

EUROPEAN SECURITY AND DEFENCE COLLEGE



EU Concept Core Course on Civilian Crisis Management

(Pilot Activity number – 35)

- Draft Curriculum -

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EU Concept Core Course on Civilian Crisis Management

1. BACKGROUND

As civilian input in crisis management is constantly increasing, there is a growing demand for civilian experts to be sent to CSDP missions. Regardless of how skilled the expert is in his or her domestic work, he or she is certain to face a very different environment and particular challenges in the field (regardless of if he or she is sent to a EU, OSCE or a UN mission) that he or she may have little or no previous experience in. As selected candidates are often deployed on short notice, it is therefore essential that they are already previously trained in issues particularly relevant when doing field work.



The European Union Concept Core Course is a basic course on Civilian Crisis Management and it is an essential pre-requisite for anyone being deployed to a field mission. This course will provide participants with the basic skills and knowledge required on an international peace mission, independent of the specific function they will fulfil as experts in their own fields. The EU Concept Core Course is based to the common EU Concept Core Course curriculum and formally certified by European New Training Initiative for Civilian Crisis Management (ENTRI).

2. AIMS AND KEY-OBJECTIVES

The Civilian Crisis Management Training aims to promote knowledge, skills and desired attitudes required for an excellent performance in civilian crisis management missions, in particular CSDP missions.

The objectives of the course are to facilitate the learning of the participants, resulting in

- the ability to analyse causes and consequences of and relevant actors (for one's own duties) in a conflict
- an understanding of the central processes the CSDP Missions is facilitating, namely promoting respect for human rights, the rule of law and facilitating the democratisation process and the means how (by using executive powers, training, advising and mentoring as well as inspecting and monitoring)
- the skills to conduct effective monitoring, resulting in a relevant internal mission report, as well as the skill to mentor, resulting in long term capacity building of local society
- increased knowledge of the different actors in the field and their inter-linkage in the above mentioned processes

- the promotion of good interpersonal skills, when dealing with people that represent a different national, cultural, professional background
- The ability to effectively use common working techniques and equipment needed in the field, with emphasis on project management.

3. DAILY THEMES AND SPECIFIED LEARNING OBJECTIVES

According to feedback from the previous courses, participants claim the course feels quite overwhelming due the multitude of issues it deals with within its two week duration. The curriculum aims to clarify why the chosen subjects are relevant, and how the covered issues are interlinked with one another.

Course opening, administration and learning philosophy

The first course day concentrates on giving an overview of the administrative matters, practical guidelines and creates an overall vision about the course. The course material and needed equipment will be delivered and some emphasis will be given for team building.

Learning objectives

1. Course opening, administration and introducing the participants
 - Administrative issues
 - Practical guidelines
 - House rules
 - Introducing the course staff, mentors and participants
 - Equipment and material delivery
 - Understanding learning philosophy for the course and to have an overview about the course.
2. Teambuilding
 - To get to know each other, socialize with other participants and team members
 - To have a good time and a relaxing atmosphere

Understanding the context; Conflicts in the context of Common Security and Defence Policy of the EU (CSDP)

The definition of crisis and the nature of crisis in the 21st century create a context for the entire course. Terms such as conflict and crisis, crisis management, civilian crisis management and comprehensive crisis management are frequently used in the field and during this course. They are deemed to be far from obvious for a large part of the participants, and an "old-fashioned idea" of wars between states as the norm, may to some extent still prevail. Although most wars and conflicts occur within rather than between states, they are no longer considered an internal matter. What exactly is it that the IC does? How does the IC speed up the transformation from conflict society to a stable society? What are the means available? Why are matters not left in local hands? The emphasis is placed on understanding Civilian Crisis Management as one of the practical tools in the toolset of CSDP

(Common Security and Defence Policy of the EU), in relation with other international actors in the mission environment in comprehensive way.

Conflict analysis will be the starting point where emphasis is given first to understanding different conflicts and secondly to analysing them through practical tools. Common Security and Defence Policy of Europe will create a context for conflict analysis and conflict resolution and particularly for Civilian Crisis Management.

Learning objectives

1. Course overview and Introduction to Civilian Crisis Management (CCM)

- To be able to give a definition for conflict & crisis, crisis management and civilian crisis management
- To better understand CCM as a one practical tool of CSDP toolset
- Understand the importance of civilian crisis prevention and management in the context of international crisis intervention
- Know the legal framework of peace support operations
- To have an overview about what the CCM role is in relation to the comprehensive approach
- To be able to describe the nature of conflicts in the 21st century
- To better understand the impact of transformed conflict towards civilians, especially women, children and other vulnerable groups

2. Conflict definitions, analysis and –resolution

- To better understand the variety of possible root causes of a conflict
- To be aware of tools to analyse a conflict in accordance with causes, parties involved, stages of escalation, consequences and prevailing situation
- To include scenario and Gender aspect as an integral part of Conflict Analysis and –mapping
- To be able to describe different phases of conflict (conflict cycle) and different actors who are working in different phases of conflict
- To be able to visualize conflicts with few conflict mapping tools in order to understand different factors in the conflict.
- To be familiar with techniques to deal with hostile situations, including how to calm, pacify, encourage or cajole without adverse reaction.

3. Common Security and Defence Policy of the EU

- To understand why EU wants to take part to CCM or conflict prevention

- To have an overview about EU CSDP structures focusing both on creating a Crisis Management mission and on working in a CSDP mission.
- To have an overview of the development and functioning of EU external policy, in particular the development of the Common Foreign and Security Policy (CFSP) and European Security and Defence Policy (CSDP)
- To understand the priority areas in civilian crisis management - police, rule of law, civilian administration, and civil protection
- Be familiar with the role of the European External Action Services (EEAS) and its institutions (CMPD, CPCC, and EUMS) with regard to civilian crisis management mechanisms
- To have an overview about EU institutions in external policy and civilian crisis management (European Commission, EC RELEX, CIVCOM, Special Representatives, PSC, European Council, European Parliament)

4. UNSCR 1325 and Gender

- To better understand the concept of gender and UNSCR 1325 - how a conflict affects women, men, boys and girls differently
- Mainstreaming gender and 1325 in a neutral way
- To better understand potential gender-related problem areas in conflict and post-conflict societies, i.e. trafficking, prostitution, female combatants

5. Communication equipment & procedures

- Know the basic principles and characteristics of using radio and a satellite phone
- To understand the importance of movement control and radio communication discipline
- To be familiar with the standard operational radio language (procedure)
- To be able to spell using international phonetic radio alphabets
- To be able to handle basic radio transmissions, both on the sending and receiving ends
- To understand the importance of communication security
- To be able to send emergency message
- To start radio rehearsal, which last until the end of FTX

Field work techniques

The module is teaching and rehearsing the practical skills needed in a mission environment. This training will be implemented using the round table exercise model, in which each of the teams will go through 6 different topics/tasks.

1. Road safety & Driving in Hazardous Environment (4h)

Mission members are often expected to travel extensively within their area of responsibility. In order to fulfil their tasks, most travelling is usually done by car. In certain cases, mission members may indeed be required to drive under poor weather conditions (fog, rain, hail, snow...) along routes in a poor state. Driving under such conditions constitutes a major risk to the safety and well-being of mission members. Even though it is assumed that future mission members possess driving licenses, it is understood that they have limited opportunities in their places of origin to drive four-wheel drive vehicles, gear shift, over rough and variable terrain as well as on roads and tracks under different weather conditions.

Learning objectives

- To be aware of the risks arising from driving in unfamiliar environments and under difficult road and security conditions
- To know preventive measures to maintain vehicles in extreme climates and to understand how to implement basic trouble shooting (change of wheels, chains etc.) as well as emergency procedures
- To be familiar with the peculiarities of using 4x4 vehicles and get a first-hand experience in steering 4x4 vehicles
- To better understand the different transmission types in 4x4 vehicles, know their purpose and how to engage them
- To be familiar with the basic characteristics of armoured vehicles

2. Emergency medical care skills (4h)

As emergency medical treatment may be difficult to obtain in these circumstances, mission staff must be prepared to rely on their own skills to overcome eventual health risk situations. Since this module cannot substitute a full first aid course (i.e. offered by the national Red Cross), it is highly recommended that all future field staff take such a course prior to their deployment.

Learning objectives

- To be able to assess the need for first aid assistance and prioritise actions
- To be familiar with basic first aid measures such as blocking external bleeding, applying bandages, evacuating injured people from damaged vehicles and dealing with people in shock
- To know the effects of road traffic accidents, war related wounds, shock/hypo perfusion, heat and cold injuries, combined with theory and exercise on techniques used to stabilise patients until professional care can be given

- To recognise and use alternative tools to provide first aid when pure medical care materials are not available (i.e., improvising bandages, splints)
- To know about preventive medicine against the most common infectious diseases
- To be able to give basic CPR
- Be aware of the importance of personal hygiene and the most common health risks in field operations
- Know about preventive medicine against the most common infectious diseases

3. Explosives awareness and fire safety (2h)

Despite world-wide campaigns against them, anti-personnel and anti-tank mines have commonly been used in recent conflicts due to their being cheap and easy to handle. Terrain, lack of means and thorough recollection of their exact position make their removal difficult. Work in the field makes mine threat a real issue for Mission Members safety. The threat posed by MINE/UXO/IED/ERW will be demonstrated through a practical presentation and outdoor exercise, which will take place during the induction training.

Fire safety skills are one of the most crucial skills in a mission environment, especially in those missions where mission members are living in local houses and fires are not unusual due to the home-made electricity connections. To be able to extinguish a starting fire might save either your or your colleagues life.

Learning objectives

- To have general understanding about threat posed by MINE/UXO/IED/ERW
 - Be familiar with the different types of mines and their distribution in potential mission areas
 - To understand how to act in case of facing mines / UXO's
 - To be able to read signs (both intentional and unintentional) that may indicate mines, booby traps and unexploded ordinances.
 - Know how to react when encountering a mine/suspected mine field and be familiar with the technique to exit a mined area (in case no outside help is available).
 - Understand the importance of preventive measures in fire safety in terms of camp security
 - Be able to put out a fire by using basic fire extinguishers and fire blankets
 - To know about preventive measures to avoid fire incidents
 - To have general understanding about different fires and what equipment to use putting out the fire
 - To be able to put out a fire by using basic fire extinguishers and fire blankets

4. Monitoring, & Reporting (2h)

Along with operative communication, reporting is the most essential mean of information flow in the field. Monitoring and collecting information are the core tasks for mission members in order to analyse the information gathered, to propose actions for capacity and institution building and to evaluate the impact, directly influences the effectiveness and results of Mission. Reports from field stations will allow co-ordination centres to compose global visions; reports from co-ordination centres will provide political decision-making bodies with the necessary basis to draft strategies; etc. The quality of reports produced, therefore, will impact on the capacity of the organisation to successfully meet its goals.

Learning objectives

- To understand the importance of valid and exact reporting including building trust to information sources while sticking to the principles of confidentiality and impartiality
- To be better understand different types and purposes of reports required in field operations and know central characteristics of good reporting.
- To understand the importance of a functioning chain of command and information flow in the context of CSDP.
- Be familiar with basic interview techniques
- To be familiar with one reporting template, which will be used during the FTX?
- Be able to propose actions, e.g. for capacity & institution building, based on the assessment and analysis of your data.

5. Working with interpreters (2h)

Effective communication between the mission members in the field and the local population is vital in order to fulfil tasks successfully. Most missions provide interpretation services to overcome communication difficulties. Interpreters are commonly recruited from the local population and Mission members have to co-operate with them effectively. However, professional interpreters are not always available, thus forcing missions to rely on individuals who lack interpretation skills training even though they may be proficient in the required official mission language. Mission Members need to be familiarised with the basic skills to maintain professional contacts with the assistance of non-professional interpreters.

Learning objectives

- To understand the basic forms of whispered, consecutive and simultaneous interpretation
- To better understand few concrete key points and practicalities of using the interpreter
- To know how to provide some guidance, protection and support to your interpreters, in particular the non-professional interpreters ('language assistants') before, during and after official meetings
- To better understand the difficulties in maintaining indirect conversation and to be familiar with basic behavioural rules when communicating through a third person.
- To be aware of the most basic requirements when recruiting interpreters on your own, i.e. in a specific cultural, ethnic or conflict related context

6. Maps & GPS (2h)

Good orientation in the unfamiliar topography of the mission area is essential for mission members. It is required that they move quickly and independently in their Area of Responsibility, although it is often unsafe and insecure due to tense political situations, minefields, horrible traffic conditions, lack of reliable road signs etc. For personal safety and security reasons it is essential that, in case of an incident, mission members report back to the office the co-ordinates of their position. It is further more necessary for reporting information, which includes the description of locations.

Learning objectives

- To rehearse navigation with maps and the use of GPS in practise
- To know how to read maps and GPS including giving/using grid references
- To be able to navigate with a map and GPS

Concepts and strategies supporting democratisation; monitoring, mentoring and advising; EU Risk Management; Mission Briefing

The focus is on human rights, international humanitarian law and democratisation including cross-cutting themes like human security and gender. Rule of Law approach will be introduced as well. Cross-cutting themes are stressed in order to demonstrate how these issues are interlinked with every subject during the course and in mission life. The emphasis will also be given to questions like: "Why does the EU want to promote these matters and what would be the impact if EU promotes democratisation and good governance?" Later on the emphasis will be given to practical level, which will be reached through monitoring, mentoring and advising to understand different mandates of CSDP missions and most common ways how to enhance capacity building in terms of CCM. Emphasis is also given to monitoring and

reporting possible human right violations. The third dimension of the module is EU Risk Management (Process and MPS)

Learning objectives

1. Human rights and Human Security

- To be familiar with purposes and principles of the international norms on human rights, as well as minority rights and the rights of children in armed conflict
- To understand the importance of human rights and their relation to CCM
- Be able to monitor and identify shortcomings in the field of rule of law and human rights violations.
- To better understand of the concept of human security and how to implement it
- To be able to describe security threats related to human security

2. International Humanitarian Law and Democratisation

- To have basic understanding about the difference of International humanitarian law and the human rights
- To be familiar with the principles of international humanitarian law
- To better understand the meaning and scope of the democratisation process.
- Understand the importance of strengthening national/local/regional government institutions as well as non-governmental organizations (NGOs) and other civil society actors;
- To better understand the role of EU in the democratisation process
- To better understand the importance of governance, rule of law and human rights for a successful civilian administration and their inter-linkages

3. Monitoring, mentoring and advising

- To have basic understanding about different mandates in theory of International Community involvement
- To understand the importance of knowing the mandate by heart
- To be able to give examples of missions using various means to achieve the goal:
 - monitoring, observing and inspecting
 - mentoring, advising, training
 - use of executive powers
- To be able to describe typical activities supporting MMA

4. EU Risk Management (Process & MSP)

- Know the EU risk management process (EU security risk assessment process, risk ratings, minimum security operating standards ...)
- to be able to describe the contents of the MSP main body
- Explain the purpose of SOPs
- Explain the purpose of Contingency Plans
- Describe the Emergency Evacuation and Relocation Plan (EERP)

5. Mission Briefing

- To familiarize participants and to simulate the pre-deployment training phase in relation to the coming mission
- To control that participants have completed the pre-course task (followed and familiarized themselves to the situation and learned the mandate)

Personal Security Awareness and Individual Security; Stress Management and Managing with Psychotrauma; Field work techniques & Induction training

The module is teaching and rehearsing practical skills needed in a mission environment. The nature of missions requires staff to operate in unstable and insecure environments. Even though an armed conflict has not occurred yet or could be deemed over, there may be periods of unrest caused by uncontrolled elements making use of the current situation in the host country or the settlement of the conflict. In many countries risks for the personal safety of mission members may also include organised crime, theft and hijacking. The nature of work in the field imposes/recommends certain patterns of behaviour for the safety of mission members. Such recommendations must be emphasised when operating in particularly unstable regions, which might require special attention to specific risks in the area. With reference to the "Duty of Care" obligation and through the explanation of the risk assessment and security planning processes, the subject illustrates the content of the Mission Security Plan (MSP) and gives the introduction to EU EEAS and the Secretariat security management process and core concepts.

The stress management and managing with psychotrauma in the field conditions, prolonged pressure leading to stress symptoms is not only the result of difficult and emotionally consuming tasks, but also the result of difficult working and living conditions in unfamiliar locations. Unrelieved prolonged stress may lead to symptoms like diminished response, severe fatigue and frustration. Colleagues and work results can then be negatively affected. Eventually, extreme stress may result in burnout or flameout, situations when the stressed individual can no longer effectively contribute to the work of the mission. The individual may remain scared by the experience

and be unable to resume work, and suffer on a personal level. War causes very severe traumas.

Working in post-conflict societies means dealing with traumatized people in everyday life. Having experienced a traumatic event can have effects which may strongly influence people's reactions in various situations. Not being aware of that, it may seem that traumatized people sometimes react in a very irrational, emotional and confusing way. Individual trauma, as it appears in a large number in post-conflict societies, affects the society as a whole and can be transmitted to the next generations. Therefore it is an important issue to consider when dealing with rehabilitation of post-conflict societies.

During the field training exercise the teams will be deployed to mission area, where they will start induction training.

Learning objectives

1. Personal Security Awareness and Individual Security

- To be able to identify most common threats in pre-conflict/conflict/post-conflict areas to one's personal safety
- To better understand the implications of individual behaviour patterns for the safety of all mission staff
- To be able to outline general measures to enhance personal safety with regard to travel in the mission area, accommodation, pre-deployment preparation etc.
- To better understand how to behave/react in the case of robbery, car-jacking, sniper fire, hijack/hostage situations etc.
- To be able to perform an initial risk/threat assessment when arriving in an unknown area
- To know how to behave in emergency situations with/without an evacuation plan in place

2. Stress Management and Managing with Psychotrauma

- To be aware of the potential sources of stress in a mission environment
- To be able to recognise basic, cumulative and traumatic stress symptoms
- To know techniques to avoid and /or remedy basic and cumulative stress (burn out, mission creep)
- To understand the concept of post-mission stress (re-integration) and how to react to this situation
- To be familiar with the concept of psychotrauma and its influence on the individual or group/society
- To be able to identify symptoms and behavioural patterns indicating psychotrauma

- To be able to respond to immediate needs and know where to find further guidance

3. Induction training for Field training exercise

The principal idea of this induction training is to simulate the reality in mission environment. Teams will arrive to mission area (training ground) and start the induction training immediately. The induction training and the field training exercise will be conducted using specified exercise plan.

Learning objectives

- To simulate working mission environment especially during the induction training
- To inform participants about the exercise and the IO's / NGO's working in area
- To start proficiency test by controlling field work techniques

4. Code of Conduct

Mission Members represent the organisation they are working for via the host society not only during working hours, but also during their free time. They enjoy diplomatic status, but this also brings along the responsibility of correct and exemplary behaviour. Keeping to the Code of Conduct is therefore essential. It is very difficult to define what being "ready" for mission service really means. But there are, however, some basic ways in which one can assess whether or not one is the kind of person able to meet the challenges of the field, and benefit from the experience both personally and professionally.

Learning objectives

- To understand the implications of a "diplomatic" status and the use of diplomatic passport in relation with standards of behaviour
- To be able to identify common rules to preserve a professional image
- To understand guidelines on dealing with the media
- To be informed about the legal status
- To self-assess the mission readiness considering very carefully the questions raised before making the decision to serve in a mission.

5. Reporting

Learning objectives

- To understand the importance of valid and exact reporting including building trust to information sources while sticking to the principles of confidentiality and impartiality
- To better understand different types and purposes of reports required in field operations and know central characteristics of good reporting
- To understand the importance of a functioning chain of command and information flow in the context of CSDP
- Be familiar with basic interview techniques
- To be familiar with one reporting template, which will be used during the FTX
- be able to propose actions, e.g. for capacity & institution building, based on the assessment and analysis of your data

6. Mission- & Patrol briefing

Learning objectives

- To inform participants about the exercise
- To inform mission members about the latest security situation in the area
- To inform mission members about the international actors, IO's / NGO's working in area

Field Training Exercise; Hostage Incident Survival

1. Field training exercise

The aim of the Field Training Exercise (FTX) will be to develop and to rehearse already learned knowledge and skills required in CCM missions. Teams will work in simulated mission environment in the area. The exercise serves as a proficiency test but also as a way to illustrate the situation in the field operation. The exercise will be conducted using a specified exercise plan.

Learning objectives

- To know the mandate by heart
- To rehearse the use of interpreter
- To be able to gather as much valid information as possible from different sources and to be able to confirm and report it
- To be able to monitor and identify shortcomings in the field of rule of law and human rights violations
- To be able communicate with the base station and to be able to use field orientation efficiently

- To be familiar with a hostile environment possibly existing in field mission regions
- To understand the meaning and aims of proactive field security
- To be familiar with techniques to deal with hostile situations, including how to mitigate against the existing risks and to minimize damage and casualties
- To be aware of the effects of security incidents and basic procedures for recovering from them
- To know and rehearse the basic procedures to plan and implement/chair a meeting, be it for information gathering, negotiation or mediation
- To better understand the role of Ios and NGOs in peace/crisis operations and their objectives and tasks
- To have an overview about the challenges in coordination between different actors in the field
- To be able to deal with the local media in proper way
- To be able to point out possible and reasonable project/activity ideas based to the info gathering and patrol report

2. Hostage incident survival

The teaching introduces the phases of a hostage/kidnapping, with an emphasis on assuring survival. The module will also include stress management techniques for such acute risk situations for use before, during and after such an incident.

War causes very severe traumas. Working in post-conflict societies means dealing with traumatised people in everyday life. Having experienced a traumatic event can have effects which may strongly influence people's reactions in various situations. Not being aware of that, it may seem that traumatised people sometimes react in a very irrational, emotional and confusing way. Individual trauma, as it appears in a large number in post-conflict societies, affects the society as a whole and can be transmitted to the next generations. Therefore it is an important issue to consider when dealing with rehabilitation of post-conflict societies.

Learning objectives

- Know the basic facts about kidnap and hostage taking
- Understand the sequence of events
- Be familiar with the incident management procedures
- Be able to utilise/apply practical risk prevention and mitigation methods
- Be able to describe what to do in case of successful evasion

Media Awareness; Capacity Building and Local Ownership; Applying Posts

The topic will start with reflecting on the experiences from the previous days' FTX. The reflection will be done through media training. Later on the emphasis will be given to capacity building and local ownership and hostage incident survival. Applying for posts is optional for Finnish participants.

1. Media Awareness and Cooperation

Learning objectives

- To understand the importance of professional, respective and non-confrontational behaviour
- To be able to maintain situational awareness and decision-making capabilities
- To be able to explain the mandate and purpose clearly
- To be able to maintain solid information security procedures

2. Capacity building and local ownership

Learning objectives

- To get an overview of training and capacity building activities
- To better understand the importance of a holistic approach, meaning reaching for not only state institutions or political parties, but also civil society, media and at all levels (national, regional or local).
- Understand the principles of local ownership, sustainability and "Do no harm"
- Understand the importance of strengthening both national/local/regional government institutions as well as non-governmental organizations (NGOs) and other civil society actors
- Understand the implications of conflict for gender roles and point out potential risks focusing human and civil rights protection
- Be able to propose actions, e.g. for capacity and institution building, based on the assessment and analysis of your data

3. Applying posts

Learning objectives

- To be able to self-assess one's mission readiness by carefully considering the questions raised before making the decision to serve in a mission

- To know the channels through which one can apply for seconded and contracted positions
- To understand the importance of an exact and good application
- To know how to prepare for an interview

Project Management and International Actors

After the FTX, teams had to brainstorm possible ideas for project/activity proposals. Therefore practicing project management tools and different proposals for capacity building is interlinked with the Greyzone scenario.

During the module the emphasis will be on becoming familiar with other international actors in the mission environment and in understanding challenges in coordination while the target is to reach common goal. The comprehensive approach will be discussed and one of the key issues for this topic is to summarize from theory to praxis about the need of coordination in the field.

In field conditions, prolonged pressure leading to stress symptoms is not only the result of difficult and emotionally consuming tasks, but also the result of difficult working and living conditions in unfamiliar locations. Unrelieved prolonged stress may lead to symptoms like diminished response, severe fatigue and frustration. Colleagues and work results can then be negatively affected. Eventually, extreme stress may result in burnout or flameout, situations when the stressed individual can no longer effectively contribute to the work of the mission. The individual may remain scared by the experience and be unable to resume work, and suffer on a personal level. War causes very severe traumas.

Working in post-conflict societies means dealing with traumatized people in everyday life. Having experienced a traumatic event can have effects which may strongly influence people's reactions in various situations. Not being aware of that, it may seem that traumatized people sometimes react in a very irrational, emotional and confusing way. Individual trauma, as it appears in a large number in post-conflict societies, affects the society as a whole and can be transmitted to the next generations. Therefore it is an important issue to consider when dealing with rehabilitation of post-conflict societies.

1. Project management

Project management is a necessary skill in missions as many processes are being carried out as projects. Project planning is introduced and participants are asked to formulate a project proposal to identify typical problems in a post-conflict setting. As many field activities are conducted on a project basis, this course gives focus to the process of planning a project aiming at building capacity or confidence.

Learning objectives

- To be familiar with the Project Life Cycle (Planning, Budgeting, Implementation, Monitoring & Evaluation) and know some basics of the project management tools
- To better understand the importance of performance indicators/benchmarks (qualitative and quantitative)
- To be more familiar with basic instruments of Project management tools i.e. LFA, and Programmatic approach
- To be able to draft terms of references and progress/evaluation reports
- To be able to formulate a project proposal based and through the analysis.

2. Working with project proposals

Learning objectives

- To be able to formulate a project proposal based on and through the analysis.

3. International actors

Learning objectives

- To have an overview about the different forces and police components, other actors and their roles in the mission area (i.e. UN, OSCE, IO's, NGOS's)
- To understand the differences between the UN, OSCE and the EU in civilian crisis management
- To be able to point out (actor mapping) the relevant actors relating to personal vacancy/position in a mission
- To better understand challenges in coordination with military:
 - a) to discuss the different concepts and purposes of civil-military cooperation (i.e. humanitarian assistance, reconstruction, intelligence gathering, force protection) and elaborate on possible challenges
 - b) to better understand the role and the contact and liaison points within the military structure of international military forces in crisis settings
- To better understand challenges in coordination with other international actors:

- a) development programs / projects
- b) political strategy
- c) Humanitarian aid
- To recommend ways to promote cooperation between different actors to achieve the common goal
- To get an overview of the existing concepts of the various actors: NATO Comprehensive Approach, the UN Integrated Approach, the EU Comprehensive Approach to Crisis Situations

Intercultural Competence and Communication; Feedback for Project Proposals; Course Evaluation

Intercultural competence will focus on organisational culture and identifying cultural barriers from a personal perspective.

Learning objectives

1. Intercultural competence and communications

- To understand how culture impacts work styles, team work and communication and to be able to recognise one's own preferred ways
- To be aware of possible sources of tension due to different working culture backgrounds and yet be able to communicate clearly with interlocutors representing
 - your own organisation
 - local state authorities, the civil society and the local population as a whole
 - IC actors such as the military, CIVPOL and international NGOs
 - local and international media
- Be familiar with basic techniques to identify and overcome culture-related barriers and "culture shock"
- Be familiar with techniques to de-escalate interpersonal conflict.

2. Feedback for project proposals

3. Course evaluation

- The feedback focuses on self-evaluation and will be done on quantitative based on-line questionnaire.

4. CENTRAL LEARNING METHODS

Following the CMC learning philosophy, and based on socio-constructivism and learning by doing, the course is planned to be highly interactive. The main methods will be:

- Group work

- Pair work and solo tasks related to information gathering
- Role play / simulation
- Active mentoring
- Large group discussions
- Lectures

Even as one of the key ideas is to keep the amount of lecturing in reasonable level, the instructor must be able to choose a teaching method that she/he is confident with. The course director will be responsible for guiding the instructors and encouraging them to vary methods in reasonable way.

The role of active mentoring is crucial for the succeeding of the course. Mentors need to be present all the time during the entire course. Their goal is to share their own expertise and experience, to provide guidance when needed and at the same time to serve as role models for the potential future mission members. Mentors are also strongly encouraged to give their personal comments especially during the lectures for all the topics whenever it is needed.

5. EVALUATION The evaluation of the course will be divided into four parts. The first part is the feedback from the course participants. The feedback focuses on self-evaluation and will be done on quantitative based on-line questionnaire. Secondly the course participants will fill in their personal learning diary to support their learning and to increase the reliability of self-evaluation. Thirdly course mentors will evaluate the course participants in their team and provide a short evaluation report. Fourth and the final part of a complete course evaluation is the course report, which is provided by the course director.