EDUCATION AND TRAINING DIRECTIVE

REFERENCES:

B. Bi-SCD 80-90, NATO Task List (NTL), dated 16 November 2007.

1. Applicability. This directive supersedes Bi-Strategic Command 75-2 Directive dated 18 Feb 2010 and is applicable to Headquarters, Supreme Allied Commander Transformation and formations of the NATO Command Structure (NCS) and the NATO Force Structure (NFS).

2. Interim Changes. Interim changes are authorised only when approved by COS SHAPE and COS HQ SACT.

3. Purpose. This directive is the overarching document for Education and Training (E&T), including exercises but not limited to, providing strategic guidance on responsibilities, programming, planning, and standard procedures for execution of E&T to ensure a coordinated approach throughout NATO in order to provide trained and ready forces for current and future operations. It fully incorporates the outcomes of the Lisbon and Chicago Summits with regard to the Connected Forces Initiative (CFI), and it complies with the division of responsibility for NATO Education and Training between ACT and ACO with effect from 01 December 2012 (Reference E).

4. Supplementation. Supplementation is not authorised. Any HQ wishing to modify or amplify this directive is to notify the lead proponent at SHAPE or HQ SACT.
5. **Publication Updates.** Updates are authorised when approved by COS SHAPE and COS HQ SACT. The Bi-SCs will ensure an appropriate revision period.

**FOR THE SUPREME ALLIED COMMANDERS, EUROPE AND TRANSFORMATION:**

Werner Freers  
General, DEU A  
Chief of Staff

C A Johnstone-Burt CB OBE  
Vice Admiral, GBR N  
Chief of Staff

**ANNEXES:**

A. Strategic Training Plan (STP)  
B. Training Requirements Analysis (Operationalisation) (TRA)  
C. Training Needs Analysis (TNA)  
D. Requirements Authority (RA)  
E. Department Head (DH)

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NRDC-ESP
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Bi-SCD 75-2

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United Kingdom Defence Academy (GBR)
Naval Postgraduate School (NPS / USA)
Moldovan Continuous Training Centre (MDA)
Regional Predeployment Training Centre (GEO)
Latvian National Defence Academy (LNDA) via Latvian NLR to ACT

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  MPD Staff Element Norfolk (MPDSENF)
  SACT Representative Europe (STRE)
  Staff Element Europe (SEE)
  DCOS JFT
  ACOS JETE
Branch Head JETE/ETEE Plans&Policy
Branch Head JETE/EIT
Branch Head JETE/TREX

SHAPE:
  DOM
  OPI
  CCD
  PLANS
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  ACOS J2
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DSACEUR
All SHAPE NMRs
SHAPE PNMR
Bi-SC 75-2

EDUCATION AND TRAINING DIRECTIVE (E&TD)

October 2013
Bi-SC DIRECTIVE
NUMBER 75-2

EDUCATION AND TRAINING DIRECTIVE

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D. Appointment of a Requirements Authority (RA)

E. Appointment Letter of a Department Head (DH)
Recommendations for Changes to the Bi-SC 75-2 E&TD

The Comment format below is to be used to record and report any recommendations/changes to the Bi-SC 75-2 E&TD. Users are requested to submit recommendations/comments to the appropriate POC; ACO users to SHAPE Force Readiness Division; ACT users to ACOS Joint Education, Training & Exercise (JETE) and partner users to Military Partnerships Directorate (MPD).

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1. Identify the chapter or annex. Examples: Ch 3; Annex D.
2. Examples: 2.4.c.(1); 6.5.
3. Including proposed words, reference, etc.; if extensive, attach separate document with file name referenced to Comment Serial.
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1. INTRODUCTION

1.1 General. Set against the uncertainty of any future environment, the Connected Forces Initiative (CFI) is one element of NATO’s approach to maintaining its operational edge in the light of an anticipated reduction in combat operations for NATO-led forces in Afghanistan, the pressure on defence budgets and a greater reliance on the NATO Force Structure (NFS). A central plank of this initiative is the use of Education and Training (E&T) (including but not limited to e-Learning, residential courses, Key Leader Training (KLT) and exercises) to build and sustain interoperability and readiness.

1.2 Aim. The aim of this Education and Training Directive (E&TD) (including exercises) is to optimise a coherent and integrated training system, that contributes directly to maintaining a collective set of national forces and a NATO Command Structure (NCS) which are interoperable and possess the full range of capabilities and structures for the Alliance to meet its level of ambition in a rapidly evolving and uncertain security environment.

1.3 Scope. This directive encompasses NATO E&T in a holistic way, through the full spectrum of education, individual training, collective training and exercises; it is relevant across the NATO Command and Force Structures, and it is applicable to all NATO Education and Training Facilities (NETF) and those Centres of Excellence (COE), Partnership Training and Education Centres (PTEC) and National Training Institutions (NTI) that support NATO E&T.

   a. To deliver the necessary capability, NATO plans and conducts E&T based on the political and operational requirements, at the strategic, operational and tactical levels, by:

      (1) A coherent, integrated and globally programmed range of E&T to the military of Allies and Partners as covered by NATO agreed policies alike, to meet NATO’s capability priorities and operational requirements and based on International Educational Standards to safeguard Quality Assurance (QA), executed under one authority. In line with the Smart Defence (SD) philosophy, maintain a significantly increased cooperation and synchronisation between NATO and national education and training, inclusive of partners and other organisations, such as the United Nations.

      (2) An integrated multiple year programme of NATO-run joint, combined multilevel exercises to practise Allies and Partners across the spectrum of possible NATO-led operations from the most likely to the most dangerous; based on those headquarters and units preparing for NATO current and future operational duties, with the opportunities for Allies and Partners to incorporate additional units to allow wider national participation.

      (3) An integrated, transparent and inclusive on-line Training Management System (TMS) will make education and training opportunities known, indicate requirements, signal participation and provide all execution and administrative details; and also a well coordinated, flexible and agile educational and training structure maintaining the critical balance necessary to deliver quality outputs to meet current requirements and to be able to respond to new emerging requirements.
1.4 **Realising the Aim.** To realise the aim, activities will be interwoven to meet the operational commanders' needs, as articulated in SACEUR's Annual Guidance on Education, Training, Exercise and Evaluation (SAGE). These requirements provide the basis upon which focused education and training solutions are delivered by SACT (see Chapter 1.6). All activity will also be aligned in order to satisfy the fundamental requirements of “communicate, practice and validate”. E&T is then executed and an evaluation process is conducted, to evaluate combat readiness and operational capability against defined ACO Forces Standards.

![Figure 1-1: Realising the E&T Aim](image)

1.5 **E&T Definitions.** Education and Training is categorised into two areas, Individual and Collective. It is then further described in four discreet areas i.e. Education, Individual Training, Collective Training and Exercises which are defined as follows:

   a. **Education.** The systematic instruction of individuals in subjects that will enhance their knowledge and skills, and develop competencies.

   b. **Individual Training.** All instructional activities that provide the knowledge, skills and competencies required in the performance of assigned duties.

   c. **Collective Training.** Procedural drills and the practical application of doctrine, plans and procedures to acquire and maintain tactical, operational and strategic capabilities.

   d. **Exercises.** Ensure that HQ and formations are efficiently and effectively trained to fulfil their missions within the given readiness criteria.

![Figure 1-2: Education and Training Definition](image)
1.6 Strategic Commanders’ Roles and Responsibilities\textsuperscript{1}. With effect from 01 December 2012, the division of responsibility for NATO E&T between ACT and ACO is as follows:

\begin{enumerate}
\item \textbf{Supreme Allied Commander Transformation (SACT)}
\begin{enumerate}
\item SACT has the overall responsibility for the management of NATO E&T and its delivery through the NATO E&T facilities, supported by Centres of Excellence (COE), Partnership Training and Education Centres and National Training Institutions activities.
\item SACT/DCOS Joint Force Trainer (JFT), with TACOM\textsuperscript{2} over all SHAPE subordinated commands for the execution of E&T, directs and coordinates all ACT activities in NATO’s areas of interest, to train and educate individuals and to manage collective training and exercises, at all levels of command, to continually provide the Alliance with improved capabilities to undertake the full spectrum of Alliance mission.
\end{enumerate}
\item SACT’s specific responsibilities are:
\begin{enumerate}
\item To support SACEUR in the development of the SAGE, based on political military guidance, SACEUR’s prioritised training requirements and force capability development needs.
\item With the support of ACO and based on ACO’s requirements, to develop and implement the Individual Training and Education Programme (ITEP) based on additional input received through Coordination Meetings and Programming Boards.
\item To lead NATO exercise design, planning, management and execution. Both the NCS and NFS to be trained and exercised will be integrated in ACT’s overall training management.
\item To coordinate with ACO entities to build the Military Training and Education Programme (MTEP), SACEUR retains OPCOM of all ACO entities and assigns subordinate commands TACOM to SACT for the execution of the MTEP.
\item To support nations in the achievement of International Educational Standards through the transformation of national E&T systems.
\item To coordinate with Allies and Partners’ national and multinational E&T institutions as appropriate to meet the NATO E&T requirements.
\item To coordinate with SACEUR and nations to assess forces necessary to conduct training, exercises and experiments in support of transformational objectives.
\end{enumerate}
\end{enumerate}

\begin{footnotesize}
\textsuperscript{1} MC 0324/3 dated 30 January 2013.
\textsuperscript{2} TACOM: As defined in AAP-06(2008).
\end{footnotesize}
c. **Supreme Allied Commander Europe (SACEUR)**

(1) SACEUR has the overall responsibility in the development of SACEUR’s Annual Guidance for Education, Training, Exercises and Evaluation, based on political-military guidance, and SACEUR’s prioritised training requirements and force capability development needs.

(2) SACEUR leads in the preparation and conduct of evaluation, with SACT in support.

(3) SACEUR’s specific responsibilities are:

   a. To provide overall strategic direction (via SAGE) for NATO E&T, based upon prioritised mission requirements for current and future operations, and advice from SACT.

   b. To ensure that mission specific training requirements are developed by ACO subordinate Headquarters and are reflected in operational plans.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Execution</th>
<th>Evaluation</th>
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<tr>
<td>SACEUR leads</td>
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   **Figure 1-3: Strategic Commanders’ responsibilities in E&T**

**1.7 E&T Direction and Guidance.** The planning, preparation, conduct and validation of all NATO E&T activity is governed by a combination of MC and Bi-SC directives. Figure 1-3 depicts the hierarchy of E&T Direction and Guidance, below which the purpose of each document is summarised.

a. **MC 0458/2 - NATO’s Education & Training Policy.** The MC 0458/2 is NATO’s capstone policy document for E&T and provides strategic level policy for all NATO E&T related activities. Its revision will reflect decisions taken during the Lisbon Summit (November 2010), the Chicago Summit Declaration (May 2012) and the revised responsibilities of the Strategic Commands, as well as integrate the E&T concept for CFI.

b. **Bi-SC Directive 75-2, Education and Training Directive (E&TD).** The E&TD is the overarching document for E&T, describing the E&T programmes, procedures and policies that the two Strategic Commands use to support the achievement of both operational and transformation objectives. It provides the essential strategic direction and guidance required by subordinate Commanders and their staffs pertaining to NATO E&T.

c. **Bi-SC Directive 75-3, Collective Training & Exercise Directive (CT&ED).** The CT&ED provides Bi-Strategic Commanders’ strategic direction pertaining to the NATO collective training and military exercise planning process. It should be used as a comprehensive guideline on how to plan, execute and assess all NATO collective training and exercises.
d. **Bi-SC 75-7 Education and Individual Training Directive (E&ITD).** This directive is an overarching document for the Bi-SCs’ Education and Individual Training (E&IT) programme. It provides Bi-Strategic Command direction and guidance on procedures and principles concerning NATO’s E&IT to enable NATO, nations and partners to align their programmes to NATO standards and to ensure effective E&T.

e. **Bi-SC 80-6 Lessons Learned Directive.** This directive is applicable to Allied HQs, centres and agencies participating in or supporting NATO’s operations, exercises, training events and experiments as well as normal daily activities for NCS/NFS HQs. It provides direction and guidance to NCS and NFS Commanders on the implementation and execution of the Lessons Learned process, including how the recommended improvements should be implemented.

![Figure 1-4: Hierarchy of NATO’s E&T Directives](image-url)
2. REQUIREMENTS

2.1 Standing Requirements. Standing requirements, primarily Education & Individual Training, are contained and updated via the NATO Command Structure (NCS) PE and CE Job Descriptions, and yearly NATO Force Structure (NFS) and Partner E&T participation. Additionally, increasing emphasis is placed upon NFS/Partner coordination to identify evolving and emerging requirements.

a. **Political-military guidance.** The political-military guidance for the standing requirements is derived from the MC 0458/2 (see 1.7 a.).

b. **Bi-SC Requirements Steering Group.** The purpose of the Bi-SC Requirements Steering Group (BRSG) is to start the annual planning cycle for Education and Training. The BRSG will bring together a focused working group from both Strategic Commands, Joint Force Commands, Component Commands and NATO Education and Training Centres, to analyse the draft SACEUR Annual Guidance for ETEE (SAGE) and other requirements across the spectrum of education and training in order to harmonise the efforts of both strategic commands by clearly defining priorities and requirements across the training spectrum.

c. **NFS and Partners.** The requirements will be refined during various stakeholder meetings, especially with NFS and Partners, and input will be incorporated into the SAGE.

d. **SACEUR's Annual Guidance on Education, Training, Exercise and Evaluation (SAGE).** The SAGE provides strategic level direction and guidance, and the priorities for the development, support and execution of NATO Education, Training, Exercise and Evaluation activities and training requirements. The SAGE is based on the foundation of MC Direction and Guidance for the Implementation Process, NMA Strategic Priorities and Objectives, MC Guidance for the Military Implementation of NATO’s Strategic Concept, and on goals established by Defence Packages for NATO Summits; applicable to both NATO Command Structure (NCS) and NATO Force Structure (NFS). It has been formulated in coordination with NCS HQ Joint Force Commands (JFC) and Single Service Commands (SSC), with input from ACT as well as the International Military Staff at NATO HQ. Allies and Partners are encouraged to implement NATO guidance in their national Education and Training systems and meet NATO training requirements prior to their forces being made available to NATO. SAGE is comprehensive in setting out training and exercise requirements for JFC/SSC, as well as NFS HQs generating Joint Command and Control Capabilities in order to allow SACT to properly schedule and resource those activities whilst allowing the JFC/SSC sufficient flexibility in exercise design.
2.2 Priorities

a. Education and training support to current operations remains the main effort. However, in accordance with NATO Military Authorities Strategic Priorities and Objectives, the maintenance of a credible nuclear deterrent has been set as priority zero in order to express its unique nature and to underline the fact it will always be funded; it must not therefore be in competition with the rest of the priorities for common funding.

b. The Political Guidance sets out NATO’s levels of ambition concerning the capability to launch and sustain currently Major Joint Operations (MJO) and Smaller Joint Operations (SJO) for collective defence and crisis response. These requirements are further defined through the Conceptual Framework for Alliance Operations (CFAO) and specific exercise requirements, with such general objectives as interoperability, modernisations and transformation. Military dialogue and cooperation is the cornerstone of the Cooperative Security, and therefore shall be embedded in the rest of priority areas and implemented through education and training.

c. The priorities for education and training activities are:

1. **Nuclear Deterrence.** To deliver a credible Alliance nuclear posture.

2. **Current Operations, Deployed.** To Support the conduct of declared NATO operations that are deployed.

3. **Future Operations, Deployed.** To prepare for future, deployed, both Article 5 and crisis response operations, largely through NRF related activity.

4. **Current Operations, Domestic and Collective Defence.** To directly support current collective defence operations, to safeguard the freedom, security and territorial integrity of the NATO member nations.

5. **Future Operations, Domestic and Collective Defence.** To prepare for future collective defence operations, to safeguard the freedom, security and territorial integrity of the NATO member nations.
(6) **Key Leader Training and Strategic Engagement.** To facilitate strategic engagement, coordinated NATO key leader and senior staff training.

(7) **Capability Retention and Validation.** To retain and validate an existing common level of military capability and/or interoperability. The event may be linked to or an element of a more complex NATO military exercise.

(8) **Capability Enhancement.** To enhance or expand the level of military capability and/or interoperability. The event may be linked to or an element of a more complex NATO military exercise.

(9) **Military Supporting Activity.** To provide opportunity for exploration of innovative ways to improve current capabilities and processes.

(10) **Non-NATO Activity.** National or multinational education or training events that warrant NATO engagement or interest but do not fall within specific NATO training or exercises.

2.3 **New Requirements.** Shortfalls in E&T requirements can be identified by Operational Commanders (e.g. ISAF intelligence training), by HQs formations and units within the NCS or NFS and in a NATO-led context. The Operational Commanders’ performance gaps, as well as identified shortfalls by HQs formations and units within the NCS and NFS, will be managed through the conduct of a Training Requirements Analysis (TRA) within the Global Programming structure (see Part 3).

a. New requirements could also emerge through the NATO Defence Planning Process (NDPP) or as a result of evolving military-political security concerns.

b. The Alliance required capabilities could be formulated based on NATO Summit Tasks (e.g. the “Lisbon and Chicago Summit Tasks”).

c. Identified new E&T requirements will be developed as well as others, not yet structured requirements for education and training, through “Global Programming” (see Part 3).

2.4 **Link to Global Programming (Part 3).** The SAGE is signed by SACEUR and is the final part of the requirements cycle. The publication of the SAGE, or defined political-military requirements, will be the trigger to start the execution of education and training.

a. The link from the requirements cycle to the Global Programming (Execution) is the Requirements Authority (RA); see 3.3 c

b. For each functional area for which education and training is required, an RA will be appointed, routinely at the ACO ACOS level of authority or NATO HQ equivalent.
3. GLOBAL PROGRAMMING

3.1 General

a. Global Programming is a structure within the E&T framework, assuring that defined requirements are developed into E&T products, in line with the political-military guidance; with all available resources (institutions and courses) explored in a transparent manner, with E&T solutions properly managed throughout the process; and with an enactment of the delivered E&T.

b. It consists of the following parts:

   (1) Structure and Responsibilities
   (2) Transferability
   (3) Expanding the Offer
   (4) Enactment
   (5) Training Management System (TMS)

3.2 Structure and Responsibilities. To properly plan for a long-term solution to education and training within a subject, three distinct steps of implementation within Global Programming are required.

a. Figure 3-1 below illustrates schematically the Global Programming framework.

b. Step 1: Strategic Training Plan (STP)

   (1) Based on available political/military direction and guidance, doctrine, policy and concepts, a Strategic Training Plan is developed for a defined discipline. Its purpose is to define education and training in a holistic way for the identified training audiences, from political to tactical levels. It will seek to unify and synchronise current education and training related to a specific need, or to identify where new education and training is required. The STP will be based on a
common template and include a detailed description of the respective discipline, its relationship with other disciplines and cover both individual and collective training requirements. The plan provides a structured approach to training through the nominated Requirements Authority and Department Head and an annual Discipline stakeholders’ Conference. The development of the requirements for the STP is led by the RA, supported by the DH and ACOS JETE. The STP is produced by ACT in Bi-SC format, and is submitted to the MC either for their approval or, for the politically sensitive, MC endorsement and NAC approval.

(2) Additional information on the STP can be found in Annex A.

c. Step 2: Training Requirements Analysis (Operationalisation) (TRA)

(1) The STP is the starting point for the Training Requirements Analysis. The TRA examines training requirements based on the parameters approved by the MC within the STP. JFT is responsible for the TRA planning in close coordination with the RA and DH. JFT leads and approves the TRA, in the process supported by the RA/DH and ACOS JETE.

(2) Additional information on the TRA can be found in Annex B.

d. Step 3: Training Needs Analysis (TNA)

(1) Upon publication of the appointment letters and the TRA Report, the management of education and training within subjects begins under the responsibility of the DH. This management includes actions to close gaps found in the TRA – typically through the Training Needs Analysis (TNA) process – as well as actions to eliminate redundancies. The TNA will define learning and learning objectives required to eliminate performance gaps and to systematically deliver a training opportunity. As evolution and developments occurs within a subject, the JFT-RA-DH management process ensures that all new aspects of DOTMLPFI are injected appropriately into the subject’s education and training architecture, using direct staff coordination and the Annual Discipline Conference (ADC). JFT provides support, direction and guidance to further enhance the subject’s education and training, particularly where subject activities relate to other education and training topics. The outcome of the 3rd Step is intended to be the long term education and training solution.

(2) Additional information on the TNA can be found in Annex C.

3.3 Responsibilities

a. Joint Force Trainer (JFT). Supervises and organises the framework for the programming, management and execution of E&T as a solution for defined requirements; provides assistance and gives Direction and Guidance (D&G). Key authorities to this structure and the principle of centralised control and decentralised execution are the JFT/STP-TRA POC, the Requirements Authority (RA) and the Department Head (DH).
b. **JFT/STP-TRA POC** will:

1. Produce the STP in Bi-SC format with the respective RA supporting the process.
2. Lead, conduct and approve the TRA, supported by the respective RA and DH.
3. Support the DH in the conduct of a TNA, by providing QA and E&IT support.
4. Acknowledge the outcome of the TNA.
5. Support and approve the discipline alignment plan as the outcome of the Annual Discipline Conference, led by the DH.

c. **Requirements Authority (RA)**¹ will:

1. Give direction and guidance on the desired end state by defining and providing the training requirements to JFT.
2. Lead the development of the requirements for an E&T discipline, by compiling, defining and prioritising these requirements within the range of the available political-military guidance.
3. Support the process of producing the STP for an E&T discipline.
4. Provide direction and guidance to the DH to ensure that the products meet the requirements.
5. Support the Annual Discipline Conference organised by the DH on behalf of JFT.
6. Provide input on the status and any changes to NATO concepts, doctrine, policy and procedures, and will review the requirements, capabilities and competences annually, based on the Lessons Learned process and operational experience, emerging threats and the results of the existing training programme.
7. Additional information can be found in the RA Appointment Letter (Annex D).

d. **Department Head (DH)** will:

1. Lead, conduct and approve the TNA, supported by JFT and the RA.

¹ RA’s within ACO or an ACO command will be able to express the requirements on behalf of SACEUR.
(2) Translate the operational requirements into education and training within a subject, programme, module and/or course; and apply the educational standards to which the programme, modules and courses will adhere.

(3) Recommend changes to the RA (and if necessary to JFT).

(4) Lead and conduct the Annual Discipline Conference on behalf of JFT, with participation from the community of interest (RA, Subject Matter Experts (SME), E&T institutions and affiliated organisations).

(5) Additional information can be found in the DH Appointment Letter (Annex E).

3.4 JFT/RA/DH Coordination

a. To make this framework effective, a close linkage between JFT, RA and DH is essential. This ensures that the ‘Training Requirements’ are followed up by the appropriate ‘training solutions’.

b. At a base level, emerging requirements related to an established need (e.g. revised doctrine or operational shortfalls) will be addressed through the institutionalised, programmed education and training landscape.

c. At the macro level, JFT adopts a “cluster” approach for overall management of how best meet education and training needs. All RAs and DHs will be one “cluster”. Another may be formed from RAs with all the “stakeholders” within the requirements cycle, and from the DHs with all the “stakeholders” for the E&T solutions.

d. The JFT/RA/DH Cluster Framework in Figure 3-2 below, illustrates the coordination linkage between these three and the supporting/coordinating entities.

![Figure 3-2: JFT/RA/DH Cluster Framework](image)
e. **Responsibilities Matrix**

The matrix below delineates the responsibilities within the Global Programming framework. The keyword identifiers used in the matrix of Figure 3-3, contain the roles and responsibilities as described in Para. 3.3

<table>
<thead>
<tr>
<th>Element</th>
<th>RA</th>
<th>DH</th>
<th>JETE</th>
<th>JFT</th>
<th>MC/NAC†</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements development</td>
<td>Lead</td>
<td>Support</td>
<td>Support</td>
<td>Support</td>
<td></td>
<td>Prioritised definition of requirements based upon a number of sources².</td>
</tr>
<tr>
<td>Strategic Training Plan</td>
<td>Support³</td>
<td>Support</td>
<td>Support</td>
<td>Lead⁴</td>
<td>Approve</td>
<td>An adaptive and flexible plan to unite and synchronise training efforts.</td>
</tr>
<tr>
<td>Training Requirements Analysis (Operationalisation)</td>
<td>Support</td>
<td>Support</td>
<td>Support</td>
<td>Lead/Approve</td>
<td></td>
<td>An academic plan including recommended solutions for identified gaps and redundancies.</td>
</tr>
<tr>
<td>Training Needs Analysis</td>
<td>Support</td>
<td>Lead / Approve</td>
<td>Provide QA and E&amp;IT Support</td>
<td>Acknowledge⁵</td>
<td></td>
<td>Defines learning and enabling objectives required to eliminate performance gaps, and systematically delivers a training opportunity.</td>
</tr>
<tr>
<td>Discipline Conference</td>
<td>Support</td>
<td>Lead</td>
<td>Support</td>
<td>Approve</td>
<td></td>
<td>Discipline alignment plan.</td>
</tr>
</tbody>
</table>

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1. NAC approval in case of political sensitivity.
2. Requirements expressed at the strategic and subordinate levels, lessons learned, critical capability requirements endorsed by the appropriate authority, and future operational requirements derived through analysis.
3. Lead the development of the requirements, give direction and guidance on the desired end state to initiate and support the STP production by ACT.
4. Produce in Bi-SC format, with the RA in support of the process with the development of the requirements, and recommend to the MC for approval.
5. “Approve” in the absence of the DH.
3.5 **“System” Incorporation**

a. The “System” Incorporation consists of realising the automatic transfer from data on education and training through accredited courses, modules, programmes and exercises, to ensure this data is incorporated and/or updated. It will be completed by a reporting to ACT JFT by ACOS JETE.

b. ACOS JETE will ensure the incorporation of the accredited courses/modules into e-PRIME (Partnership Real-Time Information Management and Exchange System) with the respective NATO/national numbering.

c. The information will be transferred into:

   1. Training Management System (TMS), within the Individual Training and Education Programme/Military Training and Education Programme (ITEP/MTEP) cycle.
   2. Automated Personnel Management System (APMS)
   3. Manpower Analysis and Planning System (MAPS)
   4. Peace Establishment / Crisis Establishment Job Descriptions (PE/CE JD)

d. All E&T activities, products, and delivered solutions to defined NATO requirements, will be managed in a continuous way through Global Programming – transparent, online and flexible in delivering quality outputs in line with International Educational Standards.

3.6 **Transferability.** Under transferability is understood that Allies and Partners do not develop national education and training, but “transfer” NATO’s already available training to satisfy national requirements, because what NATO offers is available and aligned with the right standard\(^2\). The limit to transferability is capacity and willingness: the capacity of NATO’s training infrastructure in all its forms, including virtual; and the willingness of Allies and Partners to go down the road of transferability. Such a move does not imply a loss of sovereignty. On the contrary, it demonstrates a pragmatic approach, consistent with the Smart Defence philosophy, to work with others in a more affordable way.

a. For provider and recipient it is an effective and efficient use of resources. In this regard, ACT is in the hands of Allies and Partners to move transferability forward in specific areas to meet national needs.

b. This process will incorporate a credit point framework, providing a means of valuing, measuring, describing and comparing learning achievement. Credit points will be the result of applying the International Educational Standards and ensuring Quality Assurance (QA). Credit points earned for NATO modules/courses can be transferred to national personal accounts within the own national education system, and a Corporate Learning Unit (CLU) for the completion of a NATO module/course can be awarded.

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\(^2\) For example, two Allies have decided to have no national education and training capability for CIMIC, preferring to use what NATO provides. One Ally uses JALLC lessons learned courses for national purposes.
3.7 Expanding the Offering. NATO E&T, within agreed decisions and procedures will expand the offering to the already established relations with Partner nations: Partnership for Peace (PfP), Mediterranean Dialog (MD), Istanbul Cooperation Initiative (ICI) and Partners across the Globe (PatG).

a. Within agreed decisions and following the appropriate political and military guidance, NATO E&T will also expand the offering to international organisations, such as the European Union (EU), United Nations (UN), African Union (AU) and Governmental/Non-Governmental Organisations (GO/NGO) (e.g. International Committee of the Red Cross (ICRC)).

b. The examples of the Defence Education and Enhancement Programme (DEEP), EU and UN cooperation, illustrate the potential breadth of expanding the offering using a common platform and the Global Programming for E&T.

3.8 Enactment. The education and training structure relies on nations to align it with their national structures, NATO is dependent on nations to volunteer subject matter experts and DHs from Centres of Excellence (COE), Partnership Training and Education Centres (PTECs) and National Training Institutions (NTI). Being involved in the coordination of how to meet a key education and training requirement, and being able to influence delivery offers leverage, benefit and kudos to nations providing these volunteers.

a. Additionally, to help satisfy requirements identified through the programmatic approach, nations are strongly encouraged to open their national training to Allies and Partners.

b. This spreads delivery of high quality training in a cost effective manner by avoiding redundancies and benefiting from expertise. ACT’s annual Training Synchronisation Conference (TSC) provides a vehicle for early dialogue. Specific advice to an Ally will be provided on request.

c. Federation of National Training Institutions. National simulation centres will be included in the training programme, with the aim to connect together Allies and Partners to volunteer, in order to improve tactical interoperability and procedures. Coordination will be managed through a bi-annual conference under Commander JFTC.

3.9 Training Management System (TMS). The TMS is an integrated, transparent and inclusive on-line training management system to make education and training opportunities known, indicate requirements, signal participation and provide all execution and administrative details for:

a. Individual Education and Training: Through the Electronic Individual Training and Education Programme (e-ITEP) and the embedded Education and Training Opportunities Catalogue (ETOC).

c. e-Learning (until embedded in the e-ITEP): Through http://jadl.act.nato.int

3.10 Electronic Individual Training and Education Programme (e-ITEP)

a. The ITEP is the programme and management process to match NATO and partners Education and Individual Training (E&IT) requirements and opportunities and provide synchronised training solutions to fulfil NATO assigned missions in the most effective, efficient and affordable way.

b. The e-ITEP is a web-based commercial off the shelf software application to implement the Individual Training and Education Programme (ITEP).

c. Optimised for use by NATO, nations, partners and education and training facilities, the e-ITEP provides the ability to programme and manage Education and Individual Training requirements at all levels. Concentrating firstly on current operations, one of the main products will be the ability to produce individual training plans for those deploying into a NATO post. This training plan will map out the E&IT requirements supplying the when and where these training and education opportunities will be available as well as allowing registration and course administration.

d. The e-ITEP will thus support the goal of delivering the right training to the right people at the right time allowing the individuals to possess upon arrival to a NATO post, the skills and competencies necessary to perform their assigned duties. The system will be internet accessible and allow near-real time visibility by all users to ensure transparency and improve the communication of training requirements and opportunities.

e. Education and Training Opportunities Catalogue (ETOC)

The NATO Education and Training Opportunities Catalogue (ETOC) embedded in the e-ITEP includes the training opportunities offered by NATO Education and Training Facilities (NETF), Centres of Excellence (COE), as well as from nations and partners, and other international organisations to integrate their activities and connect NATO to a wider community of shared interest, in the spirit of the Comprehensive Approach (CA). Additional information can be found in the Bi-SC 75-7 (E&ITD).

3.11 Electronic Military Training and Exercise Programme (e-MTEP)

a. The MTEP is the programme and management process to match NATO and partners Collective Training and Exercises (CT&E) requirements and opportunities and provide synchronised training solutions to fulfil NATO assigned missions in the most effective, efficient and affordable way.
b. The e-MTEP provides detailed information on training, exercises and related activities scheduled for the first two calendar years, and outlines information on training and exercise activities scheduled for the following three calendar years.

c. The e-MTEP is based on the priorities and intent of the strategic commanders. The areas typically included are current and future operations, the NATO Response Force, transformational experimentation and NATO’s military cooperation programmes.

3.12 e-Learning

a. e-Learning is E&T that is delivered electronically through a computer or other electronic devices. In comparison to traditional types of instruction, e-Learning can provide students with greater access to learning opportunities, enabling them to learn conveniently at their own pace; independent of location, whenever and wherever they choose (for details see e-Learning concept, dated 14 December 2011).

b. Advanced Distributed Learning (ADL) courses are located at http://jadl.act.nato.int.

3.13 e-NATO

In order to provide a single location and easy access on the internet for information on E&T, JFT has set up a NATO E&T portal: http://www.e-NATO.net.
4. INTERNATIONAL EDUCATIONAL STANDARDS

4.1 General. International Educational Standards articulate concrete binding requirements for teaching and learning. They thereby constitute a key mechanism in the effort to secure and enhance the quality of the work done in NATO’s, partners’ and national E&T Institutions. These standards specify the competencies that E&T Institutions must impart on their students. The students are expected to demonstrate these key competencies upon course completion. The key feature of the standards is operationally articulating the required competencies to allow an assessment of a student’s performance. International Educational Standards constitute a three-staged process: Educational Goals lead to derived Educational Standards; the QA process ensures the alignment with these Goals and Standards.

4.2 Educational Goals. Educational Goals are both relatively broad general statements about knowledge, abilities and skills and also attitudes, values, interests and motivations, that E&T Institutions are expected to import. These statements are influenced by social and educational objective decisions, research, psychological and didactic statements of capacity building, and concepts and/or methods of assessment development.

a. Educational Goals are usually also associated with a particular view of the significance of a subject area for personal development and of its function in a wider context (familiarity with problem solving methods vs. the ability to “model” the problem to be solved); the main purpose should be to qualify students for an ongoing lifelong learning process. Educational Goals reflect only very general expectations; however, in order to put these into practice, traditionally the Curriculum has been used, which is now to be supplemented by competencies.

4.3 Educational Standards

a. Educational Standards are based on Educational Goals, which are intended to drive E&T Institutions-based learning; they translate these goals into specific requirements. They are binding requirements for teaching and learning. Educational Standards express the essential goals of pedagogical work in precise, comprehensible and focused terms as desired learning outcomes for students. They thus translate into concrete terms the educational mission to be fulfilled.

b. Educational Standards draw on general Educational Goals. They specify the competencies that Education and Training Institutions must impart on their students in order to achieve certain key competencies that students are expected to have acquired at a particular stage. These competencies are then described in such specific terms, that they can be translated into particular tasks and can be assessed. This description of competencies that are acquired within a certain subject (e.g. Comprehensive Operational Planning, CIMIC, Gender) and their various dimensions and levels are decisive.

c. There are two key functions of Educational Standards:

(1) To provide E&T Institutions with guidance in the implementation, and a frame reference for their work; thus leaving the individual E&T Institution a broad scope to shape and structure their work.
(2) To make it possible to assess and evaluate educational outcomes and thus to determine whether students have in fact acquired the desired competencies; this makes it possible to gauge the degree to which the educational system has succeeded in its mission (educational monitoring) and gives the E&T Institutions feedback on the outcomes of their work (E&T Institutions evaluation).

d. Educational Standards put Educational Goals into concrete terms in the form of Competency Requirements. They stipulate the competencies students must possess, if key learning objectives are to be considered achieved. Competencies are cognitive abilities and skills possessed by, or able to be learned by individuals that enable them to solve particular problems, as well as the motivational, volitional and social readiness and capacity to utilise the solutions successfully and responsibly in variable situations.

e. The term competency indicates that Educational Standards – unlike curricula – do not rely on lists of content and material to make Educational Goals concrete. On the contrary, they identify the basic dimensions of learning processes in a given subject area and reflect the fundamental demands made on students in that area; they are outcome oriented.

f. The individual expression of competence is determined by various aspects such as ability, knowledge, understanding, capability, interaction, experience and motivation.

g. Key competencies can also develop as a result of diverse, flexible and variable use and increasing linkage of concrete competencies in specific areas, but the acquisition of such must begin with the systematic development of intelligent knowledge in a subject area, which may be subdivided into different subareas with different levels of competency for each. Establishing Educational Standards involves specifying levels that students in a given timeframe/execution phase (e.g. e-Learning, resident course, Key Leader Training, exercise) are expected to attain. The attainment of a given competency level conveys information about the tasks and mental operations that a student will, in all probability, be able to execute correctly. However, operationalisation is needed for transformation to the curriculum and the classroom, and for student performance to be evaluated.

h. Competencies cannot be represented by any kind of individual record. It is one of the challenges to set up a holistic and broad understanding of the range of tasks which address the students after participating the actual training. In detail this means that each and every task always consists of a broad variety and several facets of competences even though it sometimes might be only a single action.

i. Therefore the development and promotion of competencies needs a wide range of learning fields and situations. Moreover, it also requires linking these contents with adjacent subject areas. Only by doing so it can be assured that reality is brought into the classroom/learning environment and it is rather life experience and competence which is learned than a stiff curriculum. Therefore, the description of the tasks and assessments according to the competency they address need to be broad and wide in a system built on Educational Standards.

j. Becoming too specific and defined within competencies counteracts the understanding of a learning outcome orientated system. Taking those facets above into
consideration, it shows that a simple recall of knowledge will not be enough to fulfil the aspiration of a system defined by competencies and based on Educational Standards.

In this context:

1. **Knowledge** means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study; also described as “theoretical and/or factual”;

2. **Skills** means the ability to apply knowledge and use know-how to complete tasks and solve problems; also described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);

3. **Competencies** mean the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development; competence is also described in terms of responsibility and autonomy.

4.4 **Application**

a. Educational Standards as the outcome of learning processes are translated into tasks and, ultimately, assessment criteria which allow the competency level actually attained by students to be measured reliably in surveys. Feedback on the competency level achieved is therefore an essential component of a continuous, systematic quality development; as well as an important source of guidance for instruction and for the evaluation of learning outcomes.

b. Characteristics of good Educational Standards:

1. **Subject-Matter Knowledge.** Educational Standards are based on a specific subject area and working principles. They put their main effort on clarifying the principles of the subject area or the subject and set out in clear terms the basic principles;

2. **Focus.** The standards do not cover the entire width of the learning processes or subject in all ramifications, but focus on one core area;

3. **Accumulation.** Educational Standards are based on competencies which have been built up to a certain date. Thus, they aim at cumulative, systematic and network learning;

4. **Liability for All.** Educational Standards express the minimum requirements expected of all learners. These minimum standards must apply across all E&T Institutions for all learners as far as applicable;

5. **Differentiation.** The standards function as a measure-bar as well as a medium to differentiate between competence levels that are above, below, before and after reaching the minimum standards. By doing so, ways of learning and development in E&T become understandable;
(6) **Comprehensibility.** The Educational Standards are formulated in clear, concise and understandable terms; and

(7) **Feasibility.** The requirements can provide a challenge for students and teachers, but they are attainable with reasonable effort.

c. Educational Standards translated into assessment/programmes, are used for educational monitoring and the evaluation of E&T Institutions. However, they are not an end in themselves; rather they facilitate a professional, rational approach to examine the effects of teaching and instruction.

d. The introduction of Educational Standards brings along diverse demands on the E&T system. To put them into practice and to implement them overall, the following six task areas will have to be addressed:

(1) **Developing Educational Standards:** Formulating theoretical concepts, competency models and minimum requirements;

(2) **Establishing binding Educational Standards:** Accreditating these standards and adopting requirements in line with Bi-SC/ACT Directives;

(3) **Implementing Standards in E&T Institutions:** Translating the Educational Standards into teaching content through curriculum development; this will have implications for classroom instruction, teacher/trainer training, E&T Institutions supervisory authority, etc.;

(4) **Test/evaluation Development:** Developing test/evaluation items and compiling instruments, defining test/evaluation scales, preparing assessment instruments for various purposes;

(5) **Educational Monitoring:** Determining whether Educational Standards are being attained at the system level, e.g. in the context of student assessments or in reports; investigating the contextual factors that impact on student learning;

(6) **E&T Institution Assessment:** Providing the institutions/teachers with feedback on how well their students are meeting Educational Standards; determining institutions’ strength and weaknesses in view of their responsibilities and objectives, self-evaluation and continuing professional development. Each of these tasks areas necessitates specific academic, administrative and teaching expertise and may also require legal competence.

e. As SACT is not capable of performing or overseeing all of these tasks, it will be necessary for a team effort of individuals and organisation elements to work in close cooperation. As an output oriented approach is taken by SACT, it means also that Educational Standards and Assessment programmes are likely to be developed more swiftly and efficiently, and to meet with higher level of acceptance, if the process is not ordained “from the top down”.

f. Various actors with the necessary subject expertise should draw up “products” which are put forward for discussion, enhanced, and finally released for use by the
responsible bodies, but according to centralised standards and authority. This kind of approach will profit from the diversity of approaches and the broad spread of expertise in various locations, institutions and organisations – while ensuring the necessary uniformity of the standards themselves.

4.5 Quality Assurance (QA)

a. Purpose

(1) The purpose of Quality Assurance (QA) is to establish processes and procedures ensuring the highest possible degree of quality for NATO’s E&T while at the same time providing autonomy and flexibility to the institutions involved, to the programmes and modules/courses. It furthermore provides the basis for the coordination between E&T stakeholders and for continuous improvement of transparent E&T quality.

(2) The objective of QA is to implement quality improvements of the E&T content in order to satisfy the needs of the Operational Commanders or other customers, to support partners and nations in their national approach to lifelong learning. To achieve this, certain principles must be established regarding the different education and training stakeholders and events:

(a) Relevant to the needs of NATO and meeting NATO E&T requirements.

(b) Transparent in the learning/training processes and procedures.

(c) Accountable towards stakeholders and learners/participants.

(d) Responsible for implementing best practices.

b. Application. Systematic Top-down-approach in NATO E&T.

a. The requirement for formal systems and procedures has arisen from the appreciation that effective QA within large complex organisational structures like NATO is beyond the capacity of individuals using informal methods.

b. A systematic approach is vital to effective planning and problem-solving and must be based on the requirements of the organisation as a whole rather than on local subsystem needs.

c. The responsibilities in QA are divided as represented in the Figure 4-1 below.
c. **Four areas of quality** within E&T have been identified:

(1) **Structure.** QA must cover all its activities, not only the specifically academic functions (administrative and supporting functions are involved).

(2) **Objectives.** One of the central key roles of the institutions in the structure is the provision and guidance to the other three areas by developing an institutional QA policy in accordance with international and NATO’s standards.

(3) **Quality Systems.** This aspect relates to the design and development of formalised and documented systems for QA which will allow the institutions to achieve their quality mission.

(4) **Review and Improvement Process.** In order to establish that QA systems are working effectively towards the achievement of quality policy and objectives, reviews and audits must be conducted on the performance of the QA system in each area.

d. **QA Process** ensures that NATO’s standards, in line with international Educational Standards, expressed in Educational Goals and derived Educational Standards are met. This systematic approach along with the principles provides the main framework of QA within E&T.
e. Internal QA and External QA

(1) **Internal QA procedures** have to be implemented by each institution providing E&T. They ensure the quality of teaching within the institutions and facilitate necessary feedback loops in order to further improve E&T.

(2) For internal QA for E&T institutions, the following criteria will be used:

   (a) **Policy and Procedures.** There is an internal policy and procedure for Quality Assurance including responsibility and authority. The internal QA system guarantees interior and exterior transparency;

   (b) **Approval, Monitoring and Periodic Review of Programmes and Awards.** Established and measurable Educational Standards and categories that will support NATO E&T requirements (adequate and reliable needs assessment and instructional system design including a thorough and open process of evaluation and validation) developed through an academic unit quality system;

   (c) **Assessment of Students.** A defined way to identify competencies and objectives through a programme of study administration and control;

   (d) **Quality Assurance of Faculty and Staff.** A recruitment, review and development of staff in order to have competent, knowledgeable and a professional team of instructors;

   (e) **Learning Resources and Student Support.** Learning environment that is conducive to the training audience and encourages student participation and creative thinking supported by an adequate learner registration and selection process;

   (f) **Information Systems.** Integrated visibility, innovation and research processes for continuous improvement, best practices, Lessons Learned and professional development supported by a documentation;

   (g) **Public Information.** An integrated approach for successful communication with international learners and intercultural learning.

(3) The external QA Process supervised and partially conducted by JFT is threefold: for systems, for programmes and for modules/courses. The requirements for accreditation are different for each of those accreditation types. External QA in general focusses on three general aspects:

   (a) It ensures that the right level of internal QA is in place. This level differs according to the accreditation type which should be achieved (system, programme or module/course).
It ensures the quality of the content of programmes and modules/courses.

(c) It focuses on:

1/ **Aims.** Does the system, programme or module/course have clearly defined, reasonable aims/objectives?

2/ **Concept.** How are the aims/objective implemented in the concept of the system, programme or module/course? How do individual elements contribute to the achievement of the whole institution, programme or module/course?

3/ **Implementation.** Are the resources and the organisational requirements adequate to implement the concept in consistent and target-orientated way?

4/ **Quality Assurance and Development.** How is the quality of the system, programme or module/course assured? Which measures aim at the further development of objectives, the concept and the implementation?

4.6 **Accreditation.** E&T Institutions will request External Accreditation. This will be conducted by a Team of Experts. The procedure is explained in detail in Bi-SC 75-7. Dependent on the type of accreditation (System, Programme or Module/Course) deviations occur.

a. **System Accreditation.** System Accreditation is the highest achievable level of accreditation and covers the whole E&T institution. It requires very distinguished internal QA mechanisms and, once achieved, includes the accreditation of all programmes and modules/courses run in this E&T institution without having to complete the full accreditation process for content separately. Furthermore, a system accreditation allows courses/modules or programmes to be created in line with the Requirements Authority, which will then be accredited automatically without having to pass a separate external accreditation process. It provides an institution with a great flexibility but requires it to establish very high standards. The system accreditation will therefore have to be carefully considered.

b. **Accreditation of Programmes and Modules/Courses** is less complex but requires also certain levels of internal QA additional to the standards which have to be met content-wise.

4.7 **Responsibilities**

a. **ACT/JFT responsibilities**

ACT/JFT holds responsibility for the execution/management of high quality E&T. To support this, the following criteria will be implemented:
(1) **Status.** JFT is responsible for QA within NATO E&T.

(2) **Use of QA Processes.** JFT will utilise the accreditation procedures based on the principles and standards defined in this document.

(3) **Activities.** JFT is conducting similar activities on regular basis, based on invitational grounds.

(4) **Resources.** JFT will create room for adequate resources, both human and financial, to organise and run QA processes.

(5) **QA criteria and processes.** They are publicly available and defined within this document.

(6) **Accountability procedures.** Accountability procedures are in place.

(7) **Monitoring.** JFT monitors each accredited system, programme or module/course throughout the period of accreditation to verify that it continues to meet the standards.

(8) **Re-accreditation.** JFT periodically re-accredits each system, programme or module/course to ascertain whether the continuation of its accredited or re-accredited status is warranted.

b. The application of the QA process and the accreditation procedure is further described in detail in the Bi-SC 75-7.

4.8 **Crossover.** Applying International Educational Standards and Quality Assurance may align elements of NATO-delivered education and training with civilian expectations, thereby enhancing credibility and applicability of the offering. ACT/JFT will continue to explore such skills transfer on a course-by-course basis, looking at the development of a “credit point framework”. Credit points awarded could be added to an attendees’ personal account within their own national education system, if the Allies or Partners have instituted a credit point approach. ACT/JFT will further develop the exact mechanisms for transfer and equivalency to national systems.

4.9 **Prepare Individuals.** The majority of the skills required by personnel in NATO appointments are developed through national education and training. Allies are therefore encouraged to use NATO’s Quality Assurance and accreditation regime as a guide to validate their own training and education, where it could directly support personnel destined for NCS and NFS posts. This would enhance interoperability through improving the preparation of individuals.
5. TRAINING INTEGRATION PLAN

5.1 General. The Training Integration Plan is a transparent, coherent, inclusive and responsive management system that is a central enabler for NATO E&T. To this end, ACT and ACO through defined boards and conferences align prioritised requirements with programmed education and training solutions, to streamline and harmonise NATO E&T under Smart Defence principles. Membership of the various boards and working groups are adjusted to include the International Military Staff, International Staff, NCS, NFS, Requirements Authorities and Department Heads, together with Allies and Partners, where appropriate.

![Training Integration Plan](image)

Figure 5-1: Training Integration Plan

The requirements cycle is described in Part 2. Requirements.

5.2 Programming Boards

a. The development and programming is conducted through the execution of three Programming Boards and the Training Synchronisation Conference.

b. It includes the Individual as well as Collective Training (including Exercises).

5.3 Programming Cycle

a. The SAGE, the ITEP and the MTEP will form the basis for the programming of the Alliance’s Education and Training (E&T).

b. The programming of E&T activities aligns training requirements with the E&T offers and opportunities.

c. The MTEP and ITEP follow a common planning cycle illustrated in Figures 5-2 and 5-3 below.
d. The programming cycle consists of 3 meetings to identify and refine the requirements and opportunities and a conference to brief nations and partners. This conference is part of the Training Synchronisation Conference and incorporates the NATO Training Exercise Conference (NTEC) and NATO Individual Training and Education Conference (NITEC).

5.4 Programming Individual Training

a. The purpose of the Individual Training and Education Programming Board (IPB) is to develop, schedule, synchronise and publish the approved ITEP. It covers all individual training for the forthcoming years, including the identification of future changes to the individual training and education landscape.

b. It covers all Peace Establishment (PE) and Crisis Establishment (CE) posts as well as Partner training requirements.

c. Education and Individual Training requirements are matched to opportunities. Where shortfalls are identified it coordinates with the ‘providers’ and ‘deciders’ to recommend solutions. The Boards identify and eliminate redundancies in individual training.

d. Relevant parts of the ITEP are also published in the Partnership Cooperation Menu (PCM).

e. The e-ITEP provides, for all education and individual training planners in all levels of NATO and the nations, near real-time, transparent, and sustainable programmed information to consult in the construction of their respective courses/modules/programmes.

f. The NATO Individual Training and Education Conference (NITEC) is part of the Training Synchronisation Conference. Its aim is to brief nations on the development of the ITEP.

g. Further detail on the ITEP cycle can be found in Bi-SC 75-7, Education and Individual Training Directive (E&ITD).

![Figure 5-2: ITEP Cycle](image-url)
5.5 **Programming Collective Training and Exercises**

a. The purpose of the Military Training and Education Programming Board (MPB) is to develop, schedule, synchronise and publish the approved MTEP. It is published annually and covers all collective training and exercises for a period of five years, including selected national exercises that are open to NATO members and partners.

b. It provides detailed information on collective training activities, exercises and related activities scheduled for the first two calendar years with outline information for the following three calendar years. An exercise has to be included in the MTEP to be eligible for NATO common funding.

c. Relevant parts of the MTEP are also published in the Partnership Cooperation Menu (PCM) in accordance with Annex R, Partner Involvement in NATO Exercises and the Cooperative Exercise Programme.

d. The e-MTEP provides, for all collective training and exercise planners in all levels of NATO and the nations, near real-time, transparent, and sustainable programmed information to consult in the construction of their respective exercise programmes.

e. The NATO Training Exercise Conference (NTEC) is part of the Training Synchronisation Conference (TSC), held annually each January. Its aim is to brief nations on the development of the MTEP.

f. After the approval of the MTEP, the Collective Training Support Programme of Work (CTSPOW) will be developed and finalised. The CTSPOW is a prioritised list of collective training support requirements to be executed by ACT. On signature, this becomes the contract of support to be provided to the training customers.

g. Further detail on the MTEP programming cycle can be found in the MTEP Terms of Reference, and the Bi-SC 75-3, Collective Training and Exercise Directive (CT&ED).

![Figure 5-3: MTEP Cycle](image-url)
6. EXECUTION

6.1 General

a. Education and Training will be delivered through:

(1) e-Learning.
(2) Residential Courses.
(3) Key Leader Training (KLT).
(4) Training Events.
(5) Exercises.

b. The diagram in Figure 6-1 illustrates the execution of education and training through the spectrum of both individual and collective training activities.

![Figure 6-1: Execution](image)

6.2 Education and Individual Training

a. e-Learning

   (1) e-Learning is a way of conducting education and training by electronic means; the content can be distributed in several electronic ways. e-Learning as one possibility to train and educate, takes an important and fast growing part in NATO’s education and training spectrum since it offers a great variety of opportunities compared with residential or classic classroom instruction learning approaches. e-Learning can provide students with greater access to learning opportunities, enabling them to learn conveniently at their own place, independent of their location, whenever they choose.
(2) By allowing downloadable or media-based materials or by live connection to a NATO network, including the Internet, e-Learning provides tools that enable synchronous or asynchronous distance learning. It can be utilised to provide a complete stand-alone course or be used as part of a blended learning programme that supports existing training courses by providing pre-learning teaching material or post-course references.

(3) e-Learning is an important tool to provide education, training and performance support to NATO personnel and to personnel from partner nations in a very cost-efficient manner. It can significantly contribute to mission readiness by providing force effective, relevant, high quality and specific education and training.

(4) e-Learning can be applied as the sole method of instruction when it can appropriately satisfy education and training requirements, when a large number of students distributed over geographic locations has similar training needs, to augment classroom instruction as an example of a blended learning approach or to provide refresher training that will help to maintain students’ skills.

(5) e-Learning technologies encompass:

   (a) Advanced Distributed Learning (ADL).
   (b) Computer-Based Training (CBT).
   (c) Immersive Learning.
   (d) Mobile Learning (m-Learning).
   (e) Collaborative Learning.

(6) Further details can be found in the Bi-SC 75-7.

b. Residential Training or Course. Residential or traditional classroom instruction consists of lecture or discussion using a variety of instructional methods, both covering
theory and practice. It is logically limited in space and time, and depends on both the availability of the learning audience and the learning infrastructure (including the instructors, logistic and administrative support).

c. **Blended Learning.** NATO utilises all of these concepts and technologies to increase the readiness of their personnel, to keep personnel on a high educational level, to support staffs in exercises and operations to prepare them for upcoming tasks or to quickly respond to training needs. Blended learning integrates computer-mediated instruction with traditional classroom instruction in a planned, instructionally sound manner. It combines the best features of e-Learning (24/7 accessibility) with the best features of classroom instruction (live, face-to-face interaction).

d. **Key Leader Training (KLT).** KLT develops and enhances the senior leadership team for current operations. Key Leaders are required to lead, manage and operate in a multinational environment and pre-deployment KLT will usually be a mandatory requirement for designated posts.

6.3 **Collective Training and Exercises**

a. **Exercise Forms and Types.** The MTEP will have established the Exercise Level and Form. On the strategic level, the Exercise Planning Group (EPG) should consider alternative types which would best support the requirements. The relationship between exercise Levels, Forms and (examples of) Types is illustrated in Figure 6-3. A more extensive list of Exercise Type examples is at Annex F.

![Figure 6-3: Exercise Levels, Forms and Illustrative Types](image)

b. **Exercise Level.** The term Exercise Level indicates the number and degree of participating Command Levels (Echelons) Training Audience (TA) within a NATO Military Exercise. Examples: 2-level strategic-operational (e.g. CPX with SHAPE and Joint Force Headquarters (JFHQ) as TA); 2-level operational-tactical (e.g. LIVEX involving MARCOM plus maritime Task Groups (TGs)).

c. **Exercise Form.** The Exercise Form indicates the nature of the exercise in three distinct categories: Command Post Exercise (CPX); Exercise Study; and Live Exercise (LIVEX).

d. **Exercise Type.** The type of an exercise is a further characterisation of the exercise form (CPX, LIVEX or Study) by the manner in which the exercise is delivered to the exercise participants and controlled.
Command Post Exercise (CPX). A CPX-form exercise is primarily concerned with the training of HQ staff elements and HQs at all three Command levels. A CPX involves commanders, their staffs and communications within and between HQs. There are two principal purposes for which a CPX may be conducted:

(a) Procedural CPX. To practise and validate specific plans and procedures. The ENDEX situation is pre-determined, and exercise events are controlled to ensure required plans and procedures are practised and validated.

(b) Decision-Making CPX. To allow Commanders and their staffs to participate in the decision-making process, supported by valid plans and procedures. The ENDEX situation is determined by player action. Some exercise events are controlled in order to ensure that players have the opportunity to make strategic, operational or tactical decisions.

Live Exercise (LIVEX). A LIVEX is primarily concerned with the integration of forces and the conduct of operations by these forces. A LIVEX provides the opportunity to conduct force integration training at the component level during the NRF preparation phase and to conduct proficiency training during the NRF standby period.

Computer Assisted Exercise (CAX). An exercise using modelling and simulation technology to create an artificial environment, identical to the real-world, that will stimulate decision-making and follow-on command and control actions. Command Post Exercises and Exercise Studies can be conducted as a CAX and CAX can be conducted in support of a LIVEX.

Exercise Study. An Exercise Study is a form of exercise which includes map exercises, war-games, lectures, discussion groups, seminars or operational analyses and that involve a limited number of participants with a specific functional focus.

e. Training Events

Battle Staff Training (BST). BST is an integrated training event designed to maintain and improve the command’s proficiency in mission-essential tasks comprising responsibilities from several functional areas/directorates/divisions. It is to be conducted by the NATO Military HQs at the operational and tactical level at least once every year. To provide time and resources, it will be scheduled as an integral part of the MTEP. The aim of BST is the preparation of staffs for future operations and exercises with a focus on the understanding of NATO concepts and the most likely tasks they may undertake during the standby period. Such training activities will, in principle, be open to partners. This requires the necessary access to NATO-doctrines and CIS. The training goals for BST are to maintain and improve staff proficiency in order to prepare for future operations, exercises and the integration of JFC Main and JFC Forward. The development of detailed training objectives and the design of BST is an integral part of the training plan. BST typically focuses on training the staff according to the staff rhythm of operations.
(2) **Pre-Deployment Training (PDT).** Based on the operational requirement, specific modules and training methods will be developed such as individual pre-deployment training (IPDT), key leader training (KLT) or mission rehearsal exercise (MRE). Annex A details definitions for some of these training events. To address unexpected emerging threats during the execution phase of an operation or to complement the national pre-deployment training, the operational commander, together with ACT, can develop in-theatre specialised training supported by Mobile Education Training Teams (METT) as required.

(3) **Train-the-Trainer Courses.** In situations where operational commanders identify training requirements, ACT can coordinate or offer out-of-theatre training, such as Train-the-Trainer courses (T3C). Nations are encouraged to ensure that personnel that have attended such courses are made available both within their national training structure and to NATO to develop a lasting capacity to extend that training to other deploying personnel. Based on MC endorsement and Council approval, NATO may be required to train host nation or indigenous security forces or individuals. In such circumstances, NATO may develop individual and collective training opportunities for Alliance personnel deploying in a capacity to support the training of those forces. If such a training opportunity exists, Alliance personnel are required to attend NATO-led training prior to deployment to ensure standardisation and unity of effort.

6.4 **Support to Current Operations**

a. **General**

(1) Current operations have the highest priority with regard to support from NATO’s E&T resources.

(2) The complexity of the modern security environment demands that military personnel allocated to NATO acquire the highest level of military training feasible during the pre-deployment stage to prepare them for demanding combined and joint operations in a multinational environment.

(3) Personnel selected for NATO Crisis Establishment (as well as Peacetime Establishment) positions must possess the requisite battle staff and functional area skills necessary to perform their assigned duties as indicated in the e-ITEP.

b. **Responsibilities**

(1) The MC 0458 is the baseline document for the delineation of responsibilities with respect to the preparation for deployments to NATO-led operations. Mission specific training for units is in principle a national responsibility. However, initially that capability might not be available. This may be due to evolving threats or new NATO concepts such as the internal threat, Security Forces Assistance (SFA) concepts.

(2) The overarching principle is that nations will take responsibility for this training. However, until this capability is established within the nations, NATO, subject to MC endorsement and NAC approval as required, will take an active role in coordinating or providing this training.
(3) In situations where unique or rapidly changing operational training requirements exist, ACT will develop an education and training curriculum to support the nation’s requirement to conduct individual training. NATO offers a variety of NATO-focused courses, primarily at the NETFs, which are available to personnel from contributing nations who are identified to deploy.
7. **EVALUATION**

7.1 **General**

a. This chapter provides direction and guidance for the evaluation of operational readiness and capabilities of HQs and units, as well as identification of strengths and shortfalls. The requirement for and implementation of the NATO-wide Lessons Learned process is detailed in the Bi-SC Lessons Learned Directive 80-6.

b. The ACO Evaluation Programmes will evaluate HQ and units on the degree to which they meet the standards, criteria and requirements for a sustained period. General standards, specific operational capability requirements and performance criteria are the main yardsticks against which the combat readiness and operational capabilities of forces are measured.

c. The bases for any evaluation are NATO policies, concepts, procedures and Forces Standards. Independent analysis of operational capabilities, special evaluation or analysis objectives and defined training objectives will be derived from the results. There is a requirement for independent and trained evaluation staffs to evaluate joint and single service operational capabilities as well as the achievement of training goals.

d. The activities of different evaluation and analysis teams established within various organisations always have to be well coordinated in order to support this process. Within the NCS, the evaluation, responsibilities and authorities (with their interactions) are delegated to relevant levels of command. SHAPE (supported by HQ SACT) is responsible for the overall evaluation management and leads the Operational Capability Concept Evaluation and Feedback Program (OCC E&F).

7.2 **Objectives.** Evaluation within NATO is to be conducted in order to:

a. Evaluate HQs and units declared to NATO in terms of Force Designation Categories (FDC) as part of the Force Generation Process (FGP).

b. Evaluate combat readiness and operational capabilities.

c. Identify the level of interoperability between HQ and units, strengths and shortfalls.

d. Examine operational activities and capabilities against defined Forces Standards to support the Mission Essential Task List (METL) assessment.

7.3 **Evaluation Process**

a. The first part of the evaluation process ends with the promulgation of the Evaluation Report. Within the second part of the evaluation process, parallel with the Lessons Learned process, additional staffing and further activities are conducted. These include follow-up, coordination, programming, working groups, conferences and reporting as detailed in ACO Forces Standards Evaluation Manuals. One example on reporting is SACEUR’s Annual Evaluation Report (SAER).
b. Responsibility of NATO Military HQ and Formations

(1) While SHAPE is responsible for the evaluation of subordinate HQ and forces assigned to NATO within the NCS, the evaluation of HQ and forces in the NFS is the responsibility of both NATO and nations, depending on the function to be evaluated.

(2) A clear and transparent arrangement between participating nations in an HQ and the SC is required, if not covered already in applicable documents. These arrangements, such as Memorandum of Understanding (MOU) or Technical Arrangements, will cover, among other issues, interoperability and evaluation. For this, the evaluation authority may be delegated to NCS/NFS HQs.

7.4 Evaluation Requirements. Where NATO Standards do not apply, national elements are to put in place their relevant national standards. Where national standards are evaluated more appropriate than NATO standards, they could additionally be applied. Evaluation will be carried out during exercises depicted in NATO’s (e-MTEP) and/or national programmes and will be coordinated during the respective training and exercise board meetings.

a. Evaluation in the NCS

(1) The evaluation in the NCS is a major responsibility of NATO Commanders at all levels of command.

(2) Evaluation of Strategic HQ: Evaluation of a Strategic HQ is a multifaceted challenge. Therefore, each evaluation is recommended to cover only specified functions or subject matters. SC will develop the evaluation level of ambition and objectives, organise the team of SME required, and conduct the evaluation.

(3) Evaluation of Operational HQs: HQs will be evaluated to identify strengths or shortfalls of joint and service command and control functions. Evaluation vehicles generally will be CPX or LIVEX, which will be identified as an integral part of the NATO MTEP, including the levels of ambition for the evaluation.

b. Evaluation of the NRF

(1) Training, preparing, certifying and sustaining the readiness of the NRF is the responsibility of designated Commanders. Commanders at strategic, operational and tactical levels will be vested with both the responsibility and the authority for verifying that the forces and HQ under their command are in compliance with all NRF standards and readiness requirements. However, nations are always responsible to ensure that their forces meet all applicable standards and requirements.

(2) Designated NRF formations will undergo a certification process conducted under SACEUR’s authority prior to being placed in a stand-by status. Typically, exercises are the evaluation vehicles for the next rotation of NRF units and HQ. These exercises are identified as an integral part of the Military Training and Exercise Programme (MTEP).

(3) The responsibilities in the NRF certification process are laid down in the relevant NRF certification standing procedures.
(4) SHAPE J7 provides certification/evaluation support to the Operational Commanders, in accordance with SACEUR’s strategic guidance and the Operational Commanders’ intent and requirements, in order to achieve coherent preparation and development of NATO NRF.

c. Evaluation of the Graduated Readiness Forces (GRF). Units and HQs designated as GRF are to be evaluated under the existing NATO evaluation programmes. Evaluation procedures are detailed in ACO Forces Standards Evaluation Manuals.

7.5 Evaluation Programmes. The focus of these programmes will be the evaluation of deployable Graduated Readiness Force (GRF) HQs and units and the forces offered to NRF. NCS and NFS HQs together with nations are responsible for the C2 of units to be evaluated and are expected to comply with the relevant standards and participate in support of the evaluations. Evaluation of the GRF, including certification, will be an integral part of the evaluation programmes that are the primary tool for NRF evaluation and certification.

7.6 ACO Maritime Evaluation (MAREVAL) Programme (Evaluation of Maritime Forces).

a. The ACO MAREVAL programme for Maritime HQs and units is described in ACO Forces Standards Vol. VIII. The primary process of assessing operational interoperability and effectiveness of maritime forces and command structures has, as a minimum, to include the following:

   (1) Evaluation of the combat readiness status of the Joint Forces maritime element.

   (2) Evaluation of the NRF maritime component prior to assuming a stand-by period, in order to enable the required certification.

   (3) Evaluation of other maritime units, formations or components allocated to SACEUR as NATO Commander, or additional forces made available to SACEUR, in consultation with nations.

b. The evaluation will be organised through a specific exercise programme. While some formations, such as Mine Warfare forces, might require only up to component level evaluation, the final evaluation of the Maritime Element readiness needs to reflect the whole spectrum of maritime operations in a joint environment.

c. Operational evaluation will require the HRF(M) HQ to demonstrate their capacity and capabilities, in a testing scenario, to perform their role as an MCC. This should normally take place within the designated command platform. The primary purpose of an operational maritime evaluation undertaken by NATO is to confirm that the maritime HQ can support the joint objectives of a campaign by providing the appropriate level of command of the allocated maritime forces and the appropriate level of support to the joint commander. Ideally, this should be done in a LIVEX. If only a CPX is available, additional structures must be put in place to ensure that the ability to deploy and operate from a command platform has been fully evaluated.
7.7 ACO Combat Readiness Evaluation (CREVAL) (Evaluation of Land Forces)

a. The ACO CREVAL programme for Land HQ and units is described in ACO Forces Standards, Vol VII. The aim of a CREVAL is to evaluate and verify the combat readiness of Land HQ and units in accordance to their Readiness Category (RC).

b. Nations will select and schedule their units for evaluation ensuring unit awareness of the specific requirements for their RC. Such a selection is to be carried out in coordination with the appropriate NCS/NFS HQs or GRF (L) HQ.

c. Unit evaluations will be conducted by national teams or, in the case of multinational units, formations by evaluation teams from the sponsor or lead nation. NATO monitors and observers will be present.

d. In line with the new Alliance strategy, each unit to be evaluated must demonstrate its combat readiness.

(1) For HQ evaluations, SHAPE, in consultation with the appropriate national authorities, will designate the HQ to be evaluated.

(2) In the case of national formation HQ, the appropriate nation will take the lead in the selection process. HQ evaluations will be conducted by Evaluation Teams, and will be monitored and observed by appropriate bodies. Further responsibilities are depicted in ACO AFS Vol. VII.

e. CREVAL represents SACEUR’s operational tool to evaluate the capability and combat readiness of the available HQ and forces. The ACO Forces Standards, Vol VII, lays down a general base of criteria for readiness, which apply to all FDC HQs within the CREVAL Programme.

f. Nations volunteer to participate in the CREVAL programme; for NRF HQ and units, CREVAL is the primary tool for evaluation and certification.

g. CREVAL programme does not require the mobilisation of reservists, recall of personnel from courses or leave, activation of equipment from deep preservation or the movement of supplies.

7.8 ACO Tactical Evaluation (TACEVAL) (Evaluation of Air Forces)

a. TACEVAL, as outlined in ACO Forces Standards Volume VI, is the primary means of evaluating the military combat readiness and capabilities of tactical air units declared to NATO, and facilitates the certification of air units and offered to NRF. By establishing a four-tier system in terms of level of ambition, it encompasses all possible Force Designation Categories, allows for the initial entry of new member nations and reflects the current status of the ACO and NRF Order of Battle (ORBAT) where nations tend to declare capabilities or formations instead of entire units.

b. The authority to conduct Tactical Evaluations is delegated to the TACEVAL Divisions at the HQ AIRCOM, Ramstein.
7.9 **ACO Joint Headquarters Evaluation (JOINTEVAL) Programme (Evaluation of Joint Headquarters).**

a. When evaluating a Joint HQ, the aim is to evaluate the capability to plan and conduct full spectrum of NATO operations, including the capability to deploy Operational Liaison Reconnaissance Team (OLRT), Forward Command Element (FCE), Initial Command Element (ICE) and Joint Task Force Headquarters (JTFHQ). Moreover, it is to certify the aforementioned HQ declared as NRF HQ with respect to the readiness and capability against prescribed standards.

7.10 **ACO Special Operation Forces Evaluation (SOF EVAL) Programme (Evaluation of Special Forces).**

a. The SOFEVAL programme is SACEUR’s operational tool to evaluate the standards and combat readiness of all ACO SOF (HQs) and units to perform their assigned missions, and to identify deficiencies that limit the capability to meet requirements and standards.

b. All SOF declared to NATO will undergo SOFEVAL.

c. The certification of NRF SOF is the responsibility of the NRF Commander. SOFEVAL is considered a primary tool for NRF SOF certification.

d. The evaluation of Partner SOF will be conducted in close coordination with SHAPE Military Partnerships Directorate (MPD) Operational Capabilities Concept (OCC) and the NATO Special Operations Headquarters (NSHQ).

e. Overall, SOFEVAL supervision is a NSHQ responsibility supported by the NSHQ.

7.11 **Evaluation of Declared Partner Forces**

a. Partner forces declared in the OCC Pool of Forces are evaluated under the Operational Capability Concept Evaluation and Feedback programme (OCC E&F) in order to:

   (1) Improve the ability of partner forces to contribute to NATO-led non-Article 5 operations and NRF activities.

   (2) Give increased flexibility and predictability about potential contributions and capability in putting together tailored force packages for NATO-led non-Article 5 operations and NRF activities.

b. The OCC E&F process is intended to improve, through evaluation and feedback, the level of interoperability and operational effectiveness of declared Partner forces and/or capabilities of staffs, units, and force components with regard to their overall capability. This interoperability interface may occur at any command level and involves technical aspects, logistics, combat service support, and also a Partner’s ability to provide a declared capability based on NATO standards.
c. The OCC E&F programme is open to all partner countries and other countries based on NAC approval and provides a practical and efficient tool that allows NATO to further improve and evaluate the operational effectiveness of declared Partner forces or capabilities against appropriate defined NATO standards and criteria. Within the programme, there are three distinct types of OCC E&F activities:

1. Level 1 will focus on evaluating the level of interoperability by concentrating on evaluation of the interoperability of a Partner’s organisations, structures, equipment, training and education.

2. Level 2 will concentrate on evaluating a Partner’s military effectiveness, military capability and mission accomplishment.

3. Support of interoperability training. The OCC E&F Programme, “Support of Interoperability Training”, will better support preparation towards improved partner interoperability. Prior to a partner nation participation in a NATO LIVEX, such training is mandatory and should be followed by a NATO observed/monitored self-evaluation, mirroring those being conducted in the OCC E&F Programme.

The OCC E&F programme is open to all partner countries and may be expanded to include other countries based on NAC approval.
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STRATEGIC TRAINING PLAN (STP)

1. **General.** In the years since its founding, NATO has depended upon loosely-coupled systems of national, multinational and NATO institutions to deliver education, training and exercises. Often, these loose systems did not connect education and individual training efforts with those collective training and exercises, resulting in disharmony, less than effective learning, and conflict in resource apportionment. A more closely-coupled system to unite and synchronise training, within a more structured approach, was needed.

2. With the establishment of ACT, NATO undertook a more deliberate approach towards education and individual training, and the delivery thereof. Although education and individual training is still national responsibility, NATO began to provide NATO-specific education and also to assist in development of education in cases where nation(s) would create their own solutions.

3. With the Lisbon and Chicago Summit Tasks, the Heads of State and Government identified specific topics of interest and capability development inclusive education and training.

4. The Multinational Approach Task Force of 2011 sought to find projects to further capability development in nations within a pooling and sharing concept. This programme eventually was renamed at the Smart Defence initiative and entwined within the enduring austerity concerns of the Heads of State and Government. A mechanism was needed to further engage the training community in the search for shared and pooled solutions.

5. In 2011, it was recognised in NATO HQ that a plan for the development of Ballistic Missile Defence (BMD) education and training was needed and the first Strategic Training Plan (STP) task has introduced a methodology; the first STP approved by NAC was the Building Integrity (BI) STP in July 2012.

6. **Aim.** The aim of STPs is to unify and synchronise the delivery of education, training and exercises within specific topic areas, focused on those identified by the Heads of State and Government. This establishes a more structured approach and results in a system which seeks improvement in efficiency, effectiveness and affordability for future developments.

7. **Strategic Training Plan Principles.** There are a number of principles which underpin STPs:

   a. Education and individual training imparts knowledge to an individual; collective training and exercises practically apply that knowledge. Education theory requires that both processes occur before true learning can take place.

   b. Each level of command, or echelon, must support those above and below it in the execution of training delivery. As such, STPs describe the purpose and requirements for training each level: political-military, strategic, operational, and tactical. These plans account for national interoperability issues and specialist training as well.

   c. If a particular capability has a Full Operating Capability (FOC) date, all training is backward-planned from this date to ensure that the training is delivered on time.

   d. In similar fashion, responsibilities must be affixed and timelines established to ensure that all activities are oriented on timelines given by the Heads of State and Government through the NATO Summits Tasks.
e. STPs set key conditions to enable development of a more closely-coupled system within a given discipline area. The plans do this by establishing a NATO Requirements Authority (RA) and Department Head (DH) structure which defines, organises and coordinates the delivery of education, training and exercises, and seeks NATO and national opportunities for further sharing and pooling of training resources.

f. STPs establish a mechanism by which a training plan can be evaluated and its processes improved over time. This mechanism is holistic and comprehensive to ensure that all aspects of the plan are contributing toward the desired end-state.

g. Agreed policy, concept and doctrine are not necessarily required for establishment of a STP. Often, the plan itself imparts the necessary impetus for the construct of agreement and movement forward on a particular capability.

8. **Responsibilities.** The RA will define E&T requirements, including direction and guidance on the desired end state, for their respective discipline to JFT. This initiates the development of a STP, produced in Bi-SC format by JFT.

9. The RA will lead the development of the requirements for the STP, and support the process of producing the STP, by providing the requirements for an E&T discipline, and ensuring that it remains aligned with the identified gaps and redundancies.

10. The STP will be approved as a Bi-SC staffed document and endorsed by the MC.

APPENDIX:

1. General Outline of a Strategic Training Plan (STP).
GENERAL OUTLINE OF A STRATEGIC TRAINING PLAN (STP)

1. Background
2. Aim
3. Scope
4. Education and Training Principles
5. Education and Training Policy
6. Purposes of Training (by level)
7. Training Requirements (by level)
8. Education and Individual Training
9. Collective Training and Exercises
10. Evaluation
11. Sequence of Training Development
12. Training Resource Requirements
13. Supporting Efforts

Annexes:

Annex A – References
Annex B – Acronyms
Annex C – Responsibilities/Tasks (Planning, analysis, etc.)
Annex D – Programme Theory
Annex E – E&T Org Structure
Annex F – Outreach/National Assistance
1. **General.** The TRA is part of NATO’s E&T Global Programming (Figure B-1) and provides procedures for the conduct of the Training Requirements Analysis (Operationalisation), for which the Strategic Training Plan (STP) has set the conditions necessary for JFT to lead and conduct the process, supported by the RA/DH and ACOS JETE.

2. The TRA is an academic plan including recommended solutions for identified gaps and redundancies.

3. **Definition.** Training Requirements Analysis (Operationalisation) (TRA) is a process used to systematically identify relationships between the target audience, Depth of Knowledge and competencies required for NATO personnel and/or functions.

4. It will be in line with the following principles:
   
a. Bring together academic, operational and political expertise to build consensus for E&T effective conceptual framework (e.g., curriculum map or programme\(^1\)) that addresses specific core competencies for consistent quality E&T outcomes.

b. Requirements have to be covered by effective E&T, duplications and redundancies have to be eliminated and the E&T community will always search for shared and pooled solutions to make best use of scarce resources.

c. E&T must be structured, aligned and synchronised.

5. **Aim.** The aim of the TRA is to operationalise the STP through:
   
a. Analysing which training audiences need to be trained and to what extent.

\(^1\) Programme, as used in this document, means a combination of different modules/courses, which deal with different aspect of one main subject/discipline that represents the programme. Modules/courses of a programme can be taught by different institutions. Exercises related to the main subject also belong to the programme.
b. Producing an inventory of the E&T, including exercises, currently offered to meet the need.

c. Matching the requirement with what is currently offered to identify gaps and redundancies.

d. Providing an updated topic training landscape which will be implemented as such in the Training Management System.

6. **Roles and Responsibilities.** The roles and responsibilities for JFT, JETE, Requirements Authority (RA) and Department Head (DH) in the STP and TRA developments are stated in Part 3 of this directive, and are outlined in Figure B-2 below:

<table>
<thead>
<tr>
<th>Element</th>
<th>RA</th>
<th>DH</th>
<th>JETE</th>
<th>JFT</th>
<th>MC/NAC(^2)</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Training Plan</td>
<td>Support(^3)</td>
<td>Support</td>
<td>Support</td>
<td>Lead(^4)</td>
<td>Approve</td>
<td>An adaptive and flexible plan to unite and synchronise training efforts</td>
</tr>
<tr>
<td>Training Requirements Analysis (Operationalisation)</td>
<td>Support</td>
<td>Support</td>
<td>Support</td>
<td>Lead/Approve</td>
<td></td>
<td>An academic plan including recommended solutions for identified gaps and redundancies</td>
</tr>
</tbody>
</table>

**Figure B-2: Roles and Responsibilities in STP and TRA**

7. **E&T Requirements.** NATO’s E&T requirements are defined in SACEUR’s Annual Guidance on Education, Training, Exercises and Evaluation (SAGE) and captures NATO’s\(^5\) most pressing capabilities drawn from areas such as current operations, known operational requirements or new emerging capability imperatives such as those identified by Heads of State and Government.

8. The TRA process can also be used for unidentified operational shortfalls and to update and/or validate existing topic programmes.

9. **TRA Sequence of Steps.** The following sequence of steps should be completed in the order shown below. Any change to this process will influence the TRA desired outcome. Below the **10 steps** of the TRA are outlined.

   a. **Step 1 - Identify TRA Stakeholders and SMEs\(^6\) and Plan a TRA Programme Start-up Meeting with RA and DH**

---

\(^2\) NAC approval in case of political sensitivity.

\(^3\) Lead the development of the requirements, give direction and guidance on the desired end state and support the process of producing.

\(^4\) Produce in Bi-SC format with the RA in support of the process, and recommend to the MC for approval.

\(^5\) RAs within SHAPE will be able to identify the training requirements for ACO. SACEUR appoints the RAs, who will be at ACOS/DCOS (or civilian equivalent) level within ACO or an ACO command, and who should be able to express the requirements on behalf of SACEUR.

\(^6\) The Subject-Matter Expert (SME) is qualified to provide information about content and resources relating to all aspects to all aspects of the topics for which instruction is to be designed.
(1) **Identify TRA Stakeholders and SMEs.** Identification and selection of SMEs and stakeholders (RA/DH, and training institutions) appropriate for TRA subject/discipline will require a purpose list, relative to specific expert criteria for participation. A small group of identified SMEs then generate professional referrals for additional participants.

(2) **Fill out the TRA programme start-up check list** (see Appendix 1).

b. **Step 2 - Conduct a Pre-meeting with RA/DH and Stakeholders.** A TRA pre-meeting has to be arranged (either through VTC or visit) to explain the TRA process as such and the role and responsibility of both during the preparation, conduct and aftermath of the TRA. This meeting will also be used as a starting point for the needed information data collection on existing E&T. The JFT/TRA POC will lead this process.

c. **Step 3 - Plan the TRA Location and Administrative Details.** Meeting organisational logistics and resources should consider time, location, cost and size when considering appropriate methods (e.g. syndicates or group discussion setting) for progressive meetings (see Appendix 1 Programme start-up check list)

d. **Step 4 - Send Data Collection Request for Currently Available E&T Opportunities.** The Smart Defence Initiative seeks amongst others for national E&T opportunities to be opened to NATO NCS, NFS and individual NATO members and Partnership countries. The content of existing E&T, including exercises, can also be shared thus preventing the costly (time and money) developing of new E&T. In the preparation for the TRA, nations are asked to provide topic-related information & data to the JFT TRA topic POC (See Appendix 2). One has to take into account that this request need to be sent approximately 3 months prior to the TRA itself in order to allow the JFT TRA Point of Contact (POC) to use these data for a first analysis on what kind of topic-related training is currently available.

e. **Step 5 - Send TRA Calling Letter, incl. Questionnaire on Currently Available E&T.** The TRA calling letter will be send approximately 2 months prior to the TRA itself and will invite all identified stakeholders (RA/DH/SMEs/training institutions). The letter will provide a short description of the TRA process, a questionnaire, an agenda as well as security and admin regulations. The questionnaire is, in principle, the same as in the national data collection letter but is especially seeking for currently available topic E&T within NATO training institutions, academia and industry (see Appendix 3.).

f. **Step 6 - Analyse the collected data on currently available E&T.** Prior to the TRA, the JFT/TRA POC will start with the analysis of the received information from nations and or RA/DH and other stakeholders and SMEs as soon as possible. The refinement of data collected will facilitate a reliable and valid list of current opportunities, which meets operational requirements.

g. **Step 7 - Prepare the TRA Formats.** Based on the analysis of the gathered data as well as the STP, the JFT TRA POC will start 1 month prior to the TRA with the development of the topic required formats (see appendix 4.). These formats will be sent to the RA/DH/SMEs/training institutions for their individual preparations.

h. **Step 8 - Conduct the TRA**

B-3
(1) **Conduct the TRA.** At the set time and location in the calling letter, RA/DH/SMEs/stakeholders will meet. JFT/TRA POC will explain, provide and lead the TRA process. In principle, the community is striving for consensus, but if that is not achievable, the JFT/TRA POC will take the final decision. (see Appendix 5)

(2) **Training Audience Analysis.** The training audience analysis is conducted by JFT TRA POC based on the STP and is presented. Either through a classroom setting or syndicates, this analysis is further discussed and determined.

(3) **Currently Offered E&T, including Exercises, Analysis.** The currently offered E&T analysis conducted by JFT TRA POC based on the data collection is being presented. Either through a classroom setting or syndicates, this analysis is further completed, discussed and determined.

(4) **Matching.** When both analyses are determined, they will be matched. The matching will identify:

(a) **Gaps** (where requirements are not met by offered E&T);

(b) **Redundancies** (multiple offered E&T solutions for a requirement); and

(c) **E&T Solutions** (partially or fully meet the requirements).

(5) **Outcome.** The outcome of the TRA is what has been identified during the matching and connected to that what has to be done when and by whom.

   i. **Step 9 - The TRA Final Report.** Normally within a month after the TRA, JFT/TRA POC will provide (see Appendix 6) a draft TRA final report. The most important area of the report is the translation of the above mentioned Matching and Outcome into Conclusions, Recommendations and Plan of action and milestones. The report will be signed by JFT and RA and send to every involved topic stakeholder.

   j. **Step 10 - Close the identified E&T gaps, eliminate identified redundancies and adapt courses/modules/programmes/exercises**

   (1) **Close the identified E&T gaps and eliminate identified redundancies.** The DH is the identified entity to coordinate and synchronise the work to be done on closing the gaps. It is very beneficial if all the involved entities, including the DH, in this work, have SAT capability and capacity.

   (2) **Adapt existing courses/exercises**

      (a) **Annual Discipline Conference.** The DH organises on behalf of JFT an annual discipline conference in order to review and update requirements and validate or adjust the E&T solutions. This conference is the leading alignment on the topic related E&T matters and will cover: E&T Directions and Guidance (D&G), information update, coordination, operational feedback and recommendations. This conference is also particularly useful to identify new and emerging policy, doctrine and concepts so that E&T solutions can be derived in a proactive fashion.
(b) **Training Management System.** As soon as the gaps are closed, the redundancies eliminated and existing E&T is adapted, the validated and optimised training landscape will flow into the NATO Training Management System (e-ITEP and e-MTEP), and to other necessary tools.

(c) **New Capabilities / Operational Shortfalls.** New developments within the topic, like new doctrine, equipment, lessons learned, course/exercise feedback as well as identified operational shortfalls in NATO’s theatres need to be evaluated by the RA to determine the implications for topic-related training audience requirements. The DH will implement the necessary changes if any into the topic related training landscape.

APPENDICES:

1. Programme Start-Up Meeting Checklist
2. National Data Collection Request
3. Training Requirements Analysis Calling Letter
4. Depth of Knowledge (DoK)
5. TRA Training Audience Analysis (E&IT and CT)
6. TRA Final Report
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PROGRAMME START-UP MEETING CHECKLIST (Reference para 6.1.2)

<E&T Programme Name>
Training Requirement Analysis Pre-Meeting Checklist

<table>
<thead>
<tr>
<th>Strategic Training Plan Document date</th>
<th>Curriculum Map Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership:</td>
<td>DCOS JFT</td>
</tr>
<tr>
<td>Communication Plan:</td>
<td>Development Start Date:</td>
</tr>
<tr>
<td>Requirements Authority:</td>
<td>Implementation Start Date:</td>
</tr>
<tr>
<td>Department Head:</td>
<td></td>
</tr>
</tbody>
</table>

1. **Pre-Start-up Reminders**

*Use this checklist to remind you of the tasks that need to be completed for kicking off meeting. Delete this instructional paragraph from your final draft.*

<table>
<thead>
<tr>
<th>Reminders</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-meeting activities could begin after and / or in parallel with the data collection activities.</td>
<td></td>
</tr>
<tr>
<td>Establish a programme notebook and a document repository. Also, prepare a list of programme stakeholders, and their contact numbers (e.g., RA, DH, education and operational SMEs…).</td>
<td></td>
</tr>
<tr>
<td>Define and confirm communications (What, How, and When).</td>
<td></td>
</tr>
<tr>
<td>Establish the physical work environment. Confirm space and workstations requirements availability (e.g., conference rooms, projectors, whiteboards, computers, printers… etc.).</td>
<td></td>
</tr>
<tr>
<td>Secure member's logons and security access arrangements.</td>
<td></td>
</tr>
<tr>
<td>Send calling letter to formally announcing programme meeting schedule and communication elements</td>
<td></td>
</tr>
<tr>
<td>Identify programme roles and responsibilities with associated training needs, and prepare training schedule, where necessary.</td>
<td></td>
</tr>
<tr>
<td>Request laptops, and other meeting equipment and resources where necessary.</td>
<td></td>
</tr>
<tr>
<td>Request needed software / tools such as PM Tools, Office Suite, etc.</td>
<td></td>
</tr>
<tr>
<td>Define, baseline and begin implementing the programme schedule / strategic training plan.</td>
<td></td>
</tr>
<tr>
<td>Programme control logs for issues, risks, and change and scope.</td>
<td></td>
</tr>
</tbody>
</table>
## Programme Start-Up Meeting

Use this checklist to track items necessary for a successful project kickoff meeting. Delete this instructional paragraph from your final draft.

<table>
<thead>
<tr>
<th>Reminders</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare Meeting Agenda. A formal TRA meeting must be scheduled immediately after approval of the Programme Initiation/ STP by the Joint Force Trainer and completion of the capability concept documents. During the meeting, the contents of the requirements and concept documents must be fully articulated and it must include the following items as part of the agenda:</td>
<td></td>
</tr>
<tr>
<td>• Scope of Programme</td>
<td></td>
</tr>
<tr>
<td>• Work Approach</td>
<td></td>
</tr>
<tr>
<td>• Roles &amp; Responsibilities</td>
<td></td>
</tr>
<tr>
<td>• Management Approach (Issues, Change, Risks, Quality, etc.)</td>
<td></td>
</tr>
<tr>
<td>• Programme Development Timeline (Duration &amp; Schedule of Deliverables)</td>
<td></td>
</tr>
<tr>
<td>• Programme Development Schedule / Plan (Milestones, critical points, etc.)</td>
<td></td>
</tr>
<tr>
<td>• Programme Development Status Reviews (Frequency, Participants, Expectations, etc.)</td>
<td></td>
</tr>
<tr>
<td>• Programme Constraints, Assumptions, Critical Success Factors</td>
<td></td>
</tr>
<tr>
<td>• Preliminary Risk Mitigation Strategies</td>
<td></td>
</tr>
<tr>
<td>• Education and Training Methodologies, Standards, Processes or Guidelines to Follow</td>
<td></td>
</tr>
<tr>
<td>2. Schedule the Meeting. Confirm the date, place, and time. Send notice with at least a two-week lead-time.</td>
<td></td>
</tr>
<tr>
<td>3. Invite the Requirement Authority (send one representative), Department Head (send one representative), Education SME, Operational SME, Subject SME, ACOS JETEE Departmental Interfaces, and other Key Players.</td>
<td></td>
</tr>
<tr>
<td>4. Invite Key Senior Management to stress the importance of Programme (can be a videotaped message, or given via VTC, or Skype).</td>
<td></td>
</tr>
<tr>
<td>5. Confirm Attendance of all Meeting Participants (Make sure your Stakeholders are able to attend).</td>
<td></td>
</tr>
<tr>
<td>6. Capture minutes, issues, and action items during the meeting. Be sure to send out minutes and action items within three days after the start-up meeting.</td>
<td></td>
</tr>
</tbody>
</table>
**E&T Programme Change Control Document (ETOC code)**

<table>
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<tr>
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<th>Date</th>
<th>Revision Author</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>10/08/07</td>
<td>Requirements Authority</td>
<td>New Concept Paper Signed. Updates to Training need to be communicated and incorporated</td>
</tr>
<tr>
<td>Approved/ Not Approved</td>
<td></td>
<td></td>
<td>Signature of authorizing DCOS JFT</td>
</tr>
<tr>
<td>1.0</td>
<td>10/15/07</td>
<td>Department Head</td>
<td>Updated version approved for use.</td>
</tr>
<tr>
<td>Approved/ Not Approved</td>
<td></td>
<td></td>
<td>Signature of authorizing DCOS JFT</td>
</tr>
<tr>
<td>2.0</td>
<td>04/26/08</td>
<td>ACOS JETE</td>
<td>Converted to .docx format; added file path to footer.</td>
</tr>
<tr>
<td>Approved/ Not Approved</td>
<td></td>
<td></td>
<td>Signature of authorizing DCOS JFT</td>
</tr>
<tr>
<td>2.1</td>
<td>8/27/10</td>
<td>Requirements Authority</td>
<td>Updated current concept structure to include Joint Warfare Center in the distribution list</td>
</tr>
<tr>
<td>Approved/ Not Approved</td>
<td></td>
<td></td>
<td>Signature of authorizing DCOS JFT</td>
</tr>
</tbody>
</table>

Document Change Control is a fixed section of all programme management document templates. This section tracks the revision history of the template and indicates the most current version in effect. Include this section, as is, in your final document as a separate, last page. Delete this instructional paragraph from your final draft.
NATIONAL DATA COLLECTION REQUEST (Reference para 6.4)

TO: See Distribution

SUBJECT: XXXXX Data Collection

DATED:


1. The purpose of this letter is to request your support in collecting information about XXXX as a topic in National Education and Training (E&T) activities.

2. Based upon and as published in XXXXX Reference X ACT/JFT will organise a Training Requirements Analysis Operationalisation (TRA) workshop XXXXXX 2013 at the XXXX in XXXX. We will be mapping all currently offered E&T opportunities, including those which your nations are willing to offer to others within the spirit of Smart Defence.

3. Please find at Enclosure 1, a format to use for data national collection. I ask that your defence ministries provide the requested data to the POCs of this workshop not later than XX XXXX 20XX so it can be analysed and included in the TRA workshop.

4. Should there be any questions, our points of contact are LTC XXXXXXX and XXXXX

FOR THE SUPREME ALLIED COMMANDER TRANSFORMATION:

Deputy Chief of Staff, Joint Force Trainer

ENCLOSURE:

1. Topic Data Collection Format.

DISTRIBUTION:

External:

Action:
Bi-SCD 75-2

Information:

Internal:
TRAINING REQUIREMENTS ANALYSIS CALLING LETTER (Reference para 6.5)

SUBJECT: TOPIC Training Requirements Analysis Calling Letter

DATE:


1. As per Reference X ACT is directed to support the Requirements Authority (RA) and Department Head (DH) for XXX with the deliverance of subject matter expertise (SME) support to the conduct of the TOPIC Training Requirements Analysis (TRA).

2. The aim of the TRA is to identify the (collective and/or individual) training gaps and redundancies through an in depth target audience analysis and existing training analysis.

4. The dates for this TRA are set at XXXX 201X to be hosted by XXXXXXXX. To be able to prepare and conduct this TRA, and its successful outcome, it is absolutely necessary that you will appoint a Point of Contact/SME who provides the operational performance details as requested in the questionnaire (See Annex B.).

5. Please provide the names of the POCs/SME as well as the requested information not later than XXXX 201X to the ACT JFT TRA SME

FOR THE SUPREME ALLIED COMMANDER TRANSFORMATION:

Deputy Chief of Staff, Joint Force Trainer

ANNEXES:

A. Education & Training Requirements and Programming Process explanation.
B. TOPIC TRA Questionnaire.
C. Agenda.

DISTRIBUTION:

External:

Action:
TOPIC TRA Questionnaire

1. In accordance with the NATO TOPIC Strategic Training Plan (Reference XX) can you identify other than the initial training audience and their core functions that will require E&T in the TOPIC area? Can you provide an initial draft of their Core Functions (statements)?

2. What kind of individual TOPIC training do you provide?
   a. Name of the course.
   b. The requirement on which this course was built.
   c. Intended Training Audience (demographics about levels by rank or organisation).
   d. Performance and Learning Objectives.
   e. Depth of Knowledge (DoK).
   f. Programme of Instruction (POI) documents.
   g. The analysis which was used to build this course, module or programme?
   h. What is the classification of this course?
   i. Is your course open to NATO or are there any restrictions to partner nations?

3. What kind of collective TOPIC training do you provide and or are you aware of any other existing collective TOPIC exercises which have TOPIC elements in it?
   a. The requirement on which this exercise of or exercise module was built.
   b. What are the Exercises Specifications (EXSPEC)?
   c. What are the Exercise Objectives?
   d. Is this exercise open to NATO or are there any restrictions to partner nations?

3. Are you aware of any other (multinational, civilian, academia and industry) TOPIC related E&T initiatives?
   a. Who can provide this information or any other?
This page is intentionally left blank.
# DEPTH OF KNOWLEDGE (DoK)

<table>
<thead>
<tr>
<th>Level</th>
<th>DoK Title</th>
<th>Description</th>
<th>Key Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td>Master Skills and Competences Concept Knowledge Level</td>
<td>Requires a learner to have the full extent of comprehension that will enable a level of forward leadership reasoning and strategic thinking skills to see outward and immediately plan for today to achieve strategic goals of the future in the most effective, efficient and affordable way possible.</td>
<td>Leadership and Command</td>
</tr>
<tr>
<td>400</td>
<td>Expert Skills and Competences Concept Knowledge Level</td>
<td>Requires a level of comprehension that will enable a learner to investigate and apply solutions to complex problems. This requires the ability to research and process multiple conditions of the problem or task, based on in-depth complex reasoning, planning and development skills that have been acquired across disciplines and over an extend period of time.</td>
<td>Excel</td>
</tr>
<tr>
<td>300</td>
<td>Advanced Skills and Competences Concept Knowledge Level</td>
<td>Requires a level of comprehension that will enable a learner to reason, analyse and interpret concepts, patterns and relationships to develop a plan and sequenced steps. This requires the ability to make some decisions and justification using abstract and complex analytical thinking skills and to offer more than one possibility to solve a problem.</td>
<td>Apply</td>
</tr>
<tr>
<td>200</td>
<td>Foundation Skills and Competences Concept Knowledge Level</td>
<td>Requires a level of comprehension that will enable a learner to use foundational conceptual and procedural knowledge in a controlled working environment with ease and with minimum supervision.</td>
<td>Understand</td>
</tr>
<tr>
<td>100</td>
<td>General Knowledge</td>
<td>Requires a level of understanding that will enable a learner to recall elements and details of structure or process and recognise or identify specific information.</td>
<td>Remember</td>
</tr>
</tbody>
</table>
TRA TRAINING AUDIENCE ANALYSIS (E&IT AND CT) (Reference para 6.8)

1. Page B-5-3 to B-5-9 shows an ILLUSTRATIVE EXAMPLE for better understanding; Any reference to a specific capability subject needs to be ignored.

2. The levels of the training audience are defined as: Pol/Mil, Strategic, Operational, Tactical and National and Specialists.

3. From each level the sub training audience is identified.

4. Training Standards: Bi-SC 75-2 describes the common language and reference system to be used by NATO’s Strategic Commanders, their subordinate Commanders and agencies, operational planners, training and exercise planners and users.

5. The functional areas are pealed down into Performance, Enabling and Exercise objectives.
   a. A Performance Objective (PO) consist a general input of skills, knowledge and competences statements which should be taught to specific Training Audience. Performance Objectives should be closely connected with tasks which are described in Training Audience related job description documents if available.
   
   b. An Enabling Objective is (EO) derived from the PO and has three parts:
      (1) The task, stated as one action associated with one single verb.
      (2) The conditions describing the settings under which the task is performed.
      (3) The standard provide measurable criterions stating the level of accepted performance.
   
   c. A Training Objective (TO) is a desired goal expressed in terms of performance under set conditions related to defined standard. It describes Knowledge, skills and attitudes to be reached during the conduct of training. The TO’s should describe:
      (1) The desired outcome of a training activity for a training audience.
(2) Measures for assessing the performance outcome and therefore TO’s consist of:

(a) A specific performance requirement (task)
(b) The training situation (conditions)
(c) The level of performance (standard)

6. The required Depth of Knowledge (DoK) is determined by: DoK is focused on how deeply learners need to know content for a given response in the working environment. Therefore, DoK depicts the potential of the learner to process complex reasoning; strategic and extended thinking skills in a volatile operational environment (see Appendix 4). DoK bridges general functional statements, performance objectives with general target audience and instructional methods.

7. During the matching process the column ‘existing course’ is used to show what courses, modules, programmes, exercises cover the functional area(s) with its performance/exercise objectives.

8. The colours red, green and yellow are used for:

d. Red: no course, module, programme and exercise cover the requirement(s) (functional area and POs/EOs).

e. Yellow: there is/are course(s), module(s), programme(s) and exercise(s) available who partly meet the requirement(s) (functional area and POs/Eos)

f. Green: there is/are course(s), module(s), programme(s) and exercise(s) available who completely meet the requirement(s) (functional area and POs/Eos)
**Illustrative Example:** C-IED TRA Training Audience Analysis (E&IT and CT)

<table>
<thead>
<tr>
<th>Level/TA</th>
<th>Functional Areas</th>
<th>Pos/EOs</th>
<th>DoK</th>
<th>Existing course</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL/MIL NATO HQ</td>
<td>NAC-Diplomats IS</td>
<td>1. Interagency Cooperation</td>
<td>1.1 Understand the necessity of and enable the cooperation of military and non military actors in order to counter IED networks.</td>
<td>100</td>
<td>1. On a regular basis Senior Leadership seminars are organised during which the functional areas and Pos could be addressed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Legal constraints. COI/CONI</td>
<td>2.1 Understand legal implication of C-IED measures in the NFS, NCS, Nations and non military actors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Political Direction and Guidance for the management of the Force</td>
<td>3.1 Provide DG with the focus on preventing and countering threat networks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Basic knowledge of C-IED</td>
<td>4.1 Understand C-IED approach and military and non-military implications.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IMS SOs MC</td>
<td>1. Interagency Cooperation</td>
<td>1.1 Understand the necessity of and advice the cooperation of military and non military actors in order to Counter IED networks.</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Legal constraints. COI/CONI</td>
<td>2.1 Understand legal implication of C-IED measures in the NFS, NCS, Nations and non military actors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Military Direction and Guidance for the management of the Force</td>
<td>3.1 Provide military advice with the focus on counter networks.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NATO UNCLASSIFIED</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>-------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. Basic knowledge of C-IED</strong></td>
<td><strong>4.1 Understand C-IED approach on military and non-military implications</strong></td>
<td><strong>SO level.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1. Maintain general situational awareness.</strong></td>
<td><strong>1.1. Understand the principals of C-IED.</strong></td>
<td><strong>2.1 (including providing advice on implications of National Caveats)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NATO HQ SITCEN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1. Provide SME expertise and advice for the IMS.</strong></td>
<td><strong>1.1 Provide the advice on all C-IED matters and enablers.</strong></td>
<td><strong>200 SOAC</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IMS C-IED CELL</td>
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<tr>
<td><strong>1. Basic knowledge of C-IED.</strong></td>
<td><strong>1.1 Understand the NDPP and where C-IED needs to be integrated.</strong></td>
<td><strong>SHAPE needs to check if a C-IED SME is (permanent)</strong></td>
<td></td>
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<tr>
<td>SHAPE/ALL</td>
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</tr>
<tr>
<td><strong>1. Support and guide all C-IED related activities.</strong></td>
<td><strong>1.1 Maintain C-IED Situational awareness on military and non military environments.</strong></td>
<td><strong>SHAPE needs to check if a C-IED SME is (permanent)</strong></td>
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<tr>
<td>SENIOR LEADERSHIP</td>
<td></td>
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<tr>
<td><strong>1. Provide direction and guidance for integrated planning.</strong></td>
<td><strong>1.1. Understand the NDPP and where C-IED needs to be integrated.</strong></td>
<td><strong>SHAPE needs to check if a C-IED SME is (permanent)</strong></td>
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<tr>
<td>SHAPE PLANNING</td>
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</tr>
</tbody>
</table>

**Strategic**

**SHAPE/ALL**

1. Basic knowledge of C-IED.

2. Basic knowledge Interagency Cooperation.

**1.1 Understood the C-IED approach and non-military implications.**

**2.1 Understand the necessity of the cooperation of military and non-military actors in order to counter IED networks.**

**2.2 Support the possibilities which will allow cooperation to take place.**

**100**

Recommend to develop short awareness lecture.

**SHAPE PLANNING**

1. Provide direction and guidance for integrated planning.

**1.1. Understand the NDPP and where C-IED needs to be integrated.**

**200 1. NATO OPC 2. SOAC**
<table>
<thead>
<tr>
<th>GROUP</th>
<th>SHAPE INT/OP/PLANNING / GP</th>
<th>SHAPE/ C-IED SME</th>
<th>JFC/CC/N FS HQs</th>
<th>ALL Staff personnel</th>
<th>SENIOR LEADERSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Integrate C-IED in intelligence, operations and planning</td>
<td>1. Provide SHAPE with SME advice.</td>
<td></td>
<td>1. Basic knowledge of C-IED.</td>
<td>2. Support, guide, coordinate, and synchronise all C-IED related activities.</td>
</tr>
<tr>
<td></td>
<td>1.1 Apply comprehensive analysis of C-IED approach in order to allow synchronisation.</td>
<td>1.1 Manage the advice on all C-IED matters and enablers.</td>
<td></td>
<td>1.1 Understand C-IED approach and non military implications.</td>
<td>1.1 Maintain C-IED Situational awareness on military and non military environments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.1 Understand the necessity of the cooperation of military and non military actors in order to counter IED networks.</td>
<td>1.2 Maintain awareness of the possible C-IED impacts on military and non military environments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.2 Support the possibilities which will allow cooperation to take place.</td>
<td>1.3 Enable Interagency Cooperation.</td>
</tr>
<tr>
<td></td>
<td>200</td>
<td>300</td>
<td></td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>1. NATO OPC 2. SOAC 3. ATAC</td>
<td>1. NATO OPC 2. SOAC 3. ATAC</td>
<td></td>
<td>Each operational staff should include C-IED &amp; Interagency cooperation as a topic in their new comer training.</td>
<td>On a regular basis operational Senior Leadership seminars are organised during which the functional areas and Pos could be addressed.</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>The seminars should be</td>
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<td></td>
</tr>
<tr>
<td>PLANNING GROUP</td>
<td>C-IED coodination process</td>
<td>Intel Fusion &amp; Analysis</td>
<td></td>
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</tr>
<tr>
<td>1. Operationalise pol/mil and strategic DG and commander’s DG in to OPLAN, FRAGOS and WARNOS.</td>
<td>1. Attack the Networks</td>
<td>1. Provide C-IED related intelligence.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1.1 Incorporate C-IED (inputs) into planning process. (OPLAN) | 1.1 Exploit information IOT informing which contributes to pursue and prevent activities. | 1.1 To collect all C-IED related information. (Including pattern analysis, biometrics, exploitation, SIGINT, HUMINT, Enemy TTPs).
| | 2.1 Exploit information IOT informing understanding to contribute to protect activity. | 1.2 To fuse all C-IED related information. (Including pattern analysis, biometrics, exploitation, SIGINT, HUMINT, Enemy TTPs).
<p>| | 3.1 Exploit information IOT information understanding to contribute to prepare activity. | 1.3 To analyse all C-IED related information. (Including pattern analysis, biometrics, exploitation, SIGINT, HUMINT, Enemy TTPs). |
| | 3.2 Apply NATOs SAT model | |
| | 300 NATO OPC Course | 300 100: Develop generic C-IED awareness course. |
| | C-IED/SME | ATAC |
| | Attack the Networks | EOD staff Of. |
| | Defeat the Device | Course |
| | Prepare the Force | T3 training course |
| | 1.1 Exploit information IOT informing which contributes to pursue and prevent activities. | SOAC, ATAC |
| | 2.1 Exploit information IOT informing understanding to contribute to protect activity. | HNAT |
| | 3.1 Exploit information IOT information understanding to contribute to prepare activity. | EOD staff Of. |
| | 3.2 Apply NATOs SAT model | Course |
| | 300 * SOAC, ATAC |
| | EOD staff Of. |
| | T3 training course |
| | SOAC, ATAC |
| | HNAT |
| | EOD staff Of. |
| | Course |
| | T3 training course |
| ENG include RC and search. Technical exploitation. (Level 1 &amp; Level 2) ATAC course need to be reinstalled. EOD COE should update current EOD staff Of. course content together with C-IED COE. *Taken all the courses followed by collective training should lead to the preferred Dok 400. | Basic knowledge C-IED (100), implementation in own specialty (300) through collective training. |</p>
<table>
<thead>
<tr>
<th>Category</th>
<th>Action</th>
<th>Description</th>
<th>Key</th>
<th>Training</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISR</td>
<td>1. Provide information by using the ISR platforms with the focus on C-IED.</td>
<td>1.1 Analyse the information collected by ISR platforms.</td>
<td>200</td>
<td>ATAC</td>
<td>Basic knowledge C-IED (100), implementation in own specialty (200) through collective training.</td>
</tr>
<tr>
<td>J35</td>
<td>1. Coordinate C-IED contributions as well as commander’s DG in to OPLAN, FRAGOS and WARNOs.</td>
<td>1.1 Incorporate C-IED actors and factors into planning process.</td>
<td>200</td>
<td>SOAC</td>
<td>Capability in to the Branch.</td>
</tr>
<tr>
<td>Targeting</td>
<td>1. Target IED networks.</td>
<td>1.1 Target IED networks with kinetic and non kinetic assets in order to achieve the desired effects.</td>
<td>200</td>
<td>SOAC</td>
<td></td>
</tr>
<tr>
<td>EOD</td>
<td>1. Contribute to C-IED approach.</td>
<td>1.1 Provide expert advice and manage EOD assets.</td>
<td>200</td>
<td>EOD Staff officer Course SOAC</td>
<td>Basic knowledge C-IED (100), implantation in own specialty (200) EOD COE should update current EOD staff Of. course content together with C-IED COE.</td>
</tr>
<tr>
<td>ENG</td>
<td>1. Contribute to C-IED approach.</td>
<td>1.1 Provide expert advice and manage ENG assets.</td>
<td>200</td>
<td>MILENG COE course SOAC</td>
<td>Basic knowledge C-IED (100), implementation in own specialty (200) C-IED should check with MILENG COE if this course meets the Pos.</td>
</tr>
<tr>
<td>EW</td>
<td>1. Contribute to C-IED approach.</td>
<td>1.1 Provide expert advice and manage EW assets.</td>
<td>200</td>
<td>Covered by National Training 100: Develop generic C-IED awareness course</td>
<td>Basic knowledge C-IED (100), implementation in own specialty (200). Core function and PO need to be confirmed by ECM experts.</td>
</tr>
<tr>
<td>Tech. exploitation , including</td>
<td>1. Contribute to C-IED approach.</td>
<td>1.1 Provide expert advice and manage tech. exploitation assets.</td>
<td>200</td>
<td>Covered by National training.</td>
<td></td>
</tr>
<tr>
<td>biometrics as capability</td>
<td>1. Contribute to C-IED approach.</td>
<td>1.1 Provide expert advice from their own field expertise.</td>
<td>100</td>
<td>Generic C-IED knowledge.</td>
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</tr>
<tr>
<td>Ad-Ons: CIMIC, IO, IKM, LEGAL, GEO, External agencies, LOs</td>
<td>100: Develop generic C-IED awareness course</td>
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</tr>
</tbody>
</table>

**Table: Bi-SCD 75-2**
TRA FINAL REPORT

TO: See Distribution

SUBJECT: XXXXXXXXXXXX TRAINING REQUIREMENTS ANALYSIS FINAL REPORT

DATED:


1. **General.** IAW Annex A. of Reference A., a Training Requirements Analysis (TRA) with identified stakeholders, Subject Matter Experts (SMEs) and XXXX training providers was held at XXXXXXXX, XX 2013.

2. **Aim.** IAW Reference A., the aim of this workshop was to identify existing training gaps and training redundancies through a target audience analysis and an analysis of existing training possibilities.

3. **Purpose.** The purpose of the workshop was to collect and share information on requirements and opportunities across all Education and Training XXX activities in order to provide a holistic XXXX training landscape which will, if institutionalised, structure XXX training for the long term.

4. **Objectives.** The objectives of the workshop were:

   a. Commence development of a holistic education and training solution for all the personnel which will execute XXX functions within the current and future NATO Command Structure, from the political-military level down to the specialist level.

   b. Collect and map education and training opportunities currently offered.

   c. Match the opportunities with the requirements in order to avoid duplications and to identify gaps.

   d. Establish the XXX E&T under the auspices of the Requirements Authority (RA) and the Department Head (DH).

5. **Methodology.** During the Workshop, the group of SMEs used the group discussion as methodology. They were invited to discuss the required performance in regards to all personnel engaged in aspects of XXX at each level. For each identified level the core functions were analysed. These core functions were divided into defined performance objectives used to systematically identify relationships between the target audiences. Based on prior gathered data the existing training opportunities were analysed in levels and exercise objectives. Matching the results of the training audience analysis with the existing training opportunities analysis identified the existing gaps and redundancies in education and training.
6. **Results**

   a. The results of the training audience analysis are captured in Annex A. The results are presented in levels and sub-levels, in functional areas and their related performance objectives (POs). This analysis was matched with the gathered data of existing individual training opportunities. This matching is also included in Annex A.

   b. The same target audience level analysis was used to match with the results of the existing collective training opportunities (see Annex B).

7. **Conclusion**

   a. Education and Individual Training: Few gaps were identified which can be closed through adapting existing courses, developing new courses and through re-installing an old course. The XXXXXXX might offer solutions for the required new courses (their opportunities could not be taken into account during the workshop).

   b. Collective Training: At the Political/Military level XXXXXX. At the Strategic level, there are gaps for XXXXX.

   c. Role and responsibilities of DH for XXX: The workshop identified a need for more understanding of the role and responsibilities of a DH in general. This will not be closed through a course but will become fully clear over time.

   d. There is a lot of possible solutions available only if XXXX is willing to open those opportunities to NATO (half of the offered opportunities were classified XXXX only).

8. **Recommendations**

   a. Close the identified gaps through applying NATO Systems Approach to Training (SAT), adapting existing courses and develop new courses

   b. The timelines and action points (see below) should be used for the completion of this training requirement analysis.

   c. JFT appoints within ACT/JFT a POC for RA and DH in order to support them while further developing this capability.

9. **Plan of Action and Milestones**

   a. ACT JFT provides 1st draft of the TRA report XXX.

   b. XX 2013 staffing of the TRA report completed and the report finalised.

   c. (TBD) XXXXX will act as RA for XXX.

   d. (TBD) XXXXX will act as DH for XXX.
e. JFT/TRA POC will act as focal point of contact for RA and DH.

f. JFT will provide formal appointment letters to RA and DH.

g. The RA/DH will finalise the existing training analysis i.e. para.7. Recommendations.

h. In 2013 1st XXX E&T Annual Discipline Conference.

i. It is important to note that this programme requires viewing as a living document in order to ensure Lessons Learned / feedback is integrated as they arise.

FOR THE SUPREME ALLIED COMMANDER TRANSFORMATION:

Deputy Chief of Staff, Joint Force Trainer

REQUIREMENTS AUTHORITY

XXXXXXXXXXXXXXXX

ANNEXES:

A. Curriculum Mapping.
B. Existing Training Opportunities.

DISTRIBUTION:

External:

Internal:

Action:

Information:
1. **General**

   a. The TNA is part of the Global Programming and provides recommendations on how to close the identified Performance Gaps within the Training Requirements Analysis (Operationalisation) (TRA); it will deliver training opportunities to match the identified requirements.

   b. Figure C-1 below shows the schematic view of the Global Programming concept, and the TNA in its function for the delivery of the E&T products, following the TRA.

\[\text{Figure C-1: Global Programming}\]

2. **Definition.** The Training Needs Analysis (TNA) defines learning and enabling objectives required to eliminate Performance Gaps, and systematically delivers a training opportunity.

3. **Aim.** Gaps identified on Education and Individual Training (E&IT) in the Training Requirements Analyses (TRA) will be defined through the Training Needs Analysis (TNA) process. Evolution and developments occurring within a discipline can be addressed through the TNA process as well.

   a. The Training Needs Analysis is the very first step of a detailed training solution; the Systems Approach to Training (SAT)\(^1\) is used, and encompasses the following steps: Analysis, Design, Development, Implementation and Evaluation. It is also widely known as the Instructional System Design (ISD).

   b. A TNA focusses on the training gaps identified in the TRA. It aims at systematically analysing the related TRA outcomes by further focussing on performance and learning objectives. The critical outcome is recommendations on how to close the gaps, and these recommendations are the input for the next step within SAT: the Design.

   c. The TNA process will be used as well for addressing evolution and developments within a discipline. This includes operational shortfalls, new discipline related doctrine and / or concepts course and student feedback, lessons identified, translating all this in new requirements or updating / validating the existing requirements. The analysis of this

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\(^1\) See Bi-SC E&IT Directive 75-7, Annex B - System Approach to Training (SAT).
input might generate a TNA in order to identify how existing E&IT needs to be adapted, or if new E&IT is needed to cover these new requirements.

4. **TNA Principles.** The following principles apply to the Training Needs Analysis:

   a. The starting point for the in depth analysis of the TNA is the E&IT outcome of the TRA.

   b. The TNA working group consists of the DH (lead), JETE (support; process expertise and QA), and discipline SMEs and stakeholders.

   c. New requirements as a result of discipline evaluation and developments will lead to review existing E&IT or developing new E&IT.

5. **Roles and Responsibilities.** The roles and responsibilities for JFT, JETE, Requirements Authority (RA) and Department Head (DH) in the TRA and TNA developments are stated in Part 3 and are outlined below:

<table>
<thead>
<tr>
<th>Element</th>
<th>RA</th>
<th>DH</th>
<th>JETE</th>
<th>JFT</th>
<th>MC/NAC</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Requirements Analysis</td>
<td>Support</td>
<td>Support</td>
<td>Support</td>
<td>Lead/Approve</td>
<td></td>
<td>An academic plan including recommended solutions for identified gaps and redundancies</td>
</tr>
<tr>
<td>(Operationalisation)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Training Needs Analysis</td>
<td>Support</td>
<td>Lead/Approve</td>
<td>Provide QA and E&amp;IT Support</td>
<td>Acknowledge</td>
<td></td>
<td>Defines learning and enabling objectives required to eliminate performance gaps, and systematically delivers a training opportunity</td>
</tr>
</tbody>
</table>

Figure C-2: Roles and Responsibilities in TRA and TNA

6. **TNA Process.** The TNA consists of four phases and twenty-one steps (Analysis, Design, Development and Implementation) and Evaluation as an overarching feedback cycle. Within each Phase several steps need to be conducted.

   a. **Phase 1: Analysis.** The analysis is aimed at analysing systematically the outcome of the TRA, and consists of the following six steps:

   (1) **Step 1: Establish Analysis Working Group**

   (2) **Step 2: Task Analysis.** Examines the performance requirement in terms of behavioural tasks and subtasks, translates them into Performance Objectives (POs) and prioritises them if they require instruction.

   (3) **Step 3: Target Audience Analysis.** Determines categories of audience, location and size of population and required annual iterations.

   (4) **Step 4: Performance Gap and Cause Analysis.** Identifies the difference between the current and the desired performance, the
performance gap. The desired performance is written in form of Performance Objectives (POs).

(5) **Step 5: Design and Develop Learning Objectives (LOs).** The POs are translated in LOs containing a performance statement with the conditions under which the tasks are to be performed and the standards which need to be met as well as a Knowledge/Skill/Competency Analysis.

(6) **Step 6: Training Options Analysis.** Determines and chooses the available option to obtain the required E&IT for the target audience (residential course, e-Learning, training on the job, MAT or METT).

The Analysis Phase concludes with the following recommendation:

(1) A new training opportunity will be designed and developed (TNA proceeds).

(2) An existing training opportunity will be revised (TNA proceeds).

(3) No training opportunity will be designed and developed (this concludes the TNA Process).

The above mentioned steps are described in detail in the Bi-SC 75-7, Annex C.

b. **Phase 2: Design.** The design is the selection of instructional methods to ensure learners have acquired the identified competencies and consists of the following nine steps:

(1) **Step 7: Instructional Analysis.** Determines what to teach so that the learner will achieve the Los as specified in the Course Control Document II Part 1.

(2) **Step 8: Define Learner Characteristics.** Identifies those characteristics of the target population which have an impact on the design of the instructional programme.

(3) **Step 9: Identify Performance Components.** Examines LOs and identify additional skills and knowledge essential to the task but not captured in LOs to determine what needs to be taught.

(4) **Step 10: Apply Target Population Information.** Applies characteristics of learner once all LOs are identified.

(5) **Step 11: Structure Course Content.** Groups and sequences various components identified through the conducted analysis.

   (a) Determine Enabling Objectives (EO)
(b) Determine Teaching Points
(c) Sequence Instruction

(6) **Step 12: Identify Instructional Strategies.** Identifies combination of methods, media and environment used to deliver instruction.

(a) Identify Instructional Methods
(b) Identify Media
(c) Select Learning Environment
(d) Combine Elements
(e) Define Instructor Ability

(7) **Step 13: Estimate Costs of Instructional Strategies.** Conducts efficiency analysis to ensure that recommended Instructional Strategy is cost-efficient.

(8) **Step 14: Select Instructional Strategy.** Chooses Instructional Strategy balancing performance requirement and resource efficiency.

(9) **Step 15: Specify Course Content and Lesson Guidance.** Compiles preceding steps of Design Phase and generate a coherent plan, specifying what must be learned and how learning will be assessed.

The above mentioned steps are described in detail in the Bi-SC 75-7, Annex D.

c. **Phase 3: Development.** The development is the creation of instructional guides for instructors and learners, instructional sequencing and all the necessary instructor and learner materials:

(1) **Step 16: Prepare Instructional Staff.** Enables staff to deliver the developed course effectively.

(2) **Step 17: Development of Course Material.** Generate course materials such as lesson plans, interactive courseware or training aids to support learning activities.

(3) **Step 18: Control and Maintenance of Course Materials.** Create mechanisms to control and maintain course materials to ensure that it reflects what needs to be taught, the material is standardised and updated and organise the amendment process.

(4) **Step 19: Produce a Course Schedule or Time-Table** to optimise good training practices.
(5) **Step 20: Implementation of First Iteration** to assess effectiveness of the developed course.

(6) **Step 21: Course Registration** in the TMS.

The above mentioned steps are described in detail in Bi-SCD 75-7, Annex E.

d. **Phase 4: Implementation**

a. The process of identification of appropriate iterations to support the opportunities required and the conduct of the instruction to the target audience through appropriate instructional methods.

b. The above Implementation phase is described in detail in Bi-SCD 75-7, Annex F.

e. **Evaluation**

a. A systematic process designed to collect data and assess alignment throughout the analysis, design, development and implementation phase in order to ensure instruction satisfies the intended instructional outcomes.

b. The evaluation is described in detail in BI-SC 75-7, Annex G.

7. **TNA Outputs.** The TNA output is a set of recommendations to the DH to decide upon on how to close the identified Performance Gaps by delivering a training opportunity.
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APPOINTMENT OF A REQUIREMENTS AUTHORITY (RA)
Agreement and Exchange of Letters between [..........] and the Headquarters Supreme Allied Commander Transformation

Appointment of a Requirements Authority
1. **INTRODUCTION**

a. It has been taken into account that Supreme Allied Commander Transformation (SACT) is designated by the NATO Military Committee in MC 324 (series) as the responsible authority for NATO education and training under the NATO Bi-Strategic Command Directive 75-2 for Education and Training.

b. Supreme Allied Commander Europe (SACEUR) hereby appoints the [NATO BODY] as the Requirements Authority¹ (hereinafter referred to as RA) for all education and training concerning [SUBJECT].

2. **ROLES AND RESPONSIBILITIES**

a. On behalf of SACEUR and in coordination with HQ SACT which retains final authority on all E&T activities, the RA is responsible for:

   1. Compiling, defining and prioritising E&T requirements for [SUBJECT].
   2. Defining NATO’s² Level of Ambition concerning [SUBJECT].
   3. Providing Guidance to the Department Head (DH) on the desired content, design and quality of E&T within [SUBJECT], to ensure that the products meet the requirements.
   4. Informing the DH about the status of and changes to relevant NATO concepts, doctrine, policy and procedures.
   5. Annually reviewing requirements and capabilities within [SUBJECT], by supporting the Annual Discipline Conference (ADC) organised by the DH on behalf of ACT JFT.
   6. De-conflicting E&T requirements with RAs where subjects overlap or influence each other.
   7. Leading the development of the requirements for a subject specific Strategic Training Plan with support of and produced by HQ SACT.
   8. The RA is to capture the tasks and responsibilities subsequent to his appointment as RA for [SUBJECT] within the job descriptions of its staff.

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¹ The appointed RA will be at ACOS/DCOS (or civilian equivalent) level within ACO or an ACO command.
² RAs within SHAPE will be able to identify the training requirements for ACO, on behalf of SACEUR and within the available Level of Ambition.
3. **FINAL PROVISIONS**

a. The present agreement may be revised and updated at any time at the request of one of the Parties and by agreement between them. The revision will be made in writing and requires consent of both Parties.

b. The designation may be terminated, effective immediately, upon written mutual consent.

c. This agreement will come into effect on the date the last signature is given. It will remain in effect until modified or terminated in accordance with the above mentioned procedures.

Signatures:

[........] Date: [........] Date
APPOINTMENT LETTER OF A DEPARTMENT HEAD (DH)
Agreement and Exchange of Letters between [..........] and the Headquarters Supreme Allied Commander Transformation

Appointment of a Department Head
Appointment of a Department Head for [SUBJECT]

1. INTRODUCTION

a. The […………] and Headquarters Supreme Allied Commander Transformation, Considering that the Supreme Allied Commander Transformation (SACT) has been designated by the NATO Military Committee in MC 324 (series) as the responsible authority for NATO education and training under the NATO Bi-Strategic Command Directive 75-2 for Education and Training (E&T Directive), and taking note of the appointment of [NATO BODY] as the Requirements Authority (hereinafter referred to as RA) for all NATO-led curricula concerning NATO [SUBJECT], responsible to define the education and training requirements for personnel posted on [SUBJECT] NATO PE positions and [SUBJECT] personnel deployed in NATO operations by Supreme Allied Commander Europe (SACEUR) [……].

Have agreed as follows in order to designate [DH] as the Department Head for [SUBJECT] and to record the mutually agreed roles and responsibilities:

2. GENERAL CONSIDERATIONS

b. All education and training will conform to the education and training program structures described in the Bi-SC Directive 75-2 (dated March 2013), Bi-SC Directive 75-3 (dated March 2013) and the Bi-SC Directive 75-7 (dated March 2013), in accordance with applicable NATO directives, policy, and doctrines.

c. Each Party will designate a point of contact for any coordination required.

3. ROLES AND RESPONSIBILITIES

a. General Course Requirements

(1) As the NATO DH for [SUBJECT] education and training, the [DH], under SACT/ JFT guidance, will:

(a) Translate operational requirements into education and training objectives within the subject of [SUBJECT] and related programmes, modules and courses that are delivered by [DH] with the objective to support NATO.

(b) Collaborate with both JFT and the RA to ensure content conforms to NATO education and training requirements.

(c) Collaborate with other Education and Training Institutions on a case-by-case basis as coordinated with JFT and – if applicable- in accordance with MC 458/2.
(d) If deemed necessary, recommend [SUBJECT] E&T Programme changes to JFT and RA.

(e) Collaborate with JFT to coordinate an annual [SUBJECT] Discipline/Education and Training Conference to review and update NATO [SUBJECT] E&T programme as necessary.

(2) [NATO BODY] as the RA for [SUBJECT] will, in coordination with SACT, identify the education and training requirements for [SUBJECT] each year. Guidance from the RA will ensure NATO [SUBJECT] education and training is taking into account the latest developments and stated requirements. Pursuant to Bi-SC Directive 75-2, SACT retains the final authority for [SUBJECT] in order to ensure NATO education and training requirements are met.

b. Programme of Work (PoW)

(1) [DH] will develop and submit a PoW in the form of an Annual Report to JFT.

(2) JFT on behalf of SACT will be responsible for providing guidance to [DH] to ensure coherence with the [SUBJECT] E&T Programme.

c. Other Tasks (not involving courses and education)

(1) JFT and [RA], may request an analysis of [SUBJECT] related Lessons Identified.

(2) Within means and capabilities, the DH will support individual and collective NATO-led training with Subject Matter Experts and/or other [SUBJECT]-specific advice at exercises and pre-deployment training events.

4. STAKEHOLDER INTERACTIONS

a. The [............] will conduct education and training activities with the designated NATO Education and Training Facilities (NETFs), Centres of Excellence (COEs), Partnership Training and Education Centres (PTECs), and national and partner institutions, as appropriate.

b. The [............] will liaise with International Organisations (IOs), Non-Governmental Organisations (NGOs), Academia, Industry, and other stakeholders, as appropriate, to develop the most effective, efficient, and affordable [SUBJECT] Education and Training possible.

5. FINANCIAL PROVISIONS

[............] support to the Headquarters Supreme Allied Commander Transformation will be considered a [national/multinational] contribution.
6. **FINAL PROVISIONS**

a. The present agreement may be revised and updated at any time at the request of one of the Parties and by agreement between them. The revision will be made in writing and requires consent of both Parties.

b. Either Party may withdraw from this designated letter at any time, provided that a written notice is given to the other Party within a minimum of 90 days.

c. The designation may be terminated, effective immediately, upon written mutual consent.

d. This agreement will come into effect on the date the last signature is given. It will remain in effect until modified or terminated in accordance with the above mentioned procedures.

Signatures:

[.........] Date: [.........] Date:
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