ENTRi under the Microscope
Added value of a European civilian capacity-building consortium

January 2011 – October 2017

ENTRi Secretariat
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Executive Summary

The aim of this study is to examine the added value that Europe’s New Training Initiative for Civilian Crisis Management (ENTRi) has had on the capacity-building landscape since its inception in 2011. ENTRi aims at enabling staff to work in a more efficient, effective and sustainable manner in order to achieve their missions’ mandates and to play a positive role in the effective management of international civilian crisis and stabilisation-type missions. To that end, the ENTRi consortium of training institutions (see section 1.2.) has developed a variety of tools to support crisis managers, such as training courses and packages, handbooks, a certification mechanism to ensure a minimum standard of course content across institutions, and peer mechanisms to help organisations learn from each other.

ENTRi, however, is not just a tool to be used by local and international crisis managers; it also helps governments fulfil their duty of care in relation to the adequate and professional preparation and training of their delegates. All materials and courses are provided for free. For governments, sending delegates to a tailor-made course abroad can be more cost effective than organising a course for a few people at home.

The minimum standard that, for instance, was developed together with the Field Security Department of the European External Action Service (EEAS) in 2011 served as a reference for international Hostile Environment Awareness Training (HEAT) providers. This standard, to which ENTRi then certifies HEAT courses made it possible for governments and the human resources department of, amongst others, the EEAS and OSCE to know immediately that such a course included the necessary information that would help participants to stay safe in hostile environments. ENTRi certification of course curricula gives participants’ confidence that a professional level of training will be delivered and that teaching will follow modern methodologies and good practices. As of July 2017, 24 institutions (of which 16 institutions are not part of the ENTRi consortium) are offering 35 ENTRi-certified courses. The quality assured by ENTRi certification has been recognized by various ministries and international organisations, which in turn has led to other institutions getting their
course curricula certified, thus creating greater industry-wide recognition of the need for common standards.

Between 2011 and 2017, 1,784 course participants were trained in either Pre-Deployment Training courses (PDTs) or Specialisation Courses. During that time, 32 PDTs and 50 Specialisation Courses financed by ENTRi took place, with participants from over 90 countries. Feedback was positive: the courses had a positive impact on participants’ knowledge of mission context, on their daily mission work, as well as on their professional networks.

According to an external evaluation of ENTRi activities, which included interviews of participants, PDTs are considered to be very helpful as they help staff ease into their new assignments and give them the ability to integrate into the mission faster. ENTRi course organisers are in touch with European Union missions to ensure that PDTs’ content is aligned with any in-country induction training where available, and to produce country-specific booklets to provide background information to new staff. The evaluation found that 80% of training participants said they organised an official or unofficial follow up within their organisation, which suggests that some course content was shared after the training.

In addition, the In Control Handbook is distributed at most ENTRi-financed courses and to mission staff. In Control has been designed to accompany civilian experts on their way through crisis management missions and provides a general overview of the institutional landscape of crisis management. It contains practical information on a variety of issues that are common to working in a mission, from health, safety and security challenges to technical information on radio operation, map reading and off-road driving. The Handbook is now in its 3rd Edition, with over 16,000 copies printed and has been translated into French and Portuguese. Due to the popularity of the Handbook, ENTRi’s visibility and influence reach beyond Europe and the EU.

ENTRi and the ENTRi Secretariat were set up by the German Center for International Peace Operations gGmbH (ZIF). The Secretariat developed management procedures, ensured continuity and institutional learning, created oversight mechanisms and branded all ENTRi activities. ZIF is in charge of transparency and accountability to all stakeholders, especially the European Commission.

The overall effectiveness of ENTRi is a result of the combined expertise among its consortium partners. This partnership enables ENTRi to deliver the required capacity-building measures upon
demand and to achieve a high responsiveness to changing training needs. The pooling and sharing principle facilitates the delivery of courses and expertise at short notice, as training providers mix and match resources and build on each other’s strengths. During annual consortium partner meetings, joint decisions on future activities are taken. Since 2011, ENTRi has successfully consolidated its position as a well-functioning consortium of training institutions that has helped shape the capacity-building landscape for crisis managers globally.

1. Introduction

The aim of this study is to examine the added value of Europe’s New Training Initiative for Civilian Crisis Management (ENTRi) since its inception in January 2011. It will draw conclusions about some of the impacts of the ENTRi programme, the effectiveness of capacity-building consortia in general and the benefits that sharing know-how and resources can achieve.

1.1 ENTRi – an overview

ENTRi – Europe’s New Training Initiative for Civilian Crisis Management – was created in 2011 under Article 4 of what is now called the Instrument contributing to Stability and Peace of the Service for Foreign Policy Instruments of the European Commission. ENTRi started a couple of weeks after the European External Action Service (EEAS) was created and filled a gap in the provision of civilian crisis management training for European secondees and contracted crisis managers. ENTRi I ran from January 2011 to April 2013 and was followed by ENTRi II (April 2013 to May 2016). ENTRi III began immediately after and is set to continue until May 2019. The European Commission has provided the bulk of ENTRi’s 8 million Euros of funding (80% under the first phase and 90% under subsequent phases), while partners paid the remaining contributions.

ENTRi’s activities include the following:

- Assessing training needs
- development of training standards;
- development and delivery of courses (Pre-Deployment and Specialisation Courses; training of trainer courses);
- organisation of international conferences;
- creation of learning and teaching materials, including blended learning and eLearning;
- development and implementation of a certification mechanism;
• a LinkedIn alumni group and expert working groups on specialist topics, such as evaluation of capacity-building activities.

Subsequent chapters will take a closer look at these activities, their results and impact.

As its overall goal, ENTRi aims to contribute to the human security of people living in crisis-prone areas – thereby helping realise the Freedom from Fear envisaged in the United Nations Declaration of Human Rights. In such areas, the European Union (EU), the United Nations (UN), the Organization for Security and Co-operation in Europe (OSCE), the African Union (AU) and other organisations are deploying crisis management and stabilization-type missions. ENTRi aims at enabling staff in those missions to work in a more efficient, effective and sustainable manner in order to achieve their missions’ mandates.

1.2 ENTRi partners and the ENTRi Secretariat

ENTRi is implemented under the lead of the Berlin-based Center for International Peace Operations (ZIF), which also hosts the ENTRi Secretariat, together with partners from different Member States of the European Union, and Switzerland. ZIF was established in 2002 in close cooperation between the Federal Government of Germany and the Bundestag to strengthen German civilian capacities for international peace operations. From security training and the recruitment of civilian experts for OSCE, EU, or UN missions to policy advice for subcommittees of the Bundestag – the Center for International Peace Operations provides “one-stop” services and expertise on peace operations. ZIF is a non-profit company with limited liability funded by the Federal Government.

ENTRi’s implementing partners are:

1) Austrian Study Centre for Peace and Conflict Resolution (ASPR), Austria
2) Centre for European Perspective (CEP), Slovenia
3) Crisis Management Centre (CMC), Finland
4) Diplomatic Institute (BDI), Bulgaria
5) École Nationale d’Administration (ENA), France
6) Folke Bernadotte Academy (FBA), Sweden
7) Netherlands Institute of International Relations Clingendael (NIIB), Netherlands
8) Royal Institute for International Relations (Egmont), Belgium
9) Scuola Superiore Sant’Anna (SSSA), Italy
10) Stabilisation Unit (SU), United Kingdom
11) Swiss Expert Pool for Civilian Peace Building (SEP), Switzerland

Previous additional implementing partners were:

1) Danish Emergency Management Agency (DEMA), Denmark
2) International Alert, United Kingdom
3) International Training and Civilian Crisis Management Centre, Hungary
4) Ministry of Foreign Affairs, Romania

In addition to consortium partners and the European External Action Service (EEAS), ENTRi cooperates with:

1) African Union (AU)
2) European Union Police Service Training Consortium (EUPST)
3) European Security and Defence College (ESDC)
4) Organization for Security and Co-operation in Europe (OSCE)
5) United Nations Department of Peacekeeping Operations (UN-DPKO)

An important constant throughout the lifespan of the evolving ENTRi consortium has been the ENTRi Secretariat. Located at ZIF in Berlin, the Secretariat set up ENTRi and its management procedures, ensured continuity and institutional learning, created oversight mechanisms and branded all ENTRi’s activities. The Secretariat is in charge of transparency and accountability to all stakeholders, especially the European Commission. It is manned by two full-time and one part-time staff and supported by ZIF core staff. The Secretariat is externally audited to ensure appropriate spending of all funds; it also collated the statistics that provide the background for the findings in this report.

1.3 Who benefits from ENTRi and how?

There are direct and indirect beneficiaries of ENTRi activities and over the past seven years a broad range of stakeholders have voiced interest in ENTRi.

Direct beneficiaries are course participants and those who have accessed ENTRi learning materials, such as the In Control Handbook (see Chapter 5). In an impact survey conducted by the ENTRi Secretariat in September 2017, 117 out of 1509 direct beneficiaries responded to the questions concerning the specific impact which ENTRi’s courses and products had on their work and life (see section 6.2), some overall conclusions emerged:
Participants in Pre-Deployment Training courses increased their readiness to adapt rapidly to new work environments while better prioritising work tasks according to mission mandates. As with course participants of Specialisation Courses, the majority of participants managed to establish personal and professional networks with colleagues and across international organisations, based on the joint training experience. Specialisation Course participants also reported that they managed to reflect on their own work and the mission mandates in a specific area of expertise.

Governments nominating civilians for positions in international organisations benefited from ENTRi, since Member States hold a national responsibility to prepare seconded staff before deployment. ENTRi is not meant to replace national training initiatives. Adequately preparing secondees for deployment remains a national responsibility. However, the ENTRi project gave governments and specifically their seconding units an option to prepare their staff free of charge before deployment or during their missions. In particular cases, where a government was only seconding a few people, it proved more financially viable at times to use ENTRi courses than to fund and organize courses by themselves.

Crisis management missions also benefited substantially from ENTRi, since their staff members were better prepared through a common standard of knowledge and skills. The ENTRi Secretariat tries to ensure that local staff members are also included in its financed courses.

Indirect beneficiaries include the affected populations of countries experiencing a crisis to which trained personnel are deployed. The assumption therefore is that they benefit from increased professional conduct and knowledge of crisis personnel who work on the effective implementation of programmes and mandates of international crisis management missions.

Course organisers (from private companies and the non-private sector alike), teachers and trainers benefit from ENTRi. ENTRi’s course concepts and agendas have been rigorously developed and modified to create a significant repertoire of content which is downloadable online. Anyone trying to run a training course, whether mission staff or the wider public, can use these ENTRi resources free of charge as an example or structure and adapt it to their purposes. ENTRi thereby multiplies its impact through making its training packages, E-Learning modules and Training of Trainer courses available online.
Other beneficiaries include local authorities, staff members of NGOs, university teachers, students and policy researchers working in the context of crisis management, who manage to get a spare space in a training course or use other ENTRi products available online. The *In Control* Handbook, for instance, has been used by university professors teaching a variety of classes and by students to prepare for their exams. Additionally, job seekers have requested *In Control* Handbooks to prepare for interviews.

1.4 Methodology for measuring ENTRi’s impact

“There is evidence that training yields outcomes that outlive funding in long-term capacity building programmes such as ENTRi.”


Measuring the impact of any capacity-building programme is challenging. The way that knowledge is processed, retained and later applied greatly depends on the motivation and aptitude of the learner and is not always immediately obvious. How and whether newly acquired knowledge can be applied also depends on our working environment and office culture. It is even more challenging to measure the impact of a global capacity-building programme in not for profit environments, which may be prone to political instability and conflict and where the practitioner may only work temporarily. This is due to the fact that there is no scale to measure success on. Additionally, as unstable environments change regularly it necessitates a continuous adaptation of course delivery methods and content. This also makes it difficult to compare the impact and hence gauge it.

To add to the complexity, the 16 or so partners of the ENTRi consortium are of diverse cultural and historical origins; some are governmental and others non-governmental capacity-building institutions, originating from different countries. Some partners have been involved in training longer than other partners have been in existence. This combination of factors influences partners’ approaches, attitudes, methodologies and the contributions and expertise they bring to the ENTRi table. Innovative and adaptable teaching approaches are key to success when building the capacity of mixed groups of learners.

To determine the impact, this study has incorporated a variety of findings, both from external evaluators and internal assessments. External audits, reports and evaluations, internal analysis of surveys and evaluations, as well as the ongoing and systematic collation of statistics and a complete record of financial transactions since January 2011 form the basis of this study.
This study draws primarily on the findings of the following external evaluation reports, conducted by independent consultants and partner organisations:

- Centre for European Perspective, Slovenia (2012): *Training Impact Evaluation of ENTRi Pre-Deployment and Specialisation Courses for Kosovo*
- Forum for International Development and Planning; Rusteberg, Elke (2013): *ENTRi I: Final Project Evaluation Report*
- Rossignoli, Serena (2014): *Training Impact Evaluation of ENTRi Pre-Deployment Courses for Libya*
- PSP Pasch & Partner GmbH: Cologne, Germany; Pasch, Renate (2016): *Evaluating the impact of ENTRi II: Final Report*

Secondly, this study draws conclusions from assessments carried out by course organisers and the ENTRi Secretariat, such as:

- In and Out Tests (conducted immediately before and after courses took place)
- six-month post-course surveys (conducted after each course run)
- Training Impact Evaluations (TIEs)

Thirdly, a qualitative online survey was sent to all participants that had attended ENTRi courses as of May 2017. This short survey collected concrete examples of how ENTRi products (courses, the *In Control* Handbook and the ENTRi E-Learning programme) impacted on the behaviour of participants.

Finally, regarding the assessment of costs of Pre-Deployment Training courses, HEAT training and Specialisation Courses, the ENTRi Secretariat centrally holds all records of expenditure and manages the accounts and related data covering the entire ENTRi project. External auditors have regularly audited these records to ensure sound and transparent financial management.
2. Training Courses

2.1 Overview of courses

There are two sets of ENTRi training courses. First, there are those run and funded by the ENTRi project itself. Second, there are ENTRi-certified courses that follow ENTRi-agreed standards but which are provided by third parties and not funded by ENTRi.

ENTRi-financed courses can only be run by consortium partners. These financed courses must be certified before the partner implements them (since ENTRi III). This is to ensure a high-quality product, which follows an agreed and tested standard that is subject to continuous revision. Decisions concerning who will run ENTRi-financed courses and where they will take place are put to the vote at the annual ENTRi partner meeting. ENTRi-financed courses are divided into Pre-Deployment Training and Specialisation Courses. The courses are open to civilians, police officers and members of the armed forces, though the latter have to pay in full to attend. Continuous exchange between staff-contributing countries and international organisations is strengthening the linkage between training and actual deployment (see section 1.4 for further information regarding the improvement of linking training and deployment).

Through its financed courses alone, ENTRi has trained 1,784 people from over 90 nationalities in 50 Specialisation Courses and 32 Pre-Deployment Training courses between 2011 and 2017. Of these, 57% of participants were male and 43% were female. This unequal participation roughly reflects the gender division on the ground, where more men than women are employed in missions. The majority of participants were Italian (161) followed by the Finnish (143) and French (139). Besides building the capacity of EU citizens, the courses included participants from countries such as Sudan (26), Democratic Republic of Congo (21) and the USA (14). Most ENTRi courses have a very high number of applicants (83 on average), which means there were almost four applicants for every place.
Know-how that is transferred during ENTRi courses is shared widely and has directly reached the following crisis management missions between April 2013 and February 2017 alone: 14 EU missions, 15 UN missions and 4 OSCE Missions.

See below the detailed list of names of the crisis management missions where ENTRi course participants worked:

**EU Missions**
- EUAM Ukraine
- EUAVSEC
- EUBAM Libya
- EUCAP Nestor
- EUCAP Sahel
- EUEOM Guinea
- EUJUST LEX Iraq
- EULEX Kosovo
- EUMM Georgia
- EUPOL Afghanistan
- EUPOL COPPS
- EUPOL RD Congo
- EUSEC RD Congo
- EUTM Mali

**UN Missions**
- MINURSO
- MINUSCA
- MINUSMA
- MINUSTAH
- MONUSCO
- UNAMA
- UNAMID
- UNFIL
- UNISFA
- UNMIK
- UNMIL
- UNMISS
- UNOCI
- UNSMIL
- UNSOM

**OSCE Missions**
- OSCE Ukraine
- OSCE Skopje
- OSCE Serbia
- OSCE Kosovo
2.2 Pre-Deployment Training (PDT)

ENTRi Pre-Deployment Training courses (PDTs) are country- or region-specific training courses which aim to prepare experts who are in the process of deploying to a civilian crisis management mission (before departure). PDTs provide civilian experts with the basic knowledge and soft skills required for their respective deployments, irrespective of the specific functions they will fulfil in the field. PDTs familiarise participants with the challenges of mission work, including safety and security, awareness of inter-cultural complexities, gender sensitivity and personal conduct. Between 2011 and 2016, ENTRi conducted PDTs for:

1. Afghanistan
2. Georgia
3. Horn of Africa
4. Kosovo
5. Libya
6. Mali
7. Sahel
8. South Sudan
9. Ukraine

Under the third phase of ENTRi, PDTs were discontinued. This happened in agreement with the European Security and Defence College (ESDC), which is now providing the bulk of PDTs to non-EU Member States. This in turn has released funds for advancing content development of free-of-charge training packages for use by everyone under ENTRi III.

2.3 Specialisation Courses (SCs)

In contrast to PDTs, Specialisation Courses help participants tailor their respective professional expertise for specific civilian crisis management and stabilisation missions. Course participants obtain a better understanding of how their expertise will need to be adapted for use in a post-conflict environment while focusing on aspects such as local ownership and an active involvement in host countries’ societies. All courses aim to enhance personal attitudes and promote a reflective
and critical approach to the complex issues of crisis prevention and confidence building, giving particular attention to personal conduct.

The following topics are/were part of ENTRi’s Specialisation Course syllabus:

2.4 Hostile Environment Awareness Training (HEAT)

HEAT courses prepare civilian personnel to cope effectively with high-risk emergency situations and security threats on the ground. Many different providers around the world offer courses and there is no formal definition of what a HEAT course should contain. This can cause friction between seconding institutions and HEAT-course participants, who may feel they were not trained in all the essential topics required to help them to stay safe. There is an ongoing debate around the extent of organisations’ duty of care towards deployed staff, especially in high-risk areas. One of the key obligations included in the duty of care relates to providing appropriate training to minimize the risks personnel might face while on mission. Consequently, the importance of having a standardised curriculum, which covers the essential learning objectives, is fundamental.

For this reason, ENTRi has invested a significant amount of time and expertise in providing comprehensive HEAT courses. The content of the ENTRi-certified HEAT course was worked out
in consultation with, among others, the Field Security Department (FSD) of the European External Action Service (EEAS) during 2011-12; and the curriculum is updated through ongoing discussions between ENTRi partners and key stakeholders. From June 2016 to May 2017, six HEAT course providers applied for and received ENTRi’s course certification (see Fig. 3).

![ENTRi-certificate](image)

**Figure 3: ENTRi-certified courses, June 2016 to May 2017**

The popularity of a widely recognised ENTRi certification for HEAT courses resulted in a significant amount of private companies wishing to apply for ENTRi HEAT certification. However, this has not been offered under the scope of the Commission-funded contract since, arguably, the beneficiaries of such courses do not all fall within the target audience of the ENTRi programme.

Between 2013 and 2016, four financed and certified ENTRi HEAT courses took place while many more ENTRi-certified HEAT courses were run by third parties. For the purposes of cost analysis, we shall look at the ENTRi-funded courses during that period in Finland, France and Slovenia.

On average, each of the HEAT courses had 22 participants and lasted five days. The overall cost of the course per day averaged €10,635, which resulted in a cost per person per day of €483. The total cost of the course per person averaged €2,416. Course costs per person can be further broken down as follows (see Fig. 4):

- Travel (including flights and local transport) – €219
- Equipment (including armour and vehicles) - €393
- Other costs (including trainers, conference room, gadgets) – €591
- Human resources – €565
- Board and accommodation – €490
- Administration (indirect overheads) – €158
3. Linking training and deployment

The value of training courses is in helping staff to perform better on missions. But this value can only be realised if the trained staff actually deploy into the field. There has been concern that EU Member States invest in training people who never subsequently go on mission. ENTRi was asked to help out by trying to ensure a way in which only those actually deploying could gain a place on ENTRi courses. This was a complex issue and required close cooperation with recruitment units so the selection of participants could be targeted. Since ENTRi was also tasked with balancing the attendants between male and female, national and international staff, as well as ensuring a good representation from international organisations, it became clear that a significant amount of time had to be invested in a centralised, bespoke selection process.

The ENTRi Secretariat set up a thorough and transparent mechanism to ensure that spaces on ENTRi training courses were allocated first to candidates who were already working in the field or about to go on mission. The Secretariat compared the motivation statements of applicants with the nominations sent by their institutions or missions. The Secretariat also worked out a system to prevent preferential treatment of any applicant and to inhibit “course tourism”. The biggest challenge was to schedule courses during the limited window of opportunity between the signing of an applicant’s contract to go on mission and their actual departure. Since attendance was rarely made mandatory by sending institutions, time spent on a training course was in competition with running errands before often-lengthy absences from home.
Between 2013 and 2016, the deployment status of ENTRi course participants has been included in course evaluations to monitor the linkage between training and deployment. As can be seen in Fig. 5, out of the 994 participants, nearly 40% were already working in a mission during the time of the course, of whom about half were directly contracted and half were seconded. A further 13% of participants were already selected and in the process of deployment.

![Deployment status: all participants at time of course](image)

**Figure 5: Deployment status: all participants at time of course (2013-2016)**

To achieve a better linkage between training and actual deployment, regular communication and cooperation between the ENTRi Secretariat, international organisations (IOs) and their field offices is essential. This communication coupled with high standards of training, increases the likelihood of missions releasing their staff to join ENTRi courses, even though releasing staff for training is an ongoing challenge for missions.

As can be seen in Fig. 6, just over half of all ENTRi course participants from 2011 to 2016 were affiliated to the EU. The UN accounted for 14% of participants and the OSCE 5%, with less than 1% coming from AU organisations. Participants affiliated to a number of different IOs or NGOs have been captured under the term “Other” (29%).
Concerning the different professional backgrounds of course participants it can be seen from the data that nearly three-quarters of ENTRi participants were civilians, while law enforcement bodies accounted for nearly one quarter. Just 2% of attendees came from the armed forces. In general, course participants greatly appreciated the mixed backgrounds of their fellow course colleagues and recognised the added value of having a variety of participants coming from different organisations. While female civilians outnumbered their male counterparts, the great majority of participants from the armed forces, police and other institutions were male (see Fig. 7).

The average age of course participants also varied between men and women. While most men were born between 1967 and 1979, most female participants were born between 1978 and 1985.

Apart from that, the results show a gender breakdown within the affiliation of participants during the years 2013 to 2017. While there were higher numbers of men coming from the AU, the EU and the UN, the only group in which there was a higher proportion of women was the OSCE.
4. **ENTRi certification**

4.1 **An objective standard and quality assurance process**

As of 19 June 2017, 24 different institutions had ENTRi-certified courses: 16 of them were not part of the ENTRi consortium and the remaining eight were ENTRi partners. These institutions were offering 35 ENTRi-certified courses, of which 16 were HEAT courses and could also be offered as an integral part of so-called Core Courses.¹ The Core Course consists of modules designed to provide participants with the basic knowledge and skills required on a mission, independent of the specific function they will fulfil as experts in their own fields.

ENTRi awards a C³MC label (which stands for Certified EU Civilian Crisis Management Course) to courses that meet its established standards and criteria. The ENTRi certification system has been designed to enhance coherent and high-level training activities in the field of civilian crisis management. It offers an objective evaluation standard and allows training institutions to align their courses with international standards that are recognised by organisations and professionals at the European level.

The application for the C³MC label is open to course organisers within and outside Europe as long as their organisation is a legal entity in their country of origin and has previous experience in organising training courses for civilian crisis management. Private companies cannot apply for the C³MC label. Only the various courses developed within ENTRi are available for certification. The ENTRi certification working group reviews all applications to ensure adherence to the certified minimum standards. Reviews are based on the application submitted by course organisers as well as random on-site visits during the delivery of the courses.

A Quality Assurance Framework (QAF) has been developed for the ENTRi certification process and for certified courses by the Scuola Superiore Sant'Anna, the leader of the ENTRi certification working group. The QAF is composed of three main elements:

1. Working group on certification
2. Set of quality standards and guidelines to ensure that outcomes of training programmes and activities are of a prescribed standard

¹ A HEAT course may also be offered as an integral part of so-called Core Courses.
3. Quality assurance review process, which contains a set of procedures to measure the quality of certified courses

![Flowchart – Quality assurance framework - Certification](image)

*Figure 8: Flowchart – ENTRi certification process*

On the basis of the periodic quality assurance review process, the working group gains an overview of the implementation path of certified courses and their results. This process allows the working group to determine whether substantial changes have been made to certified courses and whether these are still compatible with ENTRi standards. Courses that are certified must prove that they fulfil certain minimum standards requested by ENTRi, while remaining open for further improvements. Once certification is awarded, it is valid for three years.
The certification system set up under ENTRi constitutes an objective standard for training institutions. The advantages of such objective standards are, among others, added recognition and credibility, increased overall efficiency as well as reduced costs. Also, the participants’ trust will improve due to the compliance with certain minimum standards.

4.2 Why do organisations opt for certification?

When organisations were asked why they chose to apply to ENTRi to certify their courses, the most common answer was the international recognition of a C³MC certified course. The C³MC certification is well known and recognised by a number of international organisations and stakeholders that seek training opportunities.

“The decision to get the course ENTRi certified was taken to have a more value product for our customers (future OSCE monitors). The added value/benefit is that all products today being certified have to have a defined standard and they are evaluated in a constant quality assurance process.” (AUTINT)

In June 2017, NATO international staff stated that NATO “has not identified another syllabus that is recognized in the manner of ENTRi HEAT”. Consequently, NATO said it would endorse the concept and use of ENTRi HEAT and aim to “support its continued development”. Furthermore, the OSCE Special Monitoring Mission to Ukraine stated in its tender for HEAT training that “it is desirable to have an internationally certified HEAT course (for example ISO, documented experience delivering ENTRi certified HEAT training under the C³MC-label, etc.).”

Organisations that offer certified courses have benefits in terms of marketing their courses more effectively. The ENTRi certification logo proves that a course is consistent with the minimum standards outlined by ENTRi and allows the EU and other IOs to understand the level of knowledge and skills imparted to participants. Certification reassures sending institutions that their candidates have been trained in the prerequisites to serve in a given position. Equally, certification allows trainees to identify training that is relevant to their needs and of a predictable quality.
In July 2017, 16 of the 24 providers of ENTRi-certified courses were not part of the ENTRi consortium. For a breakdown of providers by country and institution, see Fig. 9. For a breakdown of ENTRi-certified courses by type, see Fig. 10.

Between 2013 and 2016, there was an increased interest in the certification mechanism. In 2013 only three courses were certified, but by 2017 there were 35 ENTRi-certified courses available. Of these, 12 were newly certified or had had their certification renewed. This increase mirrors the widespread recognition that ENTRi-certified courses enjoy, and the desire of institutions to obtain the certification, see Fig. 10 and 11.
For explanation: HEAT courses (Hostile Environment Awareness Training) are intensive five-day courses aimed at training professionals to deal effectively with high-risk and emergency situations while deployed in hostile environments abroad. The training is expected to improve participants' understanding of the minimum behavioral field requirements when working as a team member of an international field operation regardless of their national or professional background.

Core-courses are 2-week basic courses, providing an important insight into the work of UN, OSCE and EU peacekeeping operations. At the same time, the participants get a good idea of the professional, personal, social and methodological skills required to work successfully in a peacekeeping operation. The second week of the course is held as a HEAT course.

Pre-deployment training courses are addressed to experts selected to be deployed within missions conducted by the EU, OSCE or other international organizations in the corresponding country. It precisely aims at fostering a common level of knowledge and at creating similar expectations among mission members, which in turn facilitates integration and coherence of the mission.

Furthermore, ENTRi offers various specialisation courses on relevant topics in demand in the field of civil crisis management (e.g. Human Rights, Leadership & Gender, Negotiation and Mediation etc.). New training courses and topics are continuously being developed to meet the changing needs of the missions.

![ENTRi-certified courses 2013-2017](image)

*Figure 11: ENTRi-certified courses 2013-2017*
5. Handbook “In Control”

ENTRi’s “In Control” Handbook has been designed to accompany civilian experts on their way through crisis management missions and provides a general overview of the institutional landscape of crisis management as well as practical advice on how to stay healthy and safe.

The first edition was published in 2013 with a print run of 2,500 copies. The second edition with updated information was published in October 2014 (5,000 copies). At the end of 2016, the In Control Handbook was updated again and published in English and French print editions. This third edition is also available online as a free download in English, French and Portuguese. The Portuguese version was first requested from an office of the United Nations in Guinea-Bissau, while the French versions are well received in West Africa. Over 14,000 English versions of the third edition have been printed, along with 2,000 in French. By August 2017, the online English version had been downloaded 465 times and the later French version 129 times (Interim Narrative Report ENTRi III 2017:44). The French version of the Handbook, Garder le contrôle, includes a list of abbreviations of French peacekeeping terms alongside their English equivalents.

Requests for Handbooks have been received from around the globe, particularly from EU offices and Common Security and Defence Policy (CSDP) missions. In Control Handbooks have been shipped to EU delegations in Nigeria, Cameroon, DRC Congo and the Central African Republic, to the EU Monitoring Mission in Georgia, the EU Rule of Law Mission in Kosovo, NATO Headquarters and the EU Parliamentary Assembly in Brussels. In addition, different European police forces such as the Portuguese National Guard and the Royal Netherlands Marechaussee, as well as the OSCE Conflict Prevention Centre in Vienna have asked for copies.

Hard copies of the Handbook are generally distributed at all ENTRi-financed courses and to mission staff, when requested. Given the fact that more than 80 financed courses were conducted within the ENTRi project, this ensured a significant outreach among personnel working in civilian crisis management. Over three quarters of former course participants said they had received a copy of the Handbook during or after their training course. Due to the high popularity of In Control, whether it is on the syllabus of academic institutions, in the offices of crisis management missions or tucked into the grab-bags of mission members, the Handbook greatly contributes to ENTRi’s and the Commission’s visibility.
6. Evaluating ENTRi

6.1 Feedback from participants

In order to improve their positive impact, ENTRi courses are evaluated on a regular basis through “in and out tests”, which are conducted immediately before and after participants go on an ENTRi course. The focus of these evaluations is to get immediate feedback on how participants perceived their learning success, the different trainers and modules, the overall organization of the course and the facilities.

In addition, a six-month post-course evaluation assesses to what degree participants were able to apply the skills acquired in the training courses, once back at work. This involves assessing their ability to integrate quickly into the mission environment, to become agents of change within their respective organisations, and to better contribute to the implementation of their respective missions’ mandates.
A total of 1,054 participants responded to the evaluations of ENTRi courses between 2011 and 2017. An overwhelming majority (92%) viewed the courses as “good” or “very good” (see Fig. 13). The majority of respondents pointed in particular to the expertise of instructors and the opportunity to acquire both practical and theoretical information throughout the courses. A large proportion of respondents appreciated the chance to discuss and exchange information with other participants and to increase their professional networks. Most respondents positively rated the overall organisation and administration of the courses. Any criticism mainly concerned the tight schedule of the courses as some wished to discuss specific elements in greater depth.

![Participants' evaluation of ENTRi-certified courses](image)

**Figure 13: Participants' evaluation of ENTRi-certified courses**

ENTRi’s 6 months post course surveys spread further light on participants’ feedback on the courses. The great majority of respondents (91%) gained “useful knowledge” from the course, three quarters benefited from growing their professional networks after attending courses, over two-thirds of participants said they had gained important skills and nearly half experienced a change of attitude towards the course topic (see Fig 14). Participants particularly appreciated the exchange of knowledge, experience and best practice between colleagues from different organisations.
When respondents were asked whether they would recommend changes to the curriculum for the course they attended and future training courses, more than half did not have any suggestions and were satisfied with the training as it was. Some suggestions for improvements to courses (shown in Fig. 15.) included: a greater focus on cultural awareness; more time devoted to practical examples and case studies from the field; and more of a focus on negotiation and mediation methods and communication skills. On this last point, there is already an ENTRi-certified Specialisation Course entitled “Negotiation and Mediation” offered by the Netherlands Institute of International Relations Clingendael.
6.2 ENTRi impact survey (2017)

The following data were taken from an impact survey\(^2\) carried out in 2017, which aimed to assess the usefulness of ENTRi financed courses, the *In Control* Handbook and the ENTRi E-Learning products that were offered from 2011 to 2016. In total, 117 former participants answered the qualitative questions of this survey. Some respondents volunteered more detailed personal and professional information than others, which is why the information in the table below may differ from one person to the next. (The full table can be found in the appendix)

<table>
<thead>
<tr>
<th>Where did you use what you learned from ENTRi?</th>
<th>What ENTRi activity/product are you referring to?</th>
<th>How did it help you?</th>
<th>Who are you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSCE Special Monitoring Mission (SMM), Donetsk/ Luhansk, Ukraine</td>
<td>Negotiation and Mediation Course</td>
<td>I could better understand the dynamics of the negotiation situation. For example, when I was following the negotiations between MH-17 investigation team and the minister of emergency services of Donetsk People's Republic. The goal was to gain access to possible missile launch sites for chemical ground analyses to finalize the on-site investigations.</td>
<td>Jyrki Kankaanpää, Monitoring Officer</td>
</tr>
<tr>
<td>UN Afghanistan</td>
<td>HEAT Course</td>
<td>I was involved in a security incident (1 guard was killed and 1 colleague injured) and I was well prepared thanks to the HEAT training that I had done in France before leaving. HEAT extremely useful preparation to work in conflict areas.</td>
<td>Anonymous</td>
</tr>
<tr>
<td>EULEX Kosovo</td>
<td>Mediation skills</td>
<td>Dealing with political interference</td>
<td>Antonio Melo</td>
</tr>
<tr>
<td>Central African Republic; Mali; MONUSCO</td>
<td>In Control Handbook section on topography</td>
<td>I used many times lessons-learned from the Handbook, or should I say daily. It's a good reminder about what I've forgotten since the officer’s academy. Especially in topography.</td>
<td>Philippe Pons, Chief of Operations</td>
</tr>
<tr>
<td>Mindanao, Philippines / South Sudan</td>
<td>Child Protection Course</td>
<td>How to interview children in sensitive manner and understand the complexities of the ‘child’ in different cultures…MRM tools have helped to give training for trainers on MRM</td>
<td>Rami Kolehmainen, International Protection Officer</td>
</tr>
</tbody>
</table>

\(^2\) ENTRi Impact Survey (2017) Online: https://www.surveymonkey.com/analyze/t02c1ulqStBIFooV02A0g7xwMgDr4FA0hFfuzeT8n_2BI_3D
<table>
<thead>
<tr>
<th>Location</th>
<th>Course</th>
<th>Description</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menaka, Mali</td>
<td>Gender Advisor Course</td>
<td>In this Muslim dominated part of the world, gender is something new and to discuss and include it in project management is difficult. I applied the skills and knowledge from ENTRi course. I have registered some positive results in the communities.</td>
<td>Kum G. Wallang, Human Rights and Protection Officer</td>
</tr>
<tr>
<td>EUMM Georgia</td>
<td>Pre-deployment Training</td>
<td>Especially it helped me to bridge the gap between arriving to mission and receiving the induction training in the mission. This period usually takes between 2 to 6 weeks and is very rich on new information and experience. The pre-deployment training greatly helps to manage this information surge.</td>
<td>Roman Gajdosech, National Police</td>
</tr>
<tr>
<td>OSCE Vienna</td>
<td>New Media Course</td>
<td>Effective monitoring of social media</td>
<td>Matthias Leitner, Chief of Staff UNIOGBIS</td>
</tr>
<tr>
<td>EU's Police Mission in Afghanistan</td>
<td>Human Rights Course in Pisa</td>
<td>The course helped me to develop a new human rights evaluation system of the police stations in the Afghan capital Kabul. The training very much inspired me to think of some relevant indicators regarding topics such as anti-torture, gender and human rights and how they could be properly fitted in to a new evolution format that would actually work on the ground.</td>
<td>Johan Chytraeus, Gender and Human Rights Adviser</td>
</tr>
<tr>
<td>Benghazi Prison LIBYA</td>
<td>In Control Handbook; Pre-Deployment Course Kosovo 2012</td>
<td>It helps me to: Evaluate and analyse available information on the Benghazi Prison, develop, organize and deliver initial (induction) and specialized training (Human Rights, Intercultural Education, Management of Critical and Operational Incidents, career development, training of trainers) for staff from the prison, develop local procedure and guide for intervention in critical and operational penitentiary incidents, including specific</td>
<td>Dorin Muresan, Board Member of International Corrections and Prison Association</td>
</tr>
</tbody>
</table>
Below, two separate Training Impact Evaluations are highlighted, focusing on the ENTRi Pre-Deployment Training (PDT) courses for EULEX Kosovo in 2012 and Libya in 2014.

### 6.3 Impact on missions in Kosovo: Training Impact Evaluation (TIE) mission 2012

Training Impact Evaluations (TIE) are carried out to assess the impact of training related to behavioural change on an organisation. The aim of this particular TIE was to assess the impact of training on staff deployed to crisis management missions in Kosovo, mainly to the EU Rule of Law Mission in Kosovo (EULEX). An online survey was sent out to all 85 former course participants deployed to Kosovo who either attended the PDT Kosovo (67 participants) or a Specialisation Course (18 participants). At the same time, the trainees were asked to participate in an evaluation workshop or in individual interviews with the evaluation team. Twenty-seven trainees conducted the online survey, ten participated in the evaluation workshop and ten in the individual interviews. In addition, three staff members at EULEX Kosovo were interviewed about the impact they could recognise on the participants, their performance and their work environment.

The results of the TIE can be clustered around feedback, which demonstrated that ENTRi training had an impact on the participants' work in the missions and on the design of in-mission induction training.

(1) **Impact on the work of the participants in the missions:**

- Participants of PDTs needed less assistance and orientation around the mission’s mandate, functions, organisational structure and jargon at the beginning of the deployment;
- Participants of PDTs were quicker in familiarising themselves with their new work environment. They were able to organise their tasks right from the beginning according to the mission’s mandate and operational priorities;
• Personal and professional networks built among the participants of PDTs during their training helped them to quickly find their way in the new mission and to cooperate across divisions;
• The diverse cultural and professional backgrounds of participants attending Specialisation Courses (SC) was conducive to them reflecting on their work and exchanging on the challenges in their missions;

(2) Impact on the design of in-mission induction training by the mission itself:
• ENTRi training courses substantially increased the percentage of newly deployed staff who had undergone PDT or other pre-mission training, thus allowing for the redesign of the induction training, making it more practical and tailored to the actual needs of new staff in the mission;
• The work of the mission could be based on a pool of newly deployed staff where the majority had acquired a common level of mission and country knowledge and had similar expectations about the new working environment.

The free-of-charge ENTRi PDT courses helped to increase the number of people who attended PDT courses prior to deployment. This was seen as a major achievement as, when ENTRi started, the apparent lack of coordination between training and recruitment was a topic widely discussed in the Committee of Civilian Aspects of Crisis Management (CIVCOM), an advisory body of the EU’s Common Foreign and Security Policy. ENTRi invested considerable effort to help ensure that, by the end of May 2012, more than 70% of staff newly deployed to Kosovo had completed a PDT.

When looking at both the six-month post-course surveys and the TIEs, respondents appreciated a teaching approach that develops practical learning and exchange with practitioners from the field.3 Some respondents maintained that only those actually going to be deployed on mission should be admitted on a PDT course.

Some statistics from evaluations of the Kosovo training courses include the following:
• 91% of respondents said that the PDT was “very” or “somewhat” helpful.
• 73% of respondents said they had received sufficient information during the PDT about EU civilian crisis management and UN peacekeeping approaches
• 70% of respondents said they were well briefed about the challenges that the mission was facing

• 68% of respondents said they had acquired new knowledge about the nature of the mission
• 68% of respondents said they had learned more about the history, political situation and culture of the destination country
• 57% were able to create a professional network of persons operating in the same country or mission, which was perceived as very helpful.

“The knowledge sharing about the mission itself, the overall political situation in the region and Brussels, practical tips for mission life and the network built during the course have enabled me to hit the ground running”.

“Pre-Deployment Training should become integral part of deployment for ALL mission members.”

“It is really important to train persons before deploying them in the field.”

“The course was an eye-opener.”


Twenty-six participants (six female and twenty male) of different nationalities and professional backgrounds attended the Pre-Deployment Training course for Libya in January 2014. The PDT had a significant impact both at the individual and at the organisational level. In general, the respondents were satisfied with the PDT and said they had received information both on the Libyan context (such as history, society and cultural environment) and on the structure of the mission.

The majority of participants felt that the most important impact of the PDT was to enhance their ability to integrate into the mission and within the Libyan context faster. They were able to concentrate immediately on their duties and tasks, without spending time catching up on practical information or security issues. Teambuilding and networking during the course were appreciated. Additionally, 80% of respondents organised an official or unofficial follow up within their organisation, from which we may assume that some of the contents of the PDT were transmitted even after the end of the course. Furthermore, most respondents confirmed that in-mission induction training complemented rather than duplicated PDT course work.

Participants who were deployed before and after the training viewed the PDT as a vital instrument in preparing for the “real situation” they would face in Libya. They recognised an improvement in
their cultural awareness and negotiation skills, which helped them better communicate and interact with Libyans as well as creating better working relations. All former participants would recommend the PDT to their colleagues.4

“"I received a good picture of the situation I will face.""
“"You feel more comfortable with the Libyan context."
“"It was one of the few opportunities to meet people from the ground and share information with them.""

6.5 Impact of HEAT Courses

An evaluation conducted in 2015 to assess the impact of ENTRi-certified HEAT training found that “the course seems to cover key issues necessary in a potentially hostile environment”. The evaluation also found that the transfer of learning “has had an impact in keeping deployed staff safe from security-related incidents.” 5

The impact of HEAT courses and the potential benefits for participants are assessed through six-month post-course surveys. Most benefits are difficult to measure in this area (e.g. evaluation of near-misses; not getting injured or killed). An external study was commissioned by the ENTRi Secretariat and executed by Bryan Hopkins in 2015 and additionally conclusions were drawn from ENTRi’s six-month post-course evaluations. In the six-month post course evaluation of the HEAT course in Kuopio (2013), 20 out of 25 participants took part, which was a response rate of 80%. In the six-month post course survey of the HEAT course in Saint Astier, 48% of the course participants took part.

The overall quality of HEAT courses was seen as very positive by respondents. Some statistics from evaluations of these courses include the following:

- 94% of respondents said they gained “a lot of” or “somewhat” useful knowledge for the mission context
- 90% of respondents said they learned “very important” or “important” skills for a mission environment

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4 Final Narrative Report, ENTRi (26 August 2016), 51.
5 Bryan Hopkins, 08/10/2015: Evaluating the impact of ENTRi-certified HEAT-training.
74% of respondents said they gained “very helpful” or “helpful” information for their daily work.

23% of respondents said they could see a change in their working behaviour due to the training.

58% of respondents said they learned new skills or gained new knowledge that they were able to implement. Respondents especially appreciated activities such as the driving simulation, first aid and mine awareness training.

Figure 16. Impacts & benefits of ENTRi-certified HEAT courses

Hopkins’s final report on the impact of ENTRi-certified HEAT courses found evidence that they are playing a part in keeping deployed civilians secure in missions. It is always difficult to make causal links between training and performance, particularly for security-related contexts where high performance can mean “nothing happens”. However, qualitative feedback received from participants and data about the quality of factors relating to learning transfer suggest that the training is likely to have a positive impact on individuals’ behaviour when on mission.
Overall, the HEAT courses cover key issues necessary in a potentially hostile environment, even though some participants felt that various topics such as stress management, social media, cyber security and other issues should be included or discussed in more detail during the course.

7. Pooling and sharing

7.1 Collaborating with partners

“Pooling and sharing” is the concept of mutual capacity enhancement through a strong focus on partnerships and cooperation between different ENTRi partners. In line with the ENTRi consortium’s spirit of collaborative effort, the idea of partnering within ENTRi allows for the sharing of know-how, resources, methods, concepts, experiences, good practice and lessons learned between the partners. Moreover, it contributes to the process of harmonising the way training is conducted within the framework of ENTRi and reinforces ENTRi’s purpose as a European consortium of civilian training institutions. At the same time, this collaboration furthers EU integration by including partner organisations from across the EU and Switzerland.

Central to pooling and sharing within ENTRi is collaboration around:

- common assessment and evaluation missions;
- the process to certify different course curricula and different working groups;
- course implementation in terms of feedback to the concrete programme;
- sharing existing networks of trainers and resource people;
- course implementation and sharing good practices, through the presence of at least one partner representative.
Through pooling and sharing, different partner organisations can organise simultaneous training courses at different sites (e.g. various PDTs for new mission mandates, as was the case during ENTRi II). Furthermore, in-mission and in-country training courses are easier to conduct if partner organisations are able to provide regular ENTRi courses. This is an important impact and benefit of the pooling and sharing concept.

Nevertheless, coordinating all ENTRi partner institutions as well as the working groups can be a challenging, time-consuming and sometimes costly task.

7.2 Working groups

Five thematic working groups have been set up under ENTRi III in order to streamline project activities, better facilitate the sharing of specific expertise and structure the project:

1) ENTRi Working Group Certification: aims to ensure the promotion of European training standards by processing C³MC certifications of course content and methodology that has been checked by ENTRi partners.

2) ENTRi Working Group Evaluation: evaluates ENTRi activities, using common tools to create comparable data and to close the loop between lessons learned and the creation of new ENTRi materials and products.

3) ENTRi Working Group E-Learning: develops technology-enabled learning products.

4) ENTRi Working Group Training of Trainers: will develop a didactical toolkit for crisis management courses and implement six Training of Trainers courses worldwide.

5) ENTRi Working Group Packages and Course Concept Development: will produce nine “off-the-shelf” packages of training courses and modules that can be flexibly used by crisis management missions and trainers.

7.3 Impact of external partners working with ENTRi

The ENTRi Secretariat engages with multiple partners. One of these is the European Union Police Service Training (EUPST) consortium, a project funded by the European Commission. This cooperation manifested itself through frequent exchanges of the respective oversight bodies, of information exchanges on working levels and, at times, collaboration in the fields of evaluation and the sharing of resources. Indeed, an evaluation expert from EUPST II was included in ENTRi’s online project management tool (Basecamp) and commented on ENTRi internal documents. ENTRi
has participated in EUPST’s Permanent Evaluation Committee (PEC) meetings and shared lessons (to-be) learned. EUPST II paid for the translation of off-the-shelf packages on training of trainers with the aim of applying their contents during its activities on the African continent. EUPST II has also supported ENTRi by covering translation costs for the *In Control* Handbook into Portuguese (*Em Controlo*).

Meanwhile, staff members of the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) provided feedback on draft versions of ENTRi’s generic training of trainer package.

The ENTRi Secretariat offers course participants of all ENTRi courses, trainers and employees of ENTRi partners, the possibility to stay in touch via a LinkedIn Alumni Group. Through this platform, former course participants and employees of the ENTRi Secretariat and partners can share know-how and their contact details in a closed space.

### 7.4 Costs of pooling and sharing

Below, we analyse the costs of Pre-Deployment Training (PDT) courses to understand the costs and benefits of the pooling and sharing concept. Between 2013 and 2016, 11 PDTs took place with an average of 22 participants, lasting 4.5 days. PDTs were offered for Afghanistan, Georgia, Kosovo, Libya, Mali, Sahel and Ukraine and took place in Brussels, Pisa, Sandö, The Hague and Ljubljana. Due to the different numbers of participants for each course, the costs are compared to the average cost with the average number of 22 participants per course.

The following table shows the venues for the PDTs under consideration.

<table>
<thead>
<tr>
<th>PDT venue</th>
<th>PDT name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brussels (Belgium)</td>
<td>PDT Libya 2013</td>
</tr>
<tr>
<td></td>
<td>PDT Mali 2014</td>
</tr>
<tr>
<td></td>
<td>PDT Sahel 2015</td>
</tr>
<tr>
<td></td>
<td>PDT Sahel 2016</td>
</tr>
<tr>
<td>The Hague (Netherlands)</td>
<td>PDT Afghanistan 2014</td>
</tr>
<tr>
<td>Ljubljana (Slovenia)</td>
<td>PDT Kosovo 2013</td>
</tr>
<tr>
<td>Pisa (Italy)</td>
<td>PDT Libya 2014</td>
</tr>
</tbody>
</table>
The average overall costs for each PDT amounted to €42,891. The average cost per person totalled €2,016, so the cost per person per day was €485. The €2,016 covered human resources such as fees for course directors and trainers (€471), transportation (€614), other costs (€147), board and accommodation (€638), overhead costs (€132) and local office costs (€14). In Fig. 21 the breakdown of the average cost per person per PDT can be seen.

<table>
<thead>
<tr>
<th>Location</th>
<th>PDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandö (Sweden)</td>
<td>PDT Ukraine 2014</td>
</tr>
<tr>
<td></td>
<td>PDT Georgia 2013</td>
</tr>
<tr>
<td></td>
<td>PDT Georgia 2014</td>
</tr>
<tr>
<td></td>
<td>PDT Georgia 2015</td>
</tr>
</tbody>
</table>

**Figure 17: Average cost breakdown per person per ENTRi-certified PDT**

Numbers of participants in PDTs fluctuated between 16 and 31 (see Fig. 21).
Between 2013 and 2016, 22 PDTs took place in five different European cities. The courses with only 16 or 17 participants (PD Ukraine 2014, PD Georgia 2015 and PD Sahel 2016) were most expensive per person per day.
7.5 Conclusion

ENTRi has developed wide-ranging tools and activities such as training courses and packages, a comprehensive handbook in multiple languages and various e-learning courses. In addition to this, ENTRi established a thorough certification mechanism to ensure minimum standards and created an evaluation toolkit to facilitate the incorporation of their findings to improve future learning activities. ENTRi manages a peer review mechanism to ensure partner organisations learn from each other and ensured continuous partnership building and information exchange with a vast set of stakeholders. Through those well-developed activities, the project has contributed immensely to achieving its aim to better enable staff of the EU, OSCE, UN, AU and other crisis management and stabilisation-type missions (“crisis management missions”) to work in an efficient, effective and sustainable manner in order to achieve their missions’ mandates.

What this study has highlighted is that throughout its lifespan ENTRi has filled various gaps. These included for example the linking training to deployment by handpicking participants of training courses to warrant that they were likely to apply the new knowledge in a mission. Additionally, the fact that ENTRi trainings were free of charge and participants individually selected, boosted the chances of national staff to take part in them. ENTRi moreover provided European Union Member States the chance to send their civilian experts to free of charge country-specific pre-deployment courses. This is noteworthy as those Member States were not always able to offer the pre-deployment courses themselves for, what sometimes was, a handful of people, or less. Finally, through ENTRi’s developed certification mechanism, numerous minimum standards of course curricula were set and updated, most notably one on Hostile Environment Awareness Training (HEAT). All of the mentioned activities above, also aided governments to fulfil their duty of care in relation to the adequate and professional preparation and training of their secondees.

Various evaluations of the over 80 ENTRi financed courses between 2011 and 2017 clearly demonstrated their usefulness and appreciation thereof. Of those course participants who gave feedback an enormous 92% viewed the courses as “good” or “very good.” The main benefits included gaining “useful knowledge” (91,17%), an “increased professional network (75,71%) and learning “important skills” (68,69%). The fact that ENTRi did not focus on building the capacity of one singular international organisation, state or mission, is reflected in the diverse background of ENTRi course participants. Through a centralised application and selection procedure a good mix of gender, international organisations, missions, and local and international employees was
ensured. These mixed groups of mainly civilians and the police were often particularly appreciated by the participants and lead to rich exchanges of information and experiences which enhanced the learning effect.

The developed certification mechanism of course curricula ensured that minimum standards were established. Those provide an objective evaluation standard and allow training institutions to align their courses with international standards that are recognised by organisations and professionals at a European level. Over time, the awarded C³MC label gained larger prominence and recognition, helping organisations to market their courses more effectively. The ENTRi certification allowed trainees and those responsible for a person’s duty of care to identify training that was relevant to their needs and of a predictable quality.

With over 16,000 copies printed and numerous downloads, the In Control Handbook became one of ENTRi’s flagship products and achieved a vast outreach, contributing to the EU’s and ENTRi’s visibility. The Handbook provided a general overview of the institutional landscape of crisis management as well as practical advice on how to stay healthy and safe. Therefore the assumption was that Experts who have read the Handbook were better equipped to deal with mission realities.

Another added value ENTRi had is the establishment and use of the pooling and sharing concept. This concept based on capacity enhancement through a strong focus on cooperation and partnership between different ENTRi partners encourages sharing of resources, methods, know-how, concepts, experiences, good practice and lessons learned. Moreover, it added to the process of harmonising the way training is conducted within ENTRi and reinforced ENTRi’s purpose as a European consortium of civilian training institutions. This collaboration also enhanced European integration by including partner organisations from across the EU and Switzerland.

All of the outlined and analysed added value of ENTRi described in this study supports the assumption that ENTRi’s work has contributed to improving the human security (Freedom from Fear) of people living in crisis-prone areas to which crisis management and stabilisation-type missions (“crisis management missions”) of the EU, the UN, the OSCE, the AU and/or other organisations are deployed, which was ENTRi’s overall goal.
8. Appendix

8.1 ENTRi impact survey (2017)

<table>
<thead>
<tr>
<th>Where did you use what you learned from ENTRi?</th>
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<td>OSCE Special Monitoring Mission (SMM), Donetsk/Luhansk, Ukraine</td>
<td>Negotiation and Mediation Course</td>
<td>I could better understand the dynamics of the negotiation situation. For example, when I was following the negotiations between MH-17 investigation team and the minister of emergency services of Donetsk People's Republic. The goal was to gain access to possible missile launch sites for chemical ground analyses to finalize the on-site investigations.</td>
<td>Jyrki Kankaanpää, Monitoring Officer</td>
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<td>UN Afghanistan</td>
<td>HEAT Course</td>
<td>I was involved in a security incident (1 guard was killed and 1 colleague injured) and I was well prepared thanks to the HEAT training that I had done in France before leaving. HEAT extremely useful preparation to work in conflict areas</td>
<td>Anonymous</td>
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<tr>
<td>EULEX Kosovo</td>
<td>Mediation skills</td>
<td>Dealing with political interference</td>
<td>Antonio Melo</td>
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<tr>
<td>Iraq</td>
<td>Survival part of the HEAT Course</td>
<td>The most practical set of advices / guidelines I have encountered since working in professional security. I integrated the hostage survival part of the HEAT course to my security induction briefing for the expats working on my site</td>
<td>P. Oldoni, Site Security Manager</td>
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<tr>
<td>Afghanistan</td>
<td>Negotiation and Mediation Course</td>
<td>I knew in advance what advantages and weaknesses I have and could prepare in advance.</td>
<td>Karel Ulik</td>
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<td>Ms. H.M. Vasquez Panez</td>
<td>OSCE Eastern Ukraine</td>
<td>In Control Handbook sections on safety and security and everyday reality in the field</td>
<td>Crossing check-points and other challenges in eastern Ukraine</td>
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<td>UNMIK Kosovo</td>
<td>Transition Strategies and Sustainability Course; Gender Advisor Course</td>
<td>The techniques on achieving sustainable results in transition and/or exit strategies and better understand local ownership helped me achieve positive results in my daily work. I can confirm that while drafting projects and reports, I use gender perspective and gender indicators. The course equipped me with methodology and understanding of gender balance and the overall impact in my daily activities.</td>
<td>Teuta Prekazi Haxhibeqiri, Associate Human Rights Officer</td>
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<tr>
<td>Office of the Special Representative Afghanistan</td>
<td>PD Afghanistan</td>
<td>I had a solid knowledge of the key Afghan political issues before coming in country</td>
<td>Lenka Homolková, Election Adviser to the Special Representative</td>
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<tr>
<td>EUCAP Sahel Mali</td>
<td>PD Sahel; Logistic and procurement training materials</td>
<td>Define operating procedures and format of documents</td>
<td>Lucian Tulbure</td>
</tr>
<tr>
<td>OSCE Vienna</td>
<td>New Media Course</td>
<td>Effective monitoring of social media</td>
<td>Matthias Leitner, Chief of Staff UNIOGBIS</td>
</tr>
<tr>
<td>UNV South Sudan</td>
<td>Mediation and Negotiation Course</td>
<td>I work mainly on election and conflict analysis and my participation in the course gave me the tools and skills that enhance my ability to engage political parties and communities in using mediation to resolve differences and disputes peacefully.</td>
<td>Raphael Asuliwonnu, Monitoring and Evaluation Specialist; UNDP Zambia</td>
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<tr>
<td>Sudan/Afghanistan</td>
<td>HEAT/response to abduction</td>
<td>I remained calm and knew what to do. The ENTRi course was a massive help and unmissable for those who have never been in a mission environment.</td>
<td>Michael 'Irish' Stephenson</td>
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<td>Democratic Republic of Congo; UNICEF and Danish Refugee Council</td>
<td>Child Protection; Protection of Women in Armed Conflict</td>
<td>The training materials offered were key to then conduct trainings myself, moreover, offering me more information and a new perspective than the one I previously had. It helped me to improve my work. The courses have been particularly useful, especially regarding capacity-building, but also regarding networking. Excellent format that should absolutely continue in order to help us, professionals, continue improving and keeping updated in different fields.</td>
<td>Iune Baravalle, Child Protection in Emergencies Specialist</td>
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<tr>
<td>EU's Police Mission in Afghanistan</td>
<td>Human Rights Course in Pisa</td>
<td>The course helped me to develop a new human rights evaluation system of the police stations in the Afghan capital Kabul. The training very much inspired me to think of some relevant indicators regarding topics such as anti-torture, gender and human rights and how they could be properly fitted in to a new evolution format that would actually work on the ground.</td>
<td>Johan Chytraeus, Gender and Human Rights Adviser</td>
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<td>Alassane Ouattara University of Bouake in Côte d'Ivoire</td>
<td>Project evaluation</td>
<td>We are running an employment program at our university, and this training helped me design, and get it off the ground. With an international background with UNDP in the Central African Republic, this training course came as a plus to my approach to big programs.</td>
<td>Oussou Kouame Remi</td>
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<td>Activity/Program</td>
<td>How it helped you</td>
<td>Person</td>
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<td>Benghazi Prison, Libya</td>
<td>In Control Handbook; Pre-Deployment Course Kosovo 2012</td>
<td>It helps me to: Evaluate and analyse available information on the Benghazi Prison, develop, organize and deliver initial (induction) and specialized training (Human Rights, Intercultural Education, Management of Critical and Operational Incidents, career development, training of trainers) for staff from the prison, develop local procedure and guide for intervention in critical and operational penitentiary incidents, including specific operational procedures related to juveniles</td>
<td>Dorin Muresan, Board Member of International Corrections and Prison Association</td>
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<td>EUMM Georgia</td>
<td>Pre-deployment Training</td>
<td>Especially it helped me to bridge the gap between arriving to mission and receiving the induction training in the mission. This period usually takes between 2 to 6 weeks and is very rich on new information and experience. The pre-deployment training greatly helps to manage this information surge.</td>
<td>Roman Gajdosech, National Police</td>
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<tr>
<td>DR Congo</td>
<td>Advanced training on Rule of Law</td>
<td>To advocate for the release of children arbitrary detained by the national intelligence service</td>
<td>Anonymous</td>
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<tr>
<td>UN Mission in Sudan/South Sudan</td>
<td>Mentoring and Advising Course</td>
<td>It benefitted and aided my role as a Mentor/Adviser. The material also helped me in the facilitating subsequent training programme I designed for our national counterpart in South Sudan as well as for some of my colleagues. The delivery of the training session on Mentoring and Advising was vivid, practical and took cognizance of what is happening in missions. Its like I took the course yesterday</td>
<td>Solomon Aina, Corrections Mentor/Adviser Officer</td>
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<td>N/A</td>
<td>New Media Course</td>
<td>The information given at the New Media course supported me in verifying information needed for the Civil Situation Picture of a specific country.</td>
<td>Robert Stessl</td>
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<tr>
<td>UN Mission in Kinshasa</td>
<td>Mentoring in Civilian crisis management Course</td>
<td>It helped me to deal with a different group of judicial officers, and judicial staff which seemed to be heavily reluctant to our mission</td>
<td>Anonymous, Judicial Affairs Officer</td>
</tr>
<tr>
<td>EUPOL Afghanistan</td>
<td>In Control Handbook</td>
<td>It was useful to read the chapter &quot;How to cope with everyday reality in the field&quot; and &quot;Dealing with health and security challenges&quot; from the In Control Handbook. It helped me to find out more about cultural sensitivity and diversity and how to work well with an interpreter in a mission.</td>
<td>Florica Dragomir, Anti-Corruption Mentor</td>
</tr>
<tr>
<td>France</td>
<td>N/A</td>
<td>The support documents helped me in identifying the European and international judicial framework to protect children's rights. They also gave me techniques to work in the area of child protection (evaluation, assessment, monitoring, planning)</td>
<td>Hayat Stasaid, Regional General Council, Child Protection Service</td>
</tr>
<tr>
<td>Unspecified</td>
<td>Mission Administration Support Course; In Control Handbook</td>
<td>As a perfect example among others, Mission Support course and In Control Handbook have helped me to develop national Guidelines for the international deployment of police assets. With given substantive advice and practical examples from the course I was able to ensure that every day’s processes were integrated to the general mission concept. At the same time supporting the operational alignment of the future international missions.</td>
<td>Heigo Reinek, National Police HQ</td>
</tr>
<tr>
<td>Central Asia: Uzbekistan, Turkmenistan</td>
<td>Security Risk Assessment</td>
<td>In the capacity of the security adviser it helped me to assess threats and risks, draft reports and advice HoMs</td>
<td>Christoph Opfermann, Senior Officer</td>
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<tr>
<td>Kosovo</td>
<td>Mediation and Negotiation Course; In Control Handbook</td>
<td>All the information provided during the training as well as the information included in In Control Handbook was very useful. Personally I found mediation and diplomacy skills very useful in my everyday performance, where I had to deal with and work both with Serbs and Albanians. Provided training and the information from the Handbook helped me to understand both sides and their divergent approach, very often based on ethnic prejudice.</td>
<td>Arkadiusz Andruczyk</td>
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<tr>
<td>Mali</td>
<td>Not specified</td>
<td>I could provide substantial advice to the Senior Management of my Mission by better framing the sustainability of planned activities.</td>
<td>Giuseppe Famà, Executive Officer</td>
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