thus be better prepared for the selection process for mission staff.

26. Civilian personnel more directly involved with civilian missions in EU and MS at the political–strategic level should receive basic training, aimed at achieving a broad understanding of the:
   a.   Priorities of EU External Action in Security and Defence.
   b.   The EU Integrated Approach to External Conflicts and Crisis.
   c.   Conflict analysis and options for response.
   d.   CSDP and Crisis Response planning and conduct methodology.

27. In order to ensure the "duty of care" in relation to personnel selected for missions, pre-deployment training (PDT) is compulsory, as stated in the EU Policy on Training for CSDP, and needs to be of adequate quality to meet the requirements of civilian missions. This also relates to the commitment by MS to train their staff on safety and security matters prior to mission participation[8].

28. MS should ensure that their civilian personnel receive sufficient pre-mission training, both basic training as well as advanced, in order to establish a common and coherent foundation for personnel deployed in a specific mission area. The EUCTG could consider discussing which type of training, in addition to PDT, should be essential prior to deployment and by this facilitate a harmonised approach across the MS.

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[7]   On topics such as Concepts and Strategies for Crisis Prevention and Crisis Management, Mission Working Environment and Cross Cultural Communication, Field Work Techniques, Personal health and Stress.
[8]   For instance courses such as HEAT or similar should be compulsory for staff serving in High/Critical risk countries.

29. The use of e-learning complementing residential modules, particularly as a prerequisite to initiate them, can be an efficient tool to grant a minimum and common knowledge for participants in EU training activities. Although e-learning is mainly a tool to support residential training, some distance learning courses, could be explored to cover specific areas when residential modules are not feasible.

30. A number of lessons identified by CPCC and Missions on field specific requirements need to be considered, for example:

    a) In general, it is expected that personnel being seconded to CSDP Missions will already have relevant and appropriate training before deployment. However, this training should, when relevant, be complemented by in-mission training. For example, in EUAM Ukraine in-mission training on SSR has been a good practice. Also, when introducing new structures – such as deploying a gender focal point system – or when refocusing a mandate – such as adding a component or focusing on an additional line of operation – mission members benefit from training. Finding a mechanism to centrally coordinate this type of training support to missions with CPCC would be helpful.

    b) A lesson identified in 2014 addressed pre-deployment training (PDT). With the adoption of the EU Policy on Training for CSDP (3 April 2017), pre-deployment training became a prerequisite for all staff in CSDP Missions prior to deployment. For contracted staff, this becomes the responsibility of the Mission. Member states are, through the ESDC, conducting PDTs on a regular basis for staff they second to missions. Missions are to send contracted staff to this course, financed by the missions' budget. CPCC is preparing an administrative guideline on this. The number of PDT trained personnel deployed to mission is progressing. In the future, the link between basic training/core courses on the one hand and PDTs on the other could be developed further.

c)   A lesson identified in 2015 recommends that mission induction training is standardised and better linked to Pre-deployment training (PDT). In-mission training, including mission induction training curricula vary from one Mission to another. To ensure better coherence while respecting the specific needs of every Mission, CPCC is working on harmonising Mission induction training and setting minimum standards on horizontal topics. This will also help mitigate the risk of duplication with the pre- and in-mission training, as well as with basic training/core courses and PDTs, that are now being conducted.

31.   Senior civilian personnel, who may be designated as Head of Civilian Mission or a relevant senior managerial position in a CSDP mission, should receive specialised CSDP training. Also personnel aiming for middle-management positions should receive training. This may concern leadership, cultural awareness, communication and management skills.

Collective form of training

32.   Training relates to the enhancement of knowledge, skills and attitudes of individuals as single trainees but also entails collective experimental learning enabling learners to work together on multi-layered tasks. Exercises as a collective form of training, are testing the whole process of the CSDP missions or thematic topics, simulating the challenges of CSDP civilian operations and missions. This requires coherent and integrated individual and collective training activities across all levels.

33.   Within the framework of the Exercise Policy (Ref. K) and its Guidelines (Ref. L), there is scope for civilian exercises, and these have been performed every two years under a Multi-Layer format (ML12,14,16,18), where a civilian mission intervenes in parallel with a military operation on the resolution of a crisis. The possibility of organising civilian exercises (CIVEX) has not been exploited so far and considering such option (including possible cooperation with military and JHA training actors) would involve developing capabilities in both the MS and the EU that may be assisted by specialised training.

34. EU is regularly invited to international exercises to support training of a CSDP civilian mission in an integrated mission environment, e.g. the VIKING exercises (VK14, VK18) have been part of the EU exercise programme.. These exercises represent an opportunity for trainees of advanced CSDP courses to put their previous learning into practice.

35. Live Exercises have also been part of European Commission funded projects and the expertise and lessons learned so far should fully be exploited as well with a focus on how to make those exercises relevant for civilian CSDP training.

Training areas

36. A civilian training area[9] is part of a functional capability cluster relevant for well-functioning missions. The scope of a training area is broad, ranging from the political-strategic down to the mission level and it applies to both individual and collective training and exercises. Training areas are there to support the development of training requirements and High-Level Learning Outcomes. According to its ToR, the EUCTG primarily concentrates on how to link the political strategic level to relevant training requirements and overarching learning outcomes. This in turn will be a support for the implementation by the relevant training actors.

37. Considering resources available at both EU and MS levels, and the extensive work that is required to determine training gaps and corrective measures, efforts for identifying training areas, analysing training requirements, and planning and conducting training activities need to be prioritized.

38. In annex B a rationale for selection of training areas is proposed. Concerning EU civilian training areas, it is suggested that the EUCTG focuses its efforts initially on a few urgent priority areas or sub-areas, and accordingly the analysis of related capabilities required, capacities and competences.

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[9] Pre-mission, PDT and HEAT are referring to certain *types* of courses, and as such are not to be considered as separate training areas.

39. The clusters as presented in the annex are not to be seen as corresponding to only one CCT. As a point of departure, the clusters mirror the capability requirements as identified in the list of generic civilian CSDP tasks (Ref. G). This could be matched with types of training. This is work to be taken forward by the CCTs and reviewed regularly by the EUCTG.

Process of Nominating Civilian Coordinators for Training (CCT)

40. MS and relevant EU bodies and agencies can offer an institution or a network, to support the EUCTG as Civilian Coordinators for Training for specific training areas, ideally following the list in Annex B.

41. The main guiding principle is that all offers for nomination will be welcomed. The EUCTG, supported by EEAS services, will make a first inventory after all nominations have been received. As specified in Annex 2 of the EU CTG ToR, one or several CCTs can oversee the same training area and create a CCT group. Therefore the EUCTG will, in the case of more than one offer for one and the same area, invite the nominated entities to delineate the training areas to be covered and to reach an understanding on the distribution of roles and responsibilities between them, including which institution should be assigned as lead CCT and assume the representative role vis-à-vis the EUCTG. Once the institutions have reached such agreement, they will inform the EUCTG, which will then confirm all CCT's (both the individual CCTs for the areas where only one offer was received, as well as the lead CCTs).

42. Each CCT will then be invited by the EUCTG to prepare a work-plan for EUCTG approval. This plan will set out the approach to be followed with a view to deliver the TRA, the responsibilities of each partner involved – including the designation of the lead CCT and the point of contact for the institution or consortium - as well as a timeline with key milestones to achieve. The institutions can include a budget, indicating the funding sources, including in kind or others.

43. Once the EUCTG approves the work plan, the institution or consortium initiates the process for defining the TRA. The EEAS will support through issuing – for each training area – guidelines to facilitate CCTs focused efforts in conducting TRA.[10]

44. The EUCTG periodically reviews the list of agreed EU CCTs and proposes modifications to the CIVCOM. In relation to any non-assigned areas, the EUCTG will discuss if additional measures are necessary or whether these areas can wait to be considered at a later stage.

45. Interaction between the EUCTG, ESDC and the EUMTG can facilitate identifying common civilian/military (dual) training areas, requirements and activities.

Role of the Civilian Coordinator for Training

46. The EU Civilian Coordinator for Training (CCT) is the designated expert body or group responsible to advise EUCTG on managing civilian training environment by identifying, analysing, monitoring and assessing training requirements for a particular area.

47. The main role of CCT is to act as a focal point for the EUCTG for a particular training area. CCT is the main source of expertise, with experience in managing training requirements for a certain area. CCT acts on behalf of EUCTG and offers a non-binding, consultative advice. The CCT identifies existing training and gaps, relevant target audience, as well as proposes to the EUCTG High Level Learning Outcomes aiming to improve current activities in a specific training area.

48. The CCT's responsibilities are to support EUCTG by:
    a) conducting training requirements analyses (TRA), thus contributing to the CSDP Civilian Training Requirements Report; including issues as quality assurance related to training requirements;
    b) recommending training activities that meet CSDP civilian training requirements to be included in the EU civilian part to the CSDP Training Programme;

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[10] See also Annex D: Scope of deliverables, p.32

c)   assessing the accomplishment of CSDP civilian training requirements, thus contributing to the civilian part of the Comprehensive Assessment Report on Training (CART), which is compiled by the EEAS services.

49.   In the process of managing CSDP civilian training requirements, EUCTG has global competences, ensuring that all MS' and EU's needs are considered. To reach meaningful and evidence-based conclusions, the CCTs conduct area-focused civilian TRA following a common methodology as set out in Annex C. The CCT supports the system by effectively conducting the TRA, on behalf of EUCTG, with support from the EEAS.

50.   It is recommended that the CCTs, to avoid duplication and repeated sectorial requests, have a coordinated approach in this regard, and that the guidelines to be developed by EEAS services (see para.42) include a document-format to be sent in a centralised manner to the Missions, as well as other EEAS services and relevant stakeholders in order to obtain all the required information.

51.   A TRA is based on multiple sources. Primary source is periodical CIVCOM general strategic guidance on training, which captures policy and operational requirements that impact on developing competencies necessary to personnel working in civilian CSDP matters. Other sources are the existing policy framework, the operational guidance as to be provided by the EEAS services, the generic tasks list for civilian CSDP missions *(Ref. G),* lessons from CSDP Missions, new conceptual and capabilities requirements and political direction from the MS on specific areas and relevant results from the civilian Compact work. Developing a TRA requires a high degree of information sharing and hence also efficient communication between EUCTG, EEAS, Missions and other EU stakeholders in order to provide CCTs with the information needed to conduct the TRA.

52. TRA is a structured process of identifying gaps, deficiencies as they appear from a structured mapping of available training as well as proposing ways to avoid redundant training, and suggesting measures necessary to meet training requirements for a specific civilian training area. TRA is an iterative process. The CCTs regularly report on progress to the EUCTG and provide recommendations in the TRA Final Report for agreement by the EUCTG. A TRA process may last between a few months to a year, depending on the complexity of the training area, availability of CCT and EUCTG and CIVCOM programmes of work.

53. TRA Process consists of several steps for CCT's for which detailed guidelines are further elaborated in Annex C:

1. Qualitative requirements – to define CSDP civilian training requirements (by existing policy, lessons identified, thematic and CSDP specific performance objectives such as those contained in the generic task list etc). The output is captured by the Civilian Training Area High Level Learning Outcomes[11].

2. Quantitative requirements - determine with the assistance of the EEAS services in each of the training areas the type and number of various professionals in need of training and to what level of performance.

3. Opportunities – mapping of the existing training opportunities in MS or other international organisations in accordance with the principles set in paragraph 18. The output is identified training opportunities (courses/ exercises) with the corresponding learning level (e.g. basic, advanced or Sector Qualification Framework (SQF) levels, if an SQF is in place).
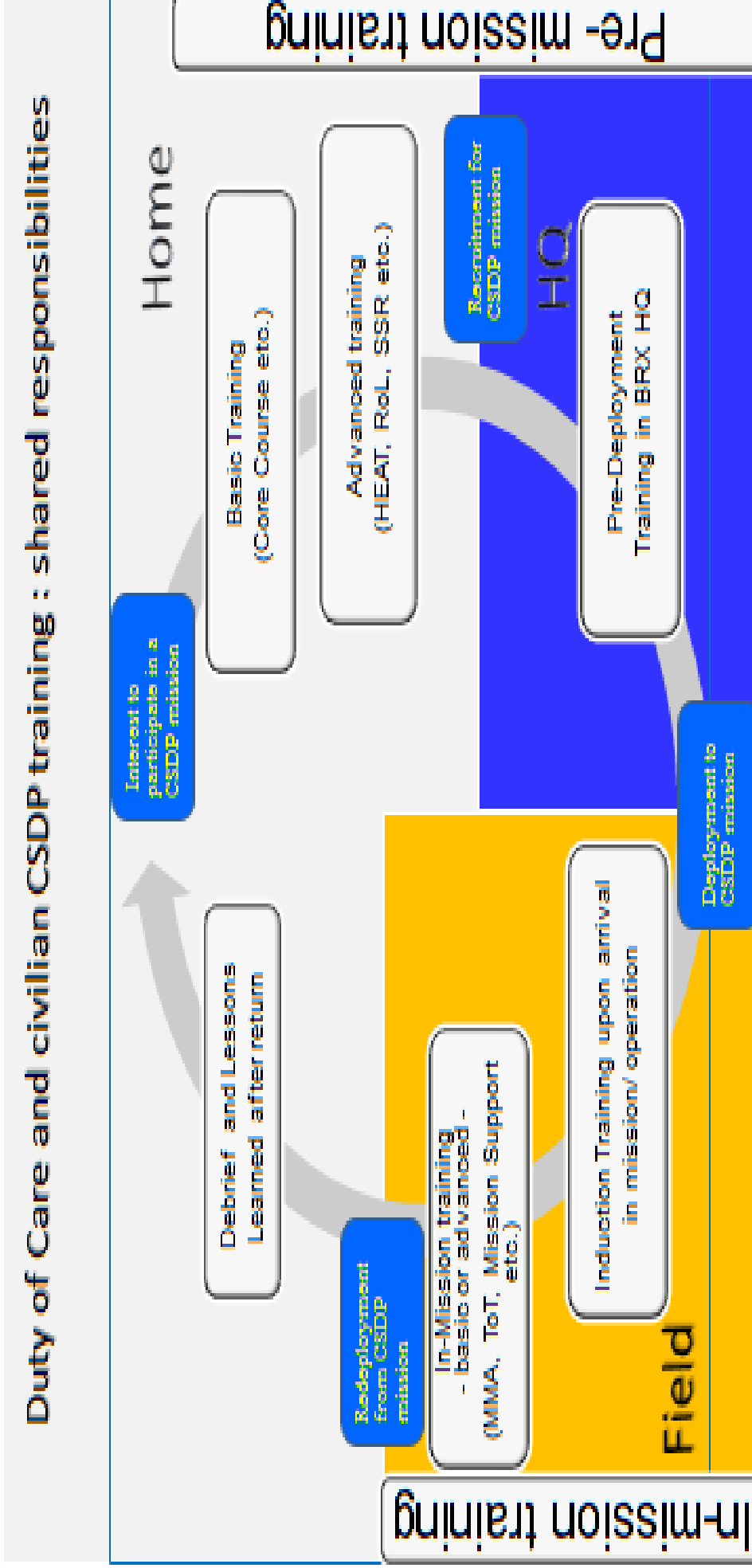
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[11] Learning outcomes are defined as "statements regarding what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy (European Qualification Framework for lifelong learning agreed by the Council of the European Union on 22 May 2017 (doc. 2017/C 189/ 03)). Knowledge is described as theoretical and/ or factual; Skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments); Responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.

4.   Analysis – assess how existing training opportunities identified by the mapping meet the Civilian Training Area High Level Learning Outcomes. Matching the Learning Outcomes and existing training activities that meet the requirements and determines training gaps, deficiencies and redundancies as well as recommendations on how to improve further.

54.   Following the appointment by the EUCTG of the CCTs, EUCTG schedules the TRA in its annual programme of work, taking into consideration other priorities and the availability of the CCT. CCT proposes a calendar as part of its workplan (para. 41) and identifies stakeholders and experts from relevant institutions (e.g. COM, EEAS, EUMTG, UN, and MS).

55.   The TRA may require the organization of one or more workshops, with contributions from civilian experts in each area. This is also an opportunity to strengthen the specific training area by pooling EU likeminded actors.

56.   To define training requirements for civilian audience, the CCT will cooperate with relevant military discipline leader for similar training area ensuring, where relevant, civilian-military synergies.

57.   The Final TRA report is presented by the CCT to the EUCTG with recommendations for approval. The EUCTG takes into consideration the proposed recommendations and the outputs for each step of the TRA.

58.   The CCT will advise EUCTG on the EU civilian part to the CSDP Training Programme. On completion of the Training Programme, EUCTG may request the advice from the CCTs on the courses offered by the training providers for each training area that could match the training requirements. The CCT does not develop or design courses itself.

59.   The final TRA report will contribute to the EU Comprehensive Assessment Report on Training (CART). On completion of the CART, EUCTG may request the advice from the CCTs to what extent courses conducted in the past training cycle met the identified training requirements.

ANNEXES

A.   Duty of Care and civilian CSDP training: shared responsibilities

B.   Priority training areas – Rationale for selection

C.   Guidelines for conducting TRA

D.   Scope of deliverables

E.   Quality Assurance Standards

F.   EU CSDP Training cycle and deliverables

G.   Reference documents

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ANNEX A: Duty of care and civilian CSDP training

Duty of Care and civilian CSDP training : shared responsibilities

Pre- mission training

Home

Basic Training
(Core Course etc.)

Advanced training
(HEAT, RoL, SSR etc.)

Interest to
participate in a
CSDP mission

Recruitment for
CSDP mission

HQ

Pre-Deployment
Training in BRX HQ

Deployment to
CSDP mission

Debrief and Lessons
Learned after return

Redeployment
from CSDP
mission

In-Mission training
– basic or advanced –
(MMA, ToT, Mission Support
etc.)

Induction Training upon arrival
in mission/ operation

Field

In-mission training

ANNEX B: Training areas – Rationale for selection

The preliminary training areas outlined below are considered to be priorities based on a) existing CSDP policy, b) lines of operation of civilian CSDP mandates, c) lessons identified by the missions in the field, as well as previous training analyses with a view to provide a framework for the work on the training requirements by the Civilian Coordinators for Training (CCT). In addition, new priority training areas can be considered by EUCTG as part of the continuous process of issuing civilian strategic guidance on training.

Key CSDP policy documents in determining priority training areas:

The EU Policy on Training for CSDP (Ref. F) from April 2017 underlines that CSDP training should reflect and promote EU principles and policies through the support for democracy, the rule of law, human rights and international law. The Training Policy also states that it is inherent to all training activities for CSDP that they reflect the principles as can be derived not only from the Treaty but also specific commitments under other sources of EU policy such as Council Conclusions (including on hybrid threats), UN resolutions (including UNSCR 1325 and subsequent ones) as well as human rights, gender, International Humanitarian Law and Refugee Law and combatting sexual violence.[12]

Pre-deployment training (PDT) is called for as a prerequisite prior to deployment for all CSDP personnel deploying to missions and operations and regarded as a tool for implementation of a common organisational standard and culture (incl. duty of care, EU accountability and credibility, incl. generic standards of behaviour for missions and operations).

The Generic Task List for civilian CSDP defines tasks performed in civilian CSDP missions within the functional areas (also referred to as capability clusters') of (i) command and control, (ii) engage and implement, (iii) inform, (iv) set up and sustain, (v) duty of care and (vi) policy. Training is essential for all these functions to be performed well and thus to enhance mission functioning and delivery.

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[12]   Para. 8.

The training areas above follow the core areas for civilian CSDP including police, rule of law, civilian administration (Feira priorities), as well as security sector reform and monitoring. Strategic documents address further the internal – external nexus through tackling security challenges, including those linked to irregular migration, hybrid threats, cyber security, terrorism and radicalisation, organised crime, border management, maritime security, as well as preventing and countering violent extremism, also taking into account the need to preserve and protect cultural heritage.

Moreover, the training areas should follow the development of CSDP as part of the EU integrated approach and respond to conflict and crisis in a rapid, tailored and flexible way (modular and scalable) throughout the conflict cycle. Future development regarding civ-mil and "hybrid missions" should also be taken into account.

The Civilian Capability Development Plan (CCDP, Ref. C) calls for training to address gaps in knowledge and skills especially on security challenges related to the internal-external nexus. It further underlines the need for civilian CSDP training to enable mission personnel to better engage with local population and security actors in host countries. This can be achieved by making the best use of technical and context related skills. This is to include dedicated pre-deployment subject matter-related language training courses and skills relevant to the future mission deployment area, as well as behavioural skills.

The Compact for civilian CSDP (Ref. D) refers to the EU policy on training for CSDP concerning the necessity to train national experts pre- and in-mission and to enhance cooperation and synergies in training at EU level (Annex A). For example, specific training needs addressing internal – external security challenges are to be taken into account throughout the training cycle.

To undertake the full variety of civilian crisis management missions the following capabilities requirement should be developed and provided:
a.   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.

b.   The capability needs, within these core categories, related to the EU's wider response to tackle security challenges – building on the Concept Paper and the Civilian Capability Development Plan.

c.   Mission support capabilities (e.g. security, IT, medical care and communication) and generic capability needs (e.g. reporting, strategic communication and management skills).

d.   Cross cutting areas such as human rights and gender/WPS.[13]

The outcomes of existing CSDP policy, lines of operation of civilian CSDP mandates, lessons identified by the missions in the field, as well as previous training analyses are translated into a list of EU civilian training areas.[14] [15]

The table presented below provides the overview of preliminary identified priority training areas, and is further split into different thematic sub-areas, that are all relevant for well-functioning civilian missions The list of training areas – including its sub-divisions - and the management of the training requirements by the CCTs can be clustered and prioritised further over time based on interest and available resources. Not all thematic sub-areas under each of the six functional areas are expected to be selected for the first round of requirements but it is useful to consider the full list to acknowledge the overview of essential training areas in the field of civilian CSDP.

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[13]   Compact for civilian CSDP.

[14]   The division of the areas mirror the capability requirements as identified in the list of generic civilian CSDP tasks (document of 11 May 2015 updated on 20 January 2017) plus one additional policy oriented cluster linked to the CCDP.

[15]   The list of priority training areas was presented in CivCom in January 2018 (Working paper on the Operationalisation of the EU Civilian Training Group (EUCTG), EEAS(2018) 68).

CAPABILITY CLUSTERS	EU CIVILIAN TRAINING AREAS[16]
Command and control	• Leadership and management (leadership, change- and project management) * • Planning (strategic and operational planning, situational awareness) * • Political analysis and reporting
Engage and implement	• Rule of Law – (legal, judiciary, police, public order community policing) • Security Sector Reform (SSR) (incl. security, police reform etc) * • Good governance; state building; civil administration; building integrity and anti-corruption. • Gender * • IHL, Human Rights, Protection of Civilians * • Mentoring, monitoring and advising (MMA) * • Mediation, negotiation and dialogue • *Language skills** • *Communication, behavioural and cultural skills*
Inform	• Strategic Communication, Press and public information *

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[16] The list of training areas was presented in CivCom in January 2018 (Working paper on the Operationalisation of the EU Civilian Training Group (EUCTG), EEAS(2018) 68). Evaluation and assessment of the priority training areas is a living process and part of the core functions of the EUCTG.

Set up & sustain	• Human resources and finance • Logistics, procurement, IT and CIS*
Duty of care & Code of Conduct	• Safety and security • Code of Conduct • Medical issues • *Standards of behaviour*
Policy developments	• The EU Integrated Approach to external conflicts and crises applied to CSDP * • Conflict prevention * • Countering organised crime • Support to border management * • Countering terrorism and radicalisation * • Addressing irregular migration related security challenges * • Support to maritime security * • Hybrid threats and cyber * • Protection of cultural heritage * • Climate change
* could be coordinated with EUMTG	

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ANNEX C: Guidelines for conducting TRA

TRA consists of several steps[17]:

a) Requirements – define CSDP civilian training requirements (by thematics and CSDP specific performance objectives).

In this step, the qualitative CSDP civilian training requirements are defined by thematics and CSDP specific performance objectives, which are then grouped in the Civilian Training Area High Level Learning Outcomes (CTALO). Specific activities include:

- Conduct task analysis and environmental scan and derive CSDP civilian required performance;

- Define the organizations/ structures/ bodies and individuals at the EU and MS level, who by their regular duties or temporary assignments work or serve in the CSDP context in the areas specific to that training area. This organizational framework will also inform the training audience analysis in the subsequent phases of the training cycle (e.g. Training Needs Analysis – TNA for an identified gap);

- Define thematics relevant for that particular area based on existing policy, lessons identified etc;

- Define CSDP specific Performance Objectives (POs) and subordinated enabling objectives (EOs) by thematics. POs/EOs derive from tasks and indicate the envisaged behaviour on the job that will enable the organizations/ individuals to maintain a certain operational preparedness/ job performance. POs and EOs are defined as knowledge, skills and authority/ responsibility for each category of personnel/ training audience and with the associated performance level;

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[17] Implementing Guidelines, para 32-33.

- Develop CTALO. The CTALO for a particular area is the outcome of the "requirements" stage. This high-level product may group, by performance levels, similar requirements for several audiences. It suggests to the training providers (EU and MS level) the high-level learning outcomes that have to be attained by the relevant audience to ensure a proper preparation for relevant tasks. It is a benchmark/ reference against which training gaps/ deficiencies are identified. It should indicate the learning level (e.g. basic, advanced or SQF levels, if an SQF is in place) and relevant audience. A template is presented at Appendix 1;
- Develop an analysis of learner profile.

At the same time a quantitative assessment is made to determine the number of people that need to be trained to meet the CTALO.

b) Opportunities – map the existing training standards and opportunities in MS or other international organisations. If no relevant and recent data are available, the CCT could resort to questionnaires (template at Appendix 2). The output is a list of training opportunities (courses/exercises) with the corresponding learning level. This list could be made available to all MS in line with the principles set in paragraph 18 of the main document.

c) Analysis - assess how the existing training activities meet the CTALO.
In the analysis phase, by matching the existing opportunities to the CTALO, the CCT determines training gaps, deficiencies and redundancies. This would be the basis for proposing:
- Training measures to close the gaps, to improve deficiencies and eliminate unnecessary redundancies, for which subsequent, detailed Training Needs Analysis (TNA) might be required. CCT should indicate opportunities for civilian and military common training whenever possible;
- Training that meet the high-level learning outcomes described by the CTALO to be identified in CSDP Training Programme (i.e. Schoolmaster) by relevant area;
- Didactical methods for delivering training.

A TRA template is presented at Appendix 3.

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Appendix 1 to Annex C

Civilian Training Area High Level Learning Outcomes (CTALO)

[Area]

Outline Structure

1.   Objectives of [training area]

2.   Aim of CTALO for [training area]

3.   Structure of the CTALO for [training area]
   - Learning Level 1 (e.g. entry level)
   - Learning Level 2 (e.g. expert)
   - ……………
   - Learning Level n

4.   Implementing the CTALO for [training]

For each Learning Level (1…n)

a.   Description of Learning Level
b.   Audience
c.   Estimated number of participants/ Learning Level / year
d.   Thematics
e.   High level learning Outcomes by thematics (what participants should know, be able to do under a certain degree of autonomy and responsibility, what behaviours and attitudes should be developed at the end of the learning process)
f.   Suggested References

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Appendix 2 to Annex C

Questionnaire on Training Opportunities

[Training area]

Suggested Model

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

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

1.   Please identify the training audience that requires training on [training area] in your Member State, EU institution, multinational headquarters or organization:

a)   Diplomatic

b)   Police

c)   Rule of Law (including prison and probation service; prosecution authority; courts)

d)   Interior/ Border Control

e)   Development

f)   Humanitarian Aid

g)   Other (please specify)……..

2. What kind of individual training do you provide on [training area], in English/ French language? Please specify:

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

   b) Audience (please specify by categories described at question 1)

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

   d) Training methodology and pedagogical approach

   e) Procedures used during the course (EU, UN)

   f) Course duration

   g) Course frequency

   h) Course aim

   i) Course learning/training/ enabling objectives

   j) Course content

   k) Course classification

   l) Is your course open to EU Member States?

   m) How many seats do you offer for foreign participants?

If convenient, please attach the course syllabus.

3. What kind of collective training organized by you, in English/ French language, has the objective to train [training area]? Please specify: [as above question 2, adapted to collective training].

4. Are there national training needs for [training area] that, for various reasons, are not or partially met? If yes, please describe what these needs are.

5. Providing you answered "yes" to question 4, what options do you envisage to cover these needs and overcome the situation?

6. What role do you see for the EU in covering training gaps? Do you see any need for additional training activities at EU level, necessary to meet the training requirements for [training area]?

7. What learning theories currently inform your pedagogical principles and training design?

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Appendix 3 to Annex C

TRA Final Report for

[Training area]

Outline Structure

The TRA report is presented by the CCT to the EUCTG with cover/recommendations for approval.

A possible template for cover is presented below:

References

Background

Aim

TRA Methodology

Main Findings and Conclusions

Proposed Way Ahead

Recommendations

    [These can include, for example:

- EU CTG to approve this final report;

- EU CTG to agree on the Civilian Training Area High Level Learning Outcomes to serve as the EU common civilian training requirements on training area…;

- EU CTG to invite training providers (ESDC, CEPOL, Commission projects…) to analyse the implementation of training solutions described in the proposed way ahead]

Annexes: TRA Final Report for training area…..

TRA Final Report for training area

A possible TRA Report template is presented below:

References

Introduction

Aim

Scope

Training audience for [training area]

Principles of training for [training area]

Civilian training requirements for [training area]

Training opportunities for [training area]

Conclusions

Proposals

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ANNEX D: Scope of deliverables

1. **The Civilian Strategic Guidance (CSG) for training**. The CSG should be regarded as an independent continuous activity, which is not directly related to the cyclical character of the CSDP training. Whenever necessary, CIVCOM issues a Civilian Strategic Guidance for training in order to focus training efforts of the MS (EUCTG), by indicating area-related training conditions and priorities. The CSG announces the MS' priorities on civilian training for short and medium term and is the initiating basis for CCT to conduct Training Requirement Analyses (TRA), under the supervision of EUCTG. However, given its general lines, CCT may need supplementary, detailed orientations. Therefore, capitalising on the CSG, EUCTG, with support from the EEAS, should issue for each training area, guidelines to facilitate CCT's focused efforts in conducting TRA. These guidelines should clearly define the scope (and out of the scope) of the discipline, the specific tasks and priorities of the civilian personnel operating within the area, the purpose of training within the area, sources of civilian training requirements, EU stakeholders that should be consulted and involved during TRA and potential constraints and limitations that CCT should be aware of/ take into account during TRA. In 2019 – 2023, the CSG is strongly linked to the implementation of the civilian CSDP Compact and the civilian capabilities development process, supporting the endorsed ways ahead strengthening civilian CSDP.

2. **CSDP training cycle** is an iterative sequence of activities aimed at supporting the achievement of CSDP Training Requirements and consists of four phases: planning, conduct, evaluation and assessment. EUCTG's main responsibilities are to initiate and close the cycle, by informing training community what the requirements are and whether they were met or not at the end of the cycle.

3. **CSDP Civilian Training Requirements Report (CCTR)**. EUCTG should ensure that identified training requirements are communicated to training providers, through the CCTR. CTRR is a compilation of the proposals and recommendations made by CCT's through the TRAs carried out in each respective training area, in anticipation of the training cycle. It captures, in a generic manner, courses that should be organised by the training providers. The courses will be grouped by civilian training areas, and should indicate the preferred period to be organised, the frequency, audience and required number of participants. These may be already in place (regular courses) or proposed new ones, for which a Training Needs Analysis (TNA) may be required. TNA is conducted by the CCT following approval by the CIVCOM of the TRA Final Report. CCTR is drafted by the EUCTG, supported by the EEAS and represents the "Training Requirements" input into the civilian part of the CSDP Training Programme. CCTR is communicated to the MS/ training providers through SCHOOLMASTER.

4. **The EU civilian part to the CSDP Training Programme (TP)**. In response to CCTR, training providers communicate their offers/actual courses to be organised to meet the generic courses described by the CCTR. TP reflects, by training areas, Training Opportunities (what is offered) against Training Requirements (what is needed). The TP will be drafted and monitored by the EUCTG, with advice from the CCT and support of the EEAS, in electronic format, making use of SCHOOLMASTER application. A simple interrogation of SCHOOLMASTER/ comparison (delta) of what is offered against what is required gives in a snapshot the CSDP training gap at the EU level.

5. **Conduct and Evaluation**. Following the approval of the TP, training providers who committed to execute the programme will conduct and evaluate courses according to the calendar reflected by the TP. The EUCTG may request training providers to submit a report with their recommendations with a view to the overall assessment to be carried out in the context of the CART, in modalities that the EUCTG will specify at a later stage.

6. **The Comprehensive Assessment Report on Training (CART)**. Based on conclusions derived from the evaluation of training activities, EUCTG, with advice from the CCTs and supported by the EEAS, will conduct the assessment sequence and submit conclusions to CIVCOM in the CART. CART encompasses an analysis of how training conducted met the CSDP Training Requirements and should highlight measures for further improvement of CSDP and CSDP-related training. It identifies a number of areas where progress is needed. CART informs the revision of the EU Training Requirements for the next training cycle.

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ANNEX E: Quality Assurance Standards

Introduction

1.   Education and training institutes delivering training on civilian CSDP should apply the "Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium"[18]. This chapter complements and adapts this text where necessary to the needs of the EU Civilian Training Group (EUCTG), in particular as regards to the paragraphs 9 to 11 of the Terms of Reference for the EU Civilian Training Group (EUCTG)19, hereinafter ToR EUCTG. The ESG 2015 were adopted by the Ministers responsible for higher education in the European Higher Education Area (EHEA) in May 2015 and are applicable to higher education provision in its broadest sense, including provision that is not part of a programme leading to a formal degree.

2.   The term 'quality assurance' is used in this document to describe all activities within the continuous improvement cycle (i.e. assurance and enhancement activities).

3.   The standards in this document are based on the following four principles for quality assurance:

a)   Training and education institutes have primary responsibility for the quality of their provision and its assurance;

b)   Quality assurance responds to the diversity of training and education systems, institutes, programmes and (course) participants;

c)   Quality assurance supports the development of a quality culture;

d)   Quality assurance takes into account the needs and expectations of participants, all other stakeholders and of the EU external policies.

4.   The cyclical external quality assurance of the training and education institutes intervening in training and education activities for the benefit of meeting training requirements set by the EUCTG, shall remain the responsibility of the Member States, in line with article 28 of the EU Policy on Training for CSDP.

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[18]   https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf
[19]   Doc 12312/18 dated 20 September 2018

5.   It should be recalled that quality standards and guidelines for trainings associated with learning outcomes usually are based on several minimum criteria in key areas of instructional design applicable to learning and training, including analysis, design, development, implementation and evaluation (e.g. Learning Needs, Target Audience, Learning Objectives, Learning Time, Content and Structure, Methodology, Learning/instructional Material, Training Expertise/qualifications, Evaluation…).

6.   The main role of the EUCTG in quality assurance should therefore be to:
   a)   set the overall objectives for education and training, including exercises;
   b)   assist in quality assurance, as e.g. assess whether the education and training activities, provided by institutes that are accredited by national authorities for meeting the international quality standards, are informed by outcomes of the TRA and supported by the High Level Learning Outcomes;
   c)   Asses whether the underlying principles of certification for training as applied by the United Nations can support also the design of EU training, in particular in mission-related training.

Specific criteria for quality assurance in the field of civilian training on CSDP

7.   In line with para 9 of the ToR, education and training activities should rigorously reflect EU policies in the different domains to which they pertain. In the absence of specific EU policy, education and training activities may reflect recognised policy, capability development and training requirements set by UN or other relevant international organisations, provided they do not conflict with the core values of the EU.

8.   In the highly volatile and quickly changing environment of civilian CSDP and in order to meet the requirements set out in paragraph 10 and 11.a) of the ToR, a systematic revision process of all curricula should be in place at the level of the training institute or at the level of a network of training institutes (e.g. ESDC) or a consortium (e.g. EUPCST) to ensure that the curricula remain relevant. The time between revision and – where necessary – adaption of the curricula should not exceed two years.

9.   In order to be able to react even more quickly to changes in policy or to lessons from the CSDP missions, curricula should focus at the level of learning outcomes rather than on specific content. The learning outcomes should be aligned with the European Qualification Framework (through the national qualification framework). This will facilitate comparison and equivalence of education and training in order to allow for recognition of the education and training done in another Member State or offered by a network or a consortium.

10.   Education and training activities should take into account the different preferred learning styles[20] of the participants. Whenever possible, a blended approach to training should be taken, using different pedagogical techniques and interactive methods, including through modern technology (e.g. e-learning, serious gaming,…). Regardless of the chosen pedagogical approach, the focus should be to achieve the desired learning outcomes with the available resources and within the given timeframe.

Role of the EEAS

11.   The EEAS will make sure that new policies and new requirements are easily accessible for all relevant training actors. Tools like Schoolmaster or dedicated ESDC platforms could be used for this purpose.

12.   It will organise on a yearly basis, with the support of the ESDC, an Annual Training and Education Conference (ATEC) to discuss major policy developments, to disseminate emerging training requirements for CSDP and make available the relevant lessons learned from CSDP missions and operations.

13.   The ATEC will also be the forum of choice to exchange best practices for training requirement analysis[21]. Training institutes involved in education and training on civilian CSDP are encouraged to participate in this event in order to stay informed.

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[20]   Cf. inter alia Kolb's Experiential Learning Cycle or Fleming's VARK model.
[21]   Ref: ToR para 11.b)

ANNEX F: EU CSDP Training cycle and deliverables[22];

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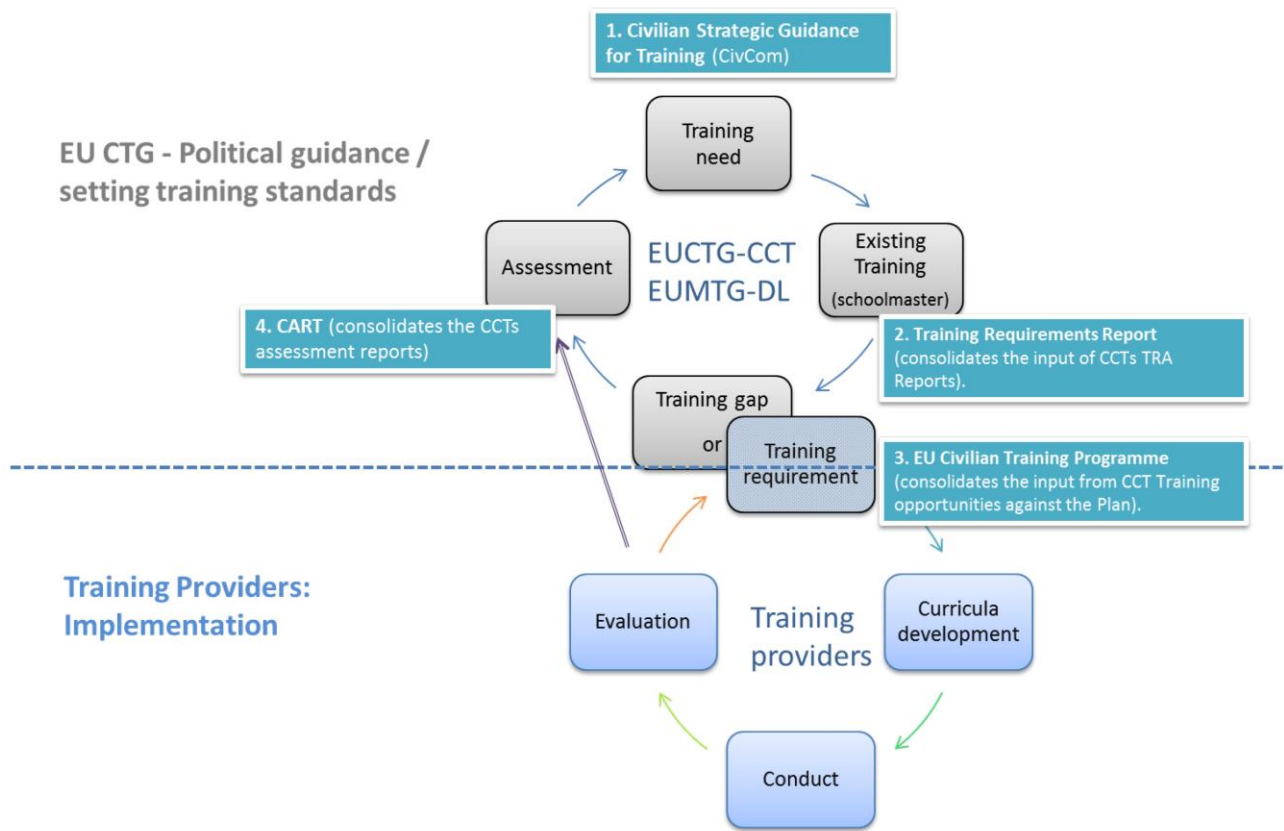
[22]   The training cycle takes into consideration the overall synchronization with the civilian CSDP Compact implementation process, civilian capability development and the annual review and reporting process.

ANNEX G: Reference documents

By citing order:

A.   Council Conclusions of 13 November 2017 on Security and Defence in the context of the EU Global Strategy (doc.14190/17).

B.   Strengthening Civilian CSDP – Concept Paper, EEAS(2018) 435, 18 April 2018 (doc. 8084/18)

C.   Civilian Capabilities Development Plan, EEAS(2018) 906, 4 September 2018 (doc. 11807/18)

D.   Civilian CSDP Compact, doc. 14305/18, Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on the establishment of a Civilian CSDP Compact.

E.   A Global Strategy for the European Union's Foreign And Security Policy (June 2016).

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

G.   Implementing Guidelines for the EU Policy on Training for CSDP, of 17 January 2017 (doc. 5199/1/17 REV 1) (PSC meeting on 21 March 2017).

H.   Terms of Reference for the EU Civilian Training Group (EUCTG).

I.   Revised draft list of generic civilian CSDP tasks (doc. 6166/17 of 9 February 2017)

J.   Council Conclusions of 22 January 2018 on the Integrated Approach to External Conflicts and Crises (doc. 5413/18).

K.   Exercise Policy of the European Union under the Common Foreign and Security Policy (CFSP) (Council doc. 8909/14, dated 11 April 2014.

L.   Guidelines for Scheduling and Implementation of EU exercises (Council doc. 18048/1/13, REV 1, dated 1 April 2014).

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