



ENTRi
EUROPE'S NEW TRAINING INITIATIVE FOR CIVILIAN CRISIS MANAGEMENT

Course Programme *
for the

COMPREHENSIVE GENERIC TRAINING ON PEACE OPERATIONS (CGTPO)

Non-Mission-Specific Training for Civilian Crisis Management/Peace Operations

* This Course Programme is based on a proposal drafted by the Crisis Management Centre (CMC) Finland, the Egmont Institute, the Police Academy of Baden-Württemberg, the State Office for Training, Education and Personnel of North-Rhine Westphalia State Police, the Federal Police Academy of Germany, and Germany's Center for International Peace Operations (ZIF), and has been approved by the ENTRi partners in Brussels in May 2018.

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| <p style="text-align: center;">Overall Objective</p> <p>The overall objective of this generic training is to provide participants with essential knowledge and skills, and to raise awareness of the required attitude for working in an international peace mission or civilian crisis management operation, independent of the specific function they will occupy as experts in the field.</p> <p>While participants come with their own subject-matter expertise, next to knowledge transfer the training focusses on the development and strengthening of their social, methodological and personal competencies to enable them to manage complex situations, work in diverse teams and deal with setbacks.</p> | <p style="text-align: center;">Target Audience</p> <p>Pre-requisite for anyone to be deployed to a civilian crisis management or peace operation. Hence, its target group comprises of individuals with a civilian, police and military background planning in a mid-term perspective to work in civilian crisis management operations as well as those experts (already) working in the field.</p> |
| | <p style="text-align: center;">Evaluation</p> <p>To ensure a learner-centred approach, daily feedback loops should be included throughout the course. This can take the format of e.g. morning debriefs prepared by participants of the modules on the previous day, general feedback on the mood/energy level among participants, reporting exercise on the events of the day amongst other. The outcome should be taken into consideration and adoptions made throughout the course as far as feasible.</p> <p>Apart from a standardized post-course written evaluation, it is recommended to conduct an online 6-months post-course evaluation to receive further input on the impact the training might have had.</p> |
| <p style="text-align: center;">Methodology</p> <p>The methodology applied in this training is based on state-of-the art adult learning principles and follows a learner-centred approach. Participants will experience, test and apply tools and approaches taught in the curriculum, and will be provided with an opportunity to share their own experience, learn from peers and reflect about themselves and their (future) role during a deployment. To ensure a maximum impact and learning experience, the aim is a ratio of 40% theory – 60 % participatory/inter-active practical sessions, aimed at experiencing and experimenting. The duration of the course should be between five and 8 full working days. The duration of each module shall depend on the overall duration of the course.</p> <p>The methodology thus includes scenarios and case studies reflecting the mission reality, group work with different tasks and revolving roles (group leader, note taker, rapporteur), role plays, interactive exercises, self-study and group discussions as well as preparatory pre-reading. Particular emphasis is placed</p> | |

on the element of reflection and peer exchange. To promote comprehensive approaches, the participation of experts with diverse experience, professional skills, and national backgrounds is highly beneficial.

Ideally, staff from existing field mission will be available as resource persons to share their experience and act as facilitators of the participants' interactive peer learning.

The duration of this training depends on the learning approach and methodology used by the individual training institution. To provide sufficient room for interactive learning, reflection and a useful balance between theoretical and practical sessions, a minimum of five to six days is suggested. Some of the Learning Objectives can be achieved through mainstreaming the subject, in which case it wouldn't make sense to indicate the duration of a module or thematic block.

| SUBJECT | LECTURER / FACILITATOR | METHODOLOGY | LEARNING OBJECTIVES |
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| Modules Set I: Framework for Crisis Prevention and Crisis Management | | | |
| Opening: Welcome, Introduction to Programme, Venue & Participants | | | <ul style="list-style-type: none"> • Learn about the venue • Know about ENTRi and its approach • Understand the purpose, approach and the methodology of the GTPO • Get to know the group and the trainers • Learn what to expect |
| Introduction to Crisis Prevention and Crisis Management | Experts with Field Mission Background (EU, OSCE, UN) | Presentation | <ul style="list-style-type: none"> • Understand the importance of civilian management in the context of international crisis intervention (essential) • Know the legal framework of peace operations (essential) • Know about the major approaches and instruments of crisis prevention and management and their use in the various phases of a conflict cycle (pre-conflict/conflict/post conflict) (desired) |
| | | | <ul style="list-style-type: none"> • Be familiar with the development of peace operations and the different types of mandates (executive, strengthening/support, monitoring) (essential) |

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| Functions and Tasks of Peace Operations | Expert with Field Mission Background (EU, OSCE, UN) | Presentation Case Study Scenario Group Exercise | <ul style="list-style-type: none"> • Get an overview of the different field activities of the main actors (EU, UN, and OSCE), understand their inter-linkages and the need for coherence (essential) • Be familiar with the different fields of expertise required in multi-dimensional field operations (essential) • Understand the importance of governance, the rule of law and human rights for a successful civilian administration and their inter-linkages (essential) • Be able to name other key functions and their related activities of a crisis management mission/peace operations such as Political/Civil Affairs, DDR, SSR, PoC/CAAC, Mission Support (essential) • Be familiar with basic principles of work in areas such as Civil Affairs, Electoral Assistance, Disarmament, Demobilisation and Reintegration (DDR), Security Sector Reform (SSR), Rule of Law (RoL) and Human Rights (Rights-based approach), Capacity Building, Empowering of Women, Protection of Civilians/Child Protection as well as International Humanitarian Law (essential) |
| Towards a People-Centred Approach | Expert with Field Mission Background (EU, OSCE, UN) | Presentation Case Study Scenario Group Exercise | <ul style="list-style-type: none"> • Understand the importance of strengthening both national/local/regional government institutions as well as non-governmental organizations (NGOs) and other civil society actors (essential) • Understand the principles of local ownership, sustainability, and “Do No Harm” at all stages of program planning, implementation, evaluation and monitoring (essential) |

Modules Set II: The Role of Key Actors and Stakeholders in Crisis Prevention and Crisis Management

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| <p>The Role of the UN, EU and OSCE</p> | <p>Expert with Field Mission Background (EU, OSCE, UN)</p> | <p>Presentation Case Study Scenario Group Exercise</p> | <ul style="list-style-type: none"> • Be familiar with the main approaches, structures and decision-making processes of the UN, EU and OSCE (essential) • Understand the differences between the UN, OSCE and the EU in civilian crisis management and their main activities and priorities (essential) • Be familiar with existing examples of inter-organisational co-operation (desired) • Be familiar with latest developments in UN, EU, OSCE peace operations and the relevance of these changes on the portfolio and style of work of experts (desired) |
| <p>Comprehensive/Integrated Approaches to Multi-dimensional functional Peace Operations</p> | <p>Expert with Field Mission Background (EU, OSCE, UN)</p> | <p>Presentation Case Study Scenario Group Exercise</p> | <ul style="list-style-type: none"> • Understand the different roles of civilian actors, international military forces and police components in peace operations and their mandated tasks (essential) • Be aware of the different ‘organizational cultures’ of civilian, military and police staff in field operations and the need for close co-operation in achieving the mission goals (essential) • Get an overview of the existing concepts of the comprehensive approach of the various actors: NATO Comprehensive Approach, the UN Integrated Approach, the EU Integrated Approach to Conflict and Crisis (essential) • Be aware of the challenges and limitations of coordination, cooperation and information exchange among international and national actors on the strategic and operational level (essential) • Be aware of the different concepts and purposes of civil-military co-operation (humanitarian assistance, reconstruction, intelligence gathering, force protection, etc.) (desired) • Know the contact and liaison points within the military structure (desired) |
| <p>Modules Set III: Cross-Cutting Themes</p> | | | |

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| Respect for Diversity | Expert with Field Mission Background (EU, OSCE, UN) | Presentation Case Study Scenario Group Exercise | <ul style="list-style-type: none"> • Be aware of possible causes of conflict or tension between your or your organisation’s activities and the host society (essential) • Understand the possible sources of tension amongst international and national staff due to different legal systems and working culture backgrounds (civilian, military, police, NGO, civil servant) and possible strategies for avoidance and/or remedy (essential) • Be familiar with basic techniques to identify and overcome culture-related barriers and “cultural shock” (essential) • Understand how culture impacts work styles, teamwork and communication (essential) • Be able to use strategies for building more productive teams (essential) |
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| Women Peace and Security | Expert with Field Mission Background (EU, OSCE, UN, CoE) Gender Adviser | Presentation Case Study Scenario Group Exercise | <ul style="list-style-type: none"> • Understand the concept of gender and gender roles as opposed to differences in sex and be able to introduce a gender dimension in conflict analysis and resolution, i.e. give practical examples for the empowerment of women in post-conflict societies (essential) • Understand gender inequality as one of the root causes of conflicts (essential) • Be aware of UNSCR 1325 and subsequent resolution that build the framework for implementing and monitoring the Women Peace and Security (WPS) agenda/mainstreaming (essential) • Be able to apply terms and definitions related to gender and use these in the right context and situation (essential) • Be aware of potential gender-related problem areas in conflict or post-conflict societies, i.e. trafficking, prostitution, female combatants, Women and DDR (essential) • Understand the implications of conflict for gender roles and potential risks in the light of human rights protection and participation in society (desired) |

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| Conduct & Discipline and Sexual Exploitation & Abuse | Expert with Field Mission Background (EU, OSCE, UN, CoE) | Presentation Case Study Scenario Group Exercise | <ul style="list-style-type: none"> • Understand the core aspects of international codes of conduct and the differences between grave and minor misconduct (essential) • Be able to identify the link between conduct and discipline and the legitimacy, effectiveness and security of international staff serving in a peace operation (essential) • Be aware of the 'zero tolerance' regime towards SEA (essential) • Be able to identify common rules to preserve a professional image (desired) • Be informed about the legal status (essential) |
| Environmental Awareness/Sustainability | Expert with Field Mission Background (EU, OSCE, UN, CoE) | Presentation Case Study Scenario Group Exercise | <ul style="list-style-type: none"> • Be aware of the environmental impact international peace operations have at the local level (essential) • Explain why it is important to consider, manage and protect the environment and natural resources in peacekeeping operations (essential) • Be able to identify basic rules and tools to mitigate this impact (desired) |
| Modules Set IV: Field Working Techniques | | | |
| Conflict Analysis and Identification of Entry Points | Trainer with Field Mission Background (EU, OSCE, UN) | Presentation Case Study Scenario Group Exercise | <ul style="list-style-type: none"> • Be able to analyse conflicts (causes, parties involved, prevailing situation) using commonly used tools (essential) • Be able to translate conflict analysis into entry points for activities (essential) |
| Negotiation Skills | Trainer with Field Mission Background (EU, OSCE, UN) | Presentation Case Study Scenario Group Exercise | <ul style="list-style-type: none"> • Know the difference between negotiation, facilitation and mediation (essential) • Be able to apply the most common negotiation and mediation models (essential) • Know the principles and basic techniques of negotiation (essential) • Be aware of means of reconciliation (essential) • Know the basic procedure to plan and run a negotiation (essential) |

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| Sustainable Project Management | Trainer with Field Mission Background (EU, OSCE, UN) | Presentation Case Study Scenario Group Exercise | <ul style="list-style-type: none"> • Gain an understanding of how to develop project objectives against the background of a needs and impact assessment (essential) • Be familiar with the Project Cycle (Initiating, Planning, Implementation, Monitoring/Evaluation, Closing) (essential) • Understand the importance of performance indicators / benchmarks (qualitative and quantitative) (essential) • Be able to draft terms of references and progress/evaluation reports (desired) |
| Monitoring, Mentoring, Advising, Training | Trainer with Field Mission Background (EU, OSCE, UN) | Presentation Case Study Scenario Group Exercise | <ul style="list-style-type: none"> • Understand the differences between the tasks and roles of monitors, mentors, advisors and trainers and understand the linkage of their functions with the mandate of the mission (essential) • Understand the importance of building trust and confidence with local counterparts (essential) • Be able to apply basic MMA & training skills when employed on a mission (essential) • Be familiar with communication in an intercultural environment (essential) • Be aware of basic strategies on how to cope with resistance (desired) • Be familiar with basic interview techniques (desired) |
| Working with language assistants / interpreters | Trainer with Field Mission Background (EU, OSCE, UN) | Presentation Case Study Scenario Group Exercise | <ul style="list-style-type: none"> • Know the basic forms of whispered, consecutive and simultaneous interpretation (essential) • Know how to provide guidance, protection and support to your interpreters, in particular the non-professional interpreters ('language assistants') before, during and after official meetings; (essential) • Understand the difficulties in maintaining indirect conversations and be familiar with basic behavioural rules when communicating through a third person (essential) • Be aware of the most basic requirements when recruiting interpreters on your own, i.e. in specific cultural, ethnic or conflict-related context (desired) |

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| Facing the Media/facing interlocutors | Trainer with Mission Experience (national or international staff) | | <ul style="list-style-type: none"> • Understand the importance, opportunities and challenges of public outreach and media relations for a mission (essential) • Be aware of basic principles and guidelines on dealing with the media (desired) • Know the role of the public information components within the mission structure responsible for dealing with the media (essential) • Know how to act and react in a professional, respectful and non-confrontational way when faces with media in the field (desired) • Understand the influence and challenges social media provides for the success of a peace operations and be able to establish a social media compact (essential). |
| Reporting, Evaluation and Handover | | | <ul style="list-style-type: none"> • Be aware of the types and purposes of reports required in field operations (daily / weekly reports, spot reports, incident reports, etc.) for sharing information between headquarters and field (essential) • Be aware of the overall importance of documentation and evaluation for the overall mission success (essential) • Know the basic skills for preparing a professional report according to the standards of the respective international organization (desired) |
| Module Set V | | | |

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| Personal Safety | <p>Expert with Field Mission Background</p> <p>Trainers of police and military training centers</p> | Indoor and Outdoor Exercises & Feedback | <p>MODULE V</p> <p>Safety and Security</p> | <ul style="list-style-type: none"> • Be able to identify most common threats in pre-conflict/conflict/post-conflict areas to one's personal safety (essential) • Understand the implications of individual behaviour patterns for the safety of all mission staff; (essential) • Understand the basic function of Mission Security Plans/Instructions and SOP:s irrespective of the organization (essential) • Be able to outline general measures to enhance personal safety with regard to travel in the mission area, accommodation, pre-deployment preparation etc. (essential) • Know how to behave/react in case of robbery, car-jacking, sniper fire, hijack/hostage situations etc. (desirable) • Be able to perform an initial risk/threat assessment when arriving in an unknown area (essential) • Know how to behave in emergency situations with/without an evacuation plan in place (desired) |
| Radio Communication | <p>Expert with Field Mission Background</p> <p>Trainers of police and military training centers</p> | | | <ul style="list-style-type: none"> • Be familiar with the standard operational radio language used by all international organizations and the military (essential) • Be able to spell using the NATO alphabet (essential) • Be able to handle basic radio transmissions, both on the sending and receiving ends (essential) • Understand the importance of movement control and radio communication discipline (essential) |

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| Road Safety & Driving in Hazardous Environment | 4x4/Road Safety Instructors Trainers of police and military training centers | Presentation, if possible outdoor exercises on driving range | | <ul style="list-style-type: none"> • Be aware of the risks arising from driving in unfamiliar environments and under difficult road and security conditions (essential) • Be aware of the peculiarities of driving in a convoy and radio communication while driving in a convoy (essential) • Be familiar with the peculiarities of using 4x4 vehicles (desired) • Understand the different transmission types in 4x4 vehicles and know their purpose (desired) • Know preventive measures to maintain vehicles in extreme climates and how to implement basic trouble shooting (change of wheels, chains etc.) as well as emergency procedures (essential) |
| Map Reading and Field Orientation | Expert with Field Mission Background Trainers of police and military training centers | Presentation and combined Practical Exercise | | <ul style="list-style-type: none"> • Know how to read maps and provide/use grid references (essential) • Be able to navigate with a map (essential) • Know the basic functions of GPS (essential) |
| Personal Hygiene and Basic First Aid Abroad | Medical Expert with Field Mission Background (Red Cross, MSF) | Presentation and combined Practical Exercise | MODULE VI Personal Health and Stress Management | <ul style="list-style-type: none"> • Be aware of the importance of personal hygiene and the most common health risks in field operations (essential) • Know about preventive medicine against the most common infectious diseases (essential) • Be able to assess the need for First Aid assistance and prioritise actions (essential) • Be able to apply basic first aid measures such as blocking external bleeding, applying bandages, evacuating injured people from damaged vehicles, dealing with people in shock (essential) • Recognise and use alternative tools to provide first aid when pure medical care materials are not available (i.e. improvising bandages) (essential) |
| | | | | <ul style="list-style-type: none"> • Be aware of the potential sources of stress in a mission environment (essential) |

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| <p>Stress Management and Dealing with Trauma</p> | <p>Expert with Field Mission Background</p> <p>Counsellor/ Psychologist; Expert with Field Mission Background</p> | <p>Presentation Exercise</p> | | <ul style="list-style-type: none"> • Be able to recognise basic, cumulative and traumatic stress symptoms (essential) • Know techniques to avoid and /or remedy basic and cumulative stress (burn out, mission creep) (essential) • Understand the concept of post-mission stress (re-integration) and how to react to this situation (essential) • Be familiar with the concept of psychotrauma and psychotraumatic situations and its influence on the individual or group/society (essential) • Be able to identify psychotraumatic symptoms and behaviour patterns and know where to find guidance in handling traumatized persons (essential) • Be aware of the specific effects of psychotrauma on various groups (torture/war victims, refugees, children, women, etc.) (desirable) |
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