

Training for Service in OSCE Missions



Content

Introduction	3
Phase 1 Pre-departure training	9
a) Survey results	9
b) Case studies	11
1. Switzerland	11
2. Hungary	14
3. Denmark	16
Phase 2 Training in Vienna	19
Background and personnel.....	19
The OSCE Training Strategy	19
Induction course	20
Phase 3 Training activities in the OSCE missions	27
a) Survey results	27
b) Case studies	28
1. Bosnia-Herzegovina	28
2. Croatia	32
3. Kosovo	35
Towards a strategy for improvement of training for service in OSCE missions	38

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Introduction

Training for assignments abroad has its roots in the short history of development assistance from the rich to the poor countries after the Second World War.

Starting on a small scale with the first multilateral efforts for a peaceful development through the UN system in the latter part of the 1940's, the development activities have widened during more than half a century up to the present day. An increasing number of bilateral and multilateral organizations, governmental agencies as well as NGOs (NonGovernmental Organizations) have gradually become engaged in a variety of projects and programmes to improve the living conditions in the less developed southern hemisphere. So far the outcome is mixed, but development cooperation is an important framework for action in a world, where different political, economic and social factors complicate a united approach to peace and development. However, as long as the majority of the world population is living below or near a reasonable subsistence level, the international community must intensify its struggle for a better world.

During the last decade and in the aftermath of the fall of the Soviet Union, the situation in Eastern Europe and the regions of Central Asia and Caucasus have also called for attention from outside. The focus here is not as much to combat poverty but to preserve peace and work for the development of stable and democratic societies. UN, EU and OSCE are important actors in this process.

Human resources is the most essential component for peace and development. First and foremost, the authorities and population in each society must take their responsibilities and rely on their own power to develop. But frequently, external qualified manpower is requested to assist in the development efforts for a limited period of time. In doing so, these foreign professionals must also be aware of the local conditions, the aims of the cooperation and – not least – the importance of sharing their knowledge and skills with their colleagues in the countries of service. Therefore, recruitment and preparatory training for such assignments have been more and more recognized as crucial components for sustainable progress.

Within the scope of the present study “Training for Service in OSCE Missions”, we have been looking into various aspects of training and to a limited extent recruitment for the particular personnel category in the

OSCE Field Missions which consist of both international (seconded) and national members.

The ***purpose*** of this investigation is

- a) to map out the training available in OSCE countries within the frames of the three phases explained further down;
- b) to present a few detailed examples of layout, content and pedagogic methods by means of visiting selected training centres and observing ongoing courses or seminars;
- c) to propose and recommend improvements of existing training and a strategy for an optimal coordination of the three phases.

In addition to this threefold purpose, the primary *target group* in mind for this report are professionals involved in training for assignments in the OSCE missions.

Therefore, some aspects of training have been elaborated rather exhaustively.

In order to fulfil these intentions, it is necessary to start with an overview and analysis of both recruitment and training practices as the two are interrelated. There is solid evidence for stating that a careful selection of individuals for a specific development task abroad must be combined with a qualitative preparatory training to reach a good result. In this study, the emphasis lies on the different types of training arrangements.

There are *three phases* of training for the OSCE mission members:

- 1) Pre-departure training arranged by seconding agencies or affiliated organizations in the participating states (only for international members)
- 2) Training by the Secretariat in Vienna
- 3) Field training by the various missions

The different phases are described and analysed in the subsections below.

Methods used in this study comprise

- information search from documentation available
- data collection by two minor surveys
- interviews with a sample of trainers and managers
- observation of some selected courses
- course evaluations collected through the surveys or by visits

The *indicators* studied can be summarized as follows:

- quantitative data concerning the three types of training, e.g. numbers and frequency of courses and seminars, number of participants etc.
- qualitative data such as content, methods, pedagogical performance, etc.

Aims for different types of training activities can be more or less specified.

Thus we are studying both *effectiveness* aspects (goal-related) of the training programmes as well as *efficiency* factors (how training is carried out).

Conceptual analysis

To be *prepared* for a specific task requires an explanation. The concept has a close relationship with the term *competent*, which in turn usually refers to a person's education, professional experience and personal suitability for a specific task. In the present case of personnel for OSCE's missions in different countries, the interpretation of *being prepared* can be clarified by the following two factors:

- *qualification demands* for a specific post expressed in the “job descriptions”;
- three phases of specific *training* according to the OSCE recommendations.

Let us first look at the common qualifications required for most of the posts held by international mission members and try to classify those requirements:

Q 1: Education:

University degree or certificate (specified for each post)

Q 2: Working experience – basic:

Minimum X years (specified for each post, sometimes defined more exactly with a certain requirement for “relevant field”)

Q 3: Working experience – specific: (examples)

- experience in preparing analytical reports
- previous mission experience of a similar function
- demonstrated ability and willingness to work as a member of a team with people of different cultural and religious backgrounds etc.

Q 4: Specific knowledge:

- knowledge of regional political history and development
- some knowledge of the OSCE principles and commitments

Q 5: Personal characteristics:

- cultural sensitivity and judgement
- flexibility and ability to work under pressure and with limited time frames
- ability to communicate and draft concisely

Q 6: Physical requirements:

- excellent physical condition
- ability to cope with physical hardship etc.

Q 7: Language requirements:

- professional fluency in English

Q 8: Practical skills:

- possession of a valid driving license and ability to drive using manual transmission

Which of these qualifications can be improved by OSCE-related training? The categories Q 1, Q 2, part of Q 3 and Q 5, Q 6, Q 7 and Q 8 are not possible to influence or improve in the shorter types of training within the OSCE framework.

But the following items can certainly be improved even by short courses:

- preparation of analytical reports
- team-work in a cross-cultural environment
- knowledge about the region/country of service
- knowledge of the OSCE principles and commitments
- ability to work under pressure
- communication and drafting skills

How to make a candidate *prepared* or *more competent* for his/her assignment can thus partly be analysed from the job descriptions. But there are other factors to consider, not least experiences gained by people with a relevant field work background or by professionals with more or less well-founded opinions in matters concerning recruitment, training and other personnel issues. The different actors in the administration, recruitment and training of OSCE mission members are therefore also important sources of information.

REACT

After a decision to establish REACT, Rapid Expert Assistance and Cooperation Teams, in June 2000, the accompanying IT-system became operational in April 2001. The purpose was to simplify, speed up and systematize the recruitment of OSCE mission personnel. A special task force constructed the system based on three pillars:

- 1) Standards based on precisely defined qualifications for the work carried out in OSCE field activities that can be applied to better focus the recruitment process;
- 2) Efficient management of the documentation used in the recruitment and selection process in order to overcome impediments to rapid selection of personnel;
- 3) Pre-selection/deployment training designed to ensure that those selected are operationally prepared to carry out their duties upon arrival in the field.

Previously the manual recruitment was based on about 400 different job descriptions. Now, with the REACT system, this number was reduced to 48 as a result of four levels of professional competence and twelve fields of expertise (see “Staffing matrix” Annex 1a). All vacancies are advertised in the OSCE website/employment. Applicants can fill in a web form and send it to their seconding agencies. After selection in the participating states, the applications of the proposed candidates are sent to the OSCE Department of Human Resources, where a screening is made. Finally, the forms of the suitable candidates are forwarded to the concerned missions which make the final decisions.

Training Standards

As mentioned above (REACT pillar 3), pre-departure training is emphasized as an important preparatory factor. To that end, the REACT task force worked out a guide-book called “Training standards for preparation

of OSCE Mission Staff”. In the Foreword of this guide it is stated that “The OSCE encourages participating states to invest in the preparation of their human resources dedicated to early warning, conflict prevention, crisis management and post-conflict rehabilitation... In order to maximize the effectiveness of training initiatives, our recommendation would be to organize preparation programmes as soon as possible in the application-selection-deployment time line; that is, to be carried out prior to deployment and indeed prior to selection.”

The guide is divided into six key areas for preparation of OSCE field staff. In each area the main part comes under the heading “Training phase” while only a minor part is devoted to “Pre-departure phase”. In the section “How to use this guide” it is explained that “presenting these standards in this twofold format also makes possible their use for designing combined training programmes aimed at the preparation of a pool of human resources for future operations of different international organizations”. “The information referred to in the pre-departure phase, since specific to the OSCE, will only need to be distributed to those actually joining an OSCE field activity and this can be done at a later stage, since the information only needs to be available prior to deployment.”

Interpreting this advice for users of the guide, it seems that the term “training phase” refers to a general type of training for presumed international staff before recruitment, while the “pre-departure phase” is reduced to references to OSCE handbook, General guide for mission members etc. This is somewhat confusing for the readers.

In most practical cases, pre-departure training refers to a course lasting from a few days to two-three weeks designed for candidates for service in OSCE missions and sometimes also for similar EU, UN or NGO assignments. Therefore, it is no reason to differ between “training phase” and “pre-departure phase” as the two are normally integrated in the same activity.

Only in the cases of “briefing” (mostly for one day only) we can talk about a very limited OSCE-related pre-departure information in the vocabulary of the “Training Standards”.

Otherwise, the 80-page guide is very ambitious and systematic with the key areas 1) Introduction to sponsoring organization (OSCE in this case), 2) Rehabilitation of post-conflict societies, 3) Cross-cultural communication, 4) Safety and security issues, 5) Stress management and first aid and 6) Fieldwork techniques.

Each area section is divided into a number of modules, which in turn have specific learning objectives in a taxonomy (progressive scale of goals) – a) being aware of..., b) being familiar with..., c) understanding....and d) being able to....

The question is whether such a guide makes an overambitious impression for a prospective user. According to an evaluation survey (OSCE Training Section, Vienna, 2002) sent to the participating states about the use of the guide, only about a dozen countries responded, eight of which gave positive judgements. (See also the new survey in Phase 1 of this report). Another question is why it is not recommended for the later training phases 2 and 3. (See one example under Phase 2).

OSCE Directives on Training

So far, two “Organization Directives” on Training Activities, no 16/2000 and 20/2002 have been issued by the Secretary General of the OSCE.

The first is entitled “Coordination of training activities in missions and field operations”. Its purpose is to define the competences to manage training-related activities in OSCE missions and field operations. Also, it outlines the reporting procedures, information flow and cooperation between the Training Coordinator (TC) in Vienna and the Focal points for training in the missions. Some main points are:

- The Head of Mission is responsible for the training programme in the mission.
- Each mission’s Training Section/Focal Point for training (TS/FP) is responsible for training programmes aimed at improving the effectiveness of the mission.
- Managers of other units/sections/departments of the mission should suggest and in conjunction with the TS/FP plan and execute specific training programmes.
- The TC is responsible for consistency, quality control and unity of approach of training throughout the organization. Therefore the TS/FP of each mission has to report to TC regularly about the implementation of the mission’s training plan.
- Assessment of needs for training is the responsibility of units/sections/departments with support by TS/FP. A similar responsibility concerns evaluation of training.
- TS/FP has to deliver reports to TC on both training forecast and summary of activities twice a year.

In the second paper, “Training guidelines”, it is emphasized that internal training (within the organization) should be given priority to external training and that training approved by the supervisor is considered official duty. Also, it is stated that “the supervisor should not prevent the attendance of the training he/she approved for duty reasons but show strong commitment to staff/mission member’s participation”.

Phase 1

Pre-departure training

A minor questionnaire with ten questions on recruitment and pre-departure training (annex 1b) was sent out to all 35 seconding agencies which had at least three seconded mission members in September 2002 (annex 1c). After two reminders 50 % had filled in and returned the forms. Of those agencies with at least ten members in the field, about 60 % replied.

a) Survey results

The outcome of the first five questions are summarized in the table below, while the five remaining questions/answers are compiled further down.

Country	Seconding min./agency	REACT – a good tool	Recruitment interviews	Tests in English	Pre-dep. train./brief.
Austria	MFA	Yes	Yes	Yes – oral test	Briefing and vol. course 12d
Belarus	MFA	Partly	Yes	Yes	Course 1 day
Belgium	MFA	Yes	No	No	Briefing
Bulgaria	MFA	Yes	Yes	No	Briefing
Canada	MFA/NGO	Partly	No	No	No
Denmark	MFA/HIS – see case 3	Partly	Yes	No, except for Police	Course 5 days Police 2 wks
Finland	MFA, Molnt	Partly	Yes	Yes	Briefing
Hungary	Molnt/ITC (mainly Police)	NA	Yes	Yes	Course 15 days – see case 2
Ireland	DFA/APSO	Yes	NA	No – native language	Course 1 day
Netherlands	MFA	Yes	Yes and psych. tests	No (if CV is evident)	Briefing
Norway	MFA and NORDEM	Yes	Yes	Yes	Course 6 days
Poland	MFA	Yes	Yes	No	Briefing
Romania	MFA, MoD, Moland NGO	Yes	Yes	Yes	Briefing
Slovenia	MFA	Partly	No – but to be planned	Yes	Course 1 day

Sweden	MFA/Sida	Partly	Yes – 3 per candidate	Yes	Course 3 days or Briefing
Switzerland	MFA, Swiss Expert Pool	NA	Yes – 3 per candidate	Yes	Course 11 days – see case 1
Turkey	MFA and Dep.	Partly	Yes	Yes	Briefing
UK	MFA	Partly	Yes	Yes, in writing	Course 8 days – see annex 1d
USA	Contractor for MFA	Yes	Yes	No – native language	Course 5 days

The sixth question on topics included in the pre-departure course gave the following outcome for the countries providing training (x means a positive response):

Topic	AU	BLR	DEN	HUN	IRE	NOR	SLO	SWE	SWI	UK	USA
Country/Reg. info.			x		x	x	x	x		x	x
Job/Mission info.	x	x	x	x	x	x	x	x	x	x	x
OSCE hist./pol./org.	x	x	x	x		x	x	x		x	x
Human Rights	x		x	x	x	x	x		x	x	x
Conflict resol. etc.	x		x	x	x		x	x	x	x	x
Cross-cultural issues	x	x		x	x	x		x	x	x	
Security/Health	x			x	x	x	x	x	x	x	x
Employment cond.		x	x		x	x	x	x	x	x	x
Other items			see case no 3	see case no 2					see case no 1	see pro- gram	
Question 7 dealt with types of resource persons :											
Personnel in the org.	x	x	x	x	x	x	x	x	x	x	x
Academic experts	x			x	x	x		x	x		x
Returned OSCE-pers.	x	x	x	x	x	x	x	x	x	x	x
Others				police			spec. exp.			spec. exp.	

Question 8 on the layout of the briefing gave no specific answers.

Question 9a was about support by the Training Section in Vienna – a few answers:

- delegations should be invited to TS to evaluate its effectiveness in general terms;
- very good; – good; – induction course appears to be relevant;

Question 9 b dealt with opinions about the OSCE Training Standards:

- a vivid document; – available but not actively used; – very good;
- remarkably clear and precise; – have not seen it yet.

The last question was an open one about further comments on recruitment/training:

- the UK has invited other OSCE countries to send participants to our training courses, but so far only one country has accepted the offer.

Summary of the survey with the participating states (supply side):

- REACT is seen as a *good* tool by 8 responding countries, “*partly*” by 8 other countries while two countries have not answered. See comments in annex 1e.
- Interviews of applicants are carried out by 14 agencies, two of which make three interviews per candidate, while 3 have no interviews and one gives no answer.
- Tests in English are held in 10 participating states. Of the 8 “no” respondents there are two cases of “native language”.
- Pre-departure training is arranged in 10 of the 18 countries, but in three of these cases the duration of the course is only one day which can be seen as more or less equivalent to the 7 cases of briefing. Only 5 agencies report one week or more.*
- For those countries with pre-departure training there is a fairly broad coverage of the most important topics according to established standards.
- The remaining answers were too few to be considered representative.

b) Case Studies

1. Switzerland

Background

The Swiss Expert Pool (SEP) consists of a large number of selected people for different kinds of international assignments. Administratively, SEP is a part of the Swiss Ministry of Foreign Affairs in Bern. On the basis of written applications, formally qualified candidates are invited for a day with information and three interviews each.

Those who are selected will then be admitted to the pool. A few of them may be offered a specific international job pretty soon, but in most cases they have to wait for an assignment in connection with the preparation course.

Since November 2001, a two-week pre-departure course is arranged twice a year for 20–25 people from the pool. The course held in May 2003 was the fourth (see below) and made the total number of trained candidates about 90, of which one third were women. During the course, there are brief individual meetings between SEP-administrators and candidates, where suitable posts are presented and discussed.

At the end of the course, the majority of the participants have got an assignment. The remaining candidates have to wait for a later offer from the pool. About a third of the expert pool will get OSCE seconded positions, while the others are divided between UN police forces, UN contingents to Hebron, Sudan etc or NGO volunteer assignments.

* From other sources we learn that also Germany and Russia offer pre-departure courses for about two weeks with varied and relevant content as a preparation for international assignments like service in the OSCE missions.

SEP Introduction Course

Peace-building is the basic concept forming the course content. A core team of the course leader (a lawyer specialized in international law and human rights), a consultant (agronomist with OSCE field experience), a police representative and an assistant plan the course and contribute actively throughout the course.

The standby teachers selected are specialists from universities, organizations or consultancy firms, a few of them invited from abroad. The participants are a mixture of appropriate professionals of different ages, many of whom have got previous international experience. A few have temporarily interrupted a job abroad to get the opportunity to join the course, if they missed the course before their departure.

The pedagogical approach is very activating with many group exercises, role plays, discussions etc which means that the actual lecturing time is reduced to about 25 % of the eleven course days. On the whole, the course is highly intensive with scheduled hours from 8 a.m. to 7 p.m., often followed by group work after dinner.

Before the course, the participants receive a bunch of material to read in advance.

A special working-paper (40–50 pages including group tasks) deals with a fictive country “Mikeland” (resembling a Balkan state), where the historical, political, social and ethnical background is described. The story contains several critical situations, where the participants, mostly in role plays, have to act as citizens or international officers to give a realistic illustration of the problems described.

There are daily evaluation forms, one covering the first week and finally an evaluation form for the whole course to be filled in by the participants. Afterwards, the teachers get summaries with feedback of their contributions.

The total costs for this course are estimated at about 100,000 CHF or ca 65,000 Euro for a group of 20 participants.

Main themes of the two-week SEP course:

- | | |
|-------------------------------|--|
| – Conflict dynamics | – Mediation |
| – Peace-building tools | – Evaluation processes |
| – Human Rights – part I | – Plans of Action |
| – Good governance | – Swiss peace promotion |
| – Information management | – Stress management |
| – Negotiations | – Security |
| – Human Rights – part II | – Practical skills (Map reading, Mine awareness, Driving/Maintenance etc.) |
| – Teambuilding and Leadership | – Field exercises |
| – Capacity building | – Predeparture procedures/Administrative issues |
| – Decentralisation | – Concluding remarks |
| – Law enforcement | |
| – Gender issues | |

Observation of part of the SEP-course in May 2003 *

Introduction to and National implementation of Human Rights:

A Law professor from Bern gave a very thorough lecture with the follow-

* complete programme, Mikeland facts and evaluation result in Annex 1f

ing subtopics: Definition of Human Rights, International Human Law, Crimes against humanity, Minority protection, cases of HR violation for group discussion, instructions for Plan of Action group work (part of the “Mikeland” case).

Peace-building:

An UNDPA official lectured on the definition of Peace-building and its relation to State building, UN’s Plan of Action for Peace-building, conditions for Effectiveness, Post-Conflict Peace Building Office, needs for Leverage and Exit strategies. The theory was exemplified by the case of Iraq. In a follow-up lecture on the next day, the different UN mandates and coordination mechanisms for action was clarified.

Team building and Leadership:

The course leader conducted a couple of group exercises on the status of the groups themselves based on the questions “At what stage is your team now?” and “How to reach the Performance phase?” according to the classification Storming – Norming – Performing. After the group reporting, where the four groups declared varying progress, the conclusion was that “Teamwork is more important than Results”.

Capacity building:

A consultant of Asian background defined Capacity building in different ways such as “the use and support of local experience”, “to enhance the capability of people and institutions by improving their competence and problem-solving capacities”, “an act to improve an organization’s performance in a sustainable manner”. A “capacitated organization” was characterized by a clear vision or strategy, individual skills and material resources.

The role of Media and Capacity building:

This lecture was presented by the Head of a Swiss NGO. The emphasis was laid on fair, free and accurate media. Potential for peace-building media was analysed and limitations of local as well as international media explained. Different ways of supporting media, e.g. by legislation, associations, training of journalists and managers, media projects and field workers’ relation to media were discussed.

Internally displaced persons:

The situation for the 20–25 million people who, by war or conflicts, have been forced to leave their homes and move within their country borders was described by the Human Rights lecturer (see above). Actors/organizations, the UN guiding principles and the international humanitarian law concerning this matter were dealt with.

Other topics:

Short lectures were also performed during the three days of observation on the following topics: *Law enforcement* (presented by a qualified participant), *Mediation, Gender issues, Child soldiers and Demobilisation, disarmament and rehabilitation* (presented by a British representative of the Quakers UN office in Geneva) and *Introduction to evaluation processes* (conducted by a Swiss consultant). In the latter case, the questions why, how, when and

what was raised and discussed in relation to evaluations. This lecture was followed by a group exercise on “how to evaluate projects or actions” with reference to the “Mikeland” material.

Impressions and conclusions:

This course could serve as a model to preparation of personnel with assignments for OSCE and other international organizations in peace-building and similar areas.

Both the choice of subjects and the quality of guest speakers and regular staff as well as the pedagogical approach with most of the time devoted to activating and thought-provoking group exercises and role plays based on a thoroughly prepared material are excellent. The high intensity of the course with a heavy load of work on the shoulders of the participants might be questioned but did not seem to cause any complaints, which could be explained by the good social atmosphere in quiet and beautiful countryside surroundings.

However, the time frame of two weeks for a pre-departure course as well as the costs may not be realistic to manage for all participating states. But even a week's course built on similar principles as the Swiss example should be something to strive for!

2. Hungary

Background

ITC, the International Training Centre, in Budapest was established in 1999 under the Ministry of Interior in magnificent buildings with a history of more than 100 years' police administration and training. ITC was founded by the Hungarian Government in order to coordinate smaller units of training in times with increasing international cooperation. The purpose of ITC is to provide training for both Hungarian and foreign law enforcement officers as a preparation for UN/EU peacekeeping operations.

The physical premises are shared between ITC, ILEA (International Law Enforcement Academy) and MEPA (Central European Police Academy), which also have certain areas of cooperation with each other.

ITC has at present 64 employees, 15 of whom are police officers and the rest civilians. About a third is involved in training while two thirds have administrative duties. The Director is a former military officer and police commander with a Diploma in Education. The Training Coordinator is a former police officer with international experience in Cambodia, West Sahara and Bosnia and with a British training certificate.

Applicants for international assignments have to fulfil the following basic criteria: minimum 25 years of age and 5 years police experience, active duty, computer skills, basic shooting skills, driving licence, physical aptness and knowledge of English at intermediate level.

The basically qualified candidates are then invited to ITC for one-day tests of three types: English for law enforcement work – written and oral test with specific grading criteria. Physical assessment by certain tests applied in the Hungarian National Police. Psychology test concerning personality, assertiveness and conflict management.

After passing the tests, the candidates are invited to a three-week training named “EU Crisis Management Basic Training Course” (see

below), arranged twice a year. This course is applicable both for EU and OSCE assignments.

Besides, ITC arranges Mission Specific Peacekeeping Training Courses for EUPM in Bosnia and Herzegovina (5 days), UNMIK in Kosovo (10 days), UNFICYP in Cyprus (10 days) and MFO in Sinai (5 days). There are also Debriefing sessions for returned mission members with a psychologist as facilitator (1–2 days). Specific courses are scheduled in EU crisis management, Train the Trainers and Special English.

EU Crisis Management Basic Training Course

Aim: to prepare law enforcement officers to apply successfully their knowledge of international policing in Peace Support Operations and be able to meet the new requirements and challenges set out by the demands of today's crisis management.

Topics of the three-week ITC course:
– EU Police and Crisis management; mandates for EU peace-keeping
– Role of other organizations (OSCE, ACEEEO a.o.) in EU Crisis management
– Human Rights and Humanitarian Law
– Mine awareness; Safety procedures
– First aid skills
– Driving (4W) practice and test
– Shooting practice and test
– Simulated conflict situations
– Psychology training – Crisis management, Stress management, Personal assertiveness
– Self defence techniques
– Physical training
– Computer skills
– EU legal system and treaties
– Special English language

Observation of part of the course

The last three days of the course focused on Tactical training with simulated critical situations. The 33 participants were divided in groups with different practical tasks.

One group practised outdoors with the instruction to examine a suspected car.

Some participants approached the car with handweapons loaded with blank shots. When they came up to the car, a “policeman” asked the driver to show his hands, after which the door was cautiously opened. The driver was asked to get out with his hands up and told to lean against the car side. His clothes were checked, while two other “officers” opened the back door to check the contents. Afterwards, the two instructors commented on the performance of the participants.

Another group practised indoors and had been given the task of investigating a room with suspected people. The crucial moments of the

exercise was how to approach the room with raised weapons and open the door, the usage of a mirror to discover hidden people and how to order suspected persons to come out for investigation. If needed, handcuffs were used. This exercise could be watched by other participants from a balcony upstairs, as the room had no ceiling. The situation was also videotaped by a camera in an upper corner of the room.

In the group assembly after the exercises, the behaviour of the acting participants was commented upon by an instructor and a psychologist. The videofilm was also studied to clarify details in the situation and to discuss alternative ways of action.

There were also other types of similar exercises in order to practise the handling of various possible incidents in post-conflict societies.

Impressions:

The Tactical training gave a very realistic impression. Both participants and instructors were concentrated and ambitious during the exercises. The indoor facilities with the balcony where one group can observe the acting of another one and the video documentation were useful pedagogical tools. However, the language of instruction was Hungarian in this part of the course, which is questionable as it should be important for the participants to practise the special vocabulary not only in the theoretical parts of the course but also in these practical situations.

3. Denmark

Background

The International Humanitarian Service (in Danish IHB) was founded in 1994 as a unit in the Foreign Ministry. IHB's purpose is to contribute to solve civil tasks in the field of international humanitarian assistance, conflict prevention and peace preservation as a supplement to Danish NGOs. There is at present a pool of about 350 selected people for international assignments as election observers (about half of the pool), human rights experts, lawyers for war crime courts, police staff for training and as border guards etc.

Applicants are invited to recruitment interviews and basic information twice a year. The definite assignments and secondments are decided upon by MFA in dialogue with the Danish international offices. Very few are accepted through the REACT system as most of the REACT applicants are less qualified according to IHB. There is no need for tests in English except for the police staff.

IHB mainly serves the requests by UN, OSCE, ODIHR and TIPH (Hebron). Totally more than 200 are sent out annually. They get a basic salary at the same level as their home salary plus the allowances of the employing organization. It is a Danish concern to pay their international staff so that they don't have to pull up their roots at home when it comes to housing etc.

IHB cooperates partly with other Danish organizations with international focus, such as the Red Cross, Danish Refugee Aid and a Free Church organization. They have their separate recruitment and pools of candidates – although some individuals can belong to more than one pool – and special allocations from MFA.

Pre-departure training

Danida Centre for Competence Development has the responsibility for training of all Danish staff in MFA both internally and for those recruited for international assignments. The courses take place in hotels over weekends. In the case of the IHB staff, there are pre-departure courses in two steps with a consultant as coordinator:

1) A two-day *basic course* for all with the following topics:

- Democratization and elections
- Practical/administrative information
- Cross-cultural communication
- Human rights and Democratization
- Information by returned IHB members
- Pragmatic conflict management
- Crisis and stress reactions

2) A two-day *thematic course* adapted to types of assignments:

e.g. Conflict Resolution

- Negotiation on oil prices – group exercise
- Exchange of experiences in the group, interviewing and listening techniques
- Imagination of conflicting partners' needs and interests – role play
- Reconciliation – video from El Salvador
- Cross-cultural communication and conflicts
- Mediation – role play

Other thematic courses are focused on “Democratization and State-building” and “Human Rights”.

Finally, there is a short individual briefing about the OSCE, the country of service and the mission presented by the Political Office. It means that the total pre-departure training lasts five days.

The police officers recruited have their special two-week course.

The OSCE Training Standards are available, but not actively used because of the mixed group of participants representing various organizations.

After returning from the assignments abroad, there is a half-day Debriefing session.

Comments:

The basic course has a rather traditional layout with lectures and questions, while the thematic course on Conflict resolution has a more dynamic character.

Debriefing sessions are important both for the returned mission members to get an opportunity to report about their experiences and for the seconding agency to receive feedback for future recruitments.

Concluding remarks on Pre-departure Training and Recruitment

According to our data, only ten participating states arrange pre-departure training longer than one day. However, these countries stand for 54 % of

the total number of seconded mission members (in the year 2002). A few agencies recruit and train people for various international assignments keeping them in personnel pools.

Another ten countries arrange briefings for one day or less (including “one-day courses”) for totally 17 % of seconded mission members. The remaining states with in all 29 % of secondees send out their staff without any training or briefing.

This state of affairs is of course not satisfactory. It is obvious that the mission members with one or even two weeks pre-departure training are much better prepared for their assignments than those with a short briefing or none at all.

The following two-day induction programme in Vienna (see next section), where all the new seconded mission members take part, cannot compensate for this uneven level of preparedness.

Our recommendation is that all participating states and their agencies should make an effort to give their recruited staff the opportunity to attend at least a three-day or preferably a one-week course before their OSCE assignments with a structure exemplified in this section.

If a country is not able to offer such a course at home – due to limited recruitment or other reasons – their candidates should be sent to another country with suitable pre-departure training open to foreign participants.

Concerning recruitment, interviews and tests in English should be an integrated part of the selection procedure, especially for applicants with no previous international experience where formal merits are not enough to prove personal aptitude.

When coming back home, the mission members should be asked to deliver a final report and be invited to a debriefing seminar arranged by the seconding agency.

Phase 2

Training in Vienna

Background and personnel

In 1999, the Training Unit of OSCE at the Secretariat in Vienna was in a building-up phase to be established as the Training Section under the Department of Human Resources in 2000. At that time there was one meeting arranged with the focal points of training in the missions and another one with representatives of the participating states. Among themes discussed were the problem for smaller missions to get resources to build up their own training activities and the question whether to concentrate on pre-departure training in the participating states before assignments or to extend the induction training in Vienna.

At present there is a functional Training Section in Vienna with seven employees, one of whom is the Training Coordinator with responsibility for the whole OSCE training, three Training Officers with special functions for the benefit of pre-departure training, cross-cultural/personal development issues and field mission training respectively. All are well qualified with field experience from OSCE missions or other organizations. Supportive functions are held by one Senior Training Assistant, one Training Assistant and one Training Clerk.

The OSCE Training Strategy

The first OSCE Training Strategy (OTS) was adopted by participating states for the period 1999–2001. In the slightly revised and updated second strategy, OTS for the years 2002–2004, the following main aims are formulated:

- to enhance the ability of the OSCE Field Activities and Institutions to carry out their mandates and tasks as decided by the participating states;
- to strengthen the performance of the OSCE;
- to improve the capability of the OSCE Field Activities while contributing to the sustainable development of civil society and democratic institutions in host countries.

In these aims, there is an emphasis on training for OSCE field activities and institutions, which is also mentioned in the introductory paragraph. But *“the target audience is comprising all OSCE staff at all levels. Although an*

emphasis is placed on mission members, the staff of the Secretariat and the institutions must not be overlooked, given their key role in providing support...".

"An obvious priority will be the preparation for specific tasks undertaken by OSCE field activities and institutions, including general knowledge about the OSCE, its politico-military, economic and human dimensions, OSCE commitments and its activities in early warning, conflict prevention, crisis management and post-conflict rehabilitation; standards of behaviour and ethics; gender issues and institutional communications".

Some other key phrases are "helping a training culture to take root", "a highly participatory approach in combination with a central coordination capability", "a support structure consisting of focal points and a coordinator provides overall quality control", "many different means including workshops, modern technology....", and "the strategy would enhance mission capabilities to contribute to the sustainable development of civil society and democratic institutions in the host country".

Under the "Audiences" passage, it is stated that "training activities will particularly take into account the training needs of local staff in OSCE field activities, with a view to ensuring institutional memory...".

Concerning international cooperation, reference is made to the Platform for Cooperative Security, which was adopted at the Istanbul summit in 1999 as a part of the Charter for European Security. The platform envisions joint training activities between the OSCE and its main international partners like EU, UN and others.

Recommendation

The OSCE Training Strategy gives a partly visionary impression but can certainly serve as guidelines for all parties and individuals concerned. However, the strategy could be presented in a more rational and strict manner, if the disposition was revised, so that unnecessary repetition of key concepts under different headings was avoided. As it looks now, there is a mixture of important terms and statements with less weighty words and sentences, many of which are repeated in several instances.

Induction Course

Since 1999, the OSCE Mission Members have attended an introductory course for two days arranged by the Training Section in Vienna. During the first year's starting phase only two courses were held, one for participants going to the mission in Kosovo and the other one for members of other missions.

From the year 2000, the courses have been running on a compulsory basis every fortnight – later changed to every three weeks – to make it possible for all new members to participate just before or at the very beginning of their period of service.

The word "induction" may seem odd in the English vocabulary as a name of an introductory course. However, the definition of "induction" in this context refers to the more specific meaning "professional introduction". But what is the aim of the course?

A specific aim for the course seems to be missing. It is of course possible to refer to the aims of the Training Strategy (see above), but those are too wide. Further down in the strategy we will find the "specific objectives", of which the first one, A, has a direct reference to the induc-

tion course: “to provide general and systematic information to new mission members of Field Activities, the Institutions and the Secretariat about the activities of the OSCE, its purposes and principles”. Also the second of these objectives, B, could be useful: “to raise awareness of and provide training on important issues relating to conflict prevention, civil society, democratic institutions, human rights, gender issues...”.

It would be an advantage if the Training Section elaborated on these objectives in order to clarify a specific aim for the Induction Course.

Course statistics

The number of induction courses and participants for the three complete years with courses are the following:

2000: 26 courses with a total of 774 participants, of which 66 % for Kosovo.

2001: 25 courses	"	571 participants,	"	39 %	"
2002: 17 courses	"	446 participants,	"	27 %	"

Layout and content

The list of topics in the course of March 2003 were the following:
(see also programme and an analysis of the content in Annex 2a)

- Administrative issues (2 hours)
 - OSCE structures and activities (1 hour, 15 min.)
 - OSCE missions overview (45 min.)
 - Supervisory skills in a Cross-cultural environment (1.15)
 - Gender issues and Trafficking in human beings (0.45)
 - Interaction with Partner organizations (0.45)
 - Security (0.45)
 - OSCE and its Policing activities (0.45)
 - Mission support (Logistics) and Postal procedures (1.00)
- (Special arrangements for different mission groups are not included here)

The first session on “Administrative issues” takes remarkably long time. The reason for giving space to this “practical” area at the expense of more substantial subjects seems to be problems with interpretation of rules and regulations, filling in forms etc.

The program is laid out over two working days (9 a.m. to about 5 p.m.) with short breaks every hour and one hour lunch break for the common meal the first day and one and a half hours for the open lunch in the second day. On the Hofburg premises, there is a cafeteria and computers with internet connection available.

Evaluation summary

At the end of each induction course, a written evaluation is carried out according to a specific form (appendix 2b). After having been filled in, the forms are collected and compiled by the Training Section with a summary of the outcomes.

A random sample of *five courses* during 2002 with a similar program as in the example above gave the following result:

Number of participants in total: 116.

Number of evaluation forms delivered: 103. Response rate: 89 %.

Overall assessment:	Very good	38 (37 %)
	Good	55 (53 %)
	Satisfactory	6 (6 %)
	Not satisfactory	0 (0 %)
	No answer	4 (4 %)

Hence it follows that 90 % of the responding participants rated “good” or “very good”.

The question about participation in *previous training or briefing* related to OSCE gave the outcome:

Course (mostly 2 – 5 days pre-departure course at home) 34 (33 %)

Briefing (one day or less)	16 (16%)
Previous OSCE employment experience	7 (7%)
No previous OSCE related training/briefing/job	46 (44%)

The answers show that only one third have attended a pre-departure or equivalent course, while almost half of the participants (44 %) were without training, briefing or OSCE related job experience before entering the Induction Course.

Additional topics suggested by the participants can be summarized as follows:

- Field/Mission-related information (sessions with former secondees etc) – 8 similar answers
- Communication with local population, cultural aspects (working with local staff/authorities etc) – 5 answers
- OSCE structures (e.g. the role of the secretariat and its interaction with the missions) – 2 answers
- Stress management/Loneliness/risks of using alcohol – 2 answers

The most frequent *general remarks on the programme* were the following:

- The majority made *positive comments* on the programme, e.g.”well structured; comprehensive, concise and most helpful; most speakers were good presenters; location is good; well organized and professional course; very interesting; content is fine; balanced; thorough, detailed, excellent; lovely location (Hofburg); a lot of information in a very good atmosphere; gives a good overview; programme well designed; organized in a very proper way; overall a good programme” – ca 50 answers
- Some remarked on a *lack of interaction* between speakers and audience, e.g. more interaction between participants and trainers; more open and active discussion; more Q&A sessions; a more interactive style would be useful – 5 answers

- Several participants criticized *time aspects* of the course, e.g. some topics could be more extensively elaborated, but there is a limit of two days; one week minimum for beginners; not enough time for socializing and discussing with facilitators; two and a half or three days would be fine; it moved too fast; too concentrated information in a very short time; very rushed; too fast; some speakers talk too fast for the majority of the group – be aware that most members are not native speakers in English! – 12 similar answers.

Notes of a course observation

During the course on 17–18 March 2003 there were 39 participants, 32 of whom were appointed mission members, two newcomers at the Secretariat and five guests. A brief introduction was given by the Head of Training Section and a Training assistant. The course content was divided in the subtopics described in Annex 2a p.2.

Evaluation forms were filled in by the participants at the very end of the course (annex 2b).

The overall assessment was “very good” 14 (37 %), “good” 21 (55 %) and satisfactory 1 (3 %). Nobody marked “not satisfactory”, while 2 (5 %) gave “no answer”. Note that this result is very close to the sample outcome above!

Impressions:

The programme was well composed with relevant topics for the seconded mission members, although – as mentioned in the evaluations – some substantial topics could be added if time allowed.

The lecturers who are all working at the OSCE Secretariat proved to be well qualified in their subject areas. But their pedagogical ability varied from very good speakers, easy to understand and with a balanced usage of visual aids (mostly PowerPoint) and interactive communication, to fast, one-way speakers, hard to follow and with either too many overhead pictures or none.

On the whole, the course looks like a “show off” by OSCE-specialists, many of whom are not really good pedagogues.

Some of the lectures were too filled with detailed facts, part of which could have been given as handouts. Thus there were in many cases too little time left for questions or comments from the audience. Also, the number of group exercises were rather few in the course. The film medium was used in a couple of cases and the many overheads were mostly well presented through PowerPoint.

The material on the side-tables or handed out in the group was not really systematized – some were more or less complete copies of the overheads presented at a given lecture while others were missing. Extra material to complement the presentations was pretty rare.

Recommendations

- Increase the time frame of the course to *three days*.
- The *course leader* should take a more active part in the course to assist the lecturers for more interaction with the participants by means of group exercises and other problem-oriented methods.

- The *content* should be better coordinated with the pre-departure training, especially if the latter one gets developed into a more standardized model according to the proposals under “Pre-departure phase” above.
- “Administrative issues” could be minimized in the course program and replaced by clear written instructions.
- The sessions on “OSCE Structures and Activities” and “OSCE Missions overview” would need about 30 minutes extended time to slow down the speed of the presentations and leave some space for interaction with the group. In addition, a panel of former seconded mission members with varied experiences might be invited to give a down-to-earth touch and answer questions by the audience.
- “Cross-cultural environment” and “Gender/Trafficking issues” would also need more space, in the former case to get time for explanations and in the latter case to stimulate dialogue and questions. Here it would also be useful to include the wanted subtopics (see evaluation summary above) on communication with local population/authorities and ethical aspects.
- The topic “Interaction with partner organizations” would also benefit from a prolonged session for an improved structure and a possibility to carry out and discuss the group exercise.
- “OSCE and Policing activities” is questionable as a separate topic and could be included in “OSCE Structures and Activities”.
- New (or reintroduced) substantial subjects to be included in a three-day course would be “*OSCE Human Dimension*” and “*The Rights of the Child*”.
- “*Institutional development*” should be an important topic to analyse today, especially due to its relation to staff training (“on-the-job” training) and sustainability.
- In a concluding session with a broad perspective, a recognized academic or politician could be asked to give a speech on the *OSCE’s role for peace preservation etc.*
- The course material available should be expanded and systematized.

Training seminars
During 2002, the Training Section arranged the following seminars:
Communication skills – 1 day
Effective Writing – 2 days
Stress Management – 1 day
Management Skills – 2 days
Mediation – 1 day
Project Management – 2 days
Presentation skills – 2 days
Advanced Management Skills – 1 day
Word 97 – 1 day
Excel 07 – 1 day

Excel 97 – 1 day
PowerPoint 97 – 1 day
Negotiation and Diplomacy Skills – 3 days
Presentation Skills – 2 days
Effective Staff Management – 2 days
Conflict Analysis and Negotiation Techniques – 3 days
Project Planning and Management – 2 days
The total number of participants was 247 coming from different departments at the Secretariat (130), field missions (54), delegations (37) etc.

One interesting example is the seminar in *Conflict Analysis and Negotiation Techniques*, where the Training Standards (Fieldwork Techniques, module 3) was used. The learning objectives according to the taxonomy applied were as follows: The trainees should:

- 1) be aware of the sources of the conflict;
- 2) be able to use a template or model to analyse the need for or desirability of a negotiation process;
- 3) be familiar with the basic procedure for running a round of negotiations;
- 4) understand the implications of a third party role on behaviour and be familiar with the facilitation of mutually agreed outcomes.

The outline of the seminar can be studied in Annex 2c. According to the evaluation, the eight participants (six mission members and two delegation officials) were on the whole quite satisfied with the seminar.

Training Newsletter

Since the year 2000 the Training Section edits and distributes (also on the web) a biannual “Training Newsletter”. The main part of each issue is devoted to news reports on training activities in the field missions. New training institutes and programmes in different participating states are presented as well as news at the secretariat in Vienna regarding the area of training.

As a reader one would wish one or two articles in each issue with a deeper perspective on a specific programme concerning content, pedagogical methods etc. Opinions expressed by national members or common citizens in the countries with OSCE activities would also be welcome.

Concluding remarks on Training in Vienna

The content of the *OSCE Training Strategy* is good but needs a revision in order to become shorter, more concise and get an improved layout.

Induction Course:

- Clear aims of the course should be formulated.
- The time frame should be extended to three days, especially with respect to the varying standards of pre-departure training. The content, time disposition and pedagogical methods of the induction course must then be revised according to the recommendations above.

Coordination of the three phases of training for OSCE mission members is a challenging and demanding task for the Training Section at the OSCE Secretariat.

As mentioned above pre-departure training should be encouraged in all the participating states where such training is non-existent or less developed.

Moreover, the mission training activities (see next section) must be better coordinated for the benefit of training opportunities for the members of smaller missions. Such improvements are in accordance with both the OSCE Training Strategy and the OSCE Directives of Training.

Phase 3

Training activities in the OSCE missions

The third phase of training activities for OSCE mission members takes place during the period of service which is at least six months. In most cases each mission has their own training arrangements. The largest missions have training units within their organisations, which organize training at the mission headquarters in the capital or at the regional centres. Smaller missions, on the other hand, have too few members to set up training activities. In those cases, the alternatives are to send individual members for training in neighbouring mission countries or to Vienna.

In order to get an overview of the training situation, a minor survey was undertaken with four basic questions addressed to the so-called Focal points for training in the missions. The outcome is elucidated in next section (a). After that three cases of training performance of the larger missions are described (b).

a) Survey results

The compiled answers in the table overleaf refer to the following four questions:

- 1) Do your mission offer an introduction course for new mission members? If so, could you please send an example of such a course program?
- 2) Do you arrange other types of training activities for mission members? If so, give a brief description of such training!
- 3) To what extent is local staff participating in the courses/activities?
- 4) How many people are working regularly with training matters in your mission?

Explanations and comments:

14 out of 17 Missions/Field operations have (after two reminders) responded to this minor survey, i.e. 82 %. The missing ones – Albania, Kazakstan and Turkmenistan – belong to the smaller missions and have most probably very limited training activities. It is obvious that the staff of smaller missions have a disadvantage in terms of training opportunities compared to the bigger ones.

The training arrangements in the three largest missions – Kosovo, Bosnia/Herzegovina and Croatia – are described in the case studies below.

Three missions, those in Georgia, Macedonia and Serbia/Montenegro, have due to local circumstances recently expanded both in size of staff and in training activities, a trend contrary to that of the largest missions.

In *Georgia*, the number of staff trained has increased dramatically from 45 in year 2000 to 309 in the first half of 2003. Behind this increase is the fast growth of the number of Border Monitors (Chechnya/Ingushia/Dagestan) from 54 to 144 only during the first part of 2003. In addition, Georgia has initiated a Regional Training Programme where mission members from countries in both Caucasus and Central Asia take part, e.g. Armenia, Azerbadjan, Kirgistan and Turkmenistan.

One positive example is the Project Management three-day course on two occasions in March with good evaluation results. The internal Induction Courses with a five-day program have already been arranged seven times during the first six months in 2003.

This course is so far dominated by practical and technical topics for the border monitors.

Mission or Field Operation	Induction course	Other training	National staff participation	Number of training personnel
Armenia	No	No, but region. train. in Georgia	Majority	One (part-time)
Azerbadjan	No	Rarely, but reg. train. in Georgia	Partly, due to work-load	One (part-time)
Belarus	No	No	No	None
Bosnia-Herzeg.	Yes –see case studies below	Yes –see below	About 70 %	Four
Croatia	Yes –see case studies below	Yes – see below	Varying	Two
Georgia	Yes	Yes – expanding reg. training	Varying	Two
Kirgistan	No	No (but regular part. in Vienna)	Yes (Vienna)	One
Kosovo	Yes –see case studies below	Yes – see below	Varying	Five
Macedonia	Yes – see below	Yes – in eight diff. subjects	About 40 %	Two
Moldova	No	Yes – a few	Majority	One
Tajikistan	No	Rarely	Varying	One
Ukraine	No	No	No	None
Uzbekistan	No	Rarely, but some regional training	Varying	Three (partly)
Serbia and Montenegro	Yes, since –03	Yes –expanding	Majority	One
TOTAL	6 yes 8 no	7 yes, 4 no, 3 rare/reg.tr.	Probably in majority	Zero to five

b) Case studies

1. Bosnia-Herzegovina

Background and Personnel

Organized training activities in the BiH mission started in 1999 with the foundation of the Training Section (TS). In terms of staff numbers, a peak of six employees was reached in 2001, while in the spring of 2003 four

people are working at the section. The decrease during the last two years can not be explained by fewer activities but rather by a more efficient organization in a period of budget restraint. Gradually, a growing number of courses and seminars are conducted by external trainers or arranged within the different departments of the mission. Today the personnel of the TS consist of a Chief of Training, a Training Coordinator (both seconded), a Training Support Assistant and a Training Assistant (both nationals).

All of them are well qualified for their duties and seem to function as a team with a cooperative spirit. They have all taken part in a "Training of Trainers" course.

Induction course

Objectives

- to facilitate and accelerate integration into the OSCE Mission to BiH;
- to provide background information regarding the Mission, BiH's political situation, staffing policies, as well as administrative and operational procedures.

Duration and frequency

1 ½ day (recently increased from 1 day). Arranged on a monthly basis.

Observation of the Induction course on 26–27 March 2003

There were 28 participants, 12 of whom were nationals and 16 internationals, 7 of whom were interns. The course was housed in the TS premises.

Topics and subtopics:

-
- Introduction and presentation – 0.15 hours
 - The Mission (started –95, Dayton mandate, departments/main tasks) – 0.30
 - Staffing policies (operational procedure, code of conduct, key policies etc) – 1.00
 - Mission administration and procedures (finance, entitlements, other costs) – 0.45
 - Personnel (periods of service, leave regulations etc.) – 0.30
 - Press and Publicity (advice to mission members) – 0.25
 - Internet/Intranet (how to find information) – 0.15
 - Immunities and Privileges (memory of understanding, rules of immunities and privileges, trafficking described by an ILO-film) – 1.00
 - Mission life (staff recreation activities) – 0.30
 - "Death of Yugoslavia", part I (documentary film) – 1.00
 - Structure of BiH institutions (political structure) – 1.00
 - Mission security (environment, threats, procedures, advice) – 1.00
 - Transport (regulations for driving) – 0.30
 - Political overview (parties, elections, tax system etc.) – 1.00
 - Mine awareness (facts and advice) – 0.45
 - Evaluation – 0.15
-

Impressions and proposals:

About half of the subjects in the course were devoted to administrative and personnel matters. Some of these topics could have been concentrated under fewer titles. In this way, more time could have been spent on the complex historical and political issues as well as on a lecture on Peace

building. Other important subjects like Negotiations, Stress management etc are taken up in the seminars offered by the Training Section in Sarajevo during the period of service for the mission members (see below).

All speakers in the course have posts in the Mission in their specific capacities.

Most of them made a good performance and used PowerPoint for their presentations. However, some of the lecturers spoke too fast, especially some of those who have English as their native tongue. Several participants had probably great difficulties in understanding and following such presentations. The time set aside for questions was also rather limited in many cases. On the whole, the course was packed with one-way directed information.

The course materials distributed was quite good, both the overhead pictures and extra reading materials. It covered well the different subjects presented.

Participants' evaluation

At the end of each course, an evaluation form (Annex 3a) is distributed and filled in by the participants.

A random sample of previous evaluations of Induction courses with a similar program shows that the participants are more than "satisfied" with the program. The average score is 4.2 on a five grade scale.

Other courses/seminars/workshops

With internal resources:

- Stress management and Personal development workshop (1 day)
- CV Writing and Interviewee behaviour workshop (5 hours)
- Annual management seminar (1 day)
- Management skills training (varies in length)
- Computer skills training (three types, 2 days each)
- Office skills program (3 times ½ day)
- Performance appraisal (6 hours)

With external resources:

- Report writing (2 days)
- Negotiation and Diplomacy skills (2 sessions)
- Health and Safety
- Human Rights Department training (varies)
- Democratization Department training (varies)
- Elections-Implementation Department training
- Press and Public Information Department training (varies)
- Administration and Operations Department training (varies)

The material presented for each activity consists mostly of PowerPoint pictures, exercises, tips and references for further reading. A praiseworthy example is the "Stress management " handbook by Bridget Harbaugh (Chief of Training) (see extract, Annex 3b).

Participation statistics

During the year 2002, a total of 1345 participants, 69 % of whom were Nationals, took part in the 32 different training activities (Annex 3c).

Reporting procedure and evaluation

Each type of activity is summarized in a "Post-Training Report", where background, objectives, delivery details and evaluation are described.

A sample of 21 courses distributed in 7 subjects and with a total of 312 participants have all been evaluated very positively. With the common five-grade scale, the content of the courses has been scored with an average between 4.3 and 5.0. Similar averages are reported for trainers, materials and organization/structure. As to course length there are somewhat lower figures, which is explained by the wish of some participants to have longer courses.

Planning routines

To plan the annual program for training activities, the Training Section of the OSCE Mission to Bosnia and Herzegovina has since 2001 practised a needs assessment procedure in two steps:

A) Needs Assessment Survey. A questionnaire with multiple-choice questions is sent out once a year to all mission members. The questions are formulated as follows:

- 1) Which department are you working in?
- 2) What is the level of your position?
- 3) Of the programs you have attended – which subject areas did you find most useful to your job?
- 4) Of the programmes you have attended – which subject areas were most useful for mission life?
- 5) Development of which type of skills would help you to become more effective in your line of work?
- 6) Overall, which training programs do you believe would be helpful for the mission in general?
- 7) Which type of training/skills would you like to see your supervisor(s) have?
- 8) What type of training/skills would you like to see that the staff you supervise have?
- 9) If applicable to your needs/job requirement, which of the following training topics under "Personal development" would you like to see organized in the future?
☐ Language courses ☐ CV writing a. interviewee behaviour ☐ Stress management
- 10–18) Similar questions as in no 9 but related to the areas of Diplomacy skills, Communication, Management, Project management, Office skills, IT/Computer skills, Health/safety and Others.
- 19) What kind of training do you prefer? (active/passive etc).
- 20) Were you satisfied with the work of the Mission Training Section overall?

B) Meetings with Regional Center Directors and Deputy Directors, Department Directors and Deputy Directors, Department Training Managers. Discussions focus on departmental and regional training needs etc. The departments are also asked to specify their needs in “Training request forms”.

Based on these two steps, an annual Strategic Plan is worked out, where the main outcomes of the needs assessment exercises are reported and a plan for the coming training activities during the following year is presented.

2. Croatia

Background and Personnel

The Mission to the Republic of Croatia was established in 1996. The personnel force reached a peak two years later with about 250 international members. Today the number has decreased to 67 plus 165 nationals. The training function has all the time been administered by a Training Officer (seconded and later contracted) and a Training Assistant (national). The Training Officer has nowadays also the position as Deputy Chief of Administration. To keep up with the work-load with such a limited staff, the courses and other training activities are conducted by external resources.

In most cases, the training takes place in hotels or other rented localities.

Induction course

Owing to a low replacement rate of mission members in the last years and many prolongations of assignments, there are only five to ten newcomers a year.

It means that induction courses are more frequently replaced by individual briefings by Head of Unit, Deputy Resident Representative etc. A minimum of five participants is normally required to motivate a course arrangement. The latest *induction course* was held on 17–19 July 2002 with the following design:

Introduction – 0.10 hours
Mission's overview – 0.30
Administration overview – 0.30
Personnel issues – 1.15
Briefing by the Head of Mission – 0.15
Political briefing – 0.30
Reporting system – 0.15
Rule of law – 0.30
Democratization programme – 0.30
Media in Croatia – 0.30
Return and Integration process in Croatia – 0.45
Mine awareness – 0.50
Police & Civil affairs/Security – 0.30
Finance issues – 0.30

Transport & Maintenance – 0.35
Procurement & Supply – 0.25
Communication & Security – 0.30
Information technology – 0.30
Evaluation

According to the Annual report for 2002, there was a positive feedback about the course.

A glance at the program gives the impression of a good balance between country orientation, mission-specific information and administrative issues.

In combination with the possibilities for further training during the period of service (see below) the Induction course serves the purpose of a basic introduction.

Other courses/seminars/workshops

In the training programme of 2003, the following activities (except the above-mentioned induction courses/briefings) are planned:

- *Field activity training* – two such sessions for monitoring teams, Heads of Field Centres and Field offices and other mission members are scheduled for about 200 staff members, divided in parallel group programs over two days. The sessions will focus on team building, gender issues and unit specific modules etc.
- *Administrative training* – two centrally organized sessions for two days with about 40 participants working with administration, finance, logistics etc. both at HQ and Field offices.
- *Senior staff seminar* – two weekend seminars for ca 30 senior staff from HQ and Field Centres as a forum to discuss political issues, management, mission priorities etc.
- *Training for specific groups* – workshops for groups with specific needs, e.g. training for translators, media seminar and rule of law training.
- *Performance Evaluation and Coaching Training* – a two-day session for about 25 participants with the aim of providing guidelines and tools for managers to evaluate and coach their staff members.
- *Stress Management* – a two-day workshop in parallel sessions for totally 90 participants conducted by psychologists to demonstrate methods to control stress problems.
- *IT Training* – further training for IT staff to learn about new hardware/software etc.
- *External courses* – for a small number selected staff in specific subjects, e.g. Human Rights, Conflict management and so on (in Austria/Germany).

A large sample of evaluation reports of various seminars shows a good result with an average around 4 points out of top score 5 in most of the aspects evaluated.

Observation of a course in Project Planning and Management

In Zagreb a two-day course (Annex 3d) in this subject for democratization staff took place for the first time in the Mission. This time it was conducted by Jasna Malkoc from CPC in Vienna, but in the future the Missions themselves are supposed to carry out similar courses with a handbook as a teaching guide.

There were 21 participants in this course, two of whom were men and a majority were national mission members.

The course had the Logical Framework Approach (LFA) as the main theme.

It started with a mapping of the participants' expectations and was on the whole built up from working problems experienced in the group. Between the lecturing parts there were active group exercises, especially in the use of LFA matrixes for analysing the formulated problems. Examples of such problems were "lack of cooperation between different units in the Mission", "low respect for the capacity of nationals" and "lack of understanding for basic needs". The examples selected for group analyses were "problems with internal management and leadership" and "lack of interest of local authorities in the civil society". The end products of the course were a Plan of Operation and a Project Proposal to handle the problems discussed.

Course materials: All PowerPoint pictures were copied and distributed to all participants. In addition, a 20-page guide for LFA (produced at a British university) and handouts with instructions for LFA matrixes and Project Proposals were distributed.

Evaluation: A brief oral evaluation showed that the field-oriented approach was appreciated as well as the materials distributed. However, several participants would have preferred a somewhat longer course to get more time for group exercises.

Impressions and proposals

A clear and systematic presentation, well adapted to the subject. The participants proved in most cases to be very experienced and knowledgeable.

Yet, their group activities showed an eagerness to deal with these problems of their daily work in a constructive way. The course materials were good. But the time for group work should be increased, which could partly be done by a reduction of the lecturing time and mainly by a prolongation into a three-day course.

The evaluation method should be changed, so that each participant can quietly write down his/her judgements.

Planning procedure

The Field Offices fill in survey forms on what types of training they need for the coming year. These forms serve as a planning tool. In addition there is an annual brain storming session about wanted field training activities, which is the basis of the "Mission Activity Plan". Finally, the yearly "Training Programme" (Annex 3e) is formulated.

3. Kosovo

Background and Personnel

The OMIK Training Unit was built up in the second half of 1999 as a part of the new Mission in Kosovo after the war. At the end of the year, five people had been employed, three of whom were seconded international trainers. This number has been rather stable since then. In 2002/03 there are a seconded Chief of Training, two national Training Officers and two national Training Assistants. Recently, an IT trainer has joined the Training Unit. After being located in the mission's main building, the Training Unit obtained their own premises at the beginning of 2002 with office rooms, library, computer lab and lecture hall. The library has a stock of around 600 volumes and serves the whole mission. A data base for the books as well as for all courses carried out since the start is about to be completed.

There are focal points for training in all the five departments in the Kosovo mission.

Monthly meetings with the Training Unit keep the partners up-to-date.

Regular contacts has also been established with UN, EU, Red Cross etc. for coordination of training activities. About 10 % of the participants in the OMIK courses and seminars come from these other organizations.

In the fall of 2002 there were about 350 international and 1100 national mission members, which number makes OMIK the largest of the OSCE Missions.

Aim of OMIK Training Unit

“To strengthen national and international staff competency through an on-going needs assessment and the delivery of a comprehensive training and capacity-building programme”.

Activities

a) Mandatory Training:

- *Induction Training Programme* – five days (two days theory and one day each for field trip, driving test and practical/administrative matters)
- *Conflict Resolution Training* – one day basic course and special courses one to four days
- *Conflict – sensitive Project Management* – five days
- *Training of Trainers* – three days
- *Cultural and Gender Awareness*

b) Technical Training:

- Administrative Training (Office skills, Drafting skills, Customer care etc.)
- Communication skills – one day
- Presentation skills – two days
- IT Training (Word, Excel, Power Point, Access) – level I – IV
- Management Skills (Fundamental/Advanced levels, Staff management)
- Stress Management – one day
- Language classes (English, Albanian, Serbian)
- Working as/with an Interpreter

c) Departmental training:

The five different departments of the Kosovo Mission arrange their own task-specific training for the staff, e.g. Election monitoring techniques, Human rights, and Rule of law.

d) Partnership Training:

The Training Unit cooperates with external organisations to improve training and learning opportunities for OMIK staff as a complement to internal resources. Thus, consultants from Great Britain and other countries are engaged in certain activities.

A few selected staff members can also get the opportunity to attend a course or seminar abroad, e.g. at the Austrian Study Center for Peace and Conflict Resolution (ASPR).

e) Capacity Building of national staff:

In accordance with the overall mission aim to develop the capacity of local personnel for a gradual take-over of national responsibilities, the Training Unit tries to increase the participation of the national mission members in most of the training activities. One important step was the establishment in 2001 of a Training Network with monthly meetings gathering national staff from all departments. The purpose is to provide a forum for exchange of ideas concerning training needs, new methods etc for the benefit of the capacity development of national personnel.

Course statistics

During 2002, the total number of people trained were 1902, distributed in 120 activities and 33 subject titles.

Observation of a basic course in Conflict Resolution (programme in Annex 3f)

A one-day course in Conflict Resolution with about 20 participants, well balanced between national and international members, was arranged in November 2002 at the Training Unit in Prishtina with Tamara Duffey, Chief of Training, as facilitator.

The focus of the concept Conflict Resolution was defined as “Pre-venting, decreasing, stopping or transforming destructive conflict using peaceful, non-violent methods”. The stages of a conflict were illustrated by a curve starting low with a pre-conflict, escalating to a confrontation, reaching its peak with the crisis phase followed by an outcome stage and levelling away in a post-conflict situation. Reference was made to the conflict triangle (attitudes, behaviour and context) after the Norwegian peace researcher Johan Galtung, who saw conflict resolution – often with a mediator – as a constructive method to change attitudes and behaviour in order to end the conflict.

Important factors are the positions, interests, values and needs of the parties as well as subjective and objective conflict dimensions. The contending parties may be in a hard confrontation at the top levels but closer to an agreement at the grassroots level.

The difference between settlement/compromise and resolution/cooperation was clarified. Communication skills, such as active listening and cultural awareness, were discussed as essential components on the

way to a solution of the conflict. At best, both parties involved can gain from the conflict afterwards.

This course content was exemplified by actual conflicts in the Balkans and elsewhere in the World. Group exercises contributed to a very active and dynamic course atmosphere. The evaluation result showed average scores between 4 (good) and 5 (very good) in all aspects measured.

Concluding remarks on Mission Training

Within about a decade of its existence, the training activities in the OSCE Missions have been developed into a varied program from introductory courses or briefings to seminars and workshops covering a lot of relevant and important subject areas. The professional quality of the training offered is in most studied cases convincing.

However, the main problem is obviously the uneven distribution of training opportunities due to the size of the different missions. While the largest missions can present a rich selection of training activities, the smallest ones have next to nothing.

To use the service of the Training Section in Vienna is not always a good practical and economic solution. Individual members may feel unfairly treated.

The principle should be to offer all mission members equal opportunities. The best way to deal with this problem, at least partly, seems to be to encourage an enlargement of the regional training capacity. As mentioned above, the Georgia Mission with its regional program in an expansive phase, may serve as a good example.

Towards a strategy for improvement of training for service in OSCE missions

This investigation of preparatory and in-duty training for service in the OSCE missions has shown several good examples of activities in all the three phases of training. However, it has also revealed an imbalance in the chain of training opportunities from the home country to the country of service. It is not satisfactory that almost half of the seconded mission members comes to the induction course in Vienna without a pre-departure course in the sending (or another) country.

As mentioned above, all recruiting states which do not offer pre-departure training should make an effort to arrange such courses or otherwise send their candidates to training institutes in another country.

The second phase – the induction training in Vienna – must be adapted to the background of the participants from various countries. As long as the pre-departure training has not reached a more equalized level for all recruiting countries, the Training section in Vienna should arrange a two-day “pre-induction course” designed for those participants who lack pre-departure training so that they get a chance to reach the same basic knowledge as their colleagues from states with such training.

In the following three days, all candidates recruited for the coming period of service are then joint in a common induction course with a second level content.

Also, in the third phase – training during service in the missions – there is an obvious imbalance between training opportunities in larger and smaller missions. To solve this problem there are already seminars for further training offered by the secretariat in Vienna, but the travelling costs and the loss of working time might prevent participation of several mission members, both seconded and national ones. A better solution would be to develop the regional training cooperation between neighbouring countries with OSCE missions.

The strategy for the three phases of training could thus get the following structure:

Phase 1: Pre-departure training should consist of a 3–5-day course in all recruiting countries with the following minimum content:

- Overview of OSCE’s aim and organization
- Human rights

- Conflict dynamics and Peace building
- Cross-cultural communication
- Countries of service (basic information)
- Security and Health issues
- Employment conditions

This course should be kept on a *basic level* with the learning objective “*being aware of...*” in the terminology of the Training Standards.

Phase 2: Pre-induction course and Induction course in Vienna. For candidates without pre-departure training a two-day *pre-induction course* should be arranged as a condensed version of phase 1. The participants will then be ready for the regular induction course which could follow in the same week.

The new three-day *Induction course* for all approved candidates should at least contain the following subjects:

- OSCE structures and activities
- OSCE missions overview (with assistance of a panel of former mission members)
- Security issues
- Interaction with partner organizations
- Human dimension and Rights of the Child
- Gender and Trafficking issues
- Supervision and Communication in a cross-cultural environment
- Institutional development
- OSCE’s role in Peace preservation

The level of this course should correspond to the learning objectives “*being familiar with...*” and “*understanding...*” (see Training Standards).

Phase 3: Mission training have two main parts:

- *Induction course*, two days, with country information and mission structure according to the examples in the corresponding section above.
- *Seminars* with selected topics for further training according to the assessment of needs of the mission members.

The learning objectives would be on the higher levels “*understanding...*” and “*being able to...*”. Regional training arrangements must expand to give all mission members from both small and large missions fair and equal opportunities.

Pedagogical advice for all the three phases of training

- *Course leaders* should play an active role in the program planning and course accomplishment to guide the lecturers, informants and participants towards an optimal contribution to the fulfilment of the training objectives.
- *Trainers and lecturers* should aim at a dialogue with the participants instead of presenting one-way information only. Further teacher training, e.g. by taking part in “Training of Trainers” seminars, should be encouraged.
- *Language:* Native speakers of English and others with high proficiency in this language of instruction should adapt their diction, pace and vocabulary to an international audience with big differences in their knowledge in English.
- *Dynamic methods*, such as group work, role play and use of audiovisual aids, should replace or complement parts of the oral performance.
- *Course material* for distribution should be based on a careful selection of relevant issues for the respective levels and activities.

A n n e x e s

I 1 2 3 4

Questions to seconding agencies for OSCE mission members

1. Which ministry/agency/organization is responsible for seconded mission members?

a) recruitment:.....

b) training/briefing:.....

(If more than one unit is involved, e.g. with different categories of personnel, please explain! You may copy this form if separate answers are required!)

2. Do you consider the REACT system (job descriptions, requirement levels etc.) as a good tool for recruitment of OSCE mission members?

☐ Yes; comments:.....

☐ Partly;

☐ No;

3. Are your applicants for seconded posts interviewed by recruiters, professional experts and/or psychologists as an integrated part of the selection process?

☐ Yes; comments:.....

☐ No;.....

4. Are your applicants for seconded posts tested in English (oral/written)?

☐ Yes; comments:.....

☐ No;.....

5. Do recruited mission members get any pre-departure training or briefing in the home country?

a) ☐ Yes, a pre-departure course is arranged with the duration ofdays.

☐ No, there is no pre-departure course.

b) ☐ Yes, a brief information is given.

☐ No, there is no briefing before departure.

6. If there is a pre-departure course arranged, which topics are regularly included in the program? *Please attach a program and if possible an evaluation summary!*

- ☐ Country/Regional information (for applicable destinations)
- ☐ Job related and/or mission specific information
- ☐ OSCE history, policy, organization etc.
- ☐ Human Rights orientation
- ☐ Conflict resolution/mediation
- ☐ Cross-cultural issues
- ☐ Security awareness/health issues
- ☐ Employment conditions (admin. rules, rights/obligations etc.)
- ☐ Other items (please specify):.....
.....
.....

7. Which type of resource persons contribute to the courses?

- ☐ Personnel within the seconding agency or its partner organizations
- ☐ Academic experts
- ☐ Returned OSCE-personnel with relevant experience
- ☐ Others (please specify):.....
.....
.....

8. If there is a brief information arranged, describe its layout:

.....
.....
.....
.....

9. a) Your opinion about the support from the Training Section in Vienna:

.....
.....

b) Your opinion about the guidelines "Training Standards for preparation of OSCE mission staff":.....
.....

10. Other comments on recruitment and/or pre-departure training/briefing of mission members from your country (e.g. cooperation with neighbouring countries):

.....
.....
.....
.....

If needed, use the space overleaf!

To simplify further communication, write your e-mail adress:.....

Thank you for filling in and sending back this form!

Number of seconded mission members in September 2002

USA	151	Slovak Republic	9
United Kingdom	103	Turkey	9
Germany	89	Belarus	8
France	78	Moldovia	8
Italy	36	Portugal	7
Sweden	36	Belgium	5
Canada	34	Slovenia	5
Ireland	27	Greece	4
Netherlands	27	Armenia	3
Poland	26	Croatia	3
Romania	26	Latvia	3
Austria	24	Tajikistan	3
Russian Feder.	24	Azerbaijan	2
Switzerland	24	Council of Europe	2
Norway	23	Iceland	2
Spain	23	Lithuania	2
Hungary	20	Albania	1
Bulgaria	17	Estonia	1
Czech Republic	17	Japan	1
Denmark	16	Kyrgyzstan	1
Georgia	14	Luxembourg	1
Finland	12	ODIHR	1
Ukraine	11	FYROM	1
Total number			940
of which OSCE Mission to Bosnia-Herzegovina			150
OSCE Mission to Croatia			105
OSCE Mission to Kosovo			493
other field activities			192
of which female			243
male			697

OSCE PRE-DEPLOYMENT COURSE - DRAFT PROGRAMME Course 14 08 - 14 June 2003																
Timings Day	0830 0900	0900 0945	0945 1030	Break 1030 1045	1045 1130	1130 1230	Lunch 1230 1330	1330 1420	1420 1510	1510 1600	Break 1600 1615	1615 1700	1700 1800	1800 1845	Supper 1845 2030	2030 2130
Sun	Arrival at Sennybridge															
Dress																
Speaker																
Location																
Mon	Admin & Intros	FCO & the OSCE	INTRO TO THE OSCE	BREAK	OSCE Missions	OSCE CORE TASKS	LUNCH	DAY IN THE LIFE OF A MISSION	BREAK	Day in the Life... (cont)	NEGOTIATION SKILLS & USE OF INTERPRETER	Arrival by 1800 hrs	Course Set Up & Admin	Course Intros		
Dress	Casual	FCO	FCO		Casual			Casual		Casual		OSCE	Casual	OSCE		
Speaker					OSCE	OSCE		OSCE		OSCE		O Mess	OSCE	O Mess	O Mess	
Location		Lecture Theatre	Lecture Theatre	Mess	OSCE	Lecture Theatre	Mess	Lecture Theatre				O Mess	Lecture Theatre	O Mess	O Mess	
Tues	DRIVING DAY - skid control, x-country, vehicle maintenance & recovery, snow chains, driving skills / defensive driving															
Dress	Outdoor clothes															
Speaker	ATS															
Location	Stores															
Weds	Outdoor Training Area															
Dress	1st Aid 1	BREAK	1st Aid 2	Map Reading 2	LUNCH	1st Aid 3	Map Reading 3	1st Aid 4	BREAK	Deploy to training area R. W 10	1st Aid at vehicle crash scene	Field Serials	Lecture Theatre			
Speaker	Casual clothes		Casual clothes			Casual clothes					Outdoor		Field Serials			
Location	Bld 152	Mess	Bld 152	Lecture Theatre	Mess	Bld 152	Lecture Theatre	Bld 152	Lecture Theatre	Mess	Outdoor	R. W 10	R. W 10	R. W 10		
Thurs	OSCE PRACTICAL EXERCISE Separate Instruction (OSCE)															
Dress	Hostage Survival Briefing	BREAK	Stress Management	Health & Hygiene	LUNCH	Mines Awareness Briefing	Introduction to Use of Radio and Voice Procedure	OSCE PRACTICAL EXERCISE Separate Instruction (OSCE)								
Speaker	Casual clothes		Casual clothes			Casual clothes		OSCE PRACTICAL EXERCISE Separate Instruction (OSCE)								
Location	Lecture Theatre	Mess	Lecture Theatre	Lecture Theatre	Mess	OPTAG	STA	Lecture Theatre	OSCE	Local Area						
Fri	OSCE PRACTICAL EXERCISE Separate Instruction (Sennybridge)															
Dress	Exercise De-brief & Supper															
Speaker	Smart Casuals															
Location	OSCE															
Sat	PLENARY SESSION & END OF COURSE ADMIN															
Outdoor Training Area																
O Mess																

Survey comments on REACT

- Easy handling of electronic data.
- Needs improvement and development.
- The REACT system is a standard. It makes the selection, recruitment and nomination of mission members easier than before.
- We consider REACT an important step towards increased transparency and fairness in applications. We remain concerned about the extent to which lobbying continues to take place with respect to junior positions.
- The MSIS-system is handy and works well. The OSCE requirements described in the job descriptions are often overestimated and the deadlines are too tight. Often it is also difficult to get a realistic picture of the job concerned at the duty stations.
- System works satisfactorily.
- REACT system proved its importance and usefulness.
- Too complicated.
- It is our impression that the nominations to any vacancy within the specified field of expertise can not be processed properly. Because the areas of expertise are too general to meet the requirements of a specific position.
- The system is workable but depends on prompt and transparent procedures being followed efficiently by the mission. Vacancy notices should be issued as far in advance as possible. And there should be no deviation from established open practices.
- Not transparent enough. Some advertised positions seem to be filled in advance. Lobbying is preventing a fair system. There is still a gap between the missions and the Headquarter.

Annex 1f

SEP- Introduction course 4, May 11–23, 2003, Lutzelfluh and Stans, Switzerland

Daily hours: 07:00 Breakfast, 10:00 Coffee, 12:30 Lunch, 15:30 Coffee, 19:00 Supper.

Sunday 11 May

15:00–18:00	Welcome and Introduction	Rudolf Metzler, Claudine Haenni
0:00–21:30	Group and conflict dynamics	Claudine Haenni

Monday 12 May

08:00–08:15	Recap. and Introduction	Claudine Haenni
08:15–12:30	Conflict dynamics tools	Cordula Reimann, KOFF
14:00–16:00	Peacebuilding tools	Cordula Reimann
16:30–18:00	Matching tools to situation from macro to micro levels	Valerie Campos de Mello, UNDP, Cordula Reimann
18:00–18:30	Wrap-up	Thomas Gurber, Claudine Haenni

Tuesday 13 May

08:00–08:15	Recap. and Introduction	Claudine Haenni
08:15–12:15	Introd. to Human rights I with exercise	Nuala Mole, AIRE Centre
14:00–18:00	Good governance – definitions, problems etc.; exercise	Nuala Mole
18:00–18:30	Wrap-up	Andrea Aeby

Wednesday 14 May

08:00–08:15	Recap. and Introduction	Claudine Haenni
08:15–09:45	Information management	Clive Baldwin
10:15–11:00	Role plays prep. Mikeland	Claudine Haenni, Claudia Moser
11:00–12:15	Introd. to negotiation	Mirjam Bollag
13:30–15:00	Role plays: Inform. gathering	Cecilia Jimenez
15:30–16:00	Working with victims	Laurent Subilia, Geneva hospital
16:00–17:45	Group dynamics, teambuild.	Claudine Haenni
17:45–18:00	Wrap-up	

Thursday 15 May

08:00–08:15	Recap.	Claudine Haenni
08:15–12:00	Human rights II and its national implementation	Walter Kälin, Univ. of Bern
12:00–12:30	Presentation of next task	Claudine Haenni
13:30–16:00	Homework, Mission prep.	

16:30–17:30	Plans of action	Claudine Haenni, Claudia Moser
17:30–18:30	Current approaches and challenges to Peacebuilding	Jack Christofides, UNDPA

Friday 16 May

08:00–08:15	Recap. and Introduction	Claudine Haenni
08:15–09:00	Role play with feedback	" "
09:30–10:00	Team building and leadership	" "
10:30–11:30	Introduction of new tasks	" "
11:30–12:30	Role play – meeting 1	
14:00–14:30	Local capacity building	Cecilia Jimenez
14:30–15:00	Role of media in cap. build.	Claude Nicolet
15:00–15:30	Role play – meeting 2	

15:30–17:00	Mandates and coordination mechanisms	Jack Christofides, UNDPA, Miguel Panadero, OSCE, Michel Bösiger, AZFO
17:00–17:30	Role play – meeting 3	
17:30–19:00	Treatment of internally displaced persons; Decentralisation and local self-government Role play – meeting 4	Walter Kälin, Univ. of Bern

Saturday 17 May

08:00–08:15	Recap.	Claudine Haenni, Mirjam Bollag
08:15–08:45	Role play – meeting 5	
08:45–09:15	Structure of Law enforcement	Harry Schneider, Mirjam Bollag
09:15–10:00	Role play – meeting 6	
10:30–11:15	Gender issues in peacebuild. and political participation	Cecilia Jimenez, Rachel Brett, Quaker off., Geneva
11:15–12:00	Introd. to mediation	Mirjam Bollag
12:00–12:30	Role play – meeting 7	
12:30–13:00	Demobilisation, disarmament and rehabilitation	Rachel Brett
14:30–17:30	Evaluation processes, prep. of evaluation plans and concluding discussion	Daniel Kessler, Consultant
17:30–18:00	Wrap-up of the first week	Claudine Haenni

Monday 19 May

08:30–08:50	Welcome and preparation	Claudine Haenni
08:50–09:30	Feedback on reporting	Claudia Moser
09:30–10:30	Prep. of new plan of action	Claudine Haenni
11:00–12:15	Presentation of new plans of action to donors	Peter Maurer
14:00–16:45	Peacebuilding projects and the Guatemala case	Markus Heiniger
16:45–17:30	Other peace promotion proj.	Jean-Nicolas Bitter
17:30–18:30	Feedback to homework	Claudine Haenni, Claudia Moser

Tuesday 20 May

08:30	Departure for Stans	
11:00–12:30	Check-in and transfer to Trainingcenter	
13:30–16:30	Stress management	Sylvie Rombaldi, Geneva hospital
16:45–18:30	Security – part I	Peter Lehmann, Christian Boss, DEZA

Wednesday 21 May

07:00–18:30	Practical skills – Mapreading, Mine awareness, Driving and Vehicle maintenance, Small arms, Communication	AZ SWISSINT
20:00–21:30	Introd. to new task and prep.	Claudine Haenni

Thursday 22 May

07:00–18:30	Practical outdoor exercise, Reporting to HoM, Debriefing	AZ SWISSINT
18:30–19:15	Feedback in plenary	Claudine Haenni
20:00	Social evening	

Friday 23 May

09:00–09:30	Presentation DP IV	Stephan Husy, Rudolf Metzler
09:30–10:30	Mission staffing and pre-departure procedures; Administrative questions	René Böckli, Esther Iseli, Brigitte Steinmann, Lucette Recordon
11:00–12:45	Concluding remarks Closing of course	Claudine Haenni, Stephan Husy

Facts about Mikeland

Area total	120'000 sq. km
Border countries	Bravoland, Kiloland and Tangoland
Coastline	0 km (landlocked)
Climate	Continental, hot summers, semiarid to polar in the mountains
Terrain	Echostan mountains dominate landscape, Romeo valley in the centre
Elevation	300 – 7'400 m (Pik Mike)
Natural resources	Hydropower, mercury, brown coal, lead
Land use	Arable land 6%; permanent pastures 25%; forests 8%
Irrigated land	3'500 sq. km
Population	5.5 Mio
Age structure	0-14 years 45%; 15-64 years 50%; 65 years and over 5%
Life expectancy at birth	Total population 63.5 years
Fertility rate	4.5 children born/woman
Ethnic groups	Juliets 40%; Romeos 45%; Bravos 5%; Kilos 5%; Tangos 5%
Religions	Shi'a Muslim 50% (Romeos and Kilos); Sunni Muslim 5% (Bravos); Orthodox 45% (Juliets and Tangos)
Languages	Juliet (official); Romeo; Bravo
Literacy	Total population 95% (male 99%, female 91%)
Government Type	Republic
Capital	Mikecity
Administrative divisions	26 municipalities (with Mayor as head of the executive branch, a municipal assembly as legislative branch and a municipal court)
Independence	1991
Constitution	1993
Legal system	Civil law system, no judicial review of legislative acts
Executive branch	Chief of state: President Papa Papissimo, LPM (since 1991 with 90% of vote); Head of government: Prime Minister, nominated by the President; President elected by popular vote for a seven-year term (last elections cancelled due to conflict).
Legislative branch	Bicameral Supreme Assembly, 183 seats (15 female MPs); members elected by popular vote for a five years term (last elections cancelled due to conflict); Liberal Party of Mikeland (LMP) 150 seats; Party of Echostan (PE) 20 seats; Bravo party of Mikeland (BPM) 10 seats; Party for Prosperity of Mikeland (PPM) 2 seats; Green Party of Mikeland (GPM) 1 seat
Judicial branch	Supreme Court, judges are appointed by the president
Other political parties	Women's of Mikeland (WMP), Farmer's party of Mikeland (FPM), Kilo party of Mikeland (KPM).
Economy	Cotton most important crop, mercury mines, cotton processing.
GDP	\$ 5.9 billion (agriculture 50%, industry 20% services 30%)
GDP per capita	\$ 920 (purchasing power parity)
Inflation rate	28%
Unemployment rate	Officially 9%, unofficially 70%
Exports/Imports	\$ 620 million/\$ 810 million
External debt	\$ 1.6 billion

Swiss Expert Pool for
Civilian Peace Promotion

Course Evaluation
11th to 23rd May 2003
22 answers received

1) How much did you enjoy this course?

☹☹☹ (not at all)	☹☹	☹	☹☹	☹☹	☹☹	☹	☹☹	☹☹☹ (very much)
							11	10

2) What do you think you have learned? (Please list the 5 most important things in your view)

- Complexity of peacebuilding (1)
- OSCE mission context (1)
- Contents: human rights (1)
- Skills:
-

Comments:

3) What more should have been included?

4) In your view has the methodology been adequate? Yes: 20 / No: 0 / No answer: 2

a) If not, what would you suggest for the next course?

- Less material: 2
- More practical exercises: 2
- More theory: 2
- Work on concrete case: 1
- Better mix between practical and theoretical inputs: 2
- Outdoor exercises: 2
- More group work and less lectures: 1

5) What did you think of the case study of Mikeland?

☹☹☹ (Terrible)	☹☹	☹	☹☹	☹☹	☹☹	☹	☹☹	☹☹☹ (Excellent)
		1		1	2	6	3	7

No answer: 1

Comments:

- Preference for concrete case: 3
- To be handed out before course: 1
- Reduce complexity: 2
- Not enough information: 1
- Complete information with 1 page briefs: 1
- Repeat mapping after a few days: 1

6) What did you think of the theoretical inputs given during the feedback of the roles plays?

☹☹☹ (Terrible)	☹☹	☹	☹☹	☹☹	☹☹	☹	☹☹	☹☹☹ (Excellent)
					2	5	8	6

Undecided: 1

Comments:

- Too many role plays: 1
- More role plays in smaller groups with concrete input: 2

7) How useful was the core team for you?

☹☹☹ (Terrible)	☹☹	☹	☹☹	☹☹	☹☹	☹	☹☹	☹☹☹ (Excellent)
						3	8	11

Comments:

- Need for clear structure: 1
- Great motivated team: 6
- Better integration of different skills in course: 1
- Course manager too directive with participants: 1

- 8) How well have your prior knowledge and experience been integrated to the benefit of others?

☹☹☹ (Not at all)	☹☹	☹	☹☺	☺☺	☺☺	☺	☺☺	☺☺☺ (Excellent)
		1	1		2	9	8	

Didn't understand question: 1

- 9) How well have you managed to profit from the other participants' knowledge and experience?

☹☹☹ (Not at all)	☹☹	☹	☹☺	☺☺	☺☺	☺	☺☺	☺☺☺ (Excellent)
						4	12	6

Please explain why:

- Extensive use during plenary discussions and informal settings

- 10) What would you want done differently in regard to the structure of this course?

- Better balance and integration of practical and theoretical inputs: 4
- Put practical parts in the middle of the course: 3
- Change groups during the course: 1
- More theory: 2
- More time for practical exercises: 1
- Optional segments: 1
- No changes proposed: 10

- 11) Which topics/techniques/issues you would like to know more about after this course?

- Leadership: 1
- Mediation/negotiation: 6
- Human rights: 3
- Disarmament, demobilisation, reintegration: 2
- Security awareness skills: 1
- Working in groups: 1
- None: 3

- 12) Which issues/topics would you delete?

- Driving: 3
- Media: 3
- Information gathering: 3
- Radio communications: 2
- Report writing: 1
- Small arms: 1
- Mediation: 1
- Administrative procedures: 1

- 13) Would you recommend this course? Yes: 22 / No: 0

- 14) How useful was your prior reading of the reading material for following the course?

- Very useful: 9
- Quite useful: 3
- OK: 3
- Not essential: 1
- Did not have time to read it completely: 2
- Useful especially after the course: 2
- Interesting but too much: 1
- Not useful: 1
- Not always useful: 1

Comments:

- Better integration in the course necessary: 3
- Summarised reading material would have been more useful: 1
- Overlaps between the materials in the readers: 1

- 15) What kind of follow-up to this course would you want?

- No answer: 6
- Specialisation courses*: 8
- Mass e-mails with job openings: 2
- regular info about SEP: 1
- "Keep in touch": 4
- Field experience: 2
- Webpage with new documents: 2
- Further documents: 1

* Team management, GPS, vehicle maintenance, driving in bad conditions, DDR, human rights, project management in destroyed civilian areas, relations with the media

OSCE
NEW MISSION MEMBER
INDUCTION PROGRAMME – VIENNA
VENUE: HOFBURG, Bibliothekssaal, 5th floor
Entrance Heldenplatz

DAY 1 – 17 March 2003

Time	Presentation	Presenter
09:00 – 10.00	Welcome Speech/ Introduction	Thomas Neufing/ OSCE Training Co-ordinator Randa Chammas/ Senior Training Assistant
10:00 – 10.15	Break	
10:15 – 12.15	Administrative Issues	Dominique Le Dantec/ Personnel Assistant
12:15 – 12.30	Treasury/Distribution of DSA	Treasury Assistant
12.30 – 13.30	Group Lunch Buffet at Hofburg Meeting with Recruitment Assistants	Lunch will take place in the Cafeteria on the 5th floor.
13:30 – 14.45	OSCE – Structures & Activities	Ayhan Evrensel/ Press Officer
14:45 – 15.00	Break	
15.00 – 15.45	OSCE Missions Overview	Robert Schupp/ Mission Programme Officer
15.45 – 16.00	Break	
16.00 – 17.15	Supervisory Skills in a Cross-cultural Environment	Galya Dimitrova/ Training Officer

Day 2 – 18 March 2003

Time	Presentation	Presenter
09.00 – 09.15	Administration Follow-up - Collection of outstanding forms/ Personal questions	Dominique Le Dantec/ Personnel Assistant
09.15 – 10.00	Gender Issues and Trafficking in Human Beings	Beatrix Attinger/ Senior Adviser on Gender Issues
10.00 – 10.15	Break	
10.15 – 11.00	Interaction with Partner Organizations	Elizabeth Abela-Hampel/ Senior External Co-operation Officer
11.00 – 11.15	Break	
11.15 – 12.00	Security	Declan Greenway/ Senior Security Co-ordinator
12.00 – 13.45	Lunch Break	
13.45 – 14.30	OSCE and its Policing Activities	Hans Jarvestam/ Police Advisor
14.30 – 14.45	Break	
14.45 – 15.30	Mission Support	Uli Schmid/ Chief, Logistics Section
15.30 – 15.45	Briefing on Postal Procedures	Christopher Jones/ Mail Processing Assistant
15.45 – 16.00	Closing	Randa Chammas/ Senior Training Assistant
16.00 – 16.15	Meeting with Personnel Assistants - Final details for deployment	Dominique Le Dantec, Valentin Muhaxheri, Kakhniashvili Nugzar/ Personnel Assistants
16.15 – 16.45	Mission Members going to Georgia: Meeting with Sr. Mission Programme Officer	Jaroslav Pietrusiewicz/ Sr.Mission Programme Officer, Meeting will take place at the Hofburg
16.15 – 16.30	Other MMs: Walk to the OSCE Secretariat	
16.30 – 17.00	Other MMs: Meeting with respective Mission Programme Officer	Mission Programme Officers, offices located in the OSCE Secretariat on the 4th floor.

Analysis of Induction Course content in terms of subtopics

Administrative issues - 2 hours

- Organization of DHR (Dep. of Human Resources)
- Code of Conduct for OSCE members
- Terms of assignment (BLA, DSA, insurances etc.)
- Briefing package
- English Proficiency Test (comprehension and reading with alternative questions)

OSCE Structures and Activities – 1.15 hrs

- What is the OSCE?
- What is OSCE doing?
- Philosophy of OSCE
- History of OSCE (from CSCE in 1975 to OSCE in 1995)
- Leadership structure (Permanent council, Chairmanship, General Secretary)
- ODIHR, FoM
- OSCE Missions/Field Activities
- External Cooperation
- Budget

OSCE Field Operations - 0.45 hrs

- Mission mandate
- Budget allocation
- Staff numbers distributed to regions
- Table of mission data

Supervisory skills in a Cross-cultural environment - 1.15 hrs

- Group exercise 1 (collecting names according to specific criteria)
- Group exercise 2 (advantages and difficulties in a cross-cultural setting)
- Definition of Culture
- How cultures differ
- Leadership tools
- Leadership responsibilities
- Group exercise 3 (problem solutions in different scenarios)

Gender Issues and Trafficking in Human Beings - 0.45 hrs

- Concept definitions (gender roles, equality, mainstreaming etc.)
- Short videofilm on trafficking
- OSCE's gender policy (balance, opportunities, respectful treatment etc.)
- UN and OSCE conferences (from 1975 onwards)
- OSCE activities (gender advisor, mediators, focal points, training in missions etc.)
- Code of Conduct, Staff Rules and Regulations

Security – 0.45 hrs

- Reducing risks at work
- Personnel security guidelines (Guidebook, part 3)
- Case examples (border monitoring, car accidents etc.)
- Routines and risks
- Security officers

Interaction with partner organizations – 0.45 hrs

- OSCE and UN cooperation (platform Istanbul -99, high level meetings etc.)
- Examples of cooperation in practice (UN protection in Georgia, Kosovo etc.)
- Reporting procedures from the missions to the secretariat

OSCE and Policing activities – 0.45 hrs

- Distribution of activities (expansion to several missions, now 25 % of field work)
- Police training (School in Kosovo, Academy in Macedonia etc.)
- Future plans (needs assessment, multi-ethics, community police, management ...)

Mission support – 0.45 hrs

Planning and Coordination of:

- operational infrastructure
- buildings/vehicles
- IT/communication
- budget support

New Mission Member Induction Programme – Vienna

Feed Back Questionnaire

Your answers will improve the efficiency of future programmes. Please complete carefully and hand in prior to departing Vienna.

Programme Dates: 24 – 25 June 2002 - Course No. 09

OSCE Field Mission:

1. Overall assessment:

Very Good

Good

Satisfactory

Not satisfactory

2. Did you have any training (briefing) on the Mission, or any OSCE-related matters prior to this Induction Programme? If yes, please summarize?

3. Are there any additional topics which you would propose to include in the programme?

4. What are your general remarks on this programme (design/organization, location)?

Please turn over

Please rate each aspect of the course using the following chart:

	Area	Excellent	Good	Acceptable	Poor	Comments
COURSE PROGRAMME						
DAY 1						
Administration/Mission Members' Code of Conduct (Dominique Le Dantec)	Content					
	Presentation					
OSCE – Structures & Activities (Ayhan Evrensel)	Content					
	Presentation					
PC and decision making process (Gunther Neumann)	Content					
	Presentation					
OSCE Missions Overview (Margarita Trajkova)	Content					
	Presentation					
Security (Declan Greenway)	Content					
	Presentation					
Mission-specific Briefing (Mission Programme Officers) <i>pls indicate Mission</i>	Content					
	Presentation					
DAY 2						
Mission Support (Uli Schmid)	Content					
	Presentation					
Inter-Agency and Multi-Disciplinary Co-operation (Jamie Arbuckle)	Content					
	Presentation					
OSCE Human Dimension (Jamie Arbuckle)	Content					
	Presentation					
Supervisory Skills in a Cross-cultural Environment (Renate Pregartner)	Content					
	Presentation					
Stress Management (Renate Pregartner)	Content					
	Presentation					
Gender Issues (Beatrix Attinger)	Content					
	Presentation					

CONFLICT MANAGEMENT SEMINARS

Introduction:

As provided in the document Training Standards for Preparation of OSCE Mission Staff, in “Fieldwork techniques, Module 3: Conflict Management Techniques:”

... trainees should:

1. Be aware of the sources of conflict;
2. Be able to use a template or model to analyse the need for or desirability of a negotiation process ...
3. Be familiar with the basic procedure for running a round of negotiations;
4. Understand the implications (of) a third-party role ... on behaviour and be familiar with the facilitation of mutually agreed outcomes.

Aim:

The aim of these seminars is to teach and practice conflict analysis and the skills of third party intervention in its different forms.

Objectives:

- **Conflict Analysis:** The sources of conflict, the cycles of conflicts, the players in a model conflict, the challenges and opportunities for third parties.
- **Negotiations:** The theory and practice of interest-based negotiations.
- **Facilitation:** The role and tasks of a facilitator who may be a party to the conflict.
- **Mediation:** The proper functioning of an external third party.

Target Group:

As experience has shown, these skills and techniques are as often used among and between members of international staffs, and agencies in the international community, as they are among the conflicting parties. For this reason, all members of the Organisation, in the Missions and in the Secretariat, may benefit from these seminars. As well, members of Delegations would for the same reasons be welcome participants.

The groups should be not less than 10, and not more than 20 participants.

Methodology:

This seminar consists of four modules: Conflict Analysis, Negotiations, Facilitation, and Mediation. Each module is introduced by a central lecture, which is followed up and confirmed by either discussion or by active simulation. Simulations are based on narratives and role-play instructions.

Bosnia and Herzegovina

Post-Induction Training Program Survey

1. How satisfied are you with the Induction Training Program?

1	2	3	4	5
Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied

2. Of the presentations and the videos, what were the top five (5) you find most useful to you in your job, with 1 being the most useful?

Rank

- ___ The Mission
- ___ Staffing Policies
- ___ Finance
- ___ Personnel
- ___ Immunities and privileges and ILO video on Trafficking
- ___ The Death of Yugoslavia (film)
- ___ Structure of BiH Institutions
- ___ Mission Press and Public information procedures
- ___ Introduction to Internet and Intranet
- ___ Mission life
- ___ Political briefing
- ___ Transport
- ___ Introd. to Mission ops and Security
- ___ Mine awareness

3. The length of the training was adequate to cover all topics.

Strongly disagree Disagree Neutral Agree Strongly agree

Comments: _____

4. How would you rate the PowerPoint presentation overall?

Very poor Poor Fair Good Excellent

5. The training was well organised and in a logical manner.

Strongly disagree Disagree Neutral Agree Strongly agree

Comments: _____

6. Rate the sections of the program presentations by the three criteria using the scale:

1 = very poor 2=poor 3=fair 4=good 5=excellent

Section	Structure and organization	Ease of understanding	Delivery
The Mision _____			
Staffing policies _____			
Finance _____			
Personnel _____			
Immunities and privileges _____			
Structure of BiH Institutions _____			
Mission Press and Public info. _____			
Introd. to Internet and Intranet _____			
Mission life _____			
Political briefing _____			
Transport _____			
Map reading _____			
Introd. to Mission ops. and Security _____			
Mine awareness _____			

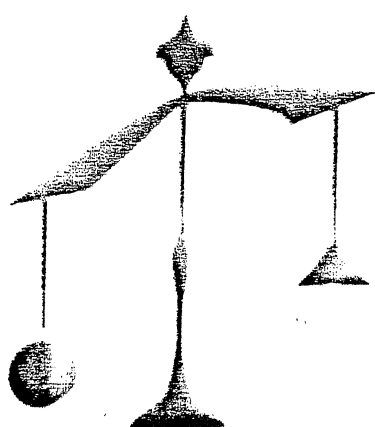
UNDERSTANDING STRESS

The Stress Balance

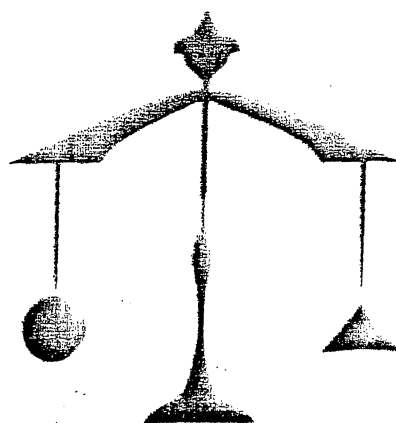
Too many demands – If demands are higher than your ability to cope, you will suffer from the negative effects of stress. For example, if your job changes or you start a family, this may produce new demands that are difficult to adjust to.

Too few demands – When demands fall below a certain level but your ability to cope stays the same, you may suffer the negative effects of stress, such as boredom or insecurity. For example, you may suffer stress while recovering from an illness because you are unable to get on with your normal life. A repetitive or undemanding job can also be a cause of stress and considerable frustration and anxiety.

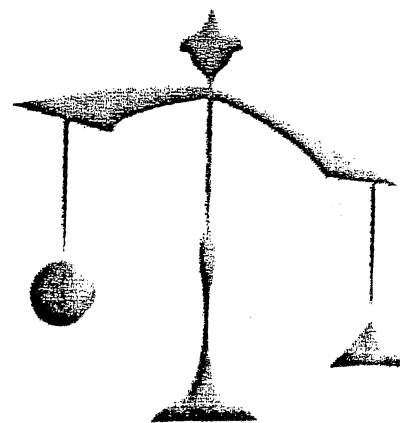
Stress balance – When demands on you are equal to what you can cope with, you will manage the stress in your life effectively and you will be able to cope. Therefore, a major step toward successful stress management is to find and maintain a personal equilibrium, a balance that works for you at each stage of your life.



TOO MUCH STRESS



STRESS AND COPING IN BALANCE

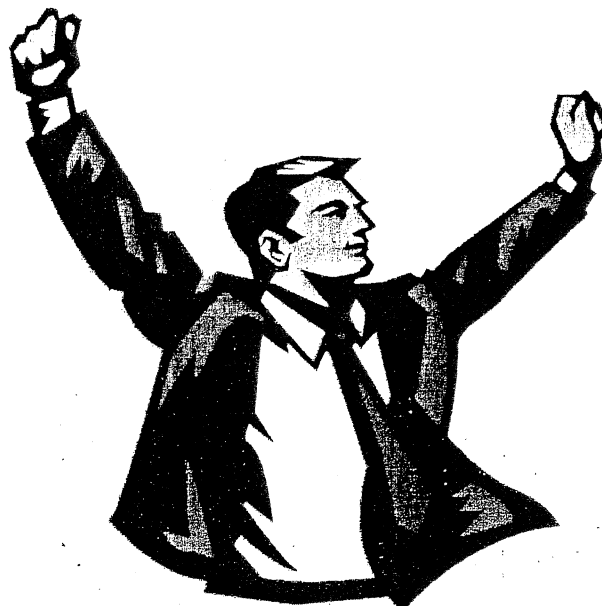


TOO LITTLE STRESS

TOOLS AND TECHNIQUES FOR STRESS MANAGEMENT

A Personal Twelve-Point Plan for Stress Control

1. If you feel yourself becoming stressed, try to find somewhere quiet and do some relaxation exercises or meditation.
2. Work no more than 10 hours of each day.
3. Make yourself take a break in the middle of the day - go for a walk, meet someone for lunch - do anything that will break the routine.
4. Have at least one full day in every seven away from your work routine and try to do something pleasant.
5. Take regular exercise - if not daily, then twenty minutes, three times a week.
6. Try to think logically and rationally about your problems. Take your time. If, for example, you are going to be late for an appointment, reduce your stress levels by finding a phone to call and say you'll be late.
7. If you have severe emotional or personal problems, do seek professional help. Just taking that step can do a lot to relieve the pressure.
8. Don't rely on drugs, alcohol, cigarettes or other stimulants to see you through a period of stress.
9. Don't set unrealistic goals and deadlines for yourself.
10. Don't dwell on the past or fret about the future - concentrate on what is happening now.
11. De-awfulize situations - in other words don't make mountains out of molehills, keep things in perspective.
12. Don't "should" or "must" on yourself, give yourself a break. Relieve yourself of this internal pressure.



Participant's Statistic

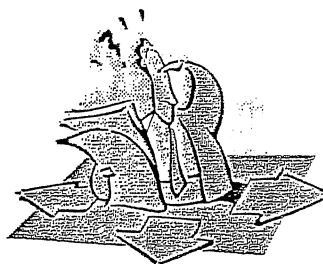
Bosnia and Herzegovina

Training:	Total:	Internationals:		Interns:		Number and percentage of percentage of		Number and percentage of percentage of		Number and percentage of percentage of		Number and percentage of percentage of	
		Nationals:	Internationals:	Interns:	Staff	Staff	Support	Entry	Management	Middle	Senior	Upper	Management
First Aid Training	154	14 or 95%	7 or 5%			11 or 72%	38 or 25%	5 or 3%					
Procurement Procedures Workshop	21	17 or 81%	4 or 19%			11 or 52%	8 or 38%	2 or 10%					
MS Access 97	66	55 or 83%	11 or 17%			38 or 58%	21 or 32%	4 or 6%					3 or 5%
Induction Training Program	131	47 or 36%	57 or 44%	27 or 21%	29 or 22%	29 or 22%	50 or 38%	16 or 12%					4 or 3%
Negotiations/Diplomacy Skills	68	42 or 62%	24 or 35%	2 or 3%	2 or 3%	17 or 25%	38 or 56%	11 or 16%					
Report Writing and Records of Meetings	61	29 or 48%	31 or 51%	1 or 2%	1 or 2%	8 or 13%	39 or 64%	12 or 20%					1 or 2%
ASPR Basic Course	3	3 or 100%					3 or 100%						
ASPR Specialized Course "HR and Rule of Law"	3	3 or 100%					3 or 100%						
German Foreign Office Basic Course	1	1 or 100%					1 or 100%						
TV Appearance Training	12	4 or 33%	8 or 67%			13 or 68%	5 or 26%	1 or 5%					6 or 50%
MS Access 97 - Follow Up	19	17 or 89%	2 or 11%				1 or 50%	1 or 50%					
Oracle Training	2	1 or 50%	1 or 50%				19 or 32%	5 or 8%					
Effective Writing	59	52 or 88%	5 or 8%	2 or 3%	2 or 3%	33 or 56%	51 or 48%	14 or 13%					1 or 1%
Digital Photocopier Training	107	88 or 82%	18 or 17%	1 or 1%	1 or 1%	40 or 37%	25 or 53%	5 or 11%					2 or 4%
Monitoring Trafficking Related Issues	47	34 or 72%	13 or 28%			15 or 32%	17 or 74%	1 or 4%					
Voter Registration Training	23	21 or 91%	2 or 9%			5 or 22%	5 or 100%	1 or 8%					
Fair Employment	5	4 or 80%	1 or 20%				4 or 33%	1 or 8%					
Incoming HR Training	12	1 or 8%	6 or 50%	5 or 42%	6 or 50%		1 or 100%	12 or 33%					6 or 17%
Programming MS SQL Server 2000 Database	1	1 or 100%					18 or 50%	20 or 16%					6 or 5%
Annual Management Seminar	36	4 or 11%	32 or 89%			38 or 31%	2 or 100%	4 or 8%					
Revalidation Training	124	70 or 56%	51 or 41%	3 or 2%	3 or 2%	20 or 38%	27 or 51%	9 or 11%					
Alarm West Training	2	2 or 100%					8 or 100%	2 or 4%					
Stress Management	53	39 or 74%	14 or 26%				41 or 42%	11 or 11%					3 or 3%
Management Skills Training	8	8 or 100%					43 or 51%	9 or 11%					3 or 4%
DMC Conference	98	68 or 69%	29 or 30%	1 or 1%	1 or 1%	13 or 68%	3 or 16%	2 or 11%					1 or 5%
Education Related Issues Training	84	49 or 58%	31 or 37%	4 or 5%	5 or 6%	8 or 33%	11 or 46%	4 or 17%					
Writing for Print and News Media	5	5 or 100%				17 or 65%	5 or 19%	1 or 4%					
Winter Driving Training	19	13 or 68%	6 or 32%	1 or 4%	1 or 4%	7 or 64%	3 or 27%						
Incoming Staff for DMC	24	15 or 63%	8 or 33%	3 or 12%	3 or 12%	52 or 87%	8 or 13%						
CV Writing & Interviewee Behavior August 2002	26	21 or 81%	2 or 8%	1 or 9%	1 or 9%								
MS Excel 97	11	8 or 73%	2 or 18%										
CV Writing and Interviewee Behavior - December 2002	60	59 or 98%	1 or 2%										

TOTAL: 1345 928 or 69% 366 or 27% 51 or 4% 55 or 4% 541 or 40% 566 or 42% 141 or 10% 38 or 3%

Project Planning and Management Workshop

by Jasna Malkoc
30/31 May 2003
OSCE Mission to Croatia



Agenda

DAY 1 30 May 2003, 10:00-17:30

- 9:00-9:45 Introduction/Expectations
- 9:45-10:30 How to arrive at a project?
Problem Identification and Situation Analysis
- 10:30-10:45 Coffee break
- 10:45-12:00 Who will implement the project?
Stakeholder Participation Analysis
- 12:00-13:30 Lunch break
- 13:30-14:30 How to develop a project?
Project Planning and Implementation with a Planning Matrix
- 14:30-14:45 Coffee break
- 14:45-16:30 Group work
Planning with a Planning Matrix
- ~~17:30~~ End of first day

DAY 2 31 May 2003, 10:00-17:30

- 9:00-10:30 Continuation of group work
Planning with a Planning Matrix
- 10:30-10:45 Coffee break
- 10:45-12:00 Presentation of group work
- 12:00-13:00 Lunch break
- 13:00-13:45 How to implement the project?
Plan of Operations
- 13:45-14:30 Group work
Project Proposal Writing
- 14:30-14:45 Coffee break
- 14:45-15:30 Presentation of group work
- 15:30-16:15 How to monitor the project (its implementation)?
Achievement Analysis
- 16:15-16:30 Feedback to the facilitator
Assessment of Workshop
- 16:30 End of second day



Mission to the Republic of Croatia

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TRAINING PROGRAMME 2003

1. Purpose & Approach

The Mission has a continuing need to conduct in-service training in management, human rights and minority rights issues for Mission staff, both international and national. In addition, all new Mission members require basic introduction training in these and other issues of concern under the terms of monitoring, advising, and reporting mandate in the Republic of Croatia. At the same time, we must continue with those training procedures, which have already been established and proven to be worthwhile.

To leverage other activities carried out by the Mission to promote human and minority rights as well as the development of democratic institutions and capacity building of civil society in 2003, the Mission proposes organising and conducting a limited number of training activities and seminars designed to improve effectiveness of its work, management of the Staff, monitoring rule of law and development of civil society in Croatia. These initiatives will probably require some external facilitation services in order to deliver high standard of the activities. The Mission is planning to utilise in-house OSCE facilitation resources to achieve unified organisation approach in staff development.

The new OSCE Strategy on Training for the Period of 2002 to 2004 (dated 11 February 2002) has been a useful guide and tool for planning our Mission training programme and for strengthening our training.

It is important that participants take an active role in all training sessions and that discussion, within small groups, is encouraged. In addition, each course should bring together participants from different Field Centres and Field Offices so that views are shared and experience widened. Feedback from the 1998-2002 courses shows that these factors have helped build up a good team spirit within the Mission. As in the past, most courses will be organised to take place in the field. In all instances, HQ will actively seek input from the field before determining course content and format. Regular assessments will be made.

It is our policy to ensure that training initiatives do not interfere with the smooth running of the Mission's operations. In this respect, Field Centres and Field Offices must always be left with sufficient staff to carry out their regular tasks whilst training sessions are being held.

2. Implementation

The Deputy Chief of Administration and Field Support (DCAFS) will oversee delivery of all courses through the Training Unit and other facilities. The Training Unit will arrange and develop all aspects of training within the Mission's area of responsibility and provide necessary support. Field Centres are encouraged to arrange particular courses for their staff on matters specific to their localities. It is also proposed that Field Centres take the responsibility for training staff on technical matters such as communications, equipment, vehicle use, etc. These sessions will be organised directly by Field Centres under the supervision of the DCAFS.

3. Internal Training Courses

The following types of internal training courses are envisaged for the coming year:

- ✓ Introduction Course for Newcomers
- ✓ Field Activity Training
- ✓ Administrative Training
- ✓ Senior Staff Seminar
- ✓ Training for Specific Groups i.e.
 - ✓ Training for translators
 - ✓ Media seminar
 - ✓ Rule of Law
- ✓ Performance Evaluation and Coaching Training
- ✓ Stress Management
- ✓ IT Training

All courses will consist of a blend of formal subject training, skill development and team building exercises. External speakers on current affairs, management, legal matters, regional history, culture, etc. will play a significant role in ensuring a high standard of training throughout the organisation. Various informal events may also be arranged.

Introduction Course for Newcomers

This training is intended for all new international staff joining the Mission and is normally given within the first three weeks of joining the Mission. For 2002 we foresee several three-day training sessions. It is planned that the total number of participants will be up to 30 (5 every other month) during the entire year.

Field Activity Training

These courses are primarily intended for monitoring teams (i.e. every international monitor together with his/her national field assistant) but should also include Heads of Field Offices and Head of Co-ordination Centres together with some international & national Operational, Administrative and Advisory staff from the field. Approximately 200 staff members will participate in Field Activity Training Sessions.

Apart from being welcome opportunities for keeping staff appraised of important developments within our mandate and for covering particular topics and issues of their choice, these monitoring courses prove to be vital in maintaining the morale and commitment within teams.

Each of the two Field Activity Training Sessions planned for the year will last two days and consist of a number of modules.

Administrative Training

Such courses are for those HQ and field staff (both international and national) who is concerned with administration, finance, logistics etc. and will provide specific information relevant to their posts. Many of them – either through Introductory of Field Activity Training – should already be informed on the practical essence of OSCE's mandate.

At this stage we foresee 42 participants divided into two sessions which will be held on an overnight basis either in Zagreb or outside.

Senior Staff Seminars

These will be organised for around 30 senior staff from HQ and Co-ordination Centres as a forum to discuss current and future policies, political questions, management, and other sensitive issues. We foresee two seminars during the year 2003, which will probably take place over a weekend period outside of Zagreb.

Training for Specific Groups

These training sessions will be held according to the specific needs of our monitoring teams and/or to discuss urgent issues (e.g. monitoring of implementation of a new Government policy) that affect Mission work. We have planned one-day session for 70 participants.

Performance Evaluation & Coaching Training

Based on relevant Organisation Directives, this session will provide guidelines and practical exercise to Mission managers how to carry out evaluation and coaching duties for its subordinates. We have planned two-day session for 25 participants.

Stress management

Following very positive feedback from 2001 and 2002 sessions concerning the above topics, we will organise a continuation in 2003. The training will provide a comprehensive stress management and communication skills building workshop where the participants will experience methods to effectively manage control or eliminate distress throughout their life span. We have planned two-day session for 90 participants.

IT Training

This will be aimed at improving the skills of the Mission's IT staff, especially in relation to the introduction of new software and hardware. Training will be carried out by external companies (e.g. Microsoft). We have planned five-day sessions for 5 participants.

4. External Training Courses for Mission staff

Following recommendations from the OSCE Secretariat Training Co-ordinator, the Mission is planning to select and appoint its best local staff members to participate in relevant external course. It is planned to send our staff for several courses such as:

- ✓ Mission Basic Preparation Training Course
- ✓ Specialization Courses on Human Rights
- ✓ Specialisation Courses on Project Management



Organization for Security and Co-operation in Europe
MISSION IN KOSOVO

DAS/TRAINING UNIT

CONFLICT RESOLUTION TRAINING

Understanding Conflict

09:00 – 09:30	Introductions and Workshop Overview
09:30 – 10:30	Conflict Experiences
10:30 – 10:45	BREAK
10:45 – 11:45	Basic Concepts of Conflict and Conflict Resolution
11:45 – 12:15	Conflict Management Styles
12:15 – 13:45	LUNCH
13:45 – 14:30	Skills 1: Communication and Active Listening
14:30 – 15:45	Skills 2: Group Dynamics
15:45 – 16:00	BREAK
16:00 – 17:00	Skills 3: Cultural Awareness
17:00 – 17:30	Wrap-Up: Personal Skills for Conflict Management

Aims and Objectives

The purpose of the workshop is to introduce participants to the field of Conflict Resolution. It aims to help participants develop a basic understanding of conflict and conflict resolution processes and to develop some skills to engage more effectively with each other, with personnel from other organisations, and with local communities. The workshop is not intended to teach participants how to engage directly with or intervene in the large and complex issues of protracted and violent conflicts, nor is it intended to teach experienced personnel how to do their jobs. Rather, the objectives of the course are:

- ♦ To increase participants' understanding of the general principles and explanations of conflict and its management;
- ♦ To provide participants with a better awareness of their own *personal* skills in conflict management. (Such awareness is important, firstly, so that you are able to do your job more effectively and, secondly, so that you reduce the risk of mishandling or misunderstanding – and, therefore, aggravating – conflict situations that you may encounter.);
- ♦ To offer participants an opportunity to practice some of these skills (including communication and problem-solving) through small group exercises and discussions;
- ♦ To increase participants' awareness of some of the assumptions about communicating and working in groups;
- ♦ To increase participants' self-awareness of culture and cultural differences and how they may influence interpersonal communication and conflict resolution processes.

One tenet of good conflict resolution practice, however, is knowing when not to confront or intervene; if one encounters a potentially threatening situation it is wise to know when to avoid and withdraw from the activity so as to avoid endangering oneself and others.

Enjoy exploring the creativity of managing and resolving conflict!

Interviewees

OSCE Secretariat in Vienna:

Thomas Neufing, Training Coordinator
Miguel Panadero, Training Officer
Galya Dimitrova, Training Officer
Randa Chammas, Senior Training Assistant
Barrie Meyers, Senior Advisor
Sergei Belyaev, Dep. Director
Suzanne Blaha, Recruitment Officer
Isabelle Poupart, Programme Officer

Swiss Expert Pool in Bern:

Claudine Haenni, Course Leader
Claudia Moser, Consultant

ITC in Budapest:

József Boda, Director
Attila Kulcsár, Training Coordinator

Danish MFA/Internat. Human. Service, Copenhagen:

Hanne Gam, Advisor
Niels-Erik Nielsen, Counsellor
Per Christensen, Training Officer

Sida, Stockholm:

Lisa Birath, Recruitment Officer
Anders Pettersson, Programme Officer

OSCE Mission in Bosnia and Herzegovina:

Bridget Harbaugh, Chief of Training
Migena Nuri, Training Coordinator
Srdjan Uljarevic, National Training Officer
Amar Aljovic, Training Support Assistant

OSCE Mission in Croatia:

Kris Czekalowski, Training Coordinator

OSCE Mission in Kosovo:

Tamara Duffey, Chief of Training
Judith Davis, Training Officer
Lulzim Fushtica, Assistant Training Officer
Arlind Bakraqi, Assistant Training Officer

Halving poverty by 2015 is one of the greatest challenges of our time, requiring cooperation and sustainability. The partner countries are responsible for their own development. Sida provides resources and develops knowledge and expertise, making the world a richer place.



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