NORTH ATLANTIC TREATY ORGANIZATION

ORGANISATION DU TRAITE DE L'ATLANTIQUE NORD

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BI-STRATEGIC COMMAND DIRECTIVE 075-002

EDUCATION AND TRAINING DIRECTIVE

DATE: 12 June 2023

REFERENCE: MC 0458/4, NATO Education, Training, Exercise and Evaluation (ETEE) Policy (Final), dated 3 January 2023.

Status. This directive supersedes the Bi-Strategic Command Directive (Bi-SCD) 075-002 dated 06 September 2016.

Purpose. This directive, as the overarching document for Education and Training (E&T), including exercises, provides strategic guidance on responsibilities, programming, planning, and standard procedures for the execution and management of E&T and Global Programming activities to ensure a coordinated approach throughout NATO resulting in individually and collectively trained personnel and ready forces prepared for current and future operations.

Applicability. This directive is applicable to the Strategic Commands, all personnel executing the roles of and tasks assigned to the Global Programming Governance Structure, as well as those planning and executing Collective Training and Exercises. This directive, subordinate to MC 0458/4, is also applicable to all Education and Training Facilities operated by, and all E&T activities conducted by NATO, Allied and Partner Nations for the preparation of the NATO Command Structure, the NATO Force Structure, and individuals assigned to current and future NATO-led operations as per NATO-specific requirements.

Supplementation. Supplementation is not authorised. Any HQ wishing to modify or amplify this directive is to notify the lead proponent at SHAPE or HQ SACT.

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CHAPTER 1: INTRODUCTION

BACKGROUND

1-1. NATO's Military Strategy supports the three core tasks of deterrence and defence, crisis prevention and management, and cooperative security, and as such, provides the basis for the NATO Education, Training, Exercise and Evaluation (ETEE) Policy[1].

1-2. NATO ETEE activities are core functions to prepare the NATO Command Structure (NCS) and NATO Force Structure (NFS) for current and future missions in accordance with strategic guidance and policy agreed by Allies[2]. To prepare for future missions, NATO's Military Instrument of Power requires every person to 'train as we fight'[3]. NATO conducts ETEE to ensure headquarters and forces are ready, responsive, deployable, integrated and interoperable, while safeguarding the freedom and security of all its members[4][5]. The Warfare Development Agenda envisions the comprehensive incorporation of realistic training[6] affecting the NCS and NFS. Consequently, NATO ETEE in particular must align to the strategic guidance and policy outlined in footnote 1 below.

1-3. This Bi-SC directive conforms to MC 0458/4, NATO's ETEE policy[7], for the implementation of ETEE policy across NATO as well as complies with and supports the NATO Warfighting Capstone Concept's critical enabler, "right people with the right skills"[8]. To achieve this from an E&T perspective, the Alliance focuses on being requirements-driven and solutions-oriented. NATO E&T, which strengthens relations with Partner nations and Non-NATO Entities (NNEs)[9], contributes to the Alliance's goal of fortifying cooperative security through partnerships and relationships[10]. E&T opportunities help contribute to relationship building. NATO Education and Training (E&T) [11] activities can provide a visible deterrence and can be an effective assurance measure. NATO E&T, for which this directive applies and as part of NATO ETEE, ultimately contributes to the demonstration of the strength and resolve of the Alliance.

1-4. **Responsibilities.** The current division of responsibilities between the Supreme Allied Commander Europe (SACEUR) and the Supreme Allied Commander Transformation (SACT) concerning NATO ETEE continues to provide a holistic approach to managing NATO E&T, encompassing the training continuum, both individual and a collective approach to preparing its personnel. The intent is to deliver an E&T system that is efficient, effective and affordable for NATO and nations alike. E&T solutions have to satisfy all of the NATO-specific requirements of today, as well as be flexible to accommodate those of tomorrow[12].

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[1] See Annex B, References A, Paragraph 4, B, and C.
[2] Annex B, References B and D, The New Force Model, The DDA Family of Plans, the ARF Concept and developments within the NATO C2 Concept are notable examples.
[3] See Annex B, Reference B, Paragraph 120. Training as NATO intends to flight must directly influence individual training, and collective training and exercising.
[4] See Annex B, References B, part 1 para 1, and C, Preface.
[5] As per Annex B, References A, Paragraph 7, nations are responsible for the education and training of their personnel and forces allocated to NATO. The use of common funding is addressed further in Chapter 6.
[6] See Annex B, Reference E, Paragraph 18.
[7] See Annex B, Reference A.
[8] See Annex B, Reference F, Paragraph 65.
[9] See Annex B, Reference A, Annex E Glossary.
[10] See Annex B, Reference B, Paragraph 21.
[11] In the context of 'Education and Training (E&T), 'Training' refers to Individual Training, Collective Training and Exercises'. E&T excludes Evaluation as part of the broader ETEE, a core function of SACEUR.
[12] See Annex B, Reference A, Paragraph 11.

Conducting coherent, rigorous, connected, and realistic E&T shall enable the Alliance to confront the nature and complexity of NATO's main threats and challenges of today and tomorrow.

AIM

1-5. The aim of this directive is to provide strategic direction and guidance to the Strategic Commands (SC), subordinate Commands pertaining to NATO E&T for application throughout NATO to ensure desired effects well into the future as set out in MC 0458/4. It also provides Partners and NNE[13] with the information necessary for cooperation with NATO in ETEE activities[14]. NATO E&T shall contribute directly to the development and sustainment of the modern, interoperable forces, and capabilities that are able to conduct the full range of military operations contributing to international peace and security.

1-6. E&T efforts are directed to:

a. Increase interoperability.

b. Improve shared situational awareness.

c. Expand forward presence.

d. Take a 360 degree approach to deterrence and defence posture.

e. Increase the number of high end capable forces.

f. Improve forward sustainment.

g. Consolidate a framework for established readiness levels.

h. Increase Alliance capability to echelon forces.

i. Train the NATO entities to improve Command and Control (C2) capability.

SCOPE AND APPLICABILITY

1-7. The NCS, and the headquarters and forces of the NFS must be interoperable[i15] and be trained to the full range of capabilities for operating in a rapidly evolving and uncertain global security[16] environment. This directive is applicable to:

a. Appointed Discipline Requirements Authorities (RA).

b. Appointed Discipline Department Heads (DH).

c. HQ SACT Joint Force Development (JFD), including Discipline Points of Contact (POC).

[13] NNEs include IOs, governmental organizations (GO) of non-NATO nations, NGOs, non-NATO multinational forces, host nations (when the host nation is not a NATO nation), contractors on operations, exercises and transformational activities, and non-NATO countries that do not meet the "Partners" criteria.
[14] See Annex B, Reference A, Paragraph 5.
[15] Refer to definition/description in Annex A, Appendix 2.
[16] Refer to definition/description in Annex A, Appendix 2.

d. SHAPE J7.

e. Officers Scheduling the Exercise (OSE).

f. Officers Conducting the Exercise (OCE).

g. Education and Training Facilities (ETFs) operated by, and all E&T activities and events conducted by, NATO, Allied and Partner[17&18] Nations for the preparation of individuals in direct relation to current and future NATO-led operations or a NATO position within NCS and NFS (for essential or desirable qualifications).

h. Any entity, from branch head level, identifying a possible E&T shortfall.

1-8. NATO High Level Exercise Programme, including the annual Crisis Management Exercise is not within the scope of this directive. Similarly the education and training of NFS, and NATO Agencies with specific and unique internal procedures do not fall within the scope of this directive.

1-9. NATO E&T can also be utilised for, although it is not designed for, the following tasks:

a. **National Education and Training.** Allies remain responsible for educating and training their forces, as well as current certification procedures. NATO can assist member nations through the provision of complementary education and training, particularly in joint, combined areas that are outside of their ability to deliver. Specific requests for this assistance shall be made through Headquarters Supreme Allied Commander Transformation (HQ SACT) to the Military Council (MC).

b. **Enhancing Partnerships.** NATO E&T expertise and resources can be used to enhance Partners' knowledge of NATO and to foster partner interoperability. NATO E&T activities[19] generally allow for the integration of Partners and NNEs, as approved by SHAPE for Collective Training and Exercises (CT&E), and executed within available resources. Integration into Education and Individual Training (E&IT) also provides opportunities to foster military cooperation[20].

c. **Defence and related security Capacity Building** (DCB). NATO E&T can directly support DCB. NATO can also provide expertise to support the establishment of courses and planning exercises. Support requirements are decided by SHAPE based on NAC-assigned resources and executed by the Joint Force Commands.

[17] Refer to definition/description in Annex A, Appendix 2.
[18] Information sharing with Partners and NNEs during E&T activities and events must be in line with Annex B, References G and H, (and all security directives in the AC/35-D/2000 series), and I.
[19] The NATO HQ approval is necessary for E&T activities, not for events.
[20] Refer to Annex B, Reference A, Annex A footnote 10.

GUIDING PRINCIPLES

1-10. NATO E&T incorporates all ten ETEE principles consistent with MC 0458/4[21] (NATO ETEE Policy).

1-11. To further elaborate on the Cost Effective and Resource Efficient principle, the implementation of specific NATO ETEE programmes, plans, activities and events shall consider the optimal use of the available resources (personnel, time, funds or facilities) and be conducted in accordance with NATO Code of Conduct and in line with unity, solidarity, and cohesion among the Allies. NATO shall continue to use[22] NATO Education and Training Facilities (NETF), NATO Accredited Centres of Excellence (COE) and NATO-recognised Partnership Training and Education Centres (PTEC) in accordance with their capabilities and potential within the scope of their mandates, their MC/NAC-approved concepts and policies, and within their respective area of expertise. NATO will also utilize multinational training institutions (MNTI)/National training institutions (NTI) from NATO nations and other ETFs from partner nations and NNEs that are in compliance with NATO procedures and standards, as complementary training assets to fulfil recognized NATO ETEE requirements[23]. Allies and Partners, in preparing their personnel and forces, should ensure that all E&T provided nationally or by NATO fits together in a coherent and efficient manner. In addition, Allies and Partners should not limit themselves to the development of purely national E&T, but try to use existing national E&T activities 'open to NATO nations[24]' to satisfy their requirements. Shared solutions will aid every nation in achieving a level of security and interoperability.

1-12. Moreover, E&T adheres to additional principles. These are:

a. **Quality Management.** It is important to ensure that the planned and systematic approach to building, maintaining and executing E&T activities is in alignment with required standards. Quality management requires both quality assurance and quality control at various levels.

b. **Best Practise.** Improved E&T and organizational performance results from applying best practises[25] that have been identified as a best way of operating in a particular area as compared to other good practise(s). Ideally, a best practise should be adaptive, replicable, and immediately usable.

c. **Lessons Learned.** A critical aspect of E&T is to capture lessons identified in order that they become lessons learned.

d. **Continuous Improvement.** A mindset where E&T activities are regularly assessed in order to steadily improve its quality leading towards a positive change, including providing greater value to their customer/recipient.

[21] See Annex B, Reference A, Paragraph 11.
[22] See Annex B, Reference A, Annex C for the list of NETFs, NATO Accredited COEs, and PTECs.
[23] See Annex B, Reference A, Paragraph 23
[24] "Open to NATO nations' means that individuals or groups of Allies may attend the E&T activity. Such activity should be advertised in the Education and Training Opportunities Catalogue (ETOC) or Military Training and Exercises Programme (MTEP) respectively. It must be conducted in the English language.
[25] Description of the term has been modified from Annex B, Reference J to meet E&T focus.

KEY CONCEPTS

1-13. **Discipline**. A NATO E&T discipline (henceforth 'discipline') is a NATO training category encompassing an approved body of knowledge and skills, which supports existing or evolving capabilities. The annual Bi-Strategic Command (Bi-SC) List of Disciplines (LOD) approved by the MC shall cover the whole span of NATO E&T and concurrently allow for a manageable governance structure.

1-14. **NATO Education and Training Spectrum**. Proficiency at the collective level requires forces, often joint, to engage quickly and to integrate their capabilities across domains, echelons, geographic boundaries, and other organizational affiliations. Since the individual's preparation is a prerequisite for collective effectiveness in the execution of tasks, individual training (IT) and collective training (CT) must be viewed as a closely interconnected continuum.

1-15. The NATO Education and Training Spectrum has two closely interconnected aspects: IT and CT and education (see Annex C for connections). It is depicted in Figure 1 and further described in four discrete areas, i. e. Education, IT, CT and Exercises, which are described in MC 0458/4 Paragraph 6 and Annex E.

1-16. E&IT contributes to the proficiency of personnel (Military and Civilians) so that they meet the requirements, stated as duties and qualifications in the Job Descriptions (JDs), before the individual stands at the doorstep of NATO. These individuals may be attached or employed as:

a. Staff in NCS (Individuals in Peacetime Establishment (PE)).

b. Individuals in Crisis Establishment (CE) positions so that they can be trained as members of a NCS HQ and IMS.

c. Augmentees so that they can be trained as members of a NCS HQ, a NFS HQ or a NFS Force.

d. National personnel so that they can be trained as members of a NFS unit or HQ that in the end meet the Allied Command Operations (ACO) Forces Standards (AFS).

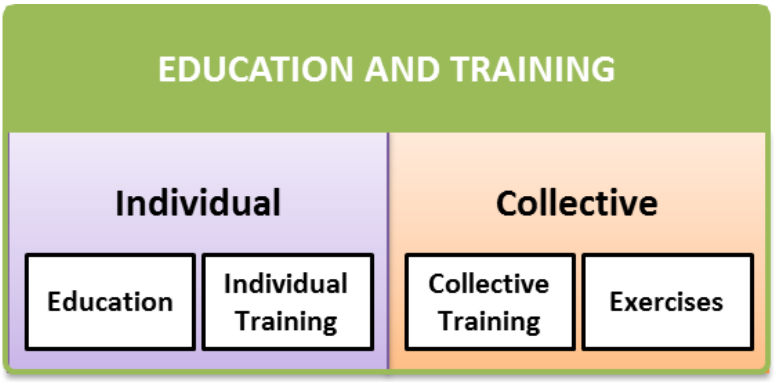

Figure 1: The NATO Education and Training Spectrum

1-17. **NATO-specific Performance Requirements**. NATO-specific performance requirements identify the necessary performance both individually and collectively for NATO

jobs and operational needs for NATO-led missions[26] and efforts. The first step is to identify the required NATO Performance. These requirements are a key element when designing ETEE as they establish the desired end state.

1-18. Other E&T terms specific for this directive are described alphabetically in Appendix 2 to Annex A of this directive.

GAP IDENTIFICATION

1-19. A NATO-specific requirement is the expression of the performance gap between an individual working in the NCS/NFS environment and an individual educated and trained to work in a similar national environment[27]. The achievement of fully addressing performance requirements is making the distinction between what portion is addressed through E&T and non-E&T interventions addressed through leadership on the job. The distinction, supplemented by Paragraph 3-9 and Annex E, is as follows:

a. **NATO-specific E&T Requirements.** NATO-specific E&T Requirements[28] are the education, training and exercising required to ensure, or to otherwise validate, that NCS HQs, NFS HQs and other structures and assets made available to NATO can effectively command or control NATO-led operations and missions[29]. This includes the NATO specific E&IT required by military personnel provided to those HQs and NATO bodies. For indicators by which to determine whether or not an asserted requirement constitutes a NATO-specific E&T requirement, see Annex D.

b. **NATO Non-E&T Requirements.** Not all performance gaps are addressed through ETEE in order for individuals and collective forces to execute their duties. Individuals may possess the knowledge, skills, and attitudes to perform, but may lack information, in particular when in a new unknown multinational environment. In such cases, fostering individual performance remains the responsibility of the line manager or chain of command to address. Performance usually depends mostly on experience, to a certain far smaller extent on additional 'Over the shoulder learning' and in very rare exceptions on 'Individual Training Solutions'. Due to the costly nature of most instructional solutions (in time, financial resources, instructor support, etc.) it must be determined that a knowledge or skill deficit really requires a possible instructional solution[30].

1-20. **Allies versus NATO E&T Responsibilities.** In principle, Allies are responsible for the E&T of their personnel and forces allocation to NATO. Personnel assigned to PE/CE posts should meet the NATO requirements as detailed in JDs. NATO is responsible for defining the NATO-specific E&IT requirements for military personnel provided to NATO bodies and for supporting Allies and Partners in achieving them. NATO is also responsible for CT and exercising command and control in the joint, multinational environment. Detailed provisions can be found in Chapter 4.

[26] Inherent in planning processes supporting NATO E&T requirements are the quantitative aspects leading to the identification of the E&T production requirement.
[27] See Annexes D and E.
[28] Refer to Paragraphs 12 and 15.a for details.
[29] Inherent in planning processes supporting NATO E&T Requirements are the quantitative aspects leading to the identification of the E&T production requirement.
[30] See Annex K for examples of instructional solutions and non-instructional interventions.

1-21. **NATO E&T in relation to NATO Defence Planning Process (NDPP) and Common Funded Capability Development Governance Model (CFCDGM).** A capability can be described using DOTMLPFI dimensions. The 'T' element within DOTMLPFI[31] covers all NATO-specific E&T requirements. These requirements are forwarded for implementation, via the NATO NDPP, to the nations. It is the Nations' responsibility to define (multi)national solutions to satisfy these requirements. Additionally, the NDPP collective targets that cannot reasonable be met by Allies and capability shortfalls, which fulfil the eligibility and affordability criteria for common funding, may be implemented by NATO through the Common Funded Capability Delivery Governance Model[32] (CFCDGM). The new Capability requirements must include NATO education and training requirements (the 'T' element) for which new E&T solutions are needed. Capability E&T requirements and solutions shall be elaborated by initiating the appropriate Global Programming and NATO Systems Approach to Training processes during (each) the CFCDGM stages. For example, when an Operational Requirements Statement[33] for a capability is developed, it should identify the potential or actual E&T discipline to which the capability will belong. The CFCDGM Capability Management Authorities shall ensure coherency with the NATO Global Programming Approach (GPA) by engaging in the Global Programming Annual Battle Rhythm cycle activities to ensure that Discipline Alignment Plans of the impacted disciplines are updated. This engagement will be used to plan any follow-on work required to review the TRA and identify if existing E&T solutions need to be updated or if new solutions need to be created.

ETEE POLICY FOUNDATION

1-22. The MC establishes the policy framework that governs NATO ETEE. The SCs subsequently interpret the policy and produce the required unified direction and guidance by publishing directives for the application of the policy.

1-23. **MC 0458/4, NATO Education, Training, Exercise and Evaluation (ETEE) Policy.** MC 0458/4 is NATO's capstone policy document for E&T and provides strategic level policy for all NATO E&T related activities and events. The connections between the supporting directives are captured in Figure 2.

a. **Bi-SC Directive 075-002, Education and Training.** This directive is the overarching document for E&T, describing the programmes, procedures and policies that the two SCs use to support the implementation of NATO's ETEE Policy. It provides the essential strategic direction and guidance required by subordinate Commanders and their staff pertaining to NATO E&T. The Bi-SCDs 075-007 and 075-003 provide detailed and specific direction and guidance for the individual and the collective side of the NATO Education and Training Spectrum.

(1) **Bi-SC Directive 075-007, Education and Individual Training.** This directive provides direction pertaining to the NATO E&IT programme. It is a comprehensive guideline concerning the procedures and expected output products supporting the management and execution of NATO E&IT. This

[31] Capability is the ability to create an effect through employment of an integrated set of aspects categorised as Doctrine, Organization, Training, Material, Leadership, Personnel, Facilities, and Interoperability
[32] See Annex B, Reference K.
[33] The inclusion of all spectrum of DOTMLPFI aspects at stage 1 is recommended only if they are known and easily described at that moment. The idea is to avoid delays in the progress of a document that intends to trigger the whole process. This is defined in the ORS template, Paragraph 4.

directive outlines the Systems Approach to Training (SAT) and defines Quality Assurance (QA) for E&IT.

(a) **ACT Directive 075-001, NATO School Oberammergau, Germany.** This directive regulates the relation between HQ SACT and NATO School Oberammergau as an important provider of NATO Education and Individual Training.

(2) **Bi-SC Directive 075-003, Collective Training and Exercise.** This directive provides direction pertaining to the NATO military CT&E process. It is intended as a comprehensive guideline on how to prepare and conduct all CT&Es.

(a) **Bi-SC Directive 075-009, International Organizations/Non-Governmental Organizations/Governmental Organizations Involvement in Exercises.** This directive details the principles and procedure to be followed within ACO and ACT to involve International Organizations/Non-Governmental Organizations (NGO)/Governmental Organizations (GO) in the exercise cycle.

(b) **Bi-SC Directive 075-005. Military Training and Exercise Programme.** This directive provides direction pertaining to the CT&E Programming process and its deliverable, the annual NATO Military Training and Exercise Programme (MTEP).

(c) **ACT Directive 075-004, Procedures for the Collective Training Support Programme of Work.** The purpose of this directive is to define clearly the terms and processes associated with the construction, staffing, and approval of the CT Support Programme of Work (CTS POW). The CTS POW directly supports collective training events and activities within the MTEP.

(3) **ACO Directive 075-013, NATO Evaluation and Certification Policy.** This ACO directive provides direction and guidance for the evaluation of operational readiness and capabilities of HQs and units, as well as identification of strengths and shortfalls.

1-24. **MC 0510, Terms of Reference for Commanders Joint Warfare Centre (JWC), Joint Force Training Centre (JFTC) and Joint Analysis and Lessons Learned Centre (JALLC).** As directed by SACT, the JWC conducts training for joint and combined staffs and acts as ODE as required. The JFTC assists the SCs in promoting doctrine by training of NATO forces and assists ACO in evaluation. The JALLC performs joint analysis, collects lessons learned and feeds them back among other into NATO E&T. This MC policy describes the Terms of Reference (TOR) for the Commanders of the JWC, the JFTC and the JALLC.

1-25. **MC 0123/10, Policy Guidance for the NATO Defence College (NDC).** The mission of the NDC is to contribute to the effectiveness and cohesion of the Alliance by developing its role as a major centre for higher education. This MC provides the necessary political guidance for the NDC in the execution of its mission.

1-26. **Bi-SC Directive 075-004, Experimentation in Exercises.** E&T activities, in particular exercises, could be used as a venue for experimentation. The aim of the directive

is to provide guidance on the implementation of experimentation, how it is defined, directed, and coordinated, within NATO.

1-27. **Bi-SC Directive 080-006, Lessons Learned.** Some lessons identified must be integrated into NATO E&T in order that they become Lessons Learned (LL). To support this integration, this directive tells how every command in the Bi-SC organization must establish and sustain a LL capacity and execute the LL process for the benefit of NATO and its own organization.

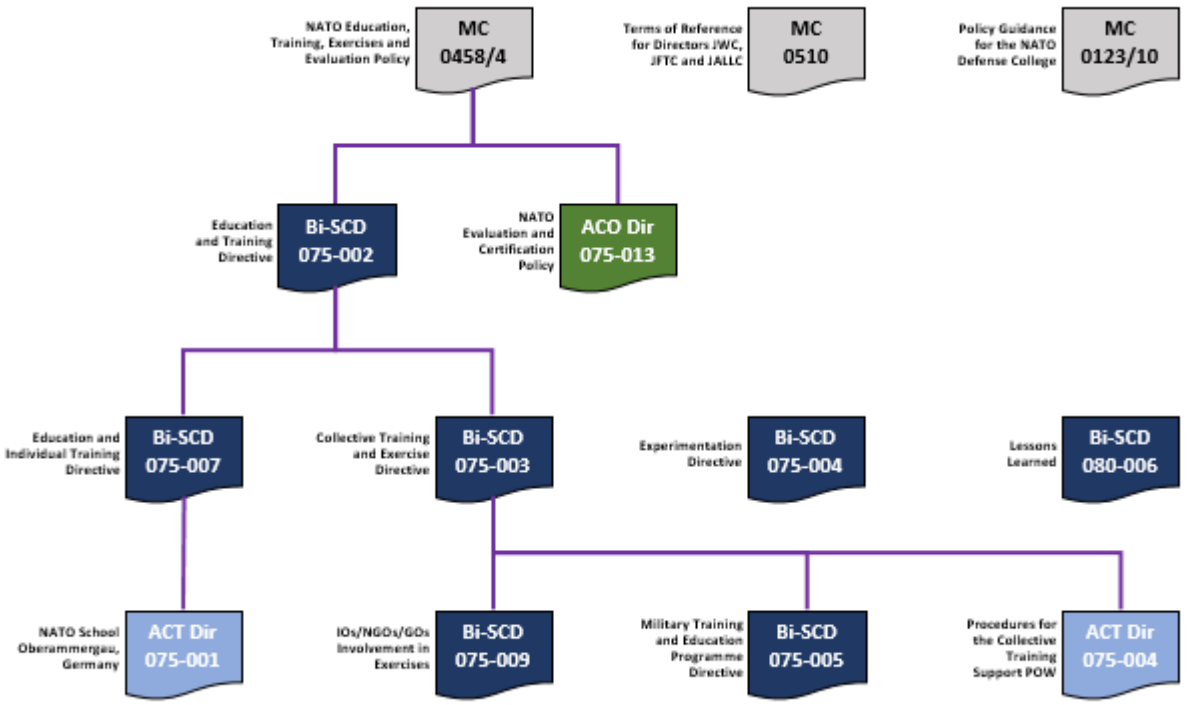

Figure 2: Education and Training Directive within NATO's ETEE Hierarchy of Policy and Directives.

1-28. **AC/335-D(2022)0090 (INV) ETEE Common Funding Policy.** External to ACO and ACT E&T directives, the common funding policy enables NATO to fulfil its ETEE responsibilities. More specifically, the policy ensures common funding eligibility for E&T activities and priorities continue to be resourced.

CHAPTER 2: RESPONSIBILITIES

NATO

2-1. NATO is responsible for identifying the standards, defining the NATO-specific E&T requirements for military personnel, for supporting Allies and Partners in achieving their national E&T requirements that fall outside their ability to deliver, collective training and exercising command and control, interoperability and force integration for coherent force packages in the joint, multinational environment. Specific requests for this assistance shall be made through HQ SACT for E&IT or SHAPE for CT&E to the MC.

ALLIES

2-2. Allies are responsible for the education and training of their personnel and forces allocated to NATO. Personnel assigned to NATO PE and CE Posts should meet the NATO-specific requirements detailed in JDs, i.e. NATO-specific individual training (IT). Allies should ensure that the required NATO operational standards be applied in the execution of training and evaluation of forces and personnel offered. NATO can assist through the provision of complementary E&T, particularly in joint, combined areas that are outside of the ability of nations to deliver. In order to improve interoperability and efficiency, Allies should synchronise their E&T planning activities with the NATO Production Planning Process (PPP). Allies should open their ETFs to other Allies, Partners and NNEs.

2-3. For Collective Training and Exercises Allies are reminded of the MC Advice in MCM-0178-2020 dated 21 Jun 2021 in which the MC recalls the fundamental principle of Alliance policy for which the training of national forces is a national responsibility. This principle is further reinforced by the MC consideration in MCM-0286-2021 dated 20 Jan 2022 in which the MC considers that the NATO Military Strategy does not envisage changing the extant policy on the differentiation of responsibilities between nations and NATO for Training and Exercises. However, the extant policy for ETEE Common Funding recognises that in order for SACEUR to fulfil his responsibility on behalf of the Alliance NATO Common Funds should pay for the training of national entities where the benefit is demonstrably in line with NATO's 'over and above' principle. An example is the training of National Warfighting Divisional level HQs as robust Response Cells in order to facilitate the effective and appropriate training of the Warfighting Corps.

PARTNERS AND NNES

2-4. Partners and NNEs, to include operational Partners and Force Models contributors, are responsible for the E&T of their personnel and forces that are allocated to NATO-led operations, Force Models and exercises. Partners and NNEs shall ensure that personnel assigned to NATO Partnership for Peace Staff Element billets, CE Posts, or as part of a Voluntary National Contribution comply with NATO training standards and requirements as described in JDs.

NATO EDUCATION AND TRAINING FACILITIES

2-5. All NATO ETFs (NETF), as designated in MC 0458/4, should ensure that there are compatible opportunities for Allies, Partners, and NNEs to exercise their responsibility as described in Paragraph 2-3. There should be ample opportunities to educate and train individuals before occupying a function within the NATO HQ (IS/IMS), NCS, NFS, or NATO Agencies, and to train and exercise formations before their engagement in NATO.

Furthermore, NETFs are to provide HQ SACT DCOS JFD details of course scheduling[34] for the upcoming year no later than 1 December annually and course completion/attendance numbers of the previous year[35] no later than 15 February yearly for all NATO training solutions[36].

EDUCATION AND TRAINING FACILITIES

2-6. While Allies, Partners, and NNEs are responsible for the education and training of their personnel and forces allocated to NATO, NATO can support them through the coordination and synchronisation of E&T delivery. ETFs, as a general term, refers to NETFs, NATO Accredited COEs, NATO-recognised PTECs, MNTI/NTI, and other NNE education and training facilities. NATO shall utilize ETFs to provide support to the requested and approved NATO-specific E&T requirements of nations, the NCS and the NFS. Control of these organizations lies with different authorities, but the responsibility for seeking a NATO-unified effort to develop effective, efficient, and affordable E&T solutions lies with HQ SACT. Similar to NETFs, all ETFs are to provide HQ SACT DCOS JFD with details of course scheduling[37] no later than 15 December annually for the upcoming year, and course completion/attendance numbers of the previous year[38] no later than 1 February yearly for all NATO Approved and NATO Selected courses[39].

ESTABLISHING STANDARDS

2-7. NATO is responsible for establishing standards[40]. NATO shall support Allies and Partners in achieving those standards and the transformation of national ETEE systems as required. NATO's support shall be generated through the utilization of ETFs, which meet NATO standards, to enhance the coherence of training across NATO at both the individual and collective levels.

a. **Responsibilities of SHAPE and HQ SACT.** SHAPE and HQ SACT manage the NATO ETEE process supported by subordinate commands and relationship is depicted in Figure 3. The Supported and Supporting Commanders are identified in Figure 3.

b. **Responsibilities of SHAPE.** SHAPE's responsibilities are captured in MC 0458/4[41].

c. **Responsibilities of HQ SACT.** HQ SACT's responsibilities are captured in MC 0458/4[42]. In addition, HQ SACT is also responsible to ensure the development and maintenance of doctrine and Quality Standards for NATO E&T.

[34] Scheduling is provided through the ITEP.
[35] Numbers are promulgated into the ITEP report.
[36] E&IT data for NATO Approved and NATO Selected courses will permit comparison of training solutions delivered to actual demand.
[37] Scheduling is provided through the ITEP.
[38] Numbers are promulgated into the ITEP report.
[39] E&IT data will permit comparison of training solutions delivered to actual demand.
[40] ACO Force Standards (AFS) volumes set the standards to be used in CT&E and the associated criteria to refer to when evaluating high-level Force Elements.
[41] Refer to Part 4, Paragraph 48 for details.
[42] Refer to Part 4, Paragraph 49 for details.

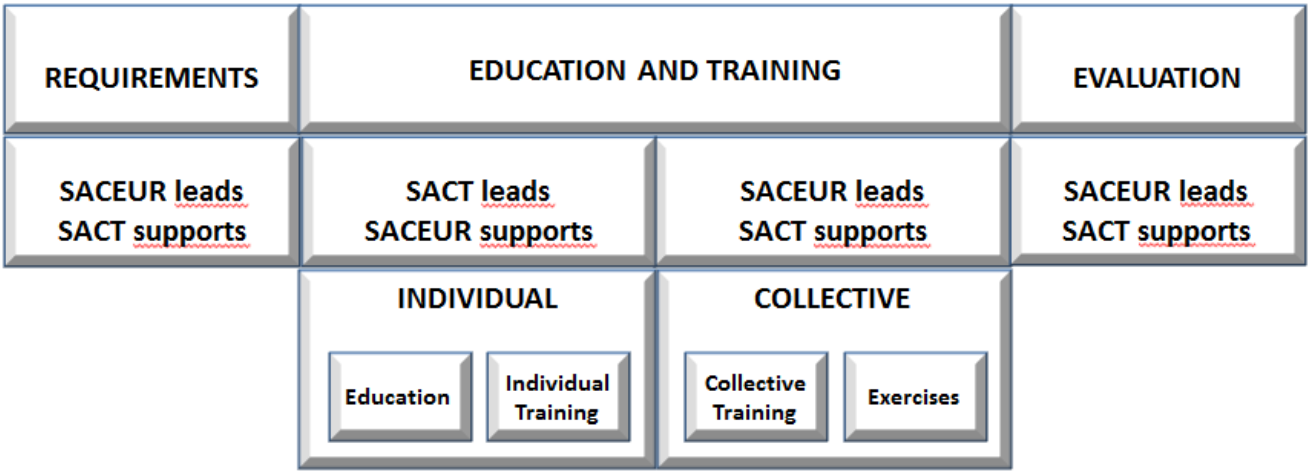

Figure 3: Strategic Commanders' Relationship for ETEE

d. **Responsibilities of Commanders.** Commanders at all levels are responsible for the preparation of their allocated forces to accomplish NATO-assigned missions following the SACEUR's AOR-wide Strategic Plan (SASP) key tenets established in SACEUR's Guidance on ETEE (SGE) and SHAPE's Annual CT&E Directive, through CT&E. Therefore, they are responsible to ensure their E&T activities are in compliance with their mandates and to command an exercise (i.e. act as OCE) within their organization and report any performance gap to applicable RA(s).

e. **Responsibilities of Commandants/Commanders/Directors.** Commandants/Commanders/Directors of NETFs, NATO Accredited COEs, and NATO-recognised PTECs, MNTIs/NTIs are responsible for ensuring that NATO activities at their ETFs are in compliance with their mandates and their MC/NAC-approved concepts and policies, and are within their respective area of excellence and in support to E&IT. They support Global Programming activities and events, and shall utilize the NATO Digital Training Management System (NDTMS)[43] to maintain an overview of their solutions/courses available to in-coming and existing NCS and NFS personnel, manage course programming, and track course completion numbers[44].

f. **Responsibilities of Other NATO Bodies**. All other NATO bodies must sustain and maintain NATO E&T activities and events within their respective responsibilities and directives.

[43] The electronic-Individual Training and Education Programme (e-ITEP), in the future, aims to be encapsulated into a single ETEE capability platform.
[44] Data may be collected for completion of NATO approved and selected courses only, regardless of the course delivery strategy.

CHAPTER 3: GLOBAL PROGRAMMING

AIM AND OBJECTIVES

3-1. The Global Programming Approach and NATO's E&T Management System is designed to optimize the quality and quantity of E&T and allocate the resources dedicated to E&T programmes. The purpose of NATO-specific E&T is to enable the Alliance to collectively cope with the multitude of threats and challenges across the spectrum of conflict. The aim of Global Programming as the approach to NATO E&T is to develop and maintain effective, efficient and affordable Education and Training solutions to NATO-specific requirements. Global Programming converts the political-military guidance on current and future operations and the operational levels into NATO-specific E&T requirements to provide the right solutions in sufficient quantity to satisfy those requirements.

3-2. Global Programming has the following objectives:

a. Provide a structured approach to NATO E&T.

b. Ensure a strictly requirements-based NATO E&T.

c. Cover the complete NATO E&T landscape.

d. Capture the discipline-specific and NATO-specific E&T requirements and inform Multi Domain CT&E development.

e. Assign clear responsibilities and accountabilities.

f. Allow for transparency and assured traceability.

g. Strive for effectiveness and efficiency.

h. Mind the preparation of individuals as pre-condition for collective performance.

i. Maintain a long-term perspective while assuring short-term flexibility.

j. Pursue an all-embracing approach to the provision of solutions to NATO.

k. Enable continuous improvement and adaptation.

l. Foster pooling and sharing amongst Allies and Partners.

THREE COMPONENTS OF GLOBAL PROGRAMMING

3-3. Global Programming, as per Figure 4[45], consists of three components:

a. **Governance Structure.** HQ SACT is responsible for the overall management of NATO E&T and this is achieved through an approved governance structure of NATO E&T and the maintenance of NATO E&T disciplines. Within this governance structure a Requirements Authority (RA), a Department Head (DH) and a HQ SACT/JFD Discipline POC are appointed for each discipline.

[45] Refer to Annex B, Reference A, Annex D for Approval Authorities for principle E&T activities.

b. **Development Methodology.** Through the different steps of the Development Methodology, an approved discipline is shaped. This shaping comprises scoping, identification of NATO-specific E&T requirements at different levels for E&IT as well as for CT&E, and eventually leads to the development of a discipline-specific E&T programme, which is reviewed regularly.

c. **Production Planning Process.** The PPP is a timed sequence of meetings, which result in annual updates to the Individual Training and Education Programme (ITEP) and the MTEP. This process, as per Figure 8, engages multiple actors, to include representation from Nations, Partners and NNEs as well as the NCS, NFS, RAs, DHs and ETFs. This involvement provides transparency on NATO's annual production requirements with the intent to provide enough advanced notice of the programmed activities so that complementary planning and coordination can ensue[46].

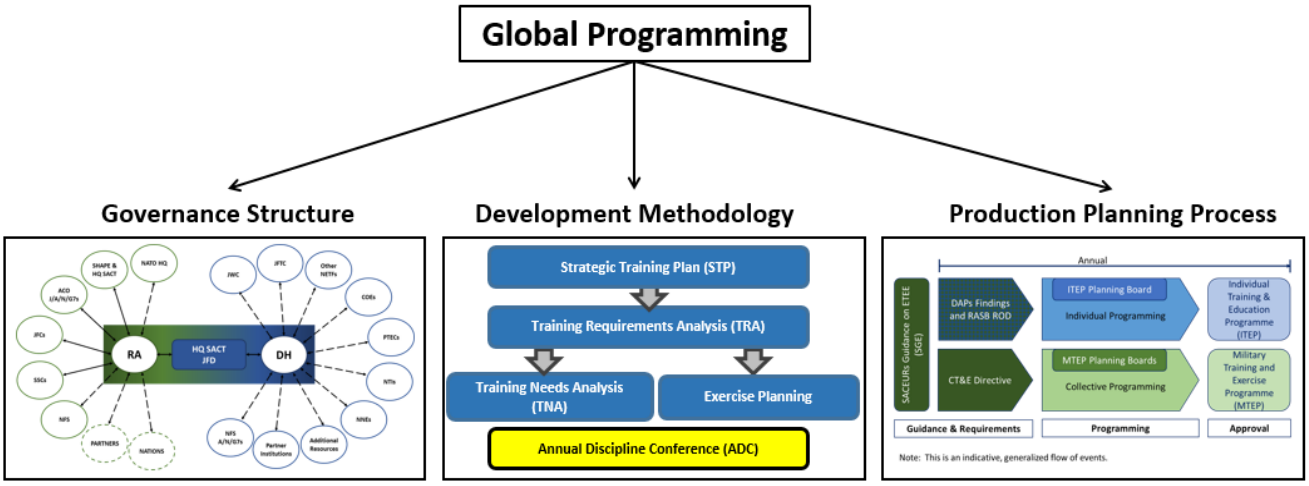

Figure 4: Three Components of Global Programming[47]

d. The three components are distinct but interrelated. Actors in the NATO's Governance Structure execute their specific roles during the development and maintenance of a discipline as well as during the PPP, while adhering to the Global Programming Battle Rhythm.

DISCIPLINES

3-4. A discipline is regarded as a section of the overall NATO E&T landscape. A discipline captures the NATO-specific E&T requirements across the full NATO Education and Training Spectrum in support of existing or evolving capabilities. It is intended to unify and synchronise the efforts of the requirements generators and the ETFs in the fulfilment of these requirements through E&T. All the disciplines combined, as listed in the annual[48] Bi-SC Comprehensive Bi-SC LOD, should cover the whole span of NATO-specific E&T

[46] Using the Production Planning Process, NATO strives for planning purposes, to inform Allies, Partners and NNEs at least three years in advance on E&T activities and events.
[47] The Development Methodology image has been modified from MC 0458/4 to take into account CT&E. Detailed explanation of the smaller diagrams can be found in the following paragraphs.
[48] The annual Bi-SC Comprehensive List of Disciplines is reviewed by and endorsed at the RASB, and approved by MC.

requirements and concurrently allow for a manageable governance structure. Changes in NATO-specific E&T requirements shall, by extension, affect the discipline list and/or individual disciplines.

3-5. The annual review of the Bi-SC Comprehensive LOD allows for the flexibility to adjust the list for changes of requirements or organizational structures. Such an important change can lead to the absorption of a discipline by other discipline(s), the merging of disciplines, the splitting of a discipline, or to the creation of a new discipline. Should the latter be the case, subjects, ideas and topic areas proposed as new disciplines need to be refined, against these criteria, in order to determine the actual performance requirement or capability gap that they represent. HQ SACT DCOS JFD and SHAPE ACOS J7 shall evaluate whether the focused use of resources and expertise in order to find E&T solutions shall benefit of the creation of the new discipline against the following criteria:

a. **Distinct Body of Knowledge and Skills that form a NATO Performance Gap.** A discipline should be distinct, although potentially linked with other disciplines, and quasi-isolated, yet not be of a cross-cutting topic. It must support an area of specialization aligned with NATO interest and have a NATO performance gap[49] that must be addressed. It must represent the NATO over and above requirements beyond national E&T.

b. **Critical Mass.** Although a discipline must cover an area of specialisation aligned with NATO interest, the number of staff involved should be fairly large[50]. Specialized requirements shall be integrated into, and related to, a broader requirement.

c. **Levels of Command.** A discipline should affect most of the different levels of NATO command and force structures and not be unique to an entity or a certain level of command.

d. **NATO E&T Spectrum.** A discipline must have an impact across the entire NATO Education and Training Spectrum of education, IT, CT and exercises, and not limited to course delivery.

e. **Evidentiary-based.** Considerations should be given to the selection of a discipline based upon evidence such as policy, joint publications, lesson learned, strategic direction, etc.

f. **Feasibility.** Considerations should be given to the availability of an RA, DH, expertise within NATO for employment and instruction of training solutions, and availability of existing training solutions.

3-6. For management purposes and regardless of the number of disciplines, HQ SACT DCOS JFD and SHAPE ACOS J7 have established categories for the E&T development of disciplines. Categorizing disciplines contributes to achieving a manageable and traceable discipline structure, provides for better transparency and rationale, serves to identify linkages, and enables a better assessment whether a new discipline is needed or an existing one should be amended.

[49] Refer to Annex A, Appendix 2 for definition.
[50] A fairly large critical mass could equate to being performed by approximately 10% of the NATO structure personnel.

3-7. There may be legitimate and valid NATO-specific E&T requirements not captured by any discipline and cannot easily be allocated to a discipline of the Bi-Strategic Command Comprehensive LOD. HQ SACT JFD and SHAPE J7 shall, in close cooperation, deal with it on a case-by-case basis and coordinate an appropriate discipline assignment[51]. HQ SACT shall maintain and review a list of these all requirements and their solutions.

RECOGNIZING NATO-SPECIFIC REQUIREMENTS GAPS

3-8. E&T is just one potential solution for eliminating the multitude of causes of a NATO performance gap, a difference between an actual and desired performance. Potential reasons for a performance gap, as indicted in Annex D, are based on capability development and integration considerations.

a. **Capability Development** - refers to creating something new or enhancing something pre-existing and is formulated around the DOTMLPFI spectrum and capability planning through acceptance and then disposal with the management entities, NATO Headquarters staff and the NATO E&T Governance Structure.

b. **Integration Considerations** - entails synchronizing horizontally across capabilities to achieve coherent efforts and outcomes. It develops capability requirements, provides traceability and quality assurance of capability requirements & performs gap analysis and supports interoperability and implementation options across the DOTMLPFI spectrum.

3-9. In order for HQ SACT DCOS JFD[52] to determine if E&T is the needed solution, the performance or capability gap analysis must be conducted. This is achieved through a problem analysis accompanied by performance analysis phase and a cause analysis before identifying all solutions[53]. If E&T is deemed to not be the solution, the performance gap must be addressed through another approach[54] and shall be addressed through the chain of command or office of primary responsibility where applicable. If it is determined that the performance gap is likely due to an E&T shortfall, this gap shall lead to the identification of a new NATO-specific E&T requirement and be addressed through Global Programming.

3-10. It is possible for almost anyone in NATO to identify and propose NATO-specific performance requirements. All proposals, not initiated from the RA, shall be staffed by HQ SACT JFD[55]. An initial assessment shall be conducted to determine whether the proposed NATO-specific requirement aligns to an existing discipline, for which a competent authority may already be appointed. In the event that a proposed NATO-specific requirement appears to fall under the responsibility of more than one RA, precedence shall be given to the specialized discipline[56]. Once identified, the RA shall determine the disposition of the proposed requirement. In the event that a proposed requirement cannot be reconciled to an existing RA, HQ SACT DCOS JFD and appropriate competent NCS authorities shall

[51] Depending on the alignment to existing disciplines, the decision may be made to assign to current ETEE-titled discipline as an interim, or potentially long-term solution. A name change to this discipline may or may occur in the future, depending on the outcome of the annual Bi-SC LOD.
[52] When an individual or group within NATO detects a performance gap possibly related to E&T, DCOS JFD is the preferred entry point. Together with the RA and considering the operational expert in the discipline representing the end user, DCOS JFD will study the request and decide on the way ahead.
[53] In addition, see Annex E. DCOS JFD staff are to assist in this process.
[54] See Annex K for non-instructional interventions.
[55] The process is not linear. In the staffing process, JFD would consult with the RA, during the ADC or at any period of time. Proposals can be incorporated into the DAP as needed.
[56] For example, while both Maritime and Counter-Improvised Explosive Devices (C-IED) are recognized disciplines, 'Maritime C-IED' was placed under C-IED and not Maritime.

meet to (1) substantiate and (2) assign the proposed requirement to a recognized discipline or determine whether a new discipline is necessary.

3-11. Often HQ SACT DCOS JFD receives E&T solutions offered for course certification (refer to Paragraph 4-7). In such cases, again the RA must be sought in order to validate the asserted NATO-specific E&T requirement for that solution. The procedure to do so shall follow the provisions above.

3-12. There are two types of NATO-specific E&T requirements:

a. **Performance Requirements.** A Performance Requirement defines what an individual or a group should be capable to do. Through the Development Methodology, performance requirements within an approved discipline are satisfied by the definition and delivery of regularly reviewed E&T solutions.

b. **Production Requirements.** A Production Requirement concerns quantity of personnel to be educated, trained or exercised to meet specific performance requirements before a certain moment. Production requirements are essential to determine the priority of effort as well as the timeframe and location for conducting E&T. The plan to satisfy the production requirements is determined through the Production Planning Process and associated events.

3-13. Although performance and production requirements are of a distinct nature and satisfied through different processes, they both affect the design and the provision of an E&T solution.

3-14. If a performance gap can be translated into an E&T gap, the RA has to identify it as a NATO-specific E&T requirement and integrate it within the discipline. If the allocation of the NATO-specific requirement to a responsible RA is unclear, SHAPE ACOS J7 and HQ SACT JFD shall find an agreement to which discipline it belongs. The RA shall inform the DH of the new NATO-specific E&T requirement and its urgency. The DH shall check the NATO-specific requirement against the available E&T activities and events and coordinate an appropriate solution that shall be approved by HQ SACT DCOS JFD. If a performance gap constitutes a production requirement and cannot be solved bilaterally, the involved parties can ask HQ SACT JFD to mediate a solution through the PPP.

GOVERNANCE STRUCTURE

3-15. For each discipline, there is an assigned RA and one DH supporting HQ SACT in the centralised coordination and decentralised execution of E&T activities and events. The RA shall normally be at the ACOS/DCOS level, or the civilian equivalent, within the NATO structure. RAs are appointed by SACEUR from within ACO. Exceptions to this shall be proposed by SACEUR for MC approval[57]. HQ SACT DCOS JFD shall, in principle, appoint and deal with only one DH entity per discipline[58]. By exception or based on legacy DH appointment letters, there may be more than one DH per discipline. In order to ease the workload on some larger disciplines, specifically the conduct of multiple training requirements analyses (TRA) and Annual Discipline Conferences (ADC), the discipline might be divided in groupings or specialisation areas for which the DH shall have supporting entities, either formally acknowledged through DH appointment letters or informally

[57] See Annex B, Reference A, Paragraph 15.a.
[58] Refer to Paragraph 3-17 for details.

assigned. When there is more than one DH appointed to a discipline, a lead DH[59] will liaise with the RA as needed.

3-16. The identification and maintenance of NATO-specific E&T requirements of a discipline require active support by NATO HQ (IS/IMS), the NCS HQs, the NFS HQs, the NATO High Readiness Forces HQs, and the NATO Agencies to the RA. This can be done by direct liaison with the RA, appropriate representation during the ADC, or any other effective approach.

3-17. The DH coordinates the appropriate solution (s) and engages with E&T solution providers, e.g. NATO-accredited ETFs. The DH is an organization or entity that volunteers to take up that role and has sufficient E&T expertise in the discipline. All DHs are appointed by SACT, yet the approving level may vary[60]. The DH coordinates E&T solutions but is not necessarily involved with the delivery of E&T. It is essential that the DH has the capacity to effectively coordinate with the solution providers. When selecting DHs, HQ SACT shall propose candidates following the guiding principles of MC 0458/4, through the Strategic Training Plan (STP). In the event that the DH has not been identified in the STP, the assignment shall be proposed to the MC separately[61].

3-18. Figure 5 illustrates the Governance Structure of a discipline with the close working relation between the RA, HQ SACT JFD, and the DH. HQ SACT JFD is responsible for the interdisciplinary coordination with and facilitation between the different RAs and DHs. Ultimately HQ SACT retains the authority to validate both NATO-specific E&T requirements and corresponding E&T solutions.

3-19. The left side of Figure 5 shows the entities that generate requirements with the RA who collects and identifies NATO-specific E&T requirements. The RA, normally an authority within ACO, has a C2 relationship with the ACO entities which are symbolized by full double-arrowed lines. The relationships with the other entities with no C2 relationship are drawn with dashed lines. Not all NATO HQ and NFS requirements are recognized as NATO-specific E&T requirements. NATO Nations' and Partners' requirements normally do not lead to the identification of NATO-specific E&T requirements. These differences are symbolised by the different line styles of circles.

3-20. The right side of Figure 6 shows the E&T solution providers with the DH. The DH coordinates solutions amongst these providers to satisfy the NATO-specific E&T requirements (represented by the dashed lines).

3-21. A matrix summarizing the coordination of Global Programming events is provided in Annex F.

[59] The lead DH may be referred to as the DH Coordinator.
[60] Annex B, Reference A, para 15.b, included exceptions. SACT approves and appoints DHs from within the NCS. DHs from outside the NCS require MC approval and Partner or NNE DHs require MC endorsement and NAC approval. As long as there is no DH appointed the respective HQ SACT JFD Discipline POC performs in the interim as a DH.
[61] HQ SACT selections of DHs outside of the NCS require MC approval or, for a partner or NNE, requires MC endorsement and NAC approval. DH nominees for a specific discipline shall be submitted via the senior NATO committee responsible for reporting to the MC for that discipline or functional area within a discipline.

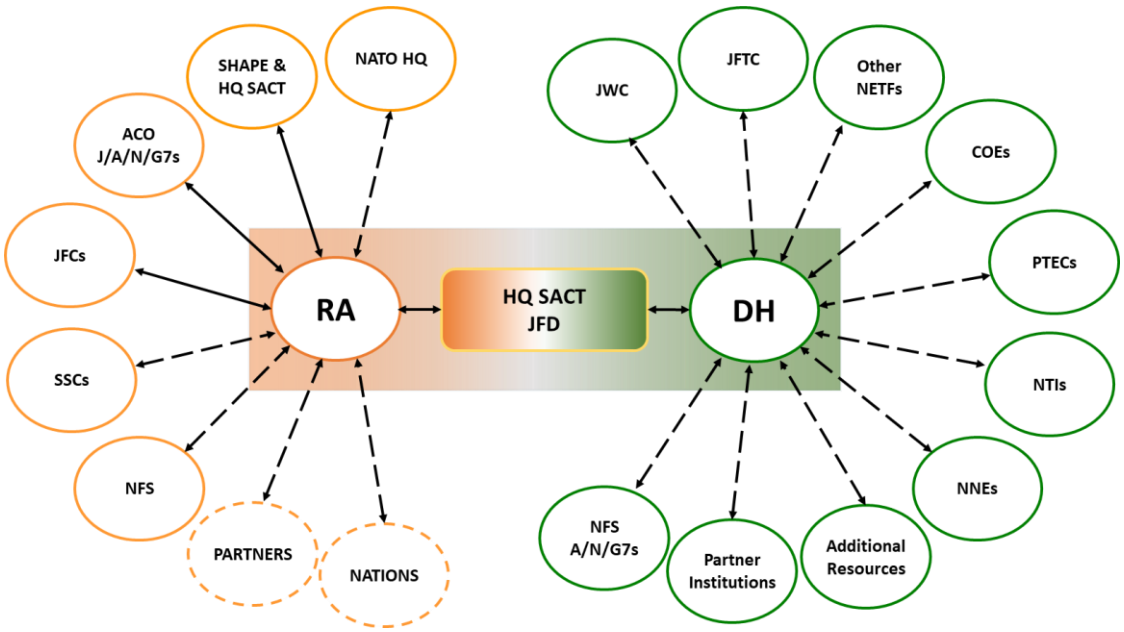

Figure 5: Governance Structure of a Discipline
Note: 1. The DH is the same colour as JFD as the DH is appointed to act on JFD's behalf.

RESPONSIBILITIES WITHIN THE GOVERNANCE STRUCTURE

3-22. **HQ SACT Deputy Chief of Staff Joint Force Development** (DCOS JFD). On behalf of SACT, DCOS JFD directs and coordinates all activities and events in NATO's interest to educate and train individuals through Global Programming. DCOS JFD is functionally responsible for Global Programming including establishing the Governance Framework and maintaining the discipline structure. For every discipline, DCOS JFD shall:

a. Support the RA in the identification of requirements.

b. Lead, conduct and submit the Training Requirements Analysis (TRI for MC approval, supported by the RA and SMEs,

c. Produce a STP in Bi-SC format within which the respective RA is identified and the DH supporting the development process is usually proposed.

d. Lead and conduct the TRA, supported by the RA and DH, and approve the subsequent TRA report.

e. Support the DH in leading the conduct of Training Needs Analysis (TNA), in particular, the application of NATO's SAT for E&IT solutions.

f. Validate the outcomes resulting from the definition of new E&T solutions generated through TNAs and remain the final authority for questions pertaining to TNAs.

g. Support the annual Requirements Review, led by the RA, prior to the ADC.

h. Support the ADC, led by the DH, and approve the Discipline Alignment Plan (DAP) that results from the ADC.

i. Coordinate with the DH and consult with SHAPE to support with designated Subject Matter Experts (SME) from the NCS and NFS as required and subject to availability.

j. Stimulate participation by the Community of Interest and provide transparency through open communication and sharing of information (e.g. sharing of annual ITEP report).

k. Assign a Discipline POC within HQ SACT JFD to support the sustainment and day-to-day oversight of a specific discipline.

l. Execute the role of DH of a specific discipline on a temporary basis when no DH is identified within or external to HQ SACT.

g. Generate update requirements to the digital training management system, including the Education and Training Opportunities Catalogue (ETOC) functionality.

h. Synthesize the DAP recommendations for Requirements Authority Steering Board (RASB) consideration.

3-23. **HQ SACT JFD Discipline Point of Contact.** The HQ SACT JFD Discipline POC[62] is responsible to:

a. Represent HQ SACT JFD at the ADC.

b. Staff the DAP submitted by the DH while assuring that it is in line with ETEE Policy and NATO-specific E&T Requirements and adheres to the established template.

c. Advise the chain of command in HQ SACT on all discipline-related issues and act as the POC for the discipline within HQ SACT's PE and working group (WG) structure.

d. Follow up DCOS JFD Direction and Guidance (D&G) as contained in the DAP or issued otherwise to improve E&T solutions for the discipline.

e. Educate RAs and DHs on the Global Programming approach to NATO E&T.

f. Advise the RA and DH on the application of Global Programming.

g. Assist with and resolve issues for RA, DH and ETFs through consistent communications.

h. Ensure that individual training and collective training are considered as a closely interconnected continuum within the discipline.

i. Coordinate with other Discipline POCs in order to ensure the full spectrum of NATO E&T is addressed and requirements are allocated appropriately within the Discipline Structure to mitigate cross functional requirements.

[62] The Discipline POC is a staff officer within JFD who serves as the NATO Global Programming process and product SME for an assigned discipline and preferably, but not necessarily, has some expertise in a discipline content representing JFD at the ADC.

j. Ensure that best practises are collected and shared.

k. Advise on the creation of a new STP and TRA.

l. If required, support the conduct of a STP and TRA[63] .

m. Advise on the Continuous Improvement (CI) process of updating requirements through Pre-ADC activities and the DAP to continuously maintain the direction specified in the STP or from the RASB, and the modernisation of the TRA annex through each DAP subsequent report[64].

n. Coordinate course certification ensuring adherence to the Course Control Document (CCD) templates.

o. Ensure DH-related tasks are embedded in an applicable NATO Programme of Work (POW).

p. Support the Requirements Review led by the RA.

q. Support the ADC led by the DH.

r. If required, support the conduct of a TNA.

s. Participate in Global Programming key events (e.g. discipline requirements reviews, ADC, Annual Discipline Forum (ADF), ITEP Planning Board (IPB), NATO Individual Training and Education Conference (NITEC), where appropriate.

3-24. **Requirements Authority.** The RA, as appointed by SACEUR[65], is responsible for identifying and managing the NATO-specific requirements associated with a specific discipline. The RA is considered an operational authority in the discipline and represents the interests of the end users. The RA responsibilities related to the assigned discipline are:

a. Leading the identification of the individual and collective NATO-specific E&T requirements for the discipline, by compiling, defining and prioritizing these requirements within the range of the available political-military guidance.

b. Providing input concerning changes to NATO concepts, doctrine, policy and procedures and informing the DH accordingly.

c. Supporting the alignment of the individual NATO-specific E&T requirements with the collective part of the NATO Education and Training Spectrum.

d. De-conflicting NATO-specific E&T performance requirements with other RAs where overlap or requirements influence each other.

[63] Support includes creating the initial draft version of the STP and TRA.
[64] The DAP report contains a requirements review table as an annex which provides a synopsis of a discipline's NATO-specific requirements and solutions. The requirements are by job and written as performance task statements along with the associated proficiency levels.
[65] RASB can recommend an entity to become the RA.

e. Supporting the Global Programming Development Methodology and the production of the STP and TRA report, both the initial documents when the discipline stood up, as well as if a new TRA is needed.

f. Annually (reviewing or) leading the Requirements Review[66] of the assigned discipline's current NATO-specific E&T requirements prior to the ADC, based on Lessons Identified, operational experience and the analysis of emerging threats

g. Supporting the ADC (RA supported by representatives from NCS and NFS HQs, Subject Matter Experts (SME), ETFs).

h. Informing the RASB of any significant challenges or issues within a discipline.

i. Recommending changes (specifically adding/removing essential and/or desirable solutions/courses) to the Peacetime Establishment Authorities (PEA).

j. Providing CT&E requirements and proposed actions for the SHAPE Annual CT&E Directive as part of the annual review cycle as well as needed[67].

k. Participating in programming boards (e.g. IPB, MTEP Planning Boards (MPB)), conferences (e.g., NITEC, ADF) and WGs when appropriate in order to execute RA functions and align discipline requirements as well as cross-cutting topics.

l. Maintain awareness of and provide advice to new capability development projects under way that affect, or potentially affect, their discipline.

3-25. **Department Head.** The DH under DCOS JFD guidance[68], is responsible for matching the requirements with appropriate E&T solutions and for the coordination of those solutions with ETFs[69]. The DH shall strive to ensure that solutions identified are managed[70] in the most effective, efficient and affordable manner through NATO Allies, Partners and NNEs. The responsibilities of the DH are agreed upon, made official through a DH Appointment Letter, and can include any or all of the following in support of HQ SACT responsibilities[71]:

a. Collaborating and coordinating the definition and delivery of E&T solutions with ETFs, including NETFs, NATO Accredited COEs, NATO-recognized PTECs, and multi-national, national and partner institutions, as appropriate and in accordance with the NATO ETEE policy.

[66] The Requirements Review is a lead-in activity to the ADC. Requirements are validated where obsolete ones are deleted, new or missing requirements are added, and requirement task statements are amended when the action verb does not capture the requirement.
[67] ACO's e-repository document is a 'living' document that is responsive to CT&E already in the planning process.
[68] Guidance relates to Global Programming processes and products, and not necessarily subject matter expertise.
[69] The DH ensures standardization and coherence of solutions against NATO-specific requirements.
[70] As per Annex B, Reference A, Paragraph 11.i., the DH supports cost-effectiveness and IAW Paragraph 23, ETFs conduct of E&T in the most effective and efficient manner.
[71] The actual responsibilities assigned to a DH are the result of a negotiation and may deviate from this list. Consult the specific discipline DH Appointment Letter to recognize the agreed responsibilities.

b. Leading the TNA required to fill E&T gaps identified in the TRA report and the subsequent DAPs for the discipline and amendments thereto.

c. Compiling an E&T programme which shall meet all NATO-specific E&T requirements of the discipline.

d. Verify the training solution as captured in CCDs II and III is in alignment with the requirements.

e. Assisting, at the request of HQ SACT DCOS JFD, with the assessment of proposed E&T solutions, and specifically their alignment with requirements defined through the TRA and the subsequent DAP.

f. Recommending E&T improvements to the RA and HQ SACT DCOS JFD.

g. Leading the ADC, under DCOS JFD guidance[72], with participation from the Community of Interest (RA supported by representatives from NCS and NFS HQs, SMEs, ETFs).

h. Developing and submitting a DAP annually which shall reflect the main developments, risks, achievements, outline the way ahead to HQ SACT DCOS JFD concerning the NATO E&T and highlights contributions to E&T by Partners and NNEs.

i. Supporting the RA during the Requirements Review leading up to the ADC.

j. Participating in programming boards (i.e. IPB), conferences (i.e. NITEC, ADF) and WGs when appropriate in order to execute DH functions and align production requirements[73] and cross-cutting topics with programmed E&T solutions.

k. Within means and capabilities, providing an analysis of related Lessons Identified if so requested by HQ SACT DCOS JFD or RA.

l. Within means and capabilities, supporting individual and collective NATO-led training with SMEs and/or other discipline-specific advice at exercises and pre-deployment training activities.

m. Where the need exists and when the DH has the capacity, supporting the NATO OCEs in the planning and conduct of collective training and exercises.

n. Maintain awareness of and provide advice to new capability development projects under way that affect, or potentially affect, their discipline.

[72] Guidance relates to Global Programming processes and products, and not necessarily subject matter expertise.
[73] Production requirements stem from JDs and APMS data.

DEVELOPMENT METHODOLOGY OVERVIEW

3-26. The Development Methodology is a sequential, yet iterative process that is used to identify, define and manage NATO's specific E&T requirements and the solutions satisfying those requirements within a discipline. NATO-specific E&T requirements are identified and refined during subsequent steps in the Development Methodology and this leads to the definition and delivery of E&T solutions. Embedded within the Development Methodology is the means for sustaining NATO-specific E&T requirements and the associated solutions over time.

3-27. **The Training Requirements Identification** (TRI)**.** The TRI is a Bi-SC process lead by HQ SACT and supported by ACO. This activity is conducted in response to a MC decision to investigate the potential creation of a new discipline and provides input into the Development Methodology. The TRI is comprised of HQ SACT DCOS JFD assessing the potential discipline against the six criteria[74] in order to determine whether to recommend creating a new standalone discipline, change of scope[75] of an existing discipline, separating existing disciplines, delete an existing discipline, or no new discipline is required. The outcome is captured in an annex to the annual Bi-SC Comprehensive LOD proposal, then endorsed by HQ SACT, and subsequently recommended for MC approval. When approved, HQ SACT JFD will utilize this TRI report as initial input to the draft of the STP.

3-28. There are distinct activities or processes in the Development Methodology. A summary follows below and details are provided starting at Paragraph 3-31.

a. **Strategic Training Plan** (STP). Based on an approved discipline, the STP is a holistic integrator that defines a discipline and differentiates it from others within the discipline structure. The STP is considered holistic as it converts political-military guidance for current and future operations into NATO specific tasks that are executed across different levels of command[76] and in turn implying NATO-specific E&T requirements. The STP, a Bi-SC document led by HQ SACT and approved by MC[77], provides a strategic view across the NATO Education and Training Spectrum and provides the basis for a unity of effort among stakeholders seeking to synchronise NATO-specific E&T requirements and solutions[78].

b. **Training Requirements Analysis** (TRA). The TRA, based on the parameters approved by MC within the STP, maps the initial identified requirements within a specified discipline to existing solutions and identifies deficiencies in performance. Led by HQ SACT, each of the governance bodies of a discipline participate in a formal review and refinement of all assigned performance tasks specific to NATO positions, and associated E&T activities and events. The TRA identifies the corresponding individual and collective NATO-specific E&T requirements and matches existing E&T opportunities, and ones potentially open to NATO, as solutions for satisfying requirements, as well as identify requirements that currently have no E&T opportunities. The resulting TRA Report indicates potential duplication amongst and

[74] See Chapter 3, Paragraph 3-5 for details.
[75] Change of scope includes incorporating specific content area or modifying existing content.
[76] These levels are the politico-military, strategic, operational, and tactical levels.
[77] Refer to Annex B, Reference A, Paragraph 17.b. Allies have the right to request a case-by-case MC endorsement and NAC approval if there is a perception of political sensitivity.
[78] A DH may or may not be identified within the STP.

gaps within the existing E&T programme for the discipline[79]. In addition, a TRA Report identifies the proposed DH[80], and is used by the RA to find suitable exercise, doctrine, or other non-training interventions to recognized deficiencies while the DH shall use the report as a basis for the Training Needs Analysis[81].

c. **Training Needs Analysis** (TNA). TNA concerns the provision of long-term individual and collective E&T solutions. Led by the DH, on behalf of HQ SACT, for E&IT and SHAPE ACOS J7 for CT&E, stakeholders are engaged from within a community of interest in the development of an E&T solution in order to eliminate a gap, or several gaps, in the E&T programme identified through the TRA and the SHAPE Annual CT&E Directive. Exercise Planning for CT&E is explained in Chapter 4 of this directive and Bi-SCD 075-003[82].

d. **Annual Discipline Conference** (ADC). The ADC, led by the DH on behalf of and under guidance provided by HQ SACT DCOS JFD[83], is a recurring annual event to sustain the life of a discipline as per the Global Programming Battle Rhythm[8485]. It involves the reviewing and updating of requirements by the RA and the solutions by the DH, more specifically, verifying whether existing E&T solutions satisfy NATO-specific requirements, addressing emerging requirements, identifying E&T gaps as well as determining relevant solutions to close the gaps. The ADC process also involves analysing ability to meet the following year's NATO demand, and compiling identified lessons and best practises.

3-29. Although Figure 6 places the four steps of the Development Methodology in a sequence, this is not a necessity. A TRA workshop is typically only required once in the life of a discipline. However, changes in NATO structure or modification of a discipline may necessitate one or more additional TRAs to supersede the existing one. The initiation of one or more TNAs should normally follow the TRA, although a TNA to satisfy an urgent requirement could be launched earlier assuming that the TRA shall validate the perceived E&T gap. The TRA report is the preferred basis to conduct the first ADC of a new discipline.

3-30. **Train – No-train Decisions.** Whether for E&IT or CT&E, a decision must be made as to which tasks require training or non-training interventions. A task often requires E&T if it is new to those affected, or if it involves new/increased knowledge or a different performance context, or if new factors affect its performance, such as a high skill level. See Annex G for decision making and Annex K for options.

[79] The TRA Report is the foundation for building and subsequently managing a discipline specific E&T Programme.
[80] To finalize the appointment of a DH, an appointment letter must be drafted, agreed to, approved by COS SACT HQ and signed by DCOS JFD, as per delegated signature authority.
[81] The TRA Report is in a way the initial E&T programme of a discipline.
[82] Refer to Annex B, Reference U for details.
[83] DCOS JFD guidance is provided to the ADC attendees via the Disciplines POCs.
[84] The conduct of an ADC and associated work can be conducted virtually in a distributed and collaborative manner, face-to-face (F2F), or using a blended solution of the two.
[85] Any exceptions to conducting an ADC are to be requested to and approved by DCOS JFD.

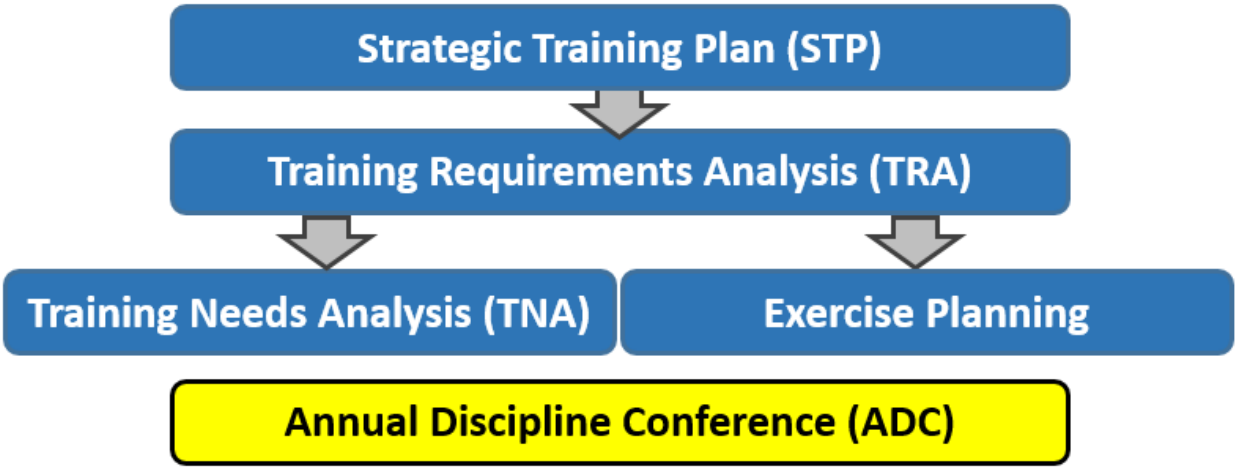

Figure 6: Elements of the Development Methodology

STRATEGIC TRAINING PLAN

3-31. The purpose of the STP is to scope an approved discipline reflecting current and future operations and identify NATO-specific E&T requirements[86] in a flexible and adaptive way using a holistic approach. A STP may result from four different triggers:

a. MC direction to establish a new discipline.

b. MC/NAC direction to separate or merge existing disciplines.

c. MC direction through the RA to write new STP as new requirements within an existing/steady state discipline do not align the current STP.

d. A new capability[87].

3-32. The holistic approach requires a review of the tasks for all NATO levels of command, from political-military through to the tactical levels in line with the political-military guidance. It also unifies and synchronizes current E&T related to this very discipline. Led by HQ SACT JFD, the STP activity is supported by the RA, the DH[88] and SMEs.

3-33. The subsequent identification, collection and validation of implied NATO-specific E&T requirements for inclusion in a discipline are primarily the responsibility of the RA and are parts of a continuous process that starts with the STP.

3-34. The STP is produced in accordance with Annex H Appendix 1 and is submitted to the MC for approval unless on a case-by case request by the nations for MC endorsement and North Atlantic Council (NAC) approval when there is a perception of political sensitivity[89]. If

[86] These requirements will be further refines during the TRA process.
[87] A new capability may result from a capability development project and influences the direction or function of an existing or new discipline.
[88] If a provisional 'most likely envisioned' DH is identified, this organization may be invited to participate in drafting the STP. This helps the discipline development but it should not be assumed that this organization shall become the DH.
[89] Refer to Annex B, Reference A.

there is a senior NATO committee responsible for reporting to the MC for that discipline or functional area, the STP must be sent via that committee to ensure the proper functional advice is provided.

TRAINING REQUIREMENTS ANALYSIS

3-35. The TRA is a formalized process led by HQ SACT JFD and supported by the RA, DH and SMEs, which examines the initial training requirements[90] from the STP for accuracy and currency while taking into account lessons learned[91] and projections for future developments within the discipline. Tasks from the STP are refined further into Audience, Functional Area, Task (Performance) Statement, and Proficiency Level. The combination of these four elements for every task associated with NATO assignments defines the positional requirements for which NATO is responsible. Each requirement is further examined by the TRA team, using Annex D, Figure D-1 and D-2, and Annex K, to determine the best solution medium: education, individual training, collective training, exercise, doctrine, on-the-job Training (OJT), etc. These requirements are then compared to existing ETEE opportunities, gathered via an Opportunities Collection Letter, to determine duplication of and gaps in E&T solutions exist.

3-36. A TRA consists of the following five steps (refer to Annex I for a checklist guide):

a. **Conduct Pre-TRA Meeting.** The purpose of the pre-meeting is to clarify the aim of the TRA, to define the number of TRA-workshops, and to plan the workshop(s) (e.g. the key stakeholders[92], the attendance list). The Pre-TRA meeting[93] is initiated and led by HQ SACT DCOS JFD. HQ SACT JFD sends out the calling letter for a TRA WG, which is drafted in coordination with the host of the workshop, preferably four weeks in advance of the event. During the pre-TRA meeting, the participants determine responsibilities and the procedure to identify and collect NATO positional tasks related to the discipline.

b. **Collect Requirements.** The purpose of the requirements collection is to identify NATO-specific E&T requirements for (support to) current and future tasks within the discipline. This collection is the responsibility of the RA and starts with collecting and cataloguing JDs[94] for all NATO positions with responsibilities related to the discipline. The RA must be proactive in identifying all NATO positions with tasks related to the discipline, especially when a new discipline is standing up and when a disciplines has significant cross-functional reach. Additionally, collecting lessons learned, doctrinal/capability developments, input from SMEs and relevant changes in the NATO organization shall help define NATO-specific E&T requirements for the discipline.

c. **Collect Opportunities.** The purpose of the opportunities collection is to identify relevant solutions (potentially) open to NATO that could satisfy NATO-specific E&T requirements within the discipline[95]. This collection is primarily done using the

[90] The initial training requirements will result in E&T performance-based tasks.
[91] Refer to Annex B, Reference J, Page A-1 for the definition.
[92] Stakeholders may include a SME from CAPDEV PMO based on a new capability and its assigned RA.
[93] Planning, preparation and execution of the TRA should follow the Bi-SC signature of the STP. The STP may only be released after NAC approval. The meeting may occur face-to-face or virtually.
[94] Within JDs, tasks are derived from the responsibilities statements.
[95] This does not circumvent the Quality Assurance process, which must still take place. It is the identification of existing training that addresses, fully or partially, an identified requirement.

information in the ETOC and the MTEP. All NATO opportunities for E&T solutions should be exhausted prior to searching for NNEs[96] that can meet NATO requirements. As deemed necessary during the TRA pre-meeting, these opportunities may be supplemented by a HQ SACT JFD Discipline POC request to all NATO and Partners[97]. This request of supplementary solutions from military and appropriate civilian education institutions[98], as well as for collective training and exercise opportunities, may solicit additional detailed information of the existing solutions.

d. **Conduct TRA Working Group.** When feasible, a TRA WG led by HQ SACT DCOS JFD is conducted. In attendance are the RA, the DH, select SMEs from within NATO HQ (IS/IMS), the NCS, the NFS and NATO Agencies. The TRA WG may also include the main ETF identified during the data collection step; however, it is essential during the TRA WG to focus primarily on properly refining tasks[99] to identify relevant operational requirements, as opposed to solutions. During the workshop the following elements are defined:

(1) The identification of the NATO target audiences at the political-military, strategic, operational, tactical and specialist level.

(2) The determination of the respective functional area for every target audience.

(3) The identification of the NATO-specific performance requirements associated to every functional area in relation to the discipline[100&101].

(4) The stratification of all the NATO-specific performance requirements according to the Proficiency Level (see Annex J)[102].

e. The refined list of performance tasks must be analysed to determine the most appropriate, efficient, and effective means of delivering a solution. The analysis may be conducted during a TRA workshop to leverage the operational experience of the RA and SMEs within the community. However, time may not permit depending on the breadth and depth of some disciplines. Ultimately, HQ SACT JFD is responsible for the following elements of analysis:

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[96] A NNE includes civilian institutions.

[97] The opportunities collection letter will normally be distributed through the National Liaison Representatives and Partner National Liaison Representative at HQ SACT who in turn forward it through their respective national channels and through the Bi-SC Military Partnership Directorate who in turn forwards it to all other partner nations. Nations, at their own discretion, can forward the letter to relevant institutions.

[98] Training solutions to meet NATO requirements should first be sought from within NATO, followed by Partners, then NNEs (e.g. civilian institutions and 'for profit' companies), which may be investigated when internal solutions opportunities have been exhausted.

[99] JDs contain responsibility statements which set an obligation for the incumbent to carry out assigned or associated task(s) to successful conclusion. The TRA WG needs to refine, infer or generate task statements from the responsibility statements.

[100] The individual performance level should be the minimum level required to perform in a satisfactory manner at the start of the job considered, and not the ideal level that one reaches after years of experience in the job. The collective should be the minimum level necessary to execute the tasks under the considered conditions.

[101] The starting points for requirements on the collective side of the NATO Training Spectrum are the task list from Annex B, Reference L, the Task Lists of the different headquarters or entities, and ACO Forces Standards. For the individual side it is the JDs.

[102] Most training solutions achieve proficiency levels 100-300. Higher levels require other solutions like experience, selection of the right person with the desired skill set or further self-development on the job.

(1) The distinction between NATO non-training requirements and NATO-specific E&T requirements.

(2) The matching of non-training interventions, identified in Annex K, to non-training requirements.

(3) The review of the E&T solutions open to NATO on both the individual and the collective side of the NATO Education and Training Spectrum.

(4) The stratification of all valid solutions according to the desired Proficiency Level.

(5) The comparison of the stratified solutions with the stratified NATO-specific E&T requirements to determine gaps, overlaps and potential solutions.

f. **Produce TRA Report.** The TRA report is the output product from the workshop. The report, drafted by the Discipline POC, is reviewed by the RA and the DH, approved by HQ SACT DCOS JFD, and distributed to every stakeholder. The report clearly identifies the NATO-specific E&T requirements for the discipline which becomes the basis for the E&T programme. Second, the TRA report may identify those items that shall not be addressed by E&T. i.e. non-training solutions and possible organizational solutions to be addressed through the chain of command. The report focuses on potential E&T gaps and possible redundancies. The report provides further D&G from HQ SACT DCOS JFD to the DH concerning the resolution of the identified E&T gaps. The E&T aspect of the TRA, as per Annex H Appendix 2, includes:

(1) A clear identification of the NATO-specific E&T requirements, grouped into logical packages, to be addressed through currently available or future E&T solutions.

(2) An indication of the degree to which those requirements are currently satisfied:

(a) RED: no identified and appropriate solution open to NATO that satisfies the requirements was identified.

(b) YELLOW: the identified solution does not completely satisfy the requirements, or more information is required to determine the degree of satisfaction.

(c) GREEN: the identified solution satisfies the requirements.

(3) Guidance on the priority to solve identified gaps.

(4) A clear identification of the eventual prerequisites of the E&T solutions which satisfy the NATO-specific E&T requirements.

(5) E&T solution duplications and implications.

(6) Other information and suggestions collected during the TRA workshop(s).

TRAINING NEEDS ANALYSIS

3-37. A TNA is a systematic process to identify the E&T solution(s) required to meet a NATO-specific E&T requirement within a discipline which result in the delivery of E&T solutions. The TNA can be viewed as a means to identify new skills and knowledge need by NCS/NFS personnel to improve performance. A TNA concerns the provision of individual and collective solutions to eliminate E&T performance gap(s) and aligns with NATO's organizational goals (Deterrence and Defence of the Euro-Atlantic Area (DDA), NATO Warfare Capstone Concept (NWCC), and Warfare Development Agenda (WDA)). These gaps may be identified in the TRA Report or in the updated E&T programme.

3-38. The responsibility for conducting a TNA and satisfying a set of NATO E&T requirements depends on the area of the E&T spectrum where the solution is developed:

a. **Education and Individual Training.** NATO E&IT solutions are defined through the NATO SAT[103] led by the DH in support of HQ SACT. A solution must be approved by HQ SACT DCOS JFD in order to become recognized and NATO certified. ETFs are responsible for the actual delivery of NATO E&IT solutions. Although a particular E&IT solution might be focussed on satisfying discipline specific requirements, it has to be delivered to an audience in an affordable, effective and efficient manner. Taking this into account, the SAT shall consider the fulfilment of additional requirements of other disciplines as part of the solution.

b. **Collective Training and Exercises.** Collective solutions are delivered through the Exercise Process[104] led by the Commander in the case of CT or by the OSE in Exercises. They can request support from the DH in the form of SMEs, or discipline-specific advice at CT and pre-deployment training activities. They can also initiate a Collective Training Support request to the DH for the design of discipline specific injections[105]. As is the case on the individual side, the DH also may suggest the commander or the OCE discipline-specific solutions for identified requirements. If the DH believes a functional exercise is needed to address discipline-specific NATO E&T requirements, the DH shall approach the OSE.

ANNUAL DISCIPLINE CONFERENCE

3-39. The ADC, as part of the Global Programming battle rhythm, is an event that supports the sustainment and further development of the discipline. During this meeting, the participants review the NATO-specific E&T requirements, and assess the adequacy of the E&T programme (the current individual and collective solutions) used to satisfy up-to-date NATO-specific E&T requirements[106]. The intent is to ensure the E&T programme for a discipline remains aligned with current and evolving requirements, available technology and

[103] Refer to Chapter 4 and Annex B, Reference U for details.
[104] Refer to Annex B, Reference P for details.
[105] Injection is the way of bringing an incident to the attention of the players for whom it was created (and from whom a reaction is expected). Injections are to be made by response cells or by the MEL/MIL Steering Group through the using doctrinal communications means and, where available, formats and media. The intent is to simulate the likely source of such information in a real situation/operation (e.g., intelligence report, newspaper article, operational report, etc.).
[106] An E&T programme looks similar to the TRA Report as in most cases the DH uses the same colour scheme for the E&T solution status. An E&T programme amends the TRA Report, and all previous programmes, by providing the up-to-date status of the requirements and solutions.

resources, and to determine the way ahead in closing gaps. Gaps may persist from the previous year, as indicated in the DAP report, or exist based on evolving requirements.

3-40. As the ADC is about the coordination of solutions, the DH organizes and leads this annual conference and its pre-activities IAW Annex L and on behalf of HQ SACT. Although in some cases an ADC can be held with only the DH, the RA (preferably supported by representative of various relevant NATO entities) and the HQ SACT JFD Discipline POC, the meeting should be as inclusive as possible involving the appropriate ETF (e.g.; NETFs, NATO Accredited COEs, NATO-recognized PTECs, MNTIs/NTIs and NNEs) who delivery solutions to NATO requirements.

3-41. Prior to the ADC, communication and collaboration with the community of interest is key and takes place well in advance as the ADC formalizes the requirements. This ensures E&T remains aligned with evolving needs and matching solutions that support the discipline. Communication is a continuous process throughout the year that progresses and builds clarity culminating at the ADC.

3-42. An ADC consists of the following four steps:

a. **Conduct Pre-ADC Meeting.** Three to six months prior to the ADC, the RA, DH and HQ SACT JFD discipline POC should meet at the ADF to confirm the plan for the upcoming ADC as well as identify any serious concerns or challenges to requirements or solutions.

b. **Collect Requirements.** On a pre-determined date, the Global Programming governance personnel meet[107] prior to the ADC to verify and sanitize NATO-specific E&T requirements. This Requirements Review pre-ADC meeting allows the RA or designate to confirm requirements[108] and the DH to develop steps to resolve new or outstanding requirements. The DH is also responsible to review the accuracy of the training solutions[109] to meet the requirement. When a discrepancy within ETOC is recognized, the DH recommends action to be taken by the ETFs who are accountable to maintain current and valid course lists. Details regarding the background work leading up to an ADC and the checklist associated with the conduct is located in Annex L.

c. **Conduct ADC Meeting.** At the ADC, the RA shall inform the participants on final changes in the requirements[110] and the DH shall report on the steps already taken or to take in the future to resolve these changes. Based on discussions, a need for a TRA (based on a new requirement) or a TNA (update to the training solution)

[107] The Requirements Review may be conducted face-to-face or virtually or independently and the results are then given to the DH.
[108] The RA confirms present-day accuracy of performance (task) statements and the associated levels of proficiency from the previous year's list.
[109] The DH captures both E&IT and CT&E solutions. The DH annually validates ETOC discipline-specific inactive courses to determine is to remain inactive or to archive. Actions to be taken are to be captured in the DAP.
[110] The ADC is not the foreseen occasion to review the current NATO-specific E&T requirements. This revision should at least be prepared by the RA prior to the start of the ADC so that all attendees know the latest status of the requirements at the beginning of the conference. The Requirements Review activity aligns the requirement and the associated levels of proficiency to the existing training solutions, both E&IT and CT&E. Gaps will be identified.

may result. A discipline which is divided into functional areas or sub-disciplines may opt to conduct individual ADC meetings in order to focus on specific content areas.

d. **Produce Discipline Alignment Plan.** Post-ADC, the DH promulgates all the pertinent information into one document[111]. This document provides the opportunity for each discipline to inform its E&IT and CT&E synchronization. The RAs shall provide for each discipline the NATO-specific E&T Requirements and confirm that they are captured in the DAP. The output of the ADC is a report known as the DAP which summarizes the main developments and achievements, and outlines the way ahead to address identified gaps[112]. The draft DAP is submitted to HQ SACT DCOS JFD who, on behalf of SACT, staffs and approves the plan while providing additional direction as necessary. The DAP template is found at Annex H Appendix 3.

3-43. **Duplication, Unsupported or Cross Cutting Topics.** Before writing the DAP and in order to avoid duplication and misalignment of NATO E&T evidenced-based requirements, the other disciplines are added to the discussion and analysis at the ADC. Instead, these must be treated as cross-cutting topics[113] for which the DH must consult with those other disciplines whose expertise in the subject area takes precedence, and discuss and coordinate any training solution so that solutions are matched and standardized for the affected disciplines. When conflicting opinions exist between disciplines at the DH level, HQ SACT JFD shall arbitrate. HQ SACT final decisions are based on advice from RAs, content of STPs and existing doctrine that govern the matter.

3-44. For any subject matter included in the E&T programme which is not evidence-based, therefore unsupported as a requirement, and where there is no basis in policy, Bi-SCDs or STPs to capture it, the DH must not include it in the DAP. If this does occur, HQ SACT JFD, in the absence of a NATO requirement, shall remove those unsupported statements.

NATO INDIVIDUAL TRAINING & EDUCATION CONFERENCE

3-45. The NITEC, led by HQ SACT JFD DCOS[114], is the annual venue[115] within the E&IT community where NATO, Allies, and Partners are presented with and have the opportunity to discuss future requirements and emerging concepts. As well, NITEC promotes cooperation, and enhances professionalism, interoperability and standardization in E&IT. The aim of the NITEC is to present NATO priorities on NATO E&IT in line with the NWCC and WDA, in order to draw on and synchronize cooperation with Nations. The output of the NITEC is a report summarizing the event topics and discussions.

3-46. **NITEC Objectives.** HQ SACT DCOS JFD coordinates presentations, informs and leads discussions on future trends and cutting edge topics related to the NWCC and WDA. The main objectives of the NITEC are:

a. Provide update of SGE and the SHAPE Annual CT&E Directive.

[111] If a discipline conducts multiple ADC meetings, the outcome, including issues and challenges, is to be collated into one DAP report.
[112] Gaps could be addressed through a new or modified E&IT solution (TNA) or amendments to future CT&E. If new requirement(s) no longer support the overall intent of the discipline in the TRA or STP, an analysis could indicate a potential need for a new TRA (new requirement) prior to the DAP being written.
[113] The term 'Cross-cutting' refers to one topic that cuts across or has linkages to more than one discipline.
[114] DCOS JFD assigns the Chair function to the ETPPB BH.
[115] For ease of planning and execution, the NITEC is conducted in sequence with the IPB. The majority of the E&T audience is the same.

b. Present NATO priorities on NATO E&IT in line with the NWCC and WDA.

c. Inform challenges in developing E&IT solutions to meet NATO-specific requirements (connecting RAs, DHs and ETFs) based on the DAP reports.

d. Share good practises based on the DAP reports.

e. Enable sharing of E&IT contributions to NATO (Allies, Partners, NETFs, NATO Accredited COEs, NATO-recognized PTECs and NTIs).

3-47. Members of the NITEC are:

a. Chair: HQ SACT JFD delegated Branch Head[116].

b. Secretary: HQ SACT JFD delegated Section Head[117].

c. Permanent members: Representatives from:

(1) HQ SACT JFD.

(2) SHAPE J1.

(3) SHAPE J7.

d. Invited attendees: Representatives from:

(1) NCS/NFS.

(2) Representatives of the Allied and Partner nations.

(3) ETFs.

(4) Others based on area of expertise.

e. Observers/SMEs: Representatives from:

(1) RAs.

(2) DHs.

(3) Other HQ SACT and SHAPE divisions.

GLOBAL PROGRAMMING ANNUAL BATTLE RHYTHM

3-48. The Global Programming battle rhythm presents a deliberate E&T cycle of NATO's NCS and NFS, Governance bodies, and training facility key activities (Figure 7). The annual routine for the E&T Global Programming Governance personnel and the greater community of interest intends to effectively and efficiently synchronize and manage all current and future E&T activities to meet NATO-specific requirements. Although not codified, the battle rhythm commences with the output from the RASB, i.e. the direction and guidance provided to the disciplines and subsequently the greater E&T community.

[116] HQ SACT DCOS JFD assigns the Chair function to the ETPPB BH.
[117] HQ SACT DCOS JFD assigns the Secretary function to a Section Head from the ETPPB.

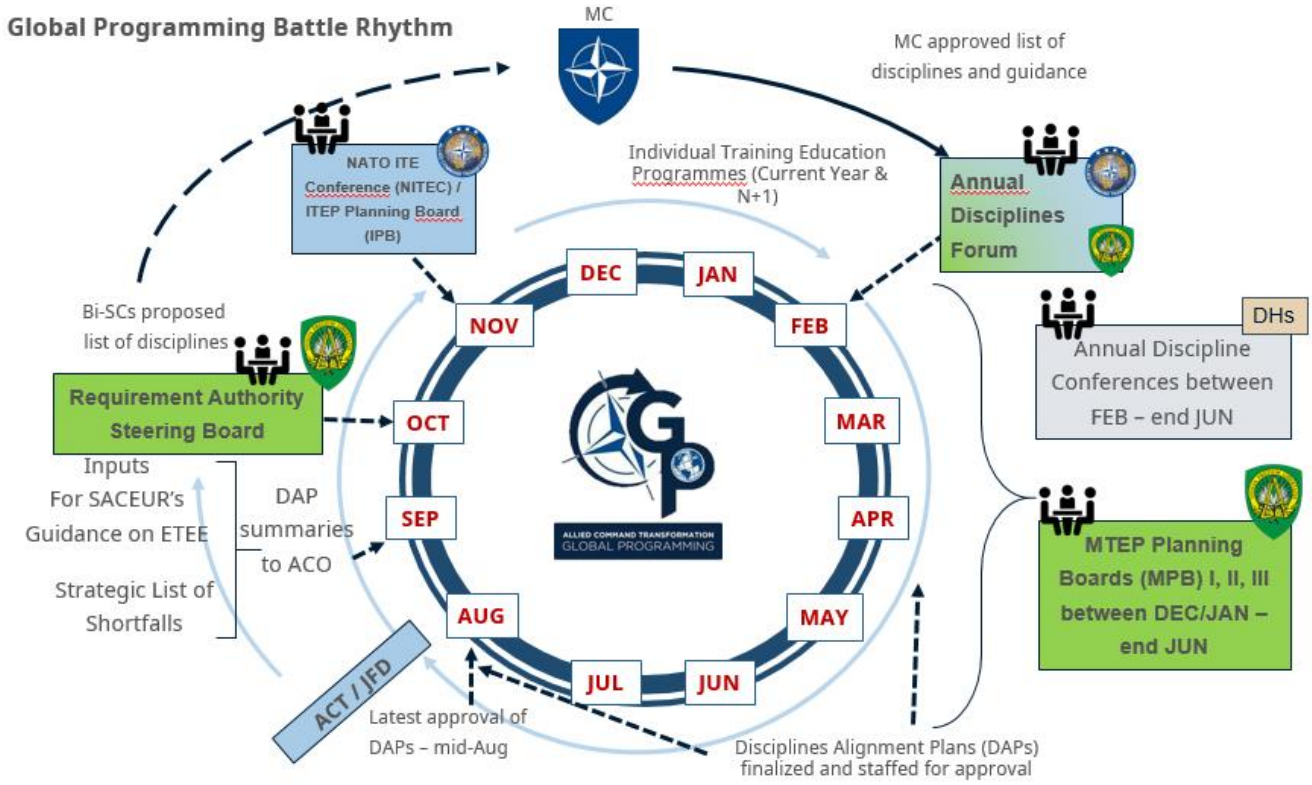

Figure 7: Global Programming Battle Rhythm for NATO E&T

ANNUAL DISCIPLINE FORUM

3-49. The ADF is an event conducted annually as part of the management of the NATO ETEE Global Programming training system and is the only venue where these key stakeholders meet[118]. The aim of the ADF is to synchronize the E&T annual processes and coordinate the work of RAs, DHs and ETFs in support of the CT and IT activities. The event is co-chaired by HQ SACT ACOS JFD and SHAPE ACOS J7. The output product of the ADF is a list of action items.

3-50. The main objectives of the ADF are:

a. Enable and encourage constructive and detailed discussions on any E&T-related topic.

b. Seek observations on E&T related topics.

c. Identify problems, challenges and issues fast.

d. Share lessons learned from DAPs[119].

e. Share summarized outcomes from DAPs.

f. Share RASB direction and guidance.

[118] The ADF, with all key governance personnel in situ, provides the opportunity to conduct the pre-ADC meeting.
[119] Lessons Learned will be informed at the ADF and not shared at the NITEC.

g. Share direction and guidance from HQ SACT DCOS JFD.

h. Provide Global Programming and E&T information to key stakeholders.

3-51. The supporting objectives are to:

a. Build and strengthen Global Programming key stakeholder relationships.

b. Share wisdom and experience within Global Programming.

c. Increase consensus and buy-in of Global Programming.

REQUIREMENTS AUTHORITY STEERING BOARD

3-52. The RASB[120] is a discussion and decision making body for NATO E&T, conducted annually to provide SACEUR with improved guidance over the ACO RA function in inform training and operations. HQ SACT DCOS JFD's Global Programming input[121] for SACEUR'S guidance on E&T is sent to ACO for consideration to be addressed at RASB. The output product of the RASB is a record of decision that provides guidance to the specific disciplines on how to address issues.

3-53. Other notable supporting objectives related to E&T are:

a. Discuss strategic concerns raised by the disciplines through the annual DAP synopsis.

b. Provide strategic direction(s) to the RAs under their command.

c. Provide a succinct overview of new and emerging requirements.

d. Endorse the annual list of disciplines for submission to MC for approval.

[120] Refer to Annex B, Reference N for more detail.
[121] A synopsis of the disciplines' DAPs strategic list of shortfall is written by ETPP Branch personnel .

CHAPTER 4: PRODUCTION PLANNING PROCESS

PRODUCTION PLANNING PROCESS

4-1. While the Development Methodology serves to establish a single NATO E&T discipline ensuring its long-term relevance, the PPP is an annually repeating sequence of conferences and programming boards that serves to create a consolidated update of the ITEP and a new version of the MTEP. The PPP takes into account strategic guidance and priorities, quantitative aspects, capacities, and limitations in order to facilitate the sufficient short- and medium-term delivery of ETEE solutions in a multidisciplinary way. For the PPP to be transparent, coherent, inclusive and responsive, SHAPE and HQ SACT seek stakeholders' commitment. Membership of the various boards are adjusted to the issues at hand and may include the IS, the IMS, NCS, NFS, NATO Agencies, RAs, DHs, and ETFs together with Allies, Partners, and NNEs where appropriate.

4-2. The process consists of the following three phases conducted over a 12-month period (see Figure 8):

a. **Guidance and Requirements.** SACEUR, supported by HQ SACT, formulates the NATO-specific E&T requirements and provides guidance published in the SGE[122] and SHAPE Annual CT&E Directive.

b. **Programming.** The programming phase consists of a sequence of events to programme future NATO E&T activities including schedules, required support and coordination, in order to meet the requirements expressed in the SGE and the SHAPE Annual CT&E Directive. This process and its outputs, based on the previous year's performance data, are steered by three planning boards and refined during ADCs in order to contribute to the following year's programme(s). The boards are:

(1) IPB.

(2) MPB.

(3) Evaluation Programming and Management Board (EPMB)[123].

c. **Approval.** HQ SACT approves the ITEP, SHAPE the MTEP, and the NAC the Open to Partners (OTP) and NNEs portion of the MTEP. After the approval of the MTEP, the Collective Training Support Programme of Work (CTS POW) shall be developed and finalised by SHAPE. The CTS POW is a prioritized list of collective training support requirements to be executed by HQ SACT, JWC, and JFTC that, on signature, identifies the support to be provided to the training customers.

[122] The SGE has a long-term 10 year horizon providing strategic guidance, but can be updated any time a change in the Strategic Environment demands such action. For current SGE, Refer to Annex B, Reference M.
[123] For more detail on the EPMB, refer to Annex B, Reference W.

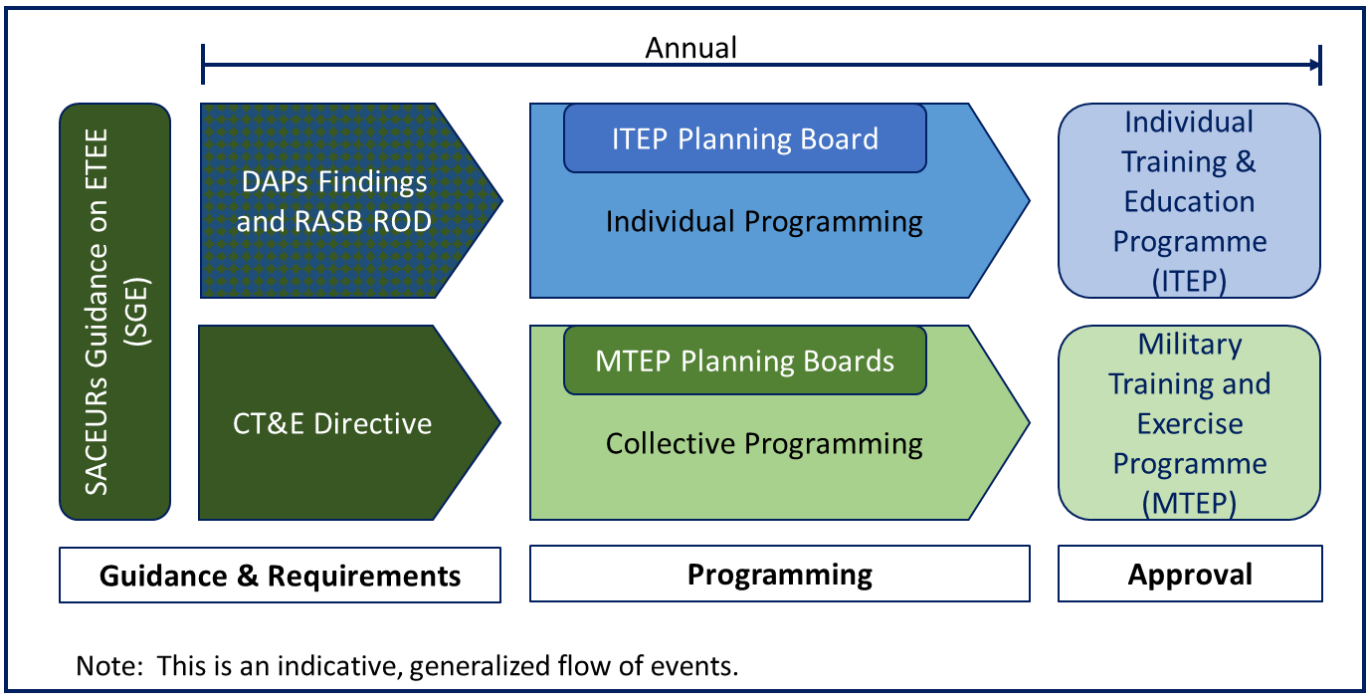

Figure 8: The Production Planning Process[124]

GUIDANCE AND REQUIREMENTS

4-3. The process to obtain SGE is as follows:

a. The SGE draws its mandate and scope from a combination of strategic inputs. These include Political Guidance, NATO Strategy, MC 0458/4, SACEUR's Strategic Directives and an assessment of previous SGE or equivalent and the subordinate directives. Additionally, the NATO Collective Training and Exercise Executive Forum provides information that would be considered for review and production of a SGE.

b. SGE is SACEUR's periodic long-term extended assessment of requirements[125]. It provides strategic level direction and guidance, and the key tenets for the development, support and execution of solutions to satisfy NATO ETEE requirements. SGE is comprehensive in setting-out broad education, training and exercise requirements for Joint Force Command (JFC)/Single Service Command (SSC), as well as NFS HQs generating Joint Command and Control Capabilities. SGE also provides the guidance necessary to allow HQ SACT and SHAPE to properly schedule and resource E&T activities whilst allowing the JFC/SSC sufficient flexibility in exercise design. The SGE addresses the following elements including but not limited to:

(1) Introduction.

(2) Strategic Context.

(3) Strategic Mission.

[124] Evaluation Programming is not considered in this figure and will not be further discussed in this directive.
[125] Refer to Annex B, Reference A, Paragraph 20.

(4) Strategic Intent.

(5) Strategic guidance (including Key Tenets).

(6) Coordination and Additional Instructions.

c. The SGE is supported by the SHAPE Annual CT&E Directive. This SACEUR-approved[126] directive provides the detailed direction and guidance for CT&E activities 3-5 years in the future.

4-4. In providing the foundation for the PPP, the SGE gives strategic, holistic guidance using an inter-disciplinary approach based on operational requirements. It facilitates the generation of near-term priorities and focus areas and considers quantity as well as capacity aspects that direct the annual revision of the ITEP and the MTEP. In particular, it provides guidance for exercise programming. The SGE is not a summary of NATO-specific E&T requirements as contained in TRA reports. These reports are discipline-focused and inform the discipline-related E&T programme with a long-term perspective. They provide a basis for training objectives and exercise planning. However, TRAs may surely have an influence on the SGE. While in return the SGE could have an effect on requirements within disciplines and by thus influence their E&T programmes.

4-5. **CT&E Directive.** SHAPE uses the Rational Apportionment of the Primary Training Opportunities & Responsibilities mechanism in order to produce the CT&E STP in coordination with RAs.

INDIVIDUAL PROGRAMMING

4-6. The purpose of the E&IT PPP is to provide cost effective E&IT to the right personnel at the right time and place in order to satisfy the NATO production requirements. The E&IT PPP consists of the 4-steps in a closed loop as depicted in Figure 9 below. Similarly, CT&E exercise planning incorporates the same steps.

[126] Refer to Annex B, Reference A, Paragraph 20.

Figure 9: The E&IT Closed Loop

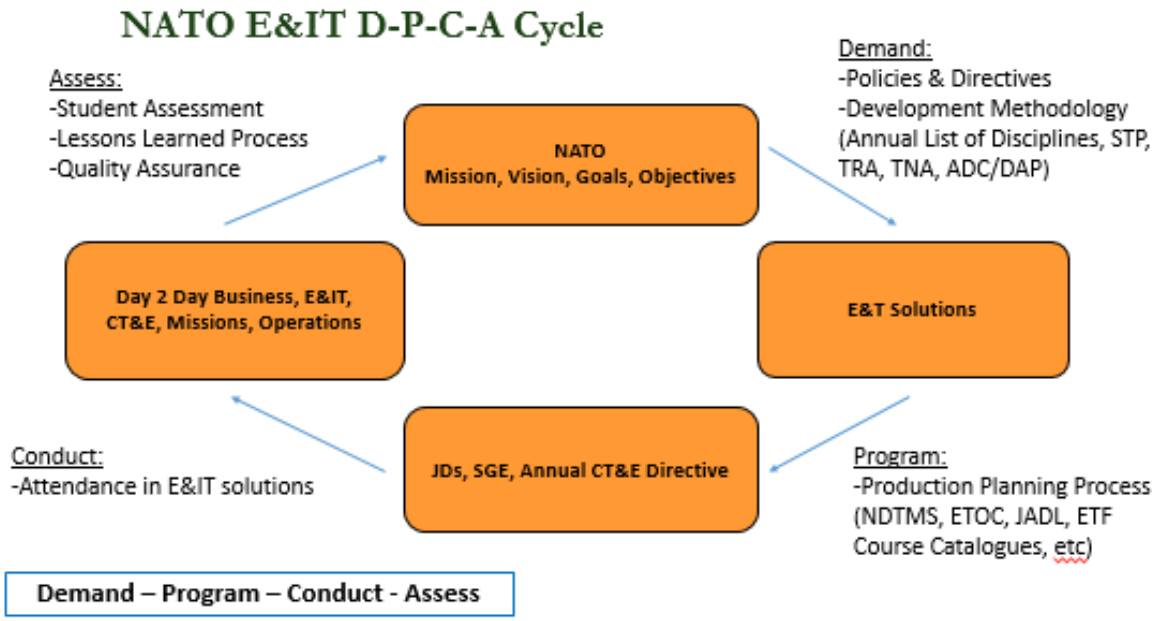

Figure 10: NATO E&IT D-P-C-A Cycle

4-7. The four E&IT PPP steps are described as follows and captured in Figure 10:

a. **Demand.** Demand captures NATO's production requirements[127]. This step is led by the Human Resources (HR) Community[128] and results in the consolidated and budgeted demand for E&IT (number of personnel) for the next year and a forecasted demand for the following two years. This annual demand is guided by the SGE and based on the actual E&IT needs of the NCS and NFS[129], as well as the needs expressed by the nations as preparation of their personnel for the NCS and NFS[130]. If available, the demand can take into account the NAC approved E&IT needs for Partners as captured through the Partner Cooperation Menu (PCM). The input to this step is the individual course requests from Allies to the ETFs[131] for the available seats of advertised courses[132]. Based on total requests, the output of this step is the consolidated demand expressed in yearly numbers of seats needed in courses published in the NDTMS within the ETOC, and the desired period(s) for those iterations to take place.

[127] Demand is premised on valid and reliable NATO PE/CE management data enabled through the Automated Personnel Management System (APMS).
[128] The HR Community is the collection of the entities with the NCS and NFS that are responsible for the seat allocation for courses.
[129] The projected obligations of nations to prepare personnel prior to assuming NATO positions can be used as a baseline
[130] The essential and desirable qualifications in the Job Descriptions are the starting point to identify these needs. Other considerations, in particular resulting from the actual duties of an incumbent, add to it.
[131] Requests are submitted from the individual's home unit/place of employment.
[132] Courses are uploaded in NATO's Digital Training Management System in December for the following year's (i.e. out-year) training calendar.

b. **Programme.** With the consolidated demand as input, the programme step determines the schedule for the specific iterations of courses. This step supports ETF course planning and matches production demand with the number and timing of iterations that may be offered. HQ SACT JFD shall, in cooperation with the HR-community and the ETFs, derive a one-year, rolling programme of agreed course iterations that when executed shall satisfy the consolidated demand with preferably NATO-certified (approved and selected) courses. The SGE shall be the basis for prioritization in conflicting situations. The programme matches the number of needed seats in every course iteration and backs the demand with the available budget. The specific iterations identified are considered as 'programmed' and may, assuming the other conditions are satisfied, rely on the use of NATO resources including NCS/NFS Officer Primary Responsible (OPR) support, and common funding for SME support (approved courses). The DH[133] should confirm that sufficient ETFs are available and able to meet the demand. Data from previous year serve as guidance for future-year planning. The output of this second step is the ITEP.

c. **Conduct.** During this step, ETFs prepare, execute and close out the previously programmed course iterations identified in the ITEP. ETFs organize detailed bidding events for seat allocations, as necessary. Individuals are nominated and register for courses. ETFs subsequently complete the registration and match the nominations to the scheduled serials, enrol individuals and administer the conduct of E&IT. Minor adjustments are made in-year including, as necessary, increasing demand to satisfy NATO-specific E&IT needs. The output of this step is the execution of the ITEP resulting in the production of suitably prepared individuals.

d. **Assess.** HQ SACT JFD, in coordination with the stakeholders, assesses the execution of the ITEP and focusses on the identification of ITEP variances in order to seek improvements to the future programming cycles of the E&IT PPP. The output of this last step is the ITEP report with the assessment and proposed adaptations of the current and future programmes, as well as input to SGE.

4-8. An ITEP cycle[134] is based on the calendar year with both pre and post actions. Prior to the start of the year, demand must be identified and an ITEP established to satisfy it. After that year is completed, the assessment of execution shall be conducted. This means that two cycles[135] are running simultaneously, albeit at different stages.

INDIVIDUAL TRAINING AND EDUCATION PROGRAMME PLANNING BOARD

4-9. The IPB[136] is an annual venue to support the E&IT PPP that is led and managed at HQ SACT JFD directorate level. The purpose of the IPB is to facilitate the production of the annual out-year ITEP, prepared by HQ SACT JFD, and provide a forum for the stakeholders to discuss related issues[137]. The output of IPB event is the support and guidance provided by HQ SACT JFD in the creation of the successive, comprehensive, and synchronized ITEP.

[133] There is no mandate as for the maximum number of ETFs who may deliver the same solution. The focus is on meeting the demand and standardization between the solutions.
[134] The ITEP cycle is also known as ITEP Battle Rhythm to coincide with term often used at tactical level.
[135] The first cycle is closing off the previous year's programme and the second cycle is the current year's offering and execution of E&IT.
[136] For ease of planning and execution, the IPB is conducted in sequence with the NITEC. The majority of the E&T audience is the same.
[137] Details are to be found in the Individual Training and Education Programming Board Terms of Reference.

4-10. The objectives of the IPB are as follows

a. Steer the ITEP to satisfy the requirements and priorities consistent with SGE tenets.

b. Facilitate the coordination within the HR community to adapt JDs to the actual E&IT requirements and to satisfy the production requirements.

c. Coordinate amongst ETFs to match delivery with 'out-year' demand.

d. Assess the execution of the ITEP[138] and its effectiveness in meeting the production requirements in order to suggest improvements to the NATO E&IT PPP and the related outputs.

4-11. The IPB is an opportunity to support the E&IT PPP beyond its focus on the ITEP through the realization of the following support objectives:

a. Inform the RASB on the status of E&IT, based on the DAPs' synopses, in preparation of the SGE.

b. Provide status report of NMDTS including ETOC.

c. Provide transparency in NATO E&IT by informing updates to stakeholders on Global Programming and Quality Assurance, and facilitating communication amongst them.

d. Support coherence of NATO E&IT policies and directives and inform their further evolution.

e. Promote E&IT innovation and assess innovative challenges from the Community of Interest.

f. Promote continuous improvement of the PPP practises.

g. On request, direct and guide the work of other boards, panels, groups and/or integrated project teams supporting the ITEP. In particular, provide Change Configuration Board (CCB) direction for the NDTMS software project development through the specific User Group.

4-12. **Prioritization Rules.** The SGE shall be the basis for prioritization in conflicting situations. In case of a higher demand versus availibility of seats, the following general Priority Categories and rules for matching individuals to seats in an iteration shall be applied:

a. Priority 1: requested for a NATO HQ (IS/IMS), NCS, NFS, or NATO agency position, in direct relation to current operations for essential qualifications.

b. Priority 2: requested for a position in direct relation to a NATO high readiness force (e.g., NATO's response forces) for essential qualifications.

[138] The course completion data from the previous year is captured in the ITEP report.

c. Priority 3: requested in preparation for an assigned NATO job position, including NATO HQ (IS/IMS), NCS, NFS, or NATO agency positions, for essential qualifications.

d. Priority 4: requested for an already occupied NATO job position, including NATO HQ (IS/IMS), NCS, NFS, or NATO agency position, for essential qualifications.

e. Priority 5: requested for a NATO HQ (IS/IMS), NCS, NFS, or NATO agency position, in direct relation to current operations for desirable qualifications.

f. Priority 6: requested for a position in direct relation to a NATO high readiness force (e.g. NATO force model) for desirable qualifications.

g. Priority 7: requested in preparation for an assigned NATO job position, including NATO HQ (IS/IMS), NCS, NFS, or NATO agency positions, for desirable qualifications.

h. Priority 8: requested for an already occupied NATO job position, including NATO HQ (IS/IMS), NCS, NFS, or NATO agency position, for desirable qualifications.

i. Priority 9: all others for essential qualifications.

j. Priority 10: all others for desirable qualifications.

4-13. NATO entities (including NATO HQ (IS/IMS), NCS, NFS, and NATO agencies) and Nations are to request seats and include the Priority Category.

4-14. ETFs are to assign available seats according to the Priority Categories, and are to report the demand and delivery numbers according to these categories in the NDTMS (see Annex M). HQ SACTJFD will present a synopsis of supply and demand based on the ITEP report during the IPB.

4-15. Decisions concerning the distribution of NATO E&IT demand within the ITEP shall be guided by the rules concerning the utilization of assets, as detailed in Reference A (MC 0458/4) Paragraph 23.

4-16. **IPB meeting.** The IPB meets when close coordination amongst multiple stakeholders is necessary to resolve important issues or to formulate advice to HQ SACT DCOS JFD. These meetings support the normal staff work of HQ SACT JFD within the PPP. For planning purposes, there is one IPB per year, but the actual number of meetings as well as the participants may be adapted to the evolving situation. Members of the IPB are:

a. Chair: HQ SACT JFD delegated Branch Head[139].

b. Secretary: HQ SACT JFD delegated Section Head[140].

c. Permanent members: Representatives from:

[139] DCOS JFD assigns the Chair function to the Education, Training, Policy and Programs Branch (ETPPB) Branch Head (BH).
[140] DCOS JFD assigns the Secretary function to a Section Head from the ETPPB.

(1) SHAPE J1.

(2) SHAPE J7.

(3) HQ SACT JFD ETPP Branch.

(4) HQ SACT R&M HRM.

d. Invited attendees: Representatives from:

(1) NCS/NFS HR.

(2) ETFs.

(3) RAs.

(4) DHs.

(5) Representatives of the Allied and Partner nations[141].

(6) Others, based on area of expertise.

e. Observers/SMEs: Representatives from:

(1) HQ SACT.

(2) JWC, JFTC, JALLC.

(3) Other HQ SACT and SHAPE divisions.

COLLECTIVE TRAINING & EXERCISE PROGRAMME

4-17. Often described in purely linear terms [Requirements, Programming and Exercise Planning], the PPP for CT&E is in fact more agile than this description suggests. The length of time it takes to Plan a complex Command Post Exercise (CPX)/Computer Assisted Exercise (CAX) and the requirement to give Allies a minimum of 3 years visibility of the exercise programme exacerbates this linear understanding. However, while the component parts are conceptually linear the reality is that they are continual and overlapping. See iterative processes in Figure 11. Urgent requirements identified can be feed in to the Programming or Exercise Planning processes at any stage, if required without waiting for the next iteration of the CT&E Directive which is produced on an annual basis. This means that there is more inherent flexibility in the system than a pure linear approach suggests.

4-18. The CT&E programme is broader than the Military Training and Exercise Programme (MTEP) described below. It encompasses not only the MTEP, but the Policies and Processes that drive requirements that drive alignment with strategic policy and concepts, engagement with functional outputs of ACT such as Experimentation. Finally, it is also encompasses NATO's alignment with the longer term training and exercise plans of Allies, and the operational readiness profiles of Allies, reported through the cycle of Force Sourcing Conferences and the Readiness Reporting Tool (RRT).

[141] The invitation is aimed at personnel employed at national Ministry of Defence or Armed Forces staff.

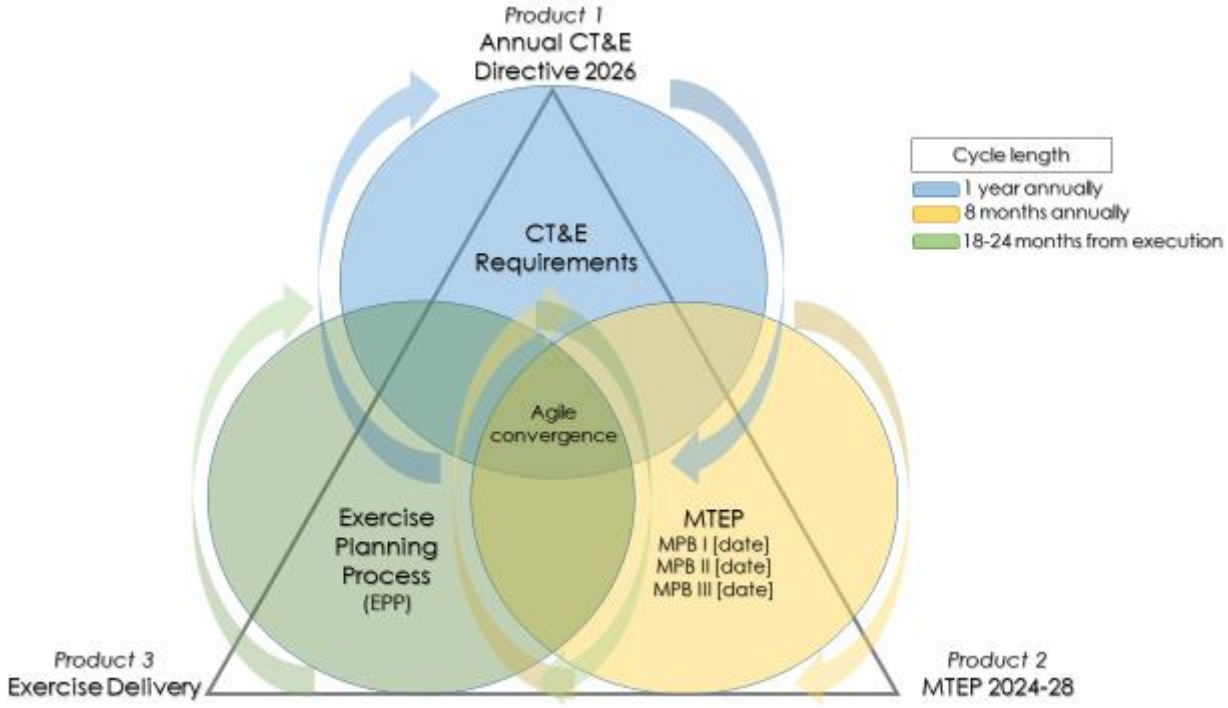

Figure 11: Iterative CT&E Programming

4-19. The function of aligning NATO's CT&E programme with Allies is undertaken bi-annually through the NATO Exercise Programme Alignment Conference (NEPAC) held in Spring and Autumn. The draft MTEP is briefed to Allies at the Spring NEPAC and before it is finally submitted to the Military Committee in the summer. The NEPAC is complemented by an annual Flag Officer / General Officer (FOGO) level forum [The NATO Collective Training and Exercise Executive Forum] which provides an opportunity for more senior level engagement and alignment of emerging requirements and with the advent of the New Force Model, this aspect [the need to align NATO training to National offers and Readiness within the RRT] is increasing in importance.

4-20. **Production of the CT&E Directive.** Gathering Collective Training and Exercise requirements is continual. SACEUR's Strategic Vision sets the broad framework and priorities in place, but this is further complemented by other Command Group level direction and guidance. In addition, SHAPE J7 monitors and assesses all sources of information for implications for the CT&E programme. Most notably routine and post summit policy documentation and tasking from NATO HQ; Lessons Learned observations; and the Discipline Alignment Plans from the Global Programming Disciplines.

4-21. All new and emerging requirements are captured and are fed in to the annual drafting process of SACEUR's CT&E Directive published in Q4 annually. This in turn initiates SACEUR's MTEP programming process. The Draft CT&E Directive is coordinated at Command Group level across ACO Commands to ensure a coordinated draft, together with a clear understanding of outstanding issues, is submitted to the SHAPE Command Group before December. The outstanding issues will be resolved through the subsequent MTEP process. All CT&E core tasks and responsibilities are depicted in Figure 12.

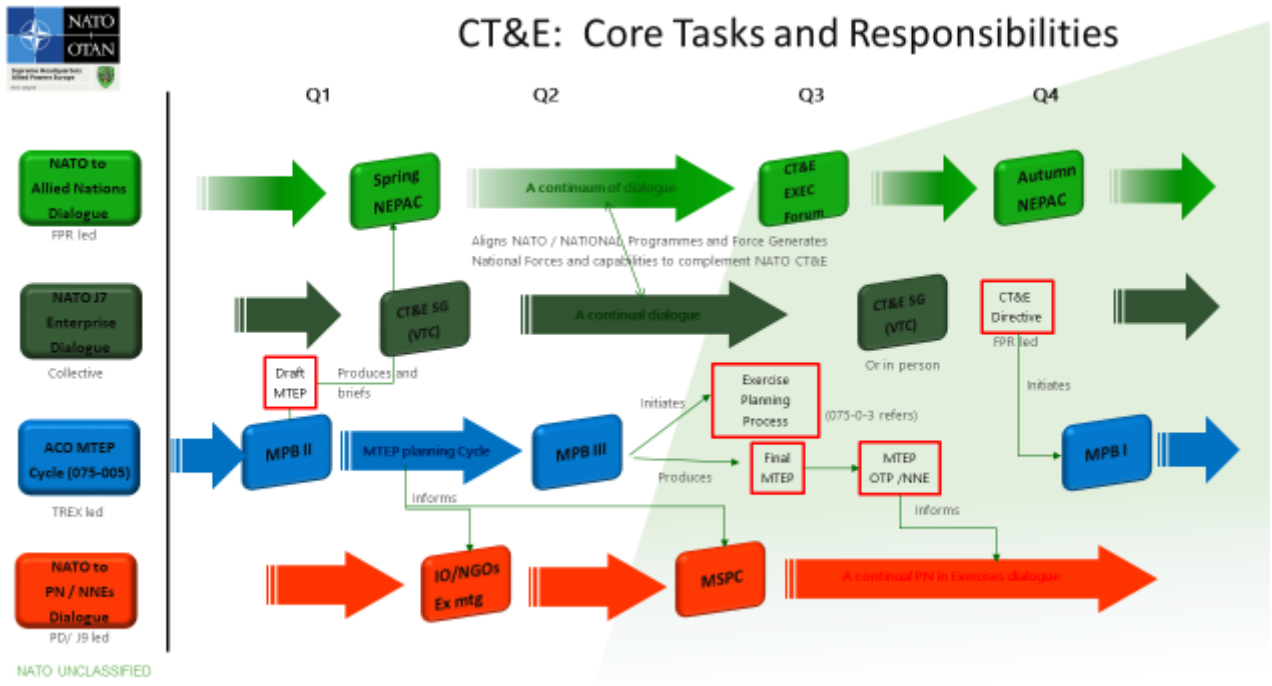

Figure 12: CT&E: Core Tasks and Responsibilities

4-22. The CT&E directive also aligns SACEUR's CT&E training programme to the Force Structure Requirement and the outputs of DSACEUR's Force Sourcing Conferences. It contains two critical annexes:

a. **NCS Training Cycle.** A 4-year NATO Exercise Plan, developed with contributions from all stakeholders, articulated through the Rational Apportionment of Primary Training Opportunities and Responsibilities (RAPTOR) mechanism. RAPTOR ensures adequate participation in each main exercise, and sufficient training for each individual HQ within a given 2-4 year Training Cadence. The 4-year NATO Exercise Plan is promulgated annually as part of the CT&E Directive and it is further developed and refined during the subsequent Exercise Programming Cycle in order to integrate new years and parameters.

b. **NFS Training Cycle.** Aligned with the output of the Force Sourcing Conferences and the commitments made by nations, the Readiness Reporting Tool provides the basis of a NFS Training prioritization cycle to ensure that, in any given year, those HQs committed to the Force Structure Requirement across the Tiers receive appropriate NATO training to assure SACEUR of their Readiness.

MILITARY TRAINING & EXERCISE PROGRAMME

4-23. The MTEP, a programme and management process, enables the production and sustainment of CT&E[142] to meet NATO's LoA while ensuring collective requirements match synchronized CT&E solutions. SHAPE Plans Directorate is responsible for production planning and the owner of these processes. As such, its purpose it to develop and manage

[142] CT&E programmes strive to prepare and produce deployable and interoperable forces.

the MTEP, which is a programme that is designed to meet the priorities and intent of the strategic commanders, in particular, the SGE and the Annual CT&E Directive and matches NATO CT&E requirements and opportunities using a multi-year rolling production programme.

4-24. The MTEP[143], published annually, covers a period of four years. It is used to develop, schedule, synchronise, and publish prioritized NATO exercises and nationally-declared exercises. It provides detailed information[144] for all CT&E activities scheduled for the next two calendar years with outline information for the following two calendar years. The MTEP designates the commanders to serve as the OSE, OCE, Officer Directing the Exercise (ODE) and Technical Agreement (TA). Relevant parts of the MTEP are also published in the PCM. The MTEP typically addresses current and future operations, the NATO's response forces, experimentation, and NATO's military cooperation programmes. The electronic Military Training & Exercise Programme (eMTEP) provides, for all CT&E planners in all levels of NATO and the nations, a near real-time, transparent, and sustainable programme to consult in the construction of their respective exercise programmes. The MTEP is staffed through and promulgated by SHAPE. Details on MTEP roles and responsibilities, as well as procedures, are provided in Bi-SCD 075-005, the respective MTEP directive.

4-25. SHAPE Plans Directorate coordinates with ACT and ACO entities in order to build the MTEP. During the programming phase, SHAPE shall inform and coordinate with Allies regarding NATO's military exercise programme. For details on the MTEP cycle, refer to Bi-SCD 075-005.

4-26. MC endorsement and NAC approval are required to agree with the design aspects of major Joint Live Exercises (LIVEX) (e.g. High Visibility Exercises), specifically, those of divisional scale incorporating LIVEXs planned every three years.

4-27. MC endorsement and NAC approval for Partners and NNEs to participate in or observe a NATO exercise is required and summarized through submission of the "Open to Partners and NNE" portion of the MTEP. For further details, refer to Bi-SC Directives[145] 075-005 and 075-009.

MILITARY TRAINING & EXERCISE PROGRAMME PRODUCTION PLANNING

4-28. The MTEP development cycle commences 14 months prior to the exercise execution year, responding to SGE and the CT&E Directive. See Figures 7 and 10. The component parts are the NATO Collective Training and Exercise Executive Forum, the MPB and the NATO Exercise Programme Alignment Conferences (NEPAC). The annual CT&E cyclical battle rhythm is depicted in Figure 13.

[143] The MTEP includes the MTEP, the electronic MTEP (eMTEP), and the MTEP Open To Partners and Non-NATO Entities (OTP& NNE).
[144] Information includes overall requirement, Exercise aims, and Exercise parameters.
[145] Refer to Annex B, References O and X.

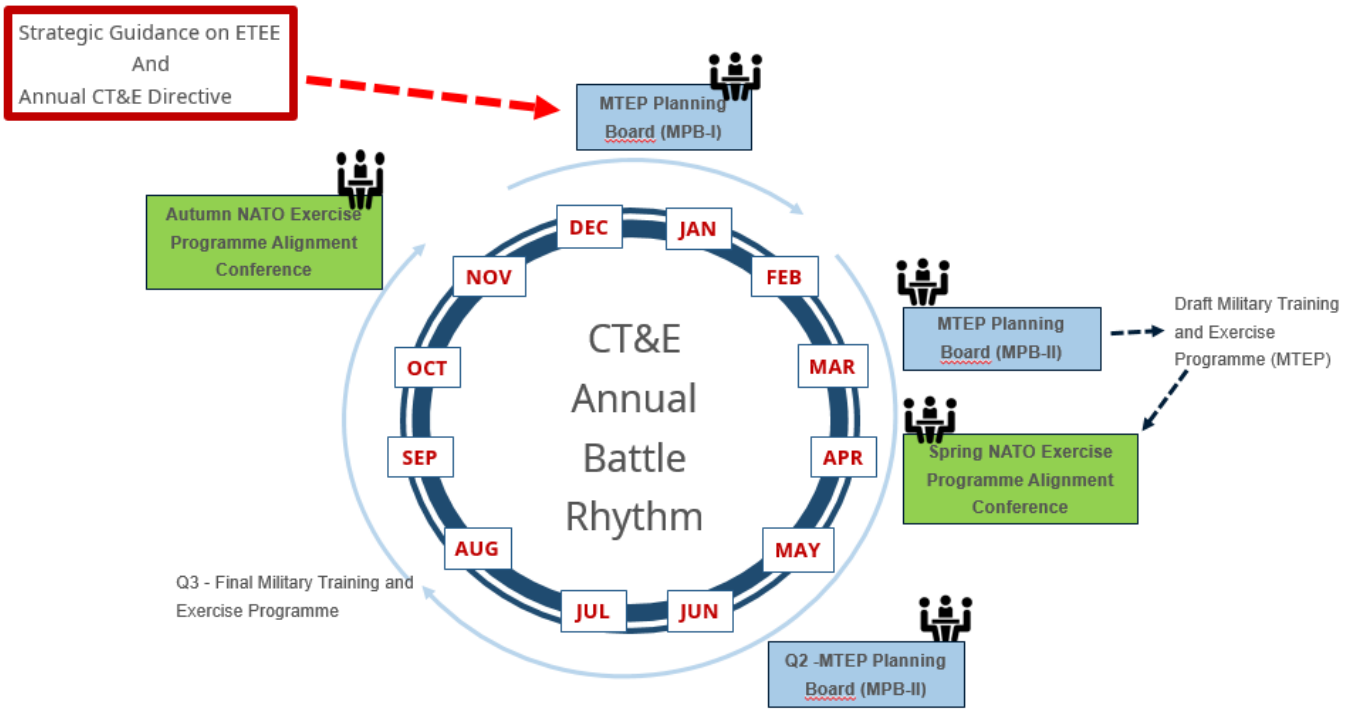

Figure 13: Exercise Coordination Cycle, Cyclical View

MILITARY TRAINING & EXERCISE PROGRAMME PLANNING BOARDS

4-29. The purpose of the MPB, led by SHAPE Plans Directorate, is to support the CT&E PPP by facilitating the production of the CT&E Programme in line with the SGE and the Annual CT&E Directive. The MPB, conducted three times per year, enables NCS and NFS exercise coordination and synchronization. The objectives of the MPB are included in Bi-SCD 075-005.

4-30. MPBs are conducted during the MTEP development process[146] as follows:

a. **First MTEP Planning Board (MPB-I).** MPB-I confirms the CT&E requirements for the following year. MPB-I, normally scheduled in December or January, initiates the preparation of the first draft of the MTEP for the next cycle and confirms requirements based upon SGE and the Annual CT&E Directive.

b. **Second MTEP Planning Board (MPB-II).** Typically scheduled for March, MPB-II delivers the first draft MTEP, having synchronised events and de-conflicted clashes in the programme. The draft is provided to Allies and Partners for comments in advance of the first NEPAC of the year, normally scheduled in March. This will also enable the development of the Collective Training Support Programme of Work.

c. **Third MTEP Planning Board (MPB-III).** MPB-III provides the final opportunity to coordinate and resolve any remaining issues, prior to publication of the MTEP. MPB-III is normally scheduled in June.

4-31. The MTEP also includes[147]:

a. Open to Partners (OTP) and Non-NATO Entities (NNE) (OTP&NNE).

b. Requests for Exercise Linkages.

c. Offers for Host Nation Support (HNS) and Host Nation Designation. Some NATO exercises, particularly LIVEX, will require HNS.

d. Requests/Offers for the Clearing House Mechanism.

4-32. **MTEP Approval.** The MTEP is signed by SHAPE COS in September. The MTEP includes content on NCS and NATO HQ exercises, NFS exercises, Centre of Excellence Exercises, NATO Nations' Exercises, and Authorised Partners' Exercises.

4-33. The electronic MTEP (e-MTEP) is an electronic database that provides the visibility[148] of the planning and conduct of CT&E programmes ensuring exercise management at all levels for NATO, (including CoEs), member nations and Partners. The system is constructed to manage in-year production, and future-year planning and production of CT&E requirements.

NATO EXERCISE PROGRAMME ALIGNMENT CONFERENCES

[146] Refer to Annex B, Reference O for details.
[147] Refer to Annex B, Reference O, Chapter 5 for details.
[148] As the exercise parameter are further developed during the evolving stages of the EP, the MTEP data are updated by exercise planners as necessary via the eMTEP.

4-34. In an effort to maximize efficiency and increase interoperability, SHAPE Plans Directorate leads[149] the synchronisation of NATO exercises with national exercises of Allies and Partners where this is mutually beneficial, affordable and agreed upon by Allies (The Clearing House Mechanism). This is conducted through the NEPAC. See Figures 10 and 11 for sequencing of events. The expected outcome is synchronized NATO and national CT&E programmes, identified host nation support (HNS) for participation in NATO exercises and identified national offers for linkages and support.

COLLECTIVE TRAINING & EXERCISE – EXERCISE PROCESS

4-35. **Exercise Process (EP).** The quality and effectiveness of CT&E activities is achieved through a robust EP structuring exercise preparation and execution. It is composed of four stages: Initiation (Stage 0), Specification (Stage 1), Planning (Stage 2) and Conduct (Stage 3) as depicted in Figure 14). It is synchronized with feedback processes such as training, assessment, evaluation, and capability integration.

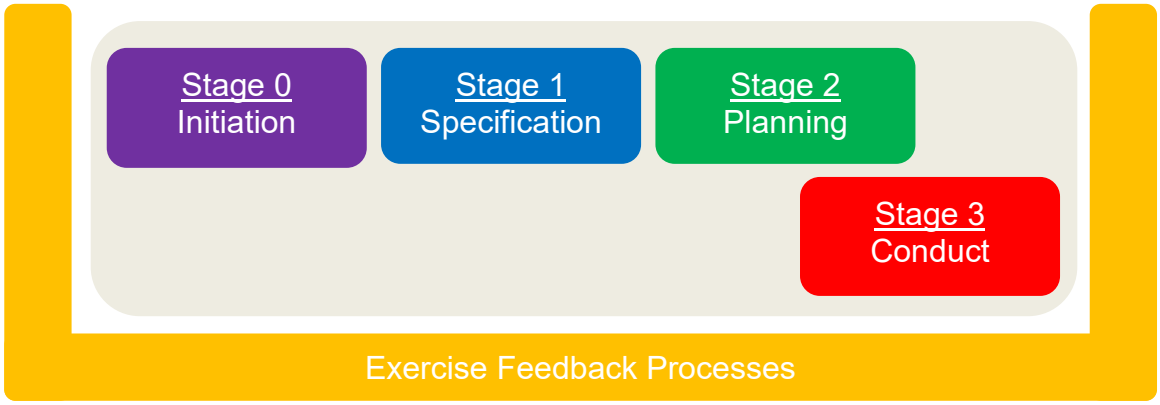

Figure 14: Exercise Process

a. **Stage 0 – Initiation.** Stage 0 is the preparatory stage for CT&E exercise development. It confirms key responsibilities and sets the maximum level of ambition and resources that the exercise can afford within the multi-year programme. Starting from the concept that was drafted in the multi-year directive[150], and was programmed[151], it ends with Commanders/OSE up-to-date D&G and information for the specification, planning and conduct of the coming exercise. Exercise framework data, lessons from previous exercises, and present-day real-world context are reviewed and analysed by Commanders and SMEs from exercise key stakeholders such as from OSE, OCE, ODE, TA and training disciplines. Stage 0 involved workforces build the nucleus of exercise preparation bodies[152], which will continue to be in charge for follow-on stages of the EP. Stage 0 deliverables contain inter alia

[149] SHAPE Plans Directorate coordinates and facilitates all events. Refer to Annex B, Reference O for details.
[150] Refer to ACO Annual CT&E Directive for the main NATO exercises.
[151] Exercise programming alongside with the MTEP.
[152] Exercise preparation bodies are established only once at the beginning of the EP and their composition will be adjusted to fit for the evolving Stages of the EP. The exercise preparation bodies are the Exercise Steering Group (Exercise Commanders), Exercise Board (OSE, OCE, ODE, major stakeholders/TA OPRs), Exercise Group (OPRs, POCs, SMEs) and Exercise Teams (team of experts, one team per involved exercise stakeholder/HQ).

confirmed exercise stakeholder, confirmed Exercise Aims and draft Exercise Objectives, all compiled and promulgated via the Exercise Initiation (EXINT) document. Stage 0 is led by the OSE.

b. **Stages 1 – Specification.** Stage 1 advances from Stage 0 deliverables and details exercise responsibilities, ambitions and resources within the Exercise Specification (EXSPEC) document to include the final Exercise Objectives. The EXSPEC has also the character to be that document, binding key stakeholders (contractual document). Stage 1 is led by the OSE, supported by exercise preparation bodies, which pave the way for OSE's validation and promulgation of Stage 1 outcome and to hand over the responsibilities from OSE to the OCE to lead the planning and delivery of exercise conduct in Stages 2 and 3.

c. **Stage 2 – Planning.** Stage 2 is the venue for planning the delivery of these CT&E activities scheduled for Stage 3. Scenario modules are being developed and released ahead of each CT&E activity whereas the Exercise Plan (EXPLAN) will focus on the construct of the culminating exercise. Stage 2 is led by the OCE and supported by the exercise preparation bodies.

d. **Stage 3 - Conduct.** Stage 3 is built around training blocks[153] that are critical to meet the training requirements and which are affordable. The training blocks should be viewed as a toolbox to select from when developing the exercise training progression, not necessarily leading to selection of all training blocks. Stage 3 is led by the OCE or, if appointed, by the ODE. Stage 3 activities are conducted by the so-called exercise execution bodies, which contain of the Training Audiences and the Exercise Control.

4-36. **Exercise Feedback Processes.** The preparation for crisis response and collective defence operations relies above all on the findings from exercises centred on realistic and challenging scenarios. Hence, the importance, for the Alliance, of applying an enhanced exercise's feedback system. It deals with four categories of findings synchronized throughout the EP and via EP deliverables. The categories are associated to Training, Internal Assessment, Evaluation, and Capability Integration during the entire EP. The findings of these processes will feed inter alia the Lessons Learned process and with that in turn, may lead to demands pertaining to E&IT in order to enrich the preparedness and individual skills to perform in upcoming CT&E venues or real crisis response/collective defence operations.

[153] Training Blocks: A-block (Academics), B-block (Battle Staff Training), C-block (Crisis Response Planning), D-block (DEPLOYEX), E-block (EMPLOYEX), F-block (Follow-on training).

CHAPTER 5: QUALITY ASSURANCE

PURPOSE

5-1. The collective side of the NATO Education and Training Spectrum is executed under the responsibility of NATO commanders and as such they are responsible for assuring the quality of the collective solutions. This is not the case for the individual side where the delivery is achieved through institutions that are mostly external to the NCS. The intent to expand NATO E&T opportunities further reinforces the reliance upon an already complex network of institutions supporting NATO. Given the variety of institutions engaged in the delivery of NATO E&IT as directed in Reference A, a means to assure the quality of E&IT is essential.

5-2. The purpose of QA within NATO's E&IT is to provide confirmation to the Alliance that courses meet NATO-Specific E&IT Requirements, and are delivered by ETFs supporting NATO utilizing an effective Quality Management System (QMS)[154]. The NATO QA Programme provides institutionally accredited ETFs with proven quality management tools to actively and consistently monitor, assess and update/adapt their deliverables (i.e. courses) in a domain that is still consistently changing.

INSTITUTIONAL ACCREDITATION

5-3. NATO ETF institutional accreditation[155]requires an ETF[156] to demonstrate the existence of an effective QMS and compliance with the NATO QMS standards and guidelines as well as to provide evidence of their contribution to NATO. The institutional accreditation process, as per Figure 15, is based on compliance with the NATO Quality Standards[157].

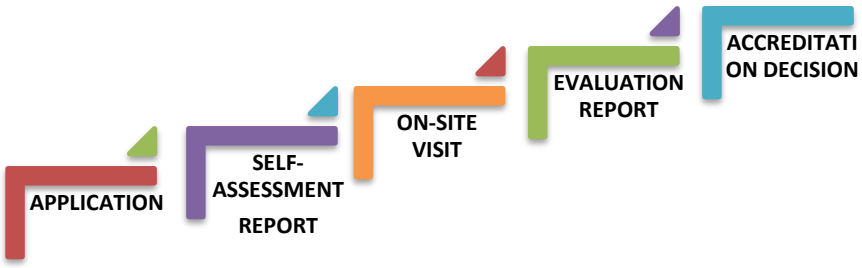

Figure 15: The Institutional Accreditation Process

5-4. The main steps for the institutional accreditation process are:

a. **Application.** Participation in the accreditation process is on a voluntary basis and starts with an application request to HQ SACT JFD.

b. **Self-assessment Report.** After the application has been evaluated in order to ensure that the ETF meets the eligibility criteria for institutional accreditation and been approved by HQ SACT JFD, the ETF submits to HQ SACT JFD an

[154] Refer to Annex B, Reference A, Paragraphs 8, 15.b., and 24.
[155] For more detail, refer to Annex B, Reference P.
[156] Commercial entities, including privately operated firms and consulting companies, are not within the scope of NATO institutional accreditation.
[157] Refer to Annex B, Reference P.

evidence-based self-assessment report (SAR). This document is to describe how the institution meets each of the NATO quality standards.

c. **On-site Visit.** During the on-site visit (OSV) to the ETF, an HQ SACT Team of Experts (TOE) assesses the QMS and internal CIP as well as associated activities contributing to the provision of efficient, effective and affordable E&IT solutions. This assessment is completed through open discussions and interviews with relevant staff members, the review of associated documentation, the examination of supporting tools and computer information systems, and the inspection of ETF facilities in order to assess compliance with the NATO QA standards.

d. **Evaluation Report.** An evaluation report shall be written by the visiting HQ SACT TOE. It shall be based on the on-site evaluation of the ETF's compliance with the NATO quality standards.

e. **HQ SACT JFD Accreditation Decision.** HQ SACTDCOS JFDshall base the final decision on the award of NATO ETF institutional accreditation on the recommendation of the HQ SACT TOE and their evaluation report. The following decisions are possible:

(1) **Unconditional Accreditation**. The ETF meets the Standard and the accreditation remains valid for six years.

(2) **Conditional Accreditation.** The ETF partially meets the Standard and the conditional accreditation, which is valid for one year, can be converted to unconditional accreditation provided the ETF can demonstrate that the areas requiring improvement have been resolved.

(3) **Not Accredited.** The ETF does not meet the Standard and shall be provided with recommendations to address and improve specific areas as a prerequisite for another application to be institutionally accredited by HQ SACT JFD.

5-5. HQ SACT DCOS JFD monitors each accredited ETF throughout the validity period through its annual QA Report and other means[158]. The annual QA Report demonstrates a continuing commitment to quality and is essential to sustaining the ETF institutional accreditation status.

5-6. Re-accreditation shall be conducted following the above-described accreditation process[159].

COURSE CERTIFICATION

5-7. Through course certification, HQ SACT DCOS JFD warrants to the Alliance that specified courses meet NATO E&IT Requirements and its delivery is aligned with the NATO

[158] Feedback may be received from end course reviews/feedback, routine communications, etc.
[159] The application and supporting evidence shall enable DCAS JDF to determine if still eligible for institutional accreditation.

required level of quality, i.e. the course is compliant. Only the courses uploaded in ETOC are eligible for certification consideration.

5-8. The ETF delivering the course[160] can request HQ SACT DCOS JFD to verify whether or not the course satisfies NATO-specific E&IT Requirements. HQ SACT JFD shall confirm the quality of Course Control Documents (CCD) I, II and III based on the advice of the DH. The DH shall assess if the proposed course is aligned with NATO-specific E&IT requirements and the HQ SACT DCOS JFD will verify alignment based on the information provided via the ETOC (i.e., the CCDs), the DAP and the advice of the appropriate DH. Only if HQ SACT JFD confirms that the course satisfies NATO E&IT requirements shall HQ SACT DCOS JFD certify the course as either "NATO Selected" or "NATO Approved".

5-9. To maintain their certification status, certified courses must remain responsive to NATO E&IT requirements. Furthermore, the current course information must also remain accessible in the NATO ETOC and be up-to-date. These courses are reviewed during the ADC to confirm their continued relevance for NATO E&IT, including their alignment with NATO's E&IT requirements.

COURSE CERTICATION CATEGORIES AND DESIGNATIONS

5-10. The courses uploaded in NATO ETOC fall under two main categories – NATO Requirement COMPLIANT and NON-VERIFIED. The distinction between the two is made based on the confirmation of their responsiveness to identified and validated NATO-specific requirements. Depending on the way the quality is guaranteed for the compliant NATO Training Solutions the compliant courses are grouped in two sub-categories: NATO Approved and NATO Selected. Non-verified solutions are considered Listed.

5-11. The certification category of courses in the ETOC is dependent upon the alignment of the course[161] with NATO's E&IT requirements and the institutional accreditation of the ETF delivering the course[162]. Course certification is awarded based on an E&IT solution being delivered by a specific ETF. The certification of a course is not transferable between institutions. The certification categories are as follows:

a. **NATO-Approved Course.** DCOS JFD certifies that a course open to NATO (and Partners) meets NATO-Specific E&IT Requirements and the ETF providing the solution is an institution accredited by DCOS JFD within the NATO Quality Assurance Programme.

b. **NATO-Selected Course.** DCOS JFD confirms that a course open to NATO (and Partners) meets NATO-Specific E&IT Requirements; however, the ETF providing the solution is not an institution accredited by DCOS JFD within the NATO Quality Assurance Programme.

c. **Listed Course.** A course open to NATO (and Partners) with this default certification category has not been certified by DCOS JFD as meeting NATO-Specific

[160] The Course details must be both uploaded into the ETOC and kept up-to-date by the ETF.
[161] Many courses that are published in the ETOC support NATO's areas of cooperation with Partners. Partner participation in NATO E&IT activities requires NAC approval and is administered through the PCM and the supporting electronic Partnership Real-Time Information Management and Exchange System (ePRIME).
[162] The certification of a course is not transferable between institutions.

E&IT Requirements[163]. Listed courses meet the E&IT needs of nations and often support broader capacity-building objectives. Courses in this category are conducted in English and contribute to pooling and sharing of national E&T opportunities.

5-12. NATO-Approved' and NATO-Selected' courses must remain responsive to changes of NATO-Specific E&IT Requirements. Furthermore, their details must be kept up-to-date in the ETOC by the ETF delivering the course. These requirements are subject to an annual review during the DAP development process.

5-13. Many courses that are published in the ETOC support NATO's areas of cooperation with Partners. Partner and NNE participation in NATO E&IT activities requires NAC approval. For Partners, it is administered through the annual PCM and the supporting electronic Partnership Real-Time Information Management and Exchange System (ePRIME).

5-14. NATO-Approved and NATO-Selected courses are subject for validation through the DAPs following the ADC and are subject for programming within the NATO Education and Individual Training planning cycle. Courses certified as NATO-Approved and identified within the ITEP as dedicated to fulfil NCS and NFS demands are considered NATO Provided Courses.

HEADQUARTERS SUPREME ALLIED COMMANDER TRANSFORMATION RECOGNITION

5-15. In recognition of achieving and continuing to maintain ETF institutional accreditation, ETFs are permitted to promote their achievements by using one or both of the following:

a. A HQ SACT authorised accreditation mark.

b. The notation, "NATO-Accredited Eduation and Training Facility".

5-16. In both cases, the notation and accreditation mark can only be used when the institution is promoting itself as an ETF delivering a NATO Provided Course[164]. Moreover, their use does not imply or authorize any ETF authority to represent NATO or HQ SACT beyond notice of the ETF is a "NATO-accredited Education and Training Facility" or that the course is a NATO certified course. Further details are provided in the Bi-SCD 075-007[165].

5-17. Course completion and attendance certificates for NATO Certified Courses[166] may include the addition of an HQ SACT authorized image that reflects the certification status of the course. ETFs that make use this HQ SACT recognition are expected to summarize it within their annual QA Report. Further details are provided in the Bi-SCD 075-007[167].

[163] It may be that the ETF did not request the certification of the course, or that the course was assessed as not meeting NATO-Specific E&IT Requirements.
[164] A NATO-Provided course is a NATO-Approved course that is programmed in the NDTMS. Until the ITEP report is published, all NATO-Approved courses will be considered NATO Provided.
[165] Reference P of Annex B.
[166] Refer to Annex B, Reference A, Paragraph 24.
[167] Reference P of Annex B.

CHAPTER 6: SUPPORT AND RESOURCES

SUPPORT TO CURRENT OPERATIONS

6-1. Current operations have the highest priority with regard to support from NATO's ETEE resources.

6-2. The operational commander shall identify the education and training requirements for a mission specific pre-deployment programme[168]. Nations are responsible for ensuring the personnel and forces assigned to current operations satisfy the required pre-deployment education and training requirements. As a supplement to national individual pre-deployment education and training, NATO, within means and capabilities, may offer education and training solutions, especially in support of individual augmentee training and in order to address emerging threats as well as to support the application of new concepts and doctrine.

6-3. NATO is responsible for providing mission-specific training to the NCS and civilians.

6-4. Key leaders shall lead, manage, and operate in a multi-national environment. In order to enable them to do so, NATO provided pre-deployment Key Leader Training (KLT) may be necessary. This requirement shall be captured as part of the mission specific pre-deployment programme and shall be reflected in the applicable CE/PE JD for the designated posts.

6-5. The operational commander shall develop an appropriate individual augmentee education and training programme. This programme shall usually be considered as essential for specific posts designated by the operational commander. The requirements shall be reflected in the CE/PE JD.

6-6. In cases where personnel arriving in theatre require critical training to address emerging threats, the operational commander, supported by ACT, shall develop the necessary education and training solutions. These solutions may be provided in-theatre or out-of-theatre. HQ SACT, in close coordination with SHAPE, may develop in a rapid fashion the education and training solutions to close the gaps identified by the operational commander. As necessary, HQ SACT shall leverage the expertise of the broader Global Programming governance structure (DHs and ETFs) in order to ensure solutions addressing immediate operational requirements are in place.

6-7. When gaps are identified that do not directly relate to a NATO education and training requirement, NATO may be required to take an active role in coordinating or otherwise providing the required solutions, subject to MC endorsement and NAC approval, if needed. These solutions shall be offered until the required education and training capability is established within nations. Operational partners and nations are encouraged to ensure that personnel that have attended such training is available within their national training structure and to NATO, following deployments in order to develop a lasting capacity and extend that training to other deploying personnel[169].

6-8. As determined by the MC or NAC, NATO may be required to train host nation or local forces. In such circumstances, HQ SACT, in close coordination with SHAPE and the operational commander, shall develop or coordinate E&T activities and events for personnel

[168] The pre-deployment education and training programme is a set of NATO education and training requirements for the current operation/mission together with the education and training solutions to satisfy those requirements.
[169] NATO's response forces' contributors are also encouraged to follow this scheme.

deploying in a capacity to support the E&T of those forces. If such E&T activities and events exist, Alliance personnel is encouraged to attend NATO-led E&T prior to deployment to ensure standardization and unity of effort.

SUPPORT TO EXPERIMENTATION IN EXERCISES

6-9. "For an operational force that must remain focused on readiness, experiments provide a venue to validate what capabilities increase that readiness"[170]. Exercises should be used as a venue for experimentation, whenever feasible and appropriate, without adversely affecting achievement of the exercise or training objectives[171]. Pertinent experimentation requirements and corresponding opportunities shall be envisioned within the SGE and developed as the MTEP evolves. In addition, the outputs of Concept Development and Experimentation should be properly integrated into and coordinated with E&T processes[172].

NATO'S DIGITAL TRAINING MANAGEMENT SYSTEM

6-10. The electronic Individual Training and Education Programme (e-ITEP) is a web-based platform that provides the E&IT component of NATO's Training Management System. The primary intent of NDTMS is to support E&IT production management. The system is constructed to manage in-year production, project future-year E&IT production requirements and also provide trend analysis data (a pattern or prevailing theme) of previous years' activities. The NDTMS captures NATO's E&IT production requirements, through NATOs Automated Personnel Management System (APMS) links, and compares this with E&IT opportunities scheduled within the NDTMS. The result is that the NDTMS can project and match the demand for E&IT with the available solutions (see Annex K for more detail). In addition, the system also includes broader functionality to support the management of NATO E&IT, including:

a. **Education and Training Opportunity Catalogue** (ETOC). The ETOC is the repository of course information including the essential course control documents that support NATO certified courses. The ETOC permits courses offered to NATO to be aligned with disciplines and subsequently certified, if applicable. ETOC also has free access out of e-ITEP secure environment (no need for a password) for better dissemination (Annex N). All ETFs, military and civilian, may offer courses in ETOC. The ETOC provides insight into opportunities that are available to NATO (and Partners).

b. **Individual Training Plan** (ITP). The ITP is aligned with PE/CE position numbers and the associated JDs. Individuals select their NATO post/billet and the ITP shall generate the essential (i.e. mandatory) and desired (i.e. of benefit to the incumbent) training requirements for their post.

c. **Advanced Distributed Learning** (ADL). The NDTMS contains a Learning Management System (LMS) to support the delivery of on-line, e-Learning courses. The system is integrated with the courses identified in the ITP.

[170] Refer to Annex B, Reference Q.
[171] Refer to Annex B, Reference R
[172] Refer to Annex B, Reference A, Paragraphs 76-78.

d. **Course Schedules**. Leveraging the information entered into the ETOC, details of planned courses can be reviewed.

6-11. The electronic MTEP[173] (eMTEP) is an internet-based unclassified database which provides updated, transparent and sustainable programme information to consult for collective training and exercise planners in all levels of NATO, member Nations and Alliance Partners in the construction of their own respective exercise programmes[174]. For further information, refer to Bi-SCD 075-005.

RESOURCING

6-12. The NATO ETEE Common Funding policy recognizes the responsibility of Allies to educate, train and exercise up to NATO standards their own personnel and forces allocated to NATO. NATO-required 'over and above' Education and Individual Training (E&IT) of military personnel provided by Allies to NATO bodies is a NATO responsibility. CT&E required to ensure and validate that the NCS, and when so activated and designated, NFS and other entities fulfilling a C2 responsibility, can effectively command NATO-led operations and missions is also a NATO responsibility.

6-13. Eligibility for NATO Common Funding is contained in the ETEE Common Funding Policy[175]. An enduring principle is the clear separation of eligibility and affordability. The eligibility granted through the policy does not constitute an automatic entitlement to resourcing through common funding.

BASIC EDUCATION & TRAINING PRINCIPLES RELATED TO COMMON FUNDING

6-14. Basic or guiding E&T principles that apply to NATO common funding in general and to E&T in particular:

a. NATO common funding eligibility shall focus on the provision of requirements which are over and above those which can reasonably be expected to be made available from national resources.

b. A clear separation should exist between requirement identification, eligibility, and affordability.

c. Military requirements must be justified in line with Alliance objectives and priorities.

d. Common funding is not the default option for solving Alliance capability shortfalls, but as one of the elements, alongside national, multinational and joint funding arrangements, for providing the capabilities the Alliance considers necessary.

e. The Common Funded Resource Plan addresses the affordability issue.

6-15. Specifically in the E&T context, these overarching principles are translated in the following basic principles:

[173] Refer to the weblink https://emtep.act.nato.int.
[174] Refer to the webink https://emtep.act.nato.int. Also, see Annex L for internet link.
[175] For more detail, refer to Annex B, Reference S.

a. Training and exercising of national forces remain the responsibility of nations providing the forces.

b. Training and exercises required to ensure/validate that NCS HQs, and when so designated NFS HQs, can effectively command NATO-led operations and missions is a NATO responsibility.

c. Each nation is responsible for filling the military quota and rotational posts that it has accepted, with fully qualified and trained personnel who meet the essential qualification requirements detailed in the JDs for the posts[176].

d. NATO-specific E&IT required by NATO bodies that is identified in JDs as desirable are a NATO responsibility[177] .

e. Any reimbursement of eligible expenses is limited to those nations specifically requesting a subsidy.

COMMON FUNDING PROVISIONS

6-16. The following eligibility provisions are currently recognized by existing NATO Common Funding regulations subject to funds affordability and availability/approval by HQ SACT:

a. **Collective Training and Exercises.** NATO-led CT&E are programmed through the MTEP. For exercises within the MTEP the deployment and incremental costs resulting from exercise planning and the participation of NFS entities (including Enhanced and Tailored Forward Presence) and other eligible entities[178] in NATO exercises in support of readiness are borne by NATO common funding. More specifically, common funding eligibility is available to the NFS and other entities falling within the following boundaries:

(1) They fulfil C2 responsibilities and functions as part of NATO's Annual NATO/Allied Response Force LIVEX during the Stand-By Phase.

(2) They are required to play the role of Joint Command or Component Command and fulfil C2 responsibilities in a given CPX/CAX.

(3) The training of C2 in NATO-led exercises is verified, validated and evaluated by SACEUR in accordance with ACO's Forces Standards.

b. **Subject Matter Experts.** The following eligibility is provided:

[176] Refer to Annex B, Reference A, Paragraph 45.
[177] NATO would be responsible for funding tuition and travel costs related to desirable qualifications. However, nations are responsible to fund the training related expenses, i.e. tuition, travel and accommodations, even if these requirements are completed after the member's arrival.
[178] For example, DCIS 'over and above' support costs and Exercise Control. An exercise has to be included in the MTEP to be eligible for NATO common funding.

(1) **Exercise Control**. The travel of up to 500 SMEs outside of the NCS required for providing wrap-around for the planning and execution of high-profile exercises[179].

(2) **Course Delivery**. Travel and subsistence costs for SMEs originating outside of the NCS required to deliver the course[180].

(3) **Department Head (DH) from outside the NCS.** When selecting DHs from outside the NCS, MC approval for NFS and other entities is required, whereas for Partners and NNEs, MC endorsement and NAC approval are needed. Upon MC and/or NAC approval, travel costs for DHs originating from outside the NCS are eligible[181].

6-17. In case of emerging requirements, special eligibility for specific education and training can be requested by the NATO Military Authority on a case-by-case, taking into account the resource implications.

[179] Refer to Annex B, Reference S, Paragraph 17.
[180] Refer to Annex B, Reference S, Paragraph 20.
[181] Refer to Annex B, Reference S, Paragraph 21.

ANNEX A TO
BI-SCD 075-002
DATED 12 JUN 23

GLOSSARY OF ABBREVIATIONS AND TERMS

1. This annex contains two appendices and presents:

   a. Appendix 1 to Annex A: Abbreviations.

   b. Appendix 2 to Annex A: Terms used in Education & Training.

APPENDICES

1. Abbreviations
2. Terms Used in Education & Training

APPENDIX 1 TO
ANNEX A TO
Bi-SCD 075-002
DATED 12 JUN 23

ABBREVIATIONS

Terms in bold are defined in Appendix 2.

ACO	Allied Command Operations
ACOS	Assistant Chief of Staff
ACT	Allied Command Transformation
ADC	Annual Discipline Conference
ADL	Advanced Distributed Learning
AFS	ACO Forces Standards
APMS	Automated Personnel Management System
Bi-SC	Bi-Strategic Commands
Bi-SCD	Bi-Strategic Commands Directive
C2	Command and Control
CCB	Change Configuration Board
CCD	**Course Control Document**
CE	Crisis Establishment
CI	Continuous Improvement
COE	Centre of Excellence
CT	**Collective Training**
CT&E	Collective Training & Exercises
CTS POW	Collective Training Support Programme of Work
D&G	Direction and Guidance
DAP	Discipline Alignment Plan
DCB	Defence and related security Capacity Building
DCOS	Deputy Chief of Staff

DDA	Deterrence and Defence of the Euro-Atlantic Area
DH	**Department Head**
DOTMLPFI	Doctrine, Organization, (Education and) Training, Material, Leadership, Personnel, Facilities and Interoperability
E&IT	Education and Individual Training
E&T	**Education and Training**
e-ITEP	electronic Individual Training and Education Programme
e-MTEP	electronic Military Training and Exercise Programme
EPMB	Evaluation Programming and Management Board
e-PRIME	electronic Partnership Real-Time Information Management and Exchange System
ETEE	Education, Training, Exercise and Evaluation
ETF	Education and Training Facility
ETOC	Education and Training Opportunities Catalogue
GO	Governmental Organization
HQ	Headquarters
HQ SACT	Headquarters Supreme Allied Commander Transformation
HR	Human Resources
IMS	International Military Staff
IPB	ITEP Planning Board
IS	International Staff
IT	**Individual Training**
ITEP	Individual Training and Education Programme
ITP	Individual Training Plan
JALLC	Joint Analysis and Lessons Learned Centre
JD	**Job Description**
JFC	Joint Force Command
JFD	Joint Force Development

JFTC	Joint Fighter Training Centre
JWC	Joint Warfare Centre
KLT	Key Leader Training
LIVEX	Live Exercise
LMS	Learning Management System
LoA	Level Of Ambition
MC	Military Committee
MD	Mediterranean Dialogue
MNTI	**Multi-National Training Institution**
MPB	MTEP Planning Board
MTEP	**Military Training and Exercise Programme**
NAC	North Atlantic Council
NCS	NATO Command Structure
NDC	NATO Defense College
NDPP	NATO Defence Planning Process
NDTMS	NATO Digital Training Management System
NETF	NATO Education and Training Facility
NEPAC	NATO Exercise Programme Alignment Conference
NFS	NATO Force Structure
NGO	Non-Governmental Organization
NITEC	NATO Individual Training and Education Conference
NNE	**Non-NATO Entity**
NTI	National Training Institution
NWCC	NATO Warfare Capstone Concept
OCE	Officer Commanding the Exercise
OPR	Officer of Primary Responsibility
OSE	Officer Scheduling the Exercise

OSV	On-site Visit
OTP	Open to Partners
PCM	Partner Cooperation Menu
PE	Peacetime Establishment
PEA	Peacetime Establishment Authority
PfP	Partnership for Peace
PNLR	Partner National Liaison Representative at HQ SACT
POC	Point Of Contact
POW	Programme of Work
PPP	Production Planning Process
PTEC	Partnership Training and Education Centre
QA	**Quality Assurance**
QMS	**Quality Management System**
RA	**Requirements Authority**
RASB	Requirements Authority Steering Board
RPPB	Resource Policy and Planning Board
SACEUR	Supreme Allied Commander Europe
SACT	Supreme Allied Command Transformation
SAR	Self-assessment Report
SGE	SACEUR's Guidance on Education, Training, Exercise and Evaluation
SAT	**Systems Approach to Training**
SDP	Strategic Development and Preparation
SHAPE	Supreme Headquarters Allied Powers Europe
SME	Subject Matter Expert
SSC	Single Service Command
STANAG	Standardization Agreements
STP	**Strategic Training Plan**

TNA	**Training Needs Analysis**
TOE	Team of Experts
TOR	Terms of Reference
TRA	**Training Requirements Analysis**
TTP	Tactics, Techniques and Procedures
WDA	Warfare Development Agenda

APPENDIX 2 TO
ANNEX A TO
Bi-SCD 075-002
DATED 12 JUN 23

TERMS USED IN EDUCATION AND TRAINING

1. Most E&T terms and definitions lacking doctrinal reference have been carried forward from the 2016 version of this directive or have been derived for this directive.

2. Below terms are divided alphabetically:

a. A

(1) **Accreditation** – the process resulting in recognition that an institution has met standards established by an external body/agency.

(2) **Assessment** – the process of estimating the capabilities and performance of organizations, individuals, materiel or systems[182]. Within education and individual training it is the process of measuring and documenting knowledge, skills, attitudes, and beliefs.

b. B

(1) **Best Practise** – a technique, process or methodology that contributes to the improved performance of an org and has been identified as a best way of operating in a particular area as compared to other good practise(s). Ideally, a BP should be adaptive, replicable, and immediately usable.

c. C

(1) **Capability** – ability to create an effect through employment of an integrate set of aspects categorised as Doctrine, Organization, Training, Material, Leadership, Personnel, Facilities, and Interoperability[183].

(2) **Certification** – the process of officially recognizing that organizations, individuals, materiel or systems meet defined standards or criteria[184].

(3) **Collective Training** – Training designed to prepare teams, units and other elements to perform military tasks in accordance with defined standards[185][186].

(4) **Continuous Improvement** (CI) – ongoing improvement of products, services or processes, through incremental and/or breakthrough changes, that aim to increase quality, cut waste, and enhance quality, efficiency and customer satisfaction[187]. A widely used tool (model) for CI is a 4-step quality

[182] Refer to NATOTerm Record 17474.
[183] Refer to NATOTerm Record 27626 and Annex B, Reference K, Annexes 1 para 5 and 2 para 5.1.
[184] Refer to NATOTerm Record 17508.
[185] Refer to NATOTerm Record 30405.
[186] Term's note is of importance to E&T: "…procedural drills and practical application of doctrine, plans, and procedures to acquire and maintain collective tactical, operational and strategic capabilities".
[187] Adapted from Annex B, Reference T.

assurance method: plan, do, check, and act (often referred to as the plan-do-check-act cycle or PDCA cycle) that strives to enable an organization to fulfil it requirements.

(5) **Course** – planned, sequenced and structured learning activities based on objectives, which stem from E&IT requirements, for a clearly identified audience. [188]

(6) **Course Control Document (CCD)** - a series of three course governing documents (CCD I, II and III) that provide details of a course uploaded into the ETOC that meet a NATO E&IT requirement. CCDs contain details necessary to design a course, verify whether or not a course satisfies NATO E&IT requirements and to assist with the course certification process. They contain information such as the course requirement and aim, target audiences, training strategies, performance objectives as well as enabling/learning objectives, resources, and assessment and instructional strategies.

d. D

(1) Department Head (DH) – an officially recognized volunteer institution appointed by HQ SACT who is responsible to maintain a Discipline E&T programme, translates the requirements into solutions for the E&T spectrum and for the coordination of the solutions while striving to ensure that solutions are delivered in the most effective, efficient and affordable manner through NATO, Allies, Partners and NNEs[189][190].

(2) Desirable Qualification – an E&IT qualification captured in a Job Description that is desired or recommended of an Allied member prior to filling a NATO post.

(3) Discipline - a NATO approved body of knowledge and skills, which supports an existing or evolving capability.

e. E

(1) Education – the systematic instruction of individuals that shall enhance their knowledge and skills, and develop competencies. It is the developmental activity enabling individuals to make a reasonable response to an unpredictable situation (mind-set)[191][192].

(2) Education and Training – Education and Training is a form of learning in which the knowledge, skills, and habits are transferred from one individual or group to the next through in a structured manner.

(3) Education & Training Facility (ETF) – an institution or entity that supports NATO E&T through the organization and provision of E&T solutions

[188] Refer to NATO Term Record 30406.
[189] Description is an elaboration of Annex B, Reference A, Annex E.
[190] The DH has sufficient expertise in a discipline and the application of SAT to manage solutions within the discipline yet is not necessarily involved with the delivery of E&T.
[191] Refer to Annex B, Reference A, Annex E.
[192] Education provides a base of knowledge and intellectual skills upon which information can be correctly interpreted and sound judgment exercised.

to NATO-specific requirements. ETFs include NETFs, NATO Accredited COEs, and NATO-recognized PTECs. In addition, and as necessary, Multinational/National Training Institutions (NTI) from NATO nations, and other E&T training facilities from Partners nations and NNEs that are in compliance with NATO procedures and standards, and serve as complementation assets that also offer direct support to NATO through the delivery of NATO-recognized E&IT solutions.

(4) Education and Individual Training (E&IT) – comprises the structured activities that develop the skills, knowledge and attributes required in the performance of assigned duties and upon which information can be correctly interpreted and sound judgment applied (and exercised).

(5) Education and Individual Training Solution – see Course.

(6) Education and Training Activity – see NATO Education and Training Activity.

(7) Education and Training Programme – see NATO Education and Training Programme.

(8) Enabling/Learning Objective – a principal unit of learning and constitutes a major step towards achieving the performance objective thus is a sub-component of the performance objective.

(9) Essential Qualification – an E&IT qualification that is required of an Allied member prior to filling a NATO post.

(10) Evaluation – the process of making judgements. A structured process of examining activities, capabilities and/or performances [193]against defined standards or criteria[194].

(11) Exercise – a military manoeuvre or simulated wartime operation involving planning, preparation, and execution[195][196].

f. G

(1) **Global Security** – measures, including military and diplomatic, that nations and international organizations such as the United Nations and NATO take to ensure mutual safety and security. (https://www.rand.org/topics/global-security.html)

[193] Performance potentially includes related structures and processes
[194] Refer to NATOTerm Record 18516.
[195] Refer to NATOTerm Record 3516.
[196] These collective activities where HQs and/or formations are prepared to fulfil their missions, are driven by external stimuli in a scenario potentially including related structures and processes scenario and typically assessed on their readiness.

g. I

(1) Individual Training – the development of skills and knowledge necessary to perform specific duties and tasks. Individual Training is learned response to predictable situations (skills)[197].

(2) Individual Training and Education Programme (ITEP) – is the programme and management process to match NATO E&IT requirements and opportunities, and provide E&T solutions to fulfil NATO assigned missions in an effective, efficient and affordable way.

(3) Interoperability - ability of military forces to train, exercise and operate effectively together in the execution of assigned missions and tasks. Factors that influence interoperability are common language, terminology, doctrines, concepts and procedures as well as interoperable equipment and systems'. (IMSM-0285-2012, Paragraph 6)

h. J

(1) Job Description (JD) – a delineation of the specific duties, responsibilities, and qualification pertaining to a specific post. A JD generally includes a statement that defines the principle duties for a position and includes tasks, responsibilities, and qualifications required for the job as well how it fits within the organization.

i. K

(1) Key Leader Training (KLT) – aimed to familiarize selected command and staff officers, designated to fill specific HQ positions in a national or multinational environment, with the force mission and organization, updated situation, supporting plans, key reference documents, Standard Operating Procedures (SOPs) and HQ responsibilities in order to provide a common foundation on related issues. It has to focus on specific topics exposing the leaders to challenges they could face during a specific exercise or upcoming military operation[198].

j. L

(1) Lesson Learned - A "best practise" is a technique, process or methodology that contributes to the improved performance of an org and has been identified as a 'best way' of operating in a particular area as compared to other good practise(s). A BP should be adaptive, replicable, and immediately usable. (Bi-SCD 080-006 LL)

(2) Level of Proficiency – a scale that differentiates the level of tack, skill and knowledge required for the job and will affect the type and amount of instruction required[199][200].

[197] Refer to Annex B, Reference A, Annex E.
[198] Refer to Annex B, Reference U.
[199] Refer to Annex B, Reference A, Annex E.
[200] The level defines a degree of competence required in order to perform principle duties and tasks on the job.

k. M

(1) Military Training and Exercise Programme (MTEP) - is the programme and management process to match NATO and Partners CT&E requirements and opportunities and provide synchronised training solutions to fulfil NATO assigned missions in the most effective, efficient and affordable way.

(2) Multi-National Training Institution (MNTI) - is a national training institution that delivers E&T provided by multiple nations and may provide E&T to meet a NATO-specific requirement.

l. N

(1) National Training Institution (NTI) - is a national training institution that delivers E&T provided and may provide E&T to meet a NATO-specific requirement.

(2) NATO Education and Training (E&T) Activity –the delivery and conduct of specific individual (e.g., course, seminar) as well as collective solutions (e.g., Battle Staff Training, Command Post Exercise, LIVEX) to satisfy NATO-specific E&T requirements.

(3) NATO Education and Training (E&T) Event – supporting or related management events necessary to define, plan, organize, and coordinate E&T activities (e.g., conferences, meetings, WGs and other proceedings not involving the provision of E&T).

(4) NATO Education and Training (E&T) Programme – a set of E&T activities (individual and collective) assembled to satisfy the NATO-specific E&T requirements captured within a discipline.

(5) NATO Education and Training (E&T) Requirements[201] – NATO-specific education, training and exercising required by military personnel to ensure, or to otherwise validate, that NCS HQs, NFS HQs and other structures and assets made available to NATO can effectively command or control NATO-led operations and missions[202].

(6) NATO Education and Training Spectrum - Proficiency at the collective level requires forces, often joint, to engage quickly and to integrate their capabilities across domains, echelons, geographic boundaries and other organizational affiliations. Since the individual's preparation is a prerequisite for collective effectiveness, individual training and collective training must be viewed as a closely interconnected continuum. As such, the NATO Education and Training Spectrum is defined as having an individual focus connected to collective proficiency further divided into four discrete areas (Education, Individual Training, Collective Training and Exercises).

[201] Refer to Annex B, Reference A, Paragraphs 7 and 15.a.
[202] Inherent in planning processes supporting NATO E&T requirements are the quantitative aspects leading to the identification of the E&T production requirement.

(7) NATO Partner – nation having a valid bilateral partnership programme with NATO and belonging to one of the following partnership frameworks or grouping: Partnership for Peace, Mediterranean Dialogue, Istanbul Cooperation Initiative, and Partners across the Globe (PatG)[203].

(8) NATO-specific Performance Requirement – define what an individual shall be prepared to do and to what proficiency level as part of their principal duties during operations or while occupying specific NATO positions[204]. The expression of a performance gap[205] between an individual working in the NCS/NFS environment and an individual educated and trained to work in a similar national environment.

(9) NATO Systems Approach to Training (SAT) – an iterative and interactive sequence of actions leading from the definition of a need for education and individual training through to defining, developing and implementing effective and efficient E&IT solutions to satisfy the need.

(10) Non-NATO Entity (NNE) – International Organizations, Governmental Organizations of non-NATO nations, Non-Governmental Organizations, Non-NATO Multinational forces, Host Nations (when the Host Nation is not a NATO nation), Contractors on operations, exercises and transformational activities as well as Non-NATO countries that do not otherwise meet the definition for "NATO Partner[206].

m. P

(1) Partner – See NATO Partner.

(2) Performance Gap – the difference between actual performance and potential/desired performance.

(3) Performance Measurement –the ongoing monitoring and reporting of programme accomplishments, particularly progress toward pre-established goals. It is typically used as a tool for accountability.

(4) Performance Objective (PO) – specifies, in precise terms, what an individual must be able to do in terms of job performance and specifies a level of proficiency. A complete PO captures a performance gap and includes a description, in job/function operational terms, of what the individual must do, the conditions under which the performance must be completed, and the standard to be achieved. PO is synonymous with Behavioural Objective.

(5) Performance Requirements – See NATO-specific Performance Requirements.

[203] Refer to Annex B, Reference V.
[204] Job Descriptions (JDs) include position responsibility statements that encapsulate NATO-specific performance requirements which are essential to define E&IT solutions.
[205] For indicators by which to determine whether or not an asserted requirement constitutes a NATO-specific E&T requirement, refer to Annex C.
[206] Refer to Annex B, Reference A, Annex E.

(6) Performance Statement – a clear, concise and precise statement representing a logical and complete part of the job function which is observable and measurable.

(7) Programme – see NATO Education & Training Programme.

n. Q

(1) Quality Assurance (QA) – the application of checks and audits to ensure quality procedures are being carried out. QA focuses on preventing faults, ensuring processes are performed correctly in the first instance.

(2) Quality Management System (QMS) – a complete set of quality standards, procedures and responsibilities a training institution develops and executes that demonstrate compliance with the NATO as well as to provide evidence of their contribution to NATO[207].

o. R

(1) Requirements Authority (RA) - Assigned to a discipline, a RA[208] is responsible for identifying, collecting and managing the specific education and training requirements associated with the discipline. The RA is an operational expert in the discipline and represents the end user of educated and trained personnel and forces.

(2) Requirements Package - E&T solutions rarely satisfy one requirement. Providers try to combine requirements into a package that shall be fulfilled in an affordable, effective and efficient way for the stakeholders through the provision of an E&T solution.

p. S

(1) Standards – the criterion against which performance is measured; identifies a level of proficiency to be attained.

(2) Strategic Training Plan (STP) – a product of the Global Programming – Development Methodology used to capture the strategic picture and formalize education and training needs through a NATO discipline. The STP provides the foundation and necessary justification for education and training through links to Alliance objectives and priorities**.**

(3) **Systems Approach to Training (SAT)** – see NATO Systems Approach to Training.

[207] A QMS documents the policies, procedures, and controls necessary for an organization to create and deliver high-quality products or services to customers, and therefore increase customer satisfaction.
[208] The RA, normally at the ACOS/DCOS level, or the civilian equivalent within the NATO structure with ACO shall be appointed by SACEUR. Exceptions to this shall be proposed by SACEUR for MC approval after which HQ SACT shall develop agreements with the appropriate authority, typically within the IS.

q. T

(1) Target Audience – the individuals/participants, potentially from within a broader Training Audience, which require specific E&IT to resolve a performance gap. Also see Training Audience.

(2) Task – a discrete segment of work with a definite beginning and end. A task defines broader duties and is part of a job. Tasks can be produced, compiled, achieved and/or accomplished on their own and are observable and measurable.

(3) Task Analysis – the systematic process of examining and interpreting a performance requirement to determine how a specific task is completed. Task analysis involves skills analysis.

(4) Training Audience – a collective training term referring to the headquarters/command/participant/unit identified as the main as well as the secondary focus for a training event. Within E&IT, Target Audience refers to the individual/participant component of the Training Audience.

(5) Training Needs Analysis (TNA) – a series of events within the Global Programming – Development Methodology which results with a set of E&T solutions that satisfy a Requirements Package. This defines the objectives required to eliminate gaps and the necessary plans which result in the delivery of E&T solutions.

(6) Training Requirements Analysis (TRA) – a process within the Global Programming's Development Methodology used to capture NATO education and training requirements and match them to available solutions**.**

(7) Training Requirements Analysis Report (TRA Report) – the report documenting the results of a TRA that captures existing education and training solutions, potentially available to the Alliance, and is the tool used to eventually match NATO education and training requirements with the available solutions. The TRA Report also attempts to capture the intended target audiences and identifies preliminary performance objectives in the form of broad performance – task statements.

(8) Training Objective (TO) – within NATO used for Collective Training; it is a mission essential task to be performed, under resource conditions, and defined standards (references and criteria of performance). It describes the staff processes, knowledge, skills or attitudes to be achieved during the conduct of training. Note: In some nations a TO is used within Individual Training and is synonymous with Enabling Objective.

ANNEX B TO
Bi-SCD 075-002
DATED 12 JUN 23

REFERENCES

The references below are included as they are referred to within the document and for their applicability to this directive. Not all references may be releasable to all users of this directive.

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B. MC 0400/4 (Final), NATO's Military Strategy Comprehensive Defence and Shared Response, dated 22 May 2019.
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E. MCM-0019-2022, The Alliance Warfare Development Agenda (WDA), dated 7 April 2022.
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G. CM(2002)60, The Management of NATO Non-Classified Information, dated 23 July 2012.
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W. ACO Dir 075-013, NATO Evaluation and Certification Policy, dated 8 March 2021.
X. Bi-SC Directive 075-009, International Organizations and Non-Governmental Organizations in Exercises, dated XX May 23 (DRAFT).

Other Sources of Interest:

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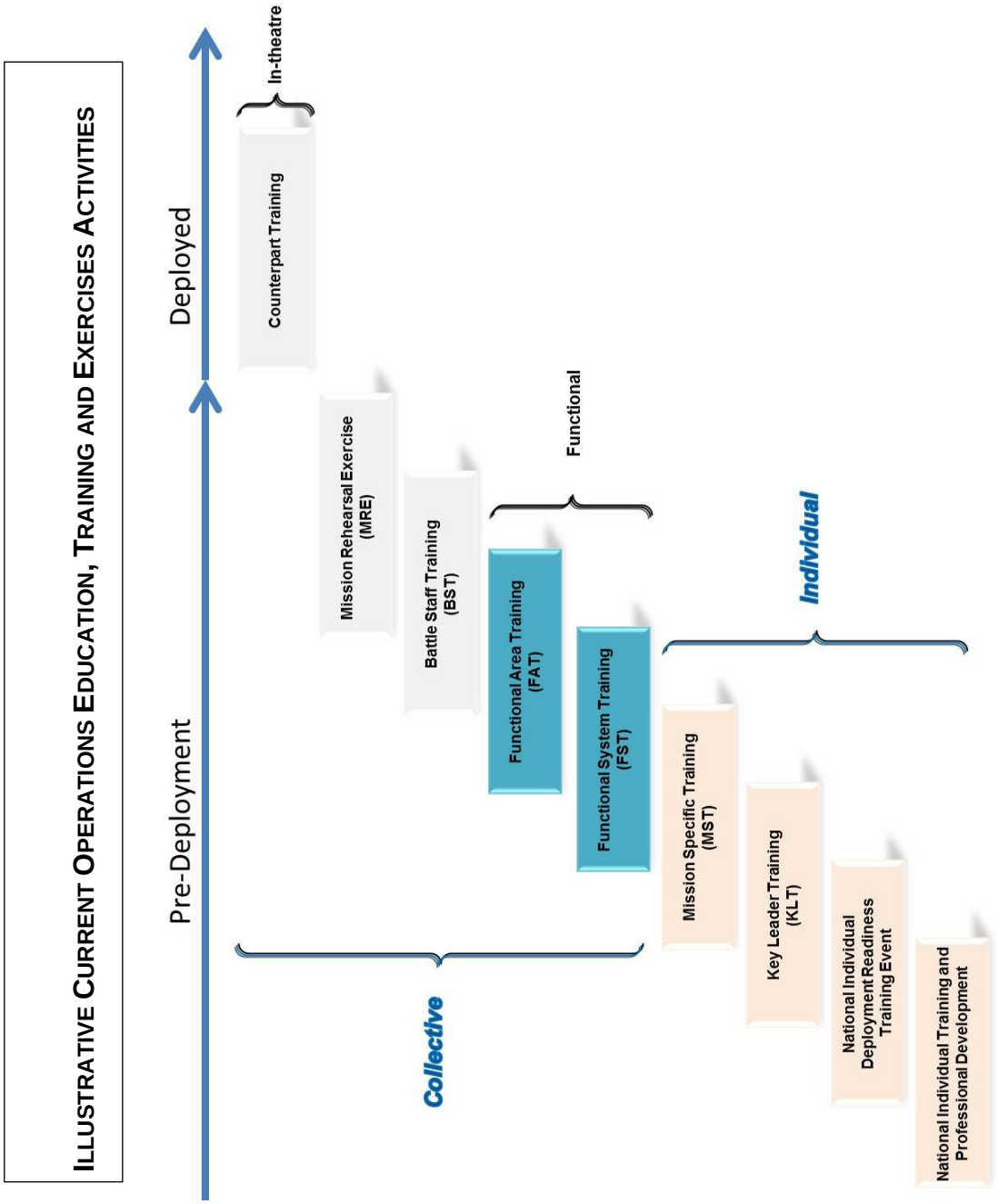
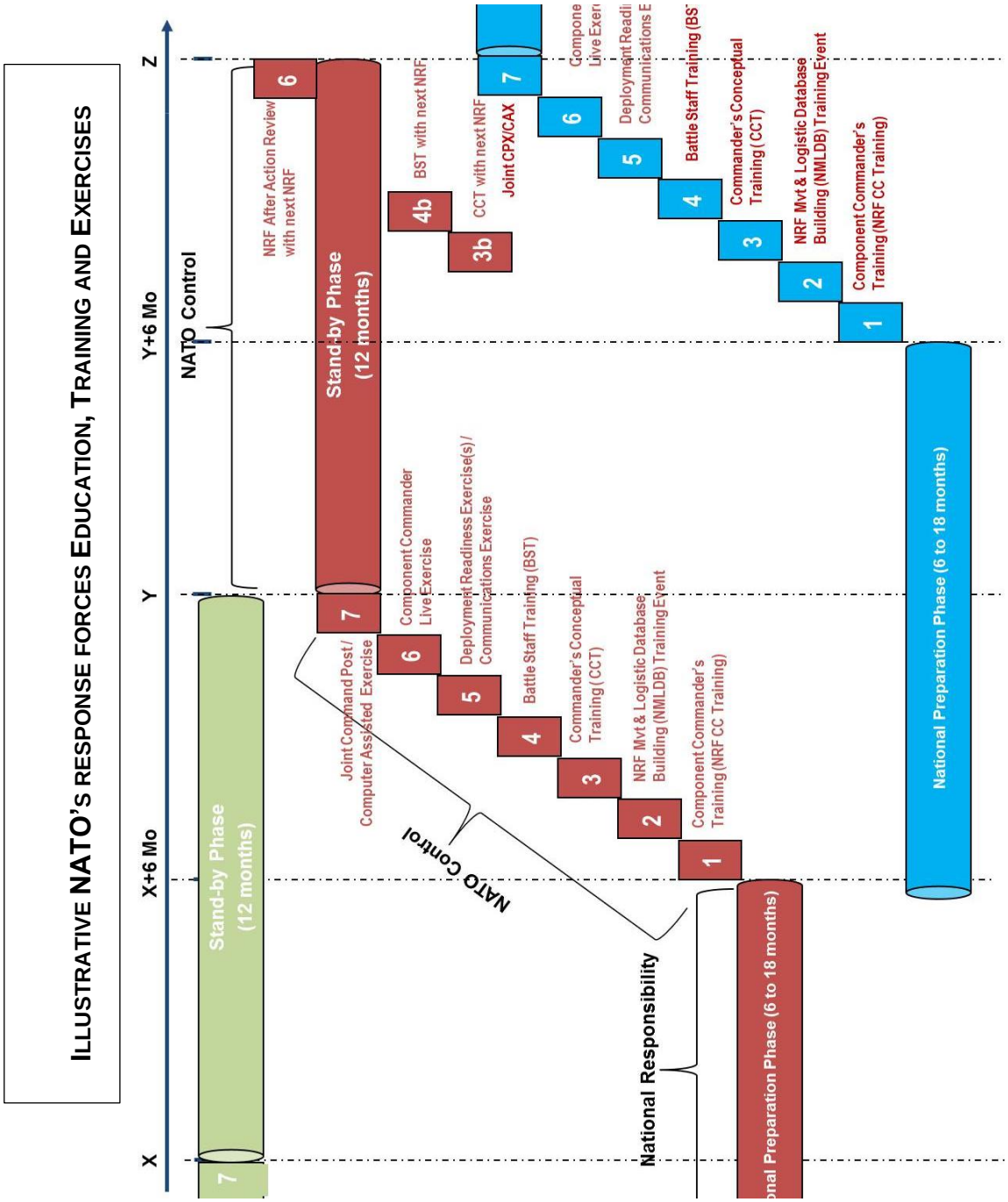
2. PO(2014)0308, Framework Nations Concept, 14 May 2014.
3. MC 0583 (Final), MC Policy for NATO Concept Development and Experimentation, 4 October 2010.
4. MC 0685 (Military Decision) (INV) – Final Decision on MC 0685- Military Committee Policy for Centres of Excellence, 4 December 2019.
5. MC 334/2, NATO Principles and Policies for Host Nation Support, dated 19 January 2005
6. NATO Term on classified network website: http://natoterm.hq.nato.int/
7. NATO Term on unclassified network website: https://nso.nato.int/natoterm/

ANNEX C TO
Bi-SCD 075-002
DATED 12 JUN 23

ILLUSTRATIVE CONNECTIONS OF THE INDIVIDUAL WITH THE COLLECTIVE




ILLUSTRATIVE NATO'S RESPONSE FORCES EDUCATION, TRAINING AND EXERCISES
Z
Y+6 Mo
Y
X+6 Mo
X
NATO Control
NRF After Action Review with next NRF
6
Stand-by Phase (12 months)
7
BST with next NRF
4b
CCT with next NRF
Joint CPX/CAX
3b
7
6
5
4
3
2
1
Battle Staff Training (BS
Commander's Conceptual Training (CCT)
NRF Mvt & Logistic Database Building (NMLDB) Training Event
Component Commander's Training (NRF CC Training)
National Preparation Phase (6 to 18 months)
Component Commander Live Exercise
Deployment Readiness Exercise(s) / Communications Exercise
Battle Staff Training (BST)
Commander's Conceptual Training (CCT)
NRF Mvt & Logistic Database Building (NMLDB) Training Event
Component Commander's Training (NRF CC Training)
Joint Command Post / Computer Assisted Exercise
NATO Control
National Responsibility
Stand-by Phase (12 months)
7
National Preparation Phase (6 to 18 months)

ANNEX D TO
Bi-SCD 075-002
DATED 12 JUN 23

GUIDE TO DETERMINE IF EDUCATION AND TRAINING REQUIREMENTS ARE NATO-SPECIFIC EDUCATION AND TRAINING REQUIREMENTS

NATO PERFORMANCE GAP - STATEMENT OF CAPABILITY DEFICIENCY

1. As one of the three components of Global Programming, the Development Methodology is used to identify, define and manage NATOs specific E&T requirements and the solutions satisfying those requirements. NATO-specific E&T requirements are identified and refined during subsequent steps in the Development Methodology and this leads to the definition and delivery of individual and collective E&T solutions.

2. A key element in Global Programming is the recognition of an E&T requirement as a NATO-specific E&T Requirement. In support of this, the directive provides the following definition of a NATO-specific E&T requirement:

> *NATO E&T requirements are education, training and exercising required to ensure, or to otherwise validate, that NCS HQs, NFS HQs and other structures and assets made available to NATO can effectively command or control NATO-led operations and missions. This includes NATO-specific education and individual training required by military personnel provided to those HQs and NATO bodies. An individual NATO-specific requirement is the expression of the performance gap between an individual working in the NCS/NFS environment and an individual educated and trained to work in a similar national environment.*

3. Although this definition clearly explains what a NATO-specific E&T requirement is, when one, especially the Requirements Authority (RA), is confronted with an E&T requirement it may be difficult to decide if it is, or not, a NATO-specific E&T requirement. This following guide is provided to support decision-making.

QUESTION 1: IS IT AN E&T REQUIREMENT?

4. Although it may be expressed as an NATO-specific E&T requirement, you should keep in mind that E&T is just one potential solution for eliminating the multiple of causes of a performance gap. The performance gap is the difference between the actual and the desired performance. The figure below illustrates a model to support the analysis of a performance gap as this is based on capability development considerations and causal factors. Why do you think that E&T is the solution to your problem or gap?

5. If HQ SACT/JFD[209] decides that E&T is not part of the solution, the performance gap must be solved through another approach (non-instructional intervention). If on the other hand, it is determined that the performance gap is caused – inter alia – by an E&T shortfall,

[209] When an individual or group within NATO detects a performance gap possibly related to E&T, HQ SAC/JFD is the preferred entry point. HQ SACT/JFD shall study the request, together with the RA considered the operational expert in the discipline representing the end user, and decide on the way ahead.

this gap shall lead to the identification of a (new) NATO-specific E&T requirement. Both Figures D-1 and D-2 provide visuals of ways to look at potential gaps.

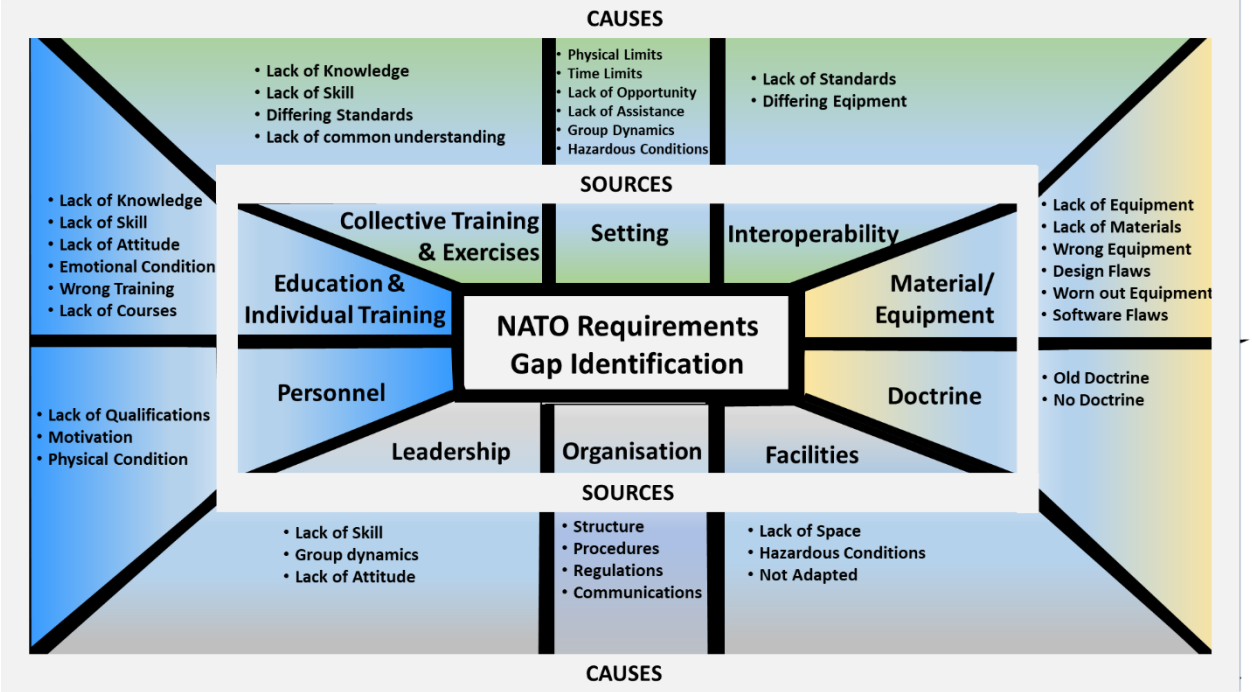


Figure D-1: Illustration #1 of Possible Causes of a Performance Gap

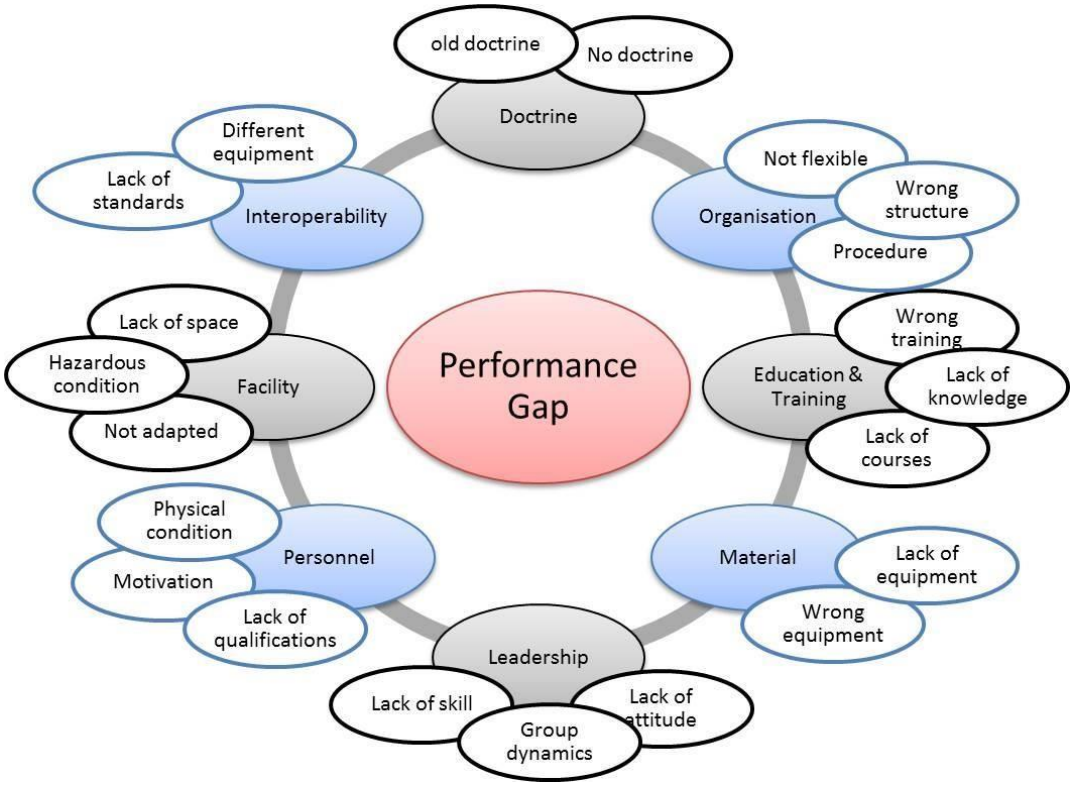


Figure D-2: Illustration #2 of Possible Causes of a Performance Gap

QUESTION 2: IS IT A NATO-SPECIFIC E&T REQUIREMENT?

6. Once decided that there is a valid E&T requirement, the next question is 'Is it a NATO-specific E&T requirement?' This decision must be based on the definition mentioned above. However, there shall always be an assessment of the value of different elements supporting a decision. In order to answer this question the following elements should be considered and assessed:

a. Indicators suggesting that requirement MIGHT BE a NATO-specific E&T requirement, but need to be checked against the definition to make sure:

(1) The reference is a NCS directive (e.g., Bi-SC Directive, ACO Directive).

(2) The reference is a NATO document (e.g., a Standardization Agreement (STANAG), a NATO doctrine, a MC document). However, this kind of documents may standardize purely national elements, albeit in a NATO format.

(3) The process involves the NCS.

(4) The E&T requirement concerns a NCS task, potentially captured in the NATO Task List.

(5) The E&T requirement concerns material, software, etc. only used in/by the NCS.

(6) The E&T requirement concerns Command and Control of NATO Forces.

(7) Positions within the NCS/NFS are identifiable as the Target Audience.

(8) The E&IT solution shall become part of the Job Description (JD) either as essential or desirable course for NATO positions; PEAs have the authority to update NATO JDs. It is the responsibility of the RA to submit changes (specifically adding/removing essential and/or desirable solutions/courses) to the PEA.

(9) The potential Target Audience is NATO personnel only.

b. Indicators suggesting that the requirement is NOT a NATO-specific E&T requirement (Red Flags):

(1) The potential Target Audience are soldiers, tactical teams, crews, etc.

(2) The references are national documents.

(3) The requirement is based on non-NATO approved terminology and doctrine.

(4) The E&T requirement concerns only peculiar internal processes, administration, procedures of staff directions of one NCS/NFS HQ. This E&T requirement should find a solution through the internal E&T of that HQ/entity.

c. The following elements are not right to motivate a decision to accept a requirement as a NATO-specific E&T requirement:

(1) A need to standardize.

(2) A national issue explained to NATO commanders for their awareness.

(3) The existence of a course.

7. Once identified as a new NATO-specific E&T requirement, the following actions must be checked off:

a. The RA confirmation as a NATO-specific E&T requirement.

b. The incorporation of the NATO-specific E&T requirement in an update of the TRA report.

c. The update of the list of requirements during the Annual Discipline Conference (ADC).

QUESTION 3a: WHAT NEXT WHEN AN E&T GAP IS IDENTIFIED?

8. Once decided that there is a NATO-specific E&T requirement, the next step is to investigate if there is not already a solution out there. Before designing a new solution, the Department Head (DH) shall look for existing solutions that might satisfy the newly identified NATO-specific E&T requirement.

QUESTION 3b: WHAT IF IT IS NOT A NATO E&T REQUIREMENT?

9. Many of the claimed E&T requirements are likely to be no NATO E&T requirements.

10. There is nothing wrong with an E&T requirement that is NOT acknowledged as a NATO-specfic E&T requirement. Many requirements shall find their origin in the capability development within the Alliance, supposedly based on NATO Defence Planning Process (NDPP). Nations may do it by the means of pooling and sharing of ETFs. That's encouraged. These E&T requirement are very important for NATO's capabilities, a NATO member, or a NATO partner, but closing an identified gap created by such a requirement is a responsibility of the nations.

Example 1: The link between an E&T requirement and a NATO E&T requirement

Executing logistics is a necessity for NATO, but it is primarily a national responsibility to do so. Educating and training a soldier to become a logistician is entirely a national responsibility.

However, an E&T training gap for the NATO part of logistics is an issue that should find a solution through Global Programming. The solution shall turn a nationally educated and trained logistician into a NATO logistician. Of course, this E&T solution is only one of the

means (e.g., experience, national E&T) available to nations to provide the NCS with fully capable NATO logisticians.

Example 2: Is it a NATO-specific E&T requirement?

Task possibly leading to a NATO-specific E&T requirement	**NATO-specific E&T requirement?**
To camouflage equipment	No
To set up a combat train	No
To design a national cyber defence system	No
To use TOPFAS in support of NATO operational planning	Yes
To command and control Joint Force Air assets	Yes
To plan a NATO Crisis Response Operation	Yes

ANNEX E TO
Bi-SCD 075-002
DATED 12 JUN 23

DISCIPLINE PERFORMANCE GAP IDENTIFICATION

NATO PERFORMANCE GAP – STATEMENT OF CAPABILIITY DEFICIENCY

1. The following is used to identify a potential NATO-specific E&T requirement. This requirement may be captured within one or more existing discipline or potentially a new NATO E&T discipline. A summary describing the need for E&T is submitted to DCOS JFD and, at a minimum, consists of:

a. **Identification of the Problem**. What is the performance related problem or assumed gap in a function or operational capability.

b. **Audience**. A description of the intended audience which may require additional skills and knowledge in order to become more proficient and resolve the problem.

c. **Task List**. What is it that the audience must be capable of doing in order to resolve the problem? Identify the tasks and, if desired, link the supporting skills and knowledge that support the task and are required in order to resolve the performance gap.

PROCESS

2. The following three steps assist in capturing a NATO Performance Gap:

a. **Step One: Performance Analysis** - Identify desired performance level. Begin by clearly identifying the problem or assumed gap in a function or operational capability. What can't be done that needs to be? At this point focus on individuals and their contribution to achieve a desirable/essential outcome a task/activity. Consider, who is the audience in question? Note: In situations where a new capability is being introduced, identify the desired effects to be achieved as a result of this change and identify what individuals should be doing to achieve the desired effects. Consider:

(1) **Research**: A review of related or governing directives:

(a) Are there clear performance standards or a list of duties, tasks or expectations available?

(b) Are there established (or new) procedures identified which are associated with the desired effects? Are individual required to do something new that they were not required to do previously?

(2) **Define**: Analyse the current level of job performance of the identified audience and list the broad tasks to achieve desired effects. Determine what success at the collective level is when all is working as intended.

(3) **Consult**: Seek, as necessary, other stakeholder input when identifying the tasks elements. Consider: Commanders, supervisors, mission planners, subject matter experts including contractors.

(4) **Compile**: Create an initial task list by grouping the related sub-tasks and elements together. Verify that this is a realistic expectation for the identified audience (with the appropriate leadership). At this point, it may also be possible to identify supporting skills and knowledge for each of the broader task areas (this is not essential).

b. **Step Two: Cause Analysis** - Identify current performance level. For an existing function (or capability) focus on the identified audience and gather data concerning their current performance. Consider:

(1) **Conduct audience analysis:**

(a) Do individuals know their job?

(b) Do individuals know how to do their job tasks?

(c) What do individuals perceive as the barriers preventing effective performance?

(d) Are they aware of any support information to assist with performance (example: procedures manuals)?

(e) What training was previously provided?

(f) Do individuals have any prior experience in the area being assessed?

(g) Are there positive or negative perceptions of the job among the individuals (this could influence motivation).

(2) **Assess collective performance:**

(a) Does individual performance contribute to collective success? A collective task. Note: if there is no collective task there is no training problem.

(b) Do individuals understand how their actions contribute to overall team or collective success?

(c) Are there gaps in collective success that stem from the interdependence of individuals: team performance?

c. **Step Three: Solution Identification**: Analyse gap and determine causes:

(1) **Identify probable cause(s)**. Generate possible performance gap causes for each major task grouping. Consider:

(a) Equipment related problems.

(b) Organizational supports such as a lack of policies and standard operating procedures.

(c) Environment, or setting, related issues.

(2) Any issues that are attributable to individuals: a lack of skills, knowledge and/or proper attitude

(3) **Identify the portion of the gap** that involves a lack of skill or knowledge and determine if E&IT is required.

ANNEX F TO
Bi-SCD 075-002
DATED 12 JUN 23

COORDINATION AND RESPONSIBILITIES MATRIX

Element	Step	E&T Solution Providers	RA	DH	HQ SACT DCOS JFD	SHAPE ACOS J7	MC/NAC	Output
Governance Structure	Establish Requirements Authority	-	-	-	Informed	Propose	-	RA Appointment Letter by SACEUR
	Establish Department Head	-	Inform	Volunteer	Appoint	Informed	Endorse/ Approve	DH Appointment Letter by DCOS JFD, approved by COS HQ SACT
Development Methodology[i]	Requirements Identification	-	Collect & Approve	Inform	Support	Support	-	Prioritised definitions of requirements.
	Strategic Training Plan	-	Support[ii]	Support	Lead[iii]	Agree	Endorse/ Approve	STP: An adaptive and flexible plan to unite and synchronise training efforts.
	Training Requirements Analysis	-	Support	Support	Lead & Approve	-	-	TRA Report: An overview of the discipline's requirements and solutions, including recommended solutions for identified gaps and redundancies.

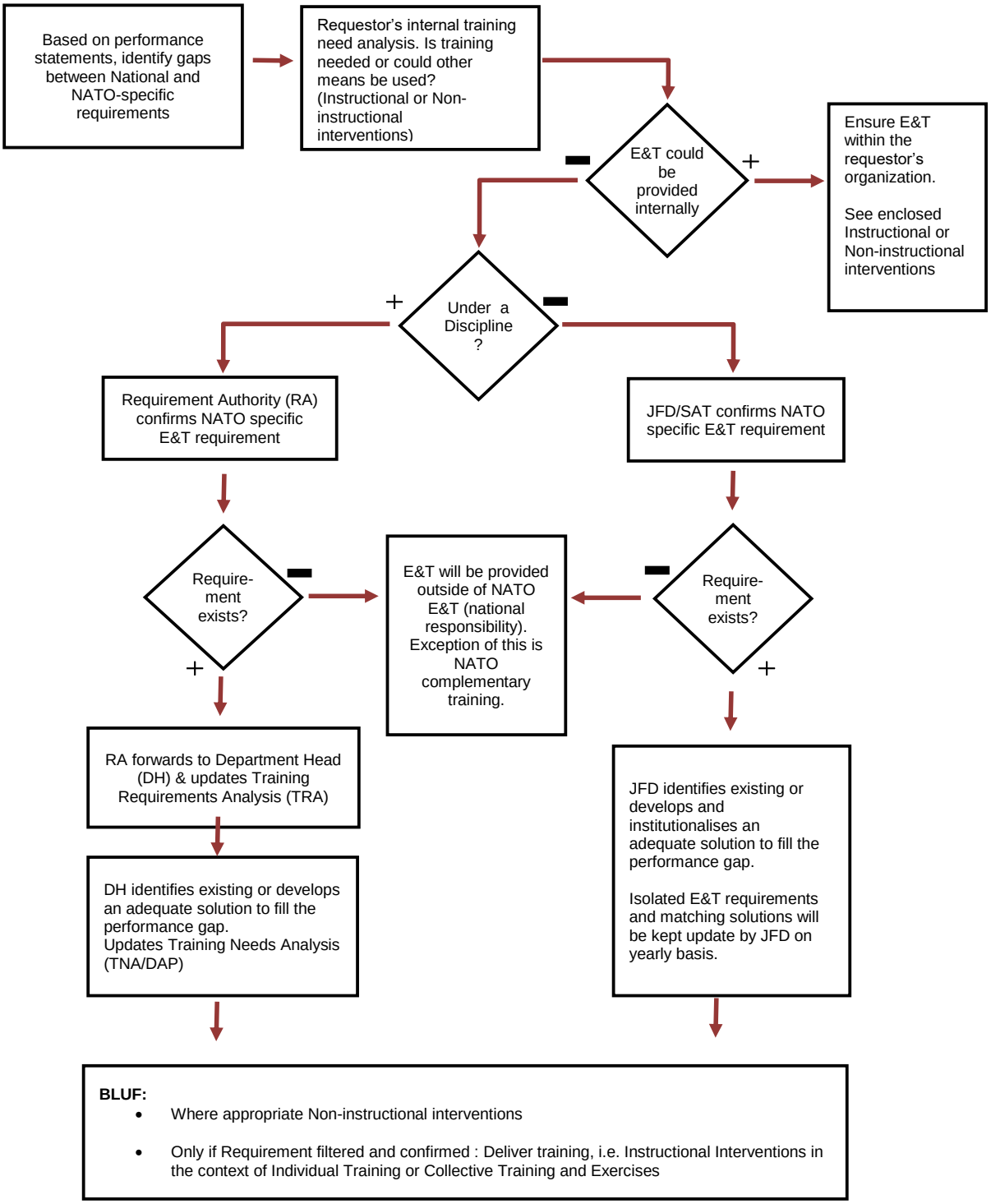
[i] The Special Operations and Nuclear Operations disciplines do not follow this matrix. Details on the responsibilities are found in the respective STPs.
[ii] Lead the development of the requirement, give direction and guidance on the desired end state to initiate, and support the STP production by HQ SACT.
[iii] The STP is produced in Bi-SC format, with the RA in support of the process with the development of the requirements, and recommend to the MC for endorsement.

Element	Step	E&T Solution Providers	RA	DH	HQ SACT DCOS JFD	SHAPE ACOS J7	MC/NAC	Output
Development Methodology (continued)	Training Needs Analysis							Defines learning and enabling objectives required to eliminate performance gaps, and systematically delivers an E&T solution
	-Education & Individual Training	-	Inform	Lead	Approve	-	-	E&T opportunity
	-Collective Training (led by the Commander)	-	Support on invitation	Support on invitation	-	-	-	Training Inject
	-Exercises (led by the OSE)	-	Demand	Support the demand	-	-	-	Exercise Programming
	-Exercises (led by the OCE)	-	Inform	Support	-	-	-	Contribution to Exercise Planning and Conduct
	Annual Discipline Conference	Support	Support	Lead	Support & Approve	-	-	DAP: Reflects the main developments and achievements. It outlines the way ahead and serves as a coordination tool within the community of interest.

Element	Step	E&T Solution Providers	RA	DH	HQ SACT DCOS JFD	SHAPE ACOS J7	MC/NAC	Output
Production Planning Process	Individual Training & Education Planning Board	Support on Invitation	Support on Invitation	Support on Invitation	Lead	Support	-	(Individual Training & Education Programme (ITEP)
	Military Training and Exercise Programme Planning Boards	Support on Invitation	Support on Invitation	Support on Invitation	Support	Lead	-	Military Training and Exercise Programme (MTEP)
Quality Assurance	Institutional Accreditation	Volunteer	-	-	Lead	-	-	Accreditation of ETF
	Course Certification	Load CCDs in ETOC	Support	Support	Lead	-	-	Course Certification
Governance Activities	Requirements Authority Steering Board	-	Support	-	Informed	Support	-	Record of Decision that provides guidance to the disciplines
	Annual Discipline Forum	Support on Invitation	Support on Invitation	Support on Invitation	Co-Lead & Coordinate	Co-Lead	-	List of action items related to synchronized E&T annual processes, and coordinated work of RAs, DHs and ETFs for CT and IT activities
	NATO IT&E Conference	Support on Invitation	Support on Invitation	Support on Invitation	Lead	Support on Invitation	-	Discussion of NATO priorities on NATO E&IT; synchronization/cooperation with Nations to align NATO's

ANNEX G TO
Bi-SCD 075-002
DATED 12 JUN 23

EMERGING REQUIREMENT – DETERMINE AN ITEM FOR EDUCATION AND TRAINING



ANNEX H TO
Bi-SCD 075-002
DATED 12 JUN 23

GLOBAL PROGRAMMING OUTPUT PRODUCT TEMPLATES

1. Various Global Progamming activities result in output products used by the respective discipline in order to manage the requirements and E&T solutions.

2. This annex contains three appendices and presents the templates for the following Global Programming documents:

a. Appendix 1 to Annex F: Strategic Training Plan Template.

b. Appendix 2 to Annex F: Training Requirements Analysis Report Template.

c. Appendix 3 to Annex F: Discipline Alignment Plan Template.

APPENDICES:

1. Strategic Training Plan Template
2. Training Requirements Analysis Report Template
3. Discipline Alignment Plan Template

APPENDIX 1 TO
ANNEX H TO
Bi-SCD 075-002
DATED 12 JUN 23

STRATEGIC TRAINING PLAN TEMPLATE

NORTH ATLANTIC TREATY ORGANIZATION

Supreme Allied Commander,
Europe
B-7010 SHAPE
Belgium

Supreme Allied Commander,
Transformation
Norfolk, Virginia 23551-2490
United States of America

NATO

(insert DISCIPLINE NAME)

STRATEGIC TRAINING PLAN

(STP name or acronym)

References:

BACKGROUND

1.

AIM

2. The aim of this (insert Discipline name) STP is to:

a.

SCOPE

3.

APLICATION OF EDUCATION AND TRAINING GUIDING PRINCIPLES

4.

5. Education and Individual Training (E&IT).

6. Collective Training and Exercises (CT&E).

INITIAL REQUIREMENTS IDENTIFICATION

7.

8. Political-Military level

a. Purpose:

(1) (or by Current Operations, Future Operations, National Capacity?)

b. E&T Requirements:

(1)

9. Strategic level

a. Purpose:

(1)

b. NATO-specific E&T Requirements:

(1)

10. Operational Level

a. Purpose:

(1)

b. NATO-specific E&T Requirements

(1)

11. National Tactical Level Contributions to NATO Operations.

12. Specialist E&T.

GLOBAL PROGRAMMING

13. Global Programming.

14. Global Programming Governance Structure.

a. HQ SACT Deputy Chief of Staff (DCOS) JFD.

b. Requirements Authority (RA).

c. Department Head (DH).

d. E&T Solution Providers.

15. Development Methodology.

a. Requirements Identification.

b. Training Requirements Analysis (TRA).

c. Training Needs Analysis (TNA).

d. Annual Discipline Conference (ADC).

16. Production Planning.

EDUCATION AND INDIVIDUAL TRAINING

17.

COLLECTIVE TRAINING AND EXERCISES

18.

PROGRAMME EVALUATION

19. Use of Best Practises.

20. Incorporating Lessons Identified/Lessons Learned.

PLANNED SEQUENCE OF TRAINING DEVELOPMENT

21. (*Year*).

22. (*Year*).

23. (*Year*) and beyond.

SUPPORTING EFFORTS

24. NATO Education and Training Facilities **(**NETF).

25. NATO Accredited Centres of Excellence (COE).

26. Partnership Training and Education Centres **(**PTEC).

27. (Multi) National Training Institutions (NTI).

ANNEXES:

A. Reference List.
B. Acronyms.
C. (insert Discipline title) Strategic Training Plan - Tasks and Responsibilities.
D. (additional as necessary)

ANNEX A TO
ENCLOSURE 1 TO
SH/SEM/JTE/DC/XXXX
ACT/JFD/ETPP/TT- XXXX /
DATED 2023 JUN 06

REFERENCE LIST

(examples)

A. MCM-0308-2021, 2022 Bi-SC Comprehensive List of Disciplines, dated 14 April 2022.
B. MC 0458/4, NATO Education, Training, Exercise and Evaluation (ETEE) Policy, dated 03 January 2023.
C. Bi-SC Directive 075-002, Education and Training (E&T) Directive, dated 06 September 2016.
D. Bi-SC Directive 075-007, Education and Individual Training (E&IT) Directive, dated 10 September 2015.
E. SH/PLANS/J7/PLL/KAM/18-000658, SACEUR's Annual Guidance on Education, Training, Exercises and Evaluation 2020 (SAGE 20), dated 10 Aug 2018.
F. AC/335-D(2022)0090 (INV), ETEE Common Funding Policy, Report by the Resource Policy and Planning Board, dated 07 December 2022.
G. AC/322-N(2011)0130, Guidance on the Marking of NATO Information, dated July 2011.
H. C-M(2011)0043, NATO Records Policy, dated 28 June 2011.
I. C-M(2009)0021, Policy on Retention and Disposition of NATO Information, dated 06 February 2009.
J. SH/SDP/J7/FPR/TRR/LN/22-009463/1, The Collective Training and Exercises (CT&E) Directive 2024, dated March 2022.
K. (*Reference for RA Appointment Letter*).
L. (*Reference for DH Appointment Letter*).

ANNEX B TO
ENCLOSURE 1 TO
SH/SEM/JTE/DC/XXXX
ACT/JFD/ETPP/TT- XXXX /
DATED 2023 JUN 06

ACRONYMS

ACO	Allied Command Operations
ACT	Allied Command Transformation
ADC	Annual Discipline Conference
Bi-SC	Bi-Strategic Command
CE	Crisis Establishment
COE	Centre of Excellence
COI	Community of Interest
CPD	COE Programme Development
CT&E	Collective Training and Exercises
DAP	Discipline Alignment Plan
DCOS	Deputy Chief of Staff
DH	Department Head
E&IT	Education and Individual Training
E&T	Education and Training
ETEE	Education, Training, Exercises and Evaluation
ETOC	Education and Training Opportunities Catalogue
HQ SACT	Headquarters Supreme Allied Commander Transformation
ITEP	Individual Training and Education Programme
JFD	Joint Force Development
MC	Military Committee
MTEP	Military Training and Exercise Programme
NAC	North Atlantic Council
NCS	NATO Command Structure
NETF	NATO Education and Training Facility
NFS	NATO Force Structure
NGO	Non-Governmental Organization
NNE	Non-NATO Entities
NTI	National Training Institutions
PE	Peacetime Establishment
POLMIL	Political Military
PPP	Production Planning Process
PTEC	Partnership Training and Education Centre
RA	Requirements Authority
SACEUR	Supreme Allied Commander Europe
SACT	Supreme Allied Commander Transformation
SAGE	SACEUR’s Guidance on ETEE
SC	Strategic Command
SHAPE	Supreme Headquarters Allied Powers Europe
SOP	Standard Operating Procedures
SOI	Standard Operating Instructions
STP	Strategic Training Plan
TNA	Training Needs Analysis

TRA	Training Requirements Analysis
WG	Working Group

ANNEX C TO
ENCLOSURE 1 TO
SH/SEM/JTE/DC/XXXX
ACT/JFD/ETPP/TT- XXXX
DATED 2023 JUN 06

NATO (insert Discipline title) **DISCIPLINE - TASKS AND RESPONSIBILITIES**

NATO (insert Discipline title) **DISCIPLINE - TASKS AND RESPONSIBILITIES**						
	Action	**Led by**	**Supported by**	**Start date**	**Due by**	**Remarks**
1	Strategic Training Plan (STP)	HQ SACT DCOS JFD	Bi-SC	XX Mon Yr	TBD	STP: An adaptive and flexible plan to unite and synchronise training efforts. Approved by the MC.
2	Training Requirements Analysis (TRA)	HQ SACT DCOS JFD	RA HQ SACT DH NETFs	TBD	TBD	Process of TRA already started (working documents already exist). This event triggers requirements analysis, solution analysis and reveals gaps and potential duplication of effort.
3	Training Needs Analyses (TNA)	DH	RA HQ SACT NETFs	TBD	TBD	Defines learning, training and exercise objectives required to eliminate performance gaps, and systematically delivers an E&T opportunity leading to an E&T solution.
4	Organization of an JT&F Annual Discipline Conference (ADC)	DH	RA HQ SACT SHAPE	TBD	TBD	The Discipline Alignment Plan (DAP) reflects the main developments and achievements, outlines the way ahead and serves as a coordination tool within the community of interest.
5	Sustainment of proficiency and implementation of changes	All	All	Permanent	Permanent	

APPENDIX 2 TO
ANNEX H TO
BI-SCD 075-002
DATED 06 JUN 23

TRAINING REQUIREMENTS ANALYSIS REPORT TEMPLATE

20XX TRAINING REQUIREMENTS ANALYSIS FOR THE XXXX DISCIPLINE

Reference(s):

1. **General.**

   a. Background (What, when)

   b. Other Information

   c. Functional Areas within Discipline

   d. List Of Participants

2. **Governance Structure.** *(Entity and Roles)*

   a. Requirements Authority (RA).

   b. Department Head (DH).

   c. HQ SACT DCOS Joint Force Development (JFD).

   d. E&T solution providers

3. **Aim.** The aim of the NATO (Discipline title) TRA was to…*identify training gaps, potential duplications and redundancies through an analysis of the NATO (Discipline title) related target audience and existing E&T opportunities.*

4. **Purpose.** The purpose of the NATO XXXX TRA is to …*collect and share information on validated NATO-specific E&T requirements and E&T opportunities across all NATO (Discipline title) E&T activities, in order to provide a holistic training landscape. The analysis and the overview provide a more comprehensive solution on how to structure NATO E&T over the long term.*

5. **Objectives.** JFD DCOS, the RA and the DH agreed on a list of specific objectives for the NATO (Discipline title) TRA:

   a.

6. **Methodology.**

   a. *E.g. method(s), location(s), attendees, functional areas*

7. **Results.**

8. **Findings.** *(by functional area)*

a.

9. **Recommendations.** The following is a list of agreed-upon recommendations in order to provide a more comprehensive view to structure NATO (Discipline title) E&T in the long term:

a.

10. **Priority Work.**

a.

11. **Other areas for further work (no Train decisions).**

a. *E.g. job descriptions*

12. **Miscellaneous (Optional)**

a.

13. **DCOS JFD TRA POC:** *(rank, first and last name, nation & affiliation, email address)*

14. **DCOS JFD Discipline POC:** *(rank, first and last name, nation & affiliation, email address)*

FOR THE SUPREME ALLIED COMMANDER TRANSFORMATION

(Signature block)

ANNEXES:

DISTRIBUTION:

External-

Action:

Information:

Internal-

Action:

Information:

APPENDIX 3 TO
ANNEX H TO
Bi-SCD 075-002
DATED 06 JUN 23

DISCIPLINE ALIGNMENT PLAN TEMPLATE

Background

1. As stated in the Department Head (DH) Appointment Letter and the Bi-SCD 075-002, the DH leads and conducts the Annual Discipline Conference (ADC) in support of the DH function and under JFD purview. The ADC closes the loop of the E&T development and aims for the participation of the community of interest (JFD, RA, NFS, NCS HQ's, national Subject Matter Experts (SME), E&T institutions and affiliated organizations.

2. The purpose of ADC's, Discipline Alignment Plan (DAP), is to capture the main achievements and the way ahead in the development and enhancement of the discipline. It also serves as a request of the DH for assistance and as a coordination tool within the community of interest. To the extent possible, this plan should highlight contributions by Partners implementing the concerned discipline Education and Training.

Template

3. This template provides structure for writing the DAP. There is no need to strictly adhere to the template but the main topics must be addressed. The latest version of the template can be found on the TRANSNET NATO ETEE site: https://ete.transnet.act.nato.int/ (registration is needed). Within the Background section, the aim and description of the efforts undertaken since the last ADC should be summarised.

20XX DISCIPLINE ALIGNMENT PLAN FOR THE XXXXXXXX DISCIPLINE

1. **Background.**

   a. General information.

   b. A list of documents related to the discipline can be found in Annex A.

   c. A list of invited and actual ADC participants can be found in Annex B.

   d. Any additional information.

2. **ADC Purpose.** In line with the Global Programming's annual battle rhythm, the XXXX DH convened the ADC to review the current and previous year's performances, and analyse and determine the changes in requirements (e.g. SACEUR's Guidance on ETEE, SHAPE Annual CT&E Directive, RASB decisions) and the training to meet the following year's NATO demands. In specific terms, the DH leads:

   a. The review of the XXXX Training Requirement Analysis (TRA) (Reference XXXX) and previous year's NATO XXX Discipline E&T Programme.

   b. The analysis of the XXXX Requirements Review as specified by the Requirement Authority (RA).

   c. The revision and synchronization of the NATO E&T opportunities, recognize gaps and propose solutions.

3. **Aim.** The aim of the NATO XXXXX DAP is to provide a status of the discipline as well as a summary of the main developments, achievements, a way forward. In addition, this document also serves as the after-action report for the ADC.

4. **Points of Contacts.** The following POCs are in place until the next ADC:

Global Programming Function	Organization	Rank - Name	Work Telephone - Email
DH			
RA			
JFD POC	HQ SACT DCOS JFD		

5. **Current Status of the XXXXXXX Discipline.**

   a. Main Developments and Achievements.

b. Strategic Training Plan (STP).

c. Training Requirements Analysis (TRA).

d. Training Needs Analyses (TNAs).

e. Courses design, development and review.

f. Certification of courses.

g. QA Institutional accreditations.

(1) The following institutions providing specialized and non-specialized courses in support of the NATO XXXX E&T successfully completed the NATO institutional accreditation process and obtained the NATO Quality Assurance (QA) Certificate:

Institution	Country	Type of Accreditation	Accreditation Valid Through

Fig 1 List of NATO-Accredited ETF

(2) The following institutions providing specialized and non-specialized courses in support of the NATO XXXX E&T announced their intention to request NATO QA Accreditation:

Institution	Country

Fig 2 List of Institutions desiring QA Accreditation

h. Contributing Partners.

i. Cooperation with other NATO disciplines.

6. **Review of the NATO-specific E&T Requirements.**

a. Requirements Authority overall guidance.

b. E&T priorities.

7. **Individual Training** (IT)**.**

a. Impact of changes for E&IT.

b. Assessment of the proposed ways to close gaps *(the summary can be found in Annex D).*

c. Assessment of the proposed ways to reduce redundancies.

d. Assessment to expand options *(or alternatively address gaps found during TRA)*.

e. Improvements and good practises.

f. Deficiencies.

g. Risks and Issues *(the summary can be found in Annex G)*

8. **Collective Training** (CT)**.**

a. Impact of changes for collective training.

b. Assessment of the proposed ways to close gaps *(the summary can be found in Annex D).*

c. Improvements and good practises.

9. **Exercises.**

a. Impact of changes for exercises.

b. Assessment of the proposed ways to close gaps *(the summary can be found in Annex D).*

c. Improvements and good practises.

10. **Way Ahead**

a. Recommendations. The following recommendations identified at the ADC should be taken into account:

b. Coordinating and Supporting Efforts.

c. Prioritization of efforts to complete the E&T Programme.

d. An overview of all Actions from this ADC can be found in Annex E.

11. **Points for Requirements Authority Steering Board (RASB) Consideration.** *(Optional)* Nothing significant to report OR Recommend the RA raise the following Risks and Issues to the RASB for guidance:

12. **Next ADC**.

13. **Summary.** (Optional)

ANNEXES:

Annex A References

Annex B Invited and Actual ADC Participants

Annex C NATO Education and Training Programme for XXXX Discipline

Annex D Summary of Principal Measures to Close E&T Gaps

Annex E Discipline Plan of Action

Annex F Department Head's Recommendation on the Certification of XXXX Courses

Annex G Risk Assessment Template – Ability to Deliver Training Solutions to Meet XXXX Requirements

Drafted by: _____*//Signature//*_____

DH, First Name Last Name

Reviewed and staffed by: _____*//Signature//*_____

Discipline POC, First Name Last Name

ANNEX A TO
XXXX DAP 20XX
DATED: XXXXX

REFERENCES

(Note: Insert DAP references here)

INVITED AND ACTUAL ADC PARTICIPANTS

Nationality	Rank, Name	Organization	e-mail/ Telephone	Invited/ Actual participant

NATO EDUCATION AND TRAINING PROGRAMME FOR XXXX DISCIPLINE

An E&T Programme looks similar to the TRA Report and in most cases the DH uses the same colour scheme for the E&T solution status. An E&T Programme evolves the TRA Report, and all previous programmes, by providing the up-to-date status of the requirements and solutions.
The Requirements Review is usually captured in an excel spreadsheet that is available to DHs.

Level	Audience	Functional Areas	Task Performance Statements (PSs)	PL	E&IT Existing courses	E&IT Remarks& Options	CT & Existing Exercises	CT Remarks& Options
A. POL/MIL NATO HQ								
					With ETOC code			
B. STRATEGIC LEVEL								
C. OPERATIONAL LEVEL								
D. TACTICAL LEVEL								
E. SPECIALIST LEVEL								

SUMMARY OF PRINCIPAL MEASURES TO CLOSE E&T GAPS

No	E&T GAP	PRINCIPAL MEASURE TO CLOSE GAP	REMARKS
1.			
2.			

ANNEX E TO
XXXX DAP 20XX
DATED: XXXXX

XXXX DISCIPLINE PLAN OF ACTION

Action	Deadline	Lead	Support	Product/Result/Remarks

DEPARTMENT HEAD'S RECOMMENDATION ON THE CERTIFICATION OF XXXX COURSES

1. This annex provides the results of the DH's review of the annual course certification status as stated in Reference XXX (Bi-SC Directive 075-002), para 4-9, which states: "To keep their certification status, certified courses must remain responsive to NATO E&IT requirements and the current information must also remain accessible in the NATO ETOC. These courses are reviewed during the ADC to confirm their continued relevance for NATO E&IT".

2. Review of status (approved, selected or listed) of the NATO XXXX discipline courses (changes highlighted in red):

Course Code	Course Title	Training Institution	Current Status	Recommended Change/Justification

ANNEX I TO
BI-SCD 075-002
DATED 06 JUN 23

TRAINING REQUIREMENTS ANALYSIS CHECKLIST

TRA PHASES	ACTIVITY	TIME	PARTICIPANTS			ACTIVITY / PRODUCTS
			Lead	Mandatory	Optional	
TRA Pre-Meeting	Plan Prepare Execute	4 months out 3 months out 1 month out	JFD	RA DH		-Identify key stakeholders -Determine attendance and time -Determine Procedures -Draft and distribute calling letter
Requirements Collection	Gather relevant requirements	Concurrent with the Pre-Meeting phase	SHAPE ACO		NCS NFS CAPDEV	-Identify requirements, current and emerging
Opportunities Collection	Find E&T existing solutions	Concurrent with the Pre-Meeting phase	JFD	RA DH	ETFs	-Look at solutions in ETOC/MTEP -Investigate alignment of other NATO and Partners training
TRA Workshop	See lists in para 3-36c	1 week duration	JFD	RA DH NCS/NFS SMEs	ETFs	-List of non-training requirements -List of NATO-specific E&T requirements with matched solutions where possible
TRA Report	Prepare for Approval	Within 60 days of workshop	JFD	RA DH		Report approved by DCOS JFD

ANNEX J TO
BI-SCD 075-002
DATED 06 JUN 23

PERFORMANCE PROFICIENCY LEVELS AND KEY WORDS

1. **Basic through to Expert**. Proficiency levels provide a scale which defines a degree of competence ("expertise") required in order to perform principle duties and tasks on the job within NATO. The duties and tasks are used to capture the performance gap while the proficiency level scale determines the depth of knowledge and skill that an E&IT solution is intended to target in order to resolve the performance gap[210]. Key action words are used to describe job performance and the action words are categorized based on broad functional areas. The levels of proficiency are based on a modified version of the generic skill descriptions used to augment NATO Occupation Codes. The levels of proficiency and related generic skill descriptors are as follows

a. Basic Level – Follow.

b. Novice Level – Assist.

c. Independent Level – Employ.

d. Expert Level – Enable/Advisor.

2. **Institutional Leaders**. Enterprise level descriptors, that are indicative of institutional leadership, are not included in the proficiency levels listed above. Institutional leadership positions within NATO are responsible for setting the vision and strategy as well as inspiring and providing overall leadership. Institutional leaders have significant experience and substantial professional military education which prepares them for work within a complex global environment. Institutional leaders shall make the critical decisions which shape and position the organization for future success and this shall also integrate a long-term view. Key Leader Engagement events, conferences, seminars and related senior level planning forums are frequently conducted within NATO in large part to keep a broad audience aware of evolving issues and their implications. These forums, combined with expert and master level briefs, provide institutional leaders with the essential foundation to make informed decisions and achieve institutional leadership. An exception to this comes in the form of formalized foundation training which is provided to a specific a Training Audience supporting an operational mission and/or exercise.

[210] The generic eight skill levels outlined in NATO Occupation Codes – Generic Skill Descriptions have been modified given four levels of proficiency are adequate to identify and define NATO-specific E&T requirements. The eight levels are outlined in Appendix C to NATO Occupational Area Codes, Version 4.0, published 14 December 2007 by NATO C3 Agency.

Job Performance Proficiency Levels - Skill & Knowledge	
100	**Rudimentary Level (Follow)** The level of proficiency required to successfully perform a routine task or series of task elements (e.g, a step in a sequence of actions) in a structured environment with direct supervision. Is expected to seek guidance in unexpected conditions. This requires remembering information including facts, terms, concepts, principles as well as the processes and procedures defining job requirements. **When to apply:** entry level jobs or for activities that are part of the functional job tasks but are peripheral requiring little expertise or independent performance. **Functional Area:** Support, Participate and Contribute.
200	**Novice Level (Assist)** The level of proficiency required to become functional and successfully perform a series of tasks independently with minimal supervision. Uses discretion in resolving problems and may plan and schedule work within short timeframes. This requires interpreting information, constructing meaning and the comprehension of facts, terms, concepts, and principles as well as the processes and procedures essential to enable understanding and accomplishing job requirements. **When to apply:** working in groups or collaborative environments; working where consulting references or experts is readily available. **Functional Area:** Communication, Administrative, Technical and Finance.
300	**Independent Level (Employ, Use)** The level of proficiency required to interpret direction and guidance and successfully plan and complete tasks independently as well as potentially monitoring the work of others. Uses discretion to resolve increasingly more complex problems. This requires the application of concepts, principles processes and procedures in both non-routine (new) and concrete situations as well as executing, implementing and carrying out processes and procedures to satisfy job requirements. **When to apply:** majority of performance is done without supervision. Most jobs are done independently, **Functional Area:** Communication, Administrative, Technical, Finance, Teaching, Creating and Leadership/ Management.
400	**Expert Level (Advise, Foster, and Initiate, Shape and Influence)** The level of proficiency required from training and experience to execute a broad range of complex professional strategic, and organizational and/or technical work activities acquired from leveraging current and prior education, training and practical experience; this includes maintaining an awareness of developing trends within the wider occupational field or across the enterprise, analytical thinking and providing institutional leaders discipline and/or inter-disciplinary related advice. This level requires setting work objectives and assigning task and the ability to deconstruct and integrate concepts, principles and procedures to support reasoning and as well as the application of a systematic approach to solving non-routine and ill-defined problems. It may also involve assessing and evaluting risks and understanding the implications of new concepts, technologies and trends. **When to apply:** Tasks that are custodial so to enable others to do their job. Others consult this expert. For circumstances where the level of risk of poor performance is dire/life threatening. **Functional Area:** Communication, Administrative, Technical, Finance, Teaching, Creating, Research and Leadership/ Management.

ANNEX K TO
BI-SCD 075-002
DATED 06 JUN 23

SELECTING SOLUTIONS TO REQUIREMENTS

1. JD requirements can be met through instructional solutions or resolved using non-instructional interventions.

2. Instructional solutions comprise the following possibilities:

   a. E-learning Solutions[211].

   b. Induction training.

   c. On-the-job training (OJT).

   d. Workshop, discussion.

   e. Residential classroom training.

   f. Distributed Individual Training Courses (also as mobile training solutions).

   g. Functional area training.

   h. Battle staff training.

   i. Collective training.

   j. Exercises.

   k. Senior mentor program.

   l. Web-based tutorials.

   m. Online interactive training[212].

   n. University.

   o. Games and simulation.

   p. Blended learning.

   q. Simulations.

   r. Self-directed learning.

3. Non-instructional interventions recognize that not every problem is a knowledge or skill gap that can or should be resolved with instructional solutions. Non-instructional interventions comprise the following possibilities[213]:

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211 E-learning implies electronic learning conducted via distance or within the classroom.
212 Online learning may be incorporated into E&IT using the ADL platform, thus via distance learning.
213 Sub-paragraphs a-d are often the most effective interventions.

a. Change in organizational structure.

b. Change in job structure.

c. Communication intervention.

d. Documentation intervention.

e. Policy documents.

f. Process re-engineering.

g. Workplace design.

h. Read (Ahead) package.

i. Newcomer package.

j. Clear definition of responsibilities.

k. Coaching[214]/Mentoring[215].

l. Aide-memoires (job aids).

m. Checklists.

n. Electronic performance support system.

o. Knowledge management system.

p. Just-in-time support.

q. Community of practise.

r. Multimedia.

s. Internet and intranet.

t. On-job experience (OJE).

214 Can be effective in particular throughout the induction period and on an ‘as needed’ basis.
215 Can be effective over a longer period of employment and is based on a mentor-mentee relationship.

ANNEX L TO
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DATED 06 JUN 23

COUNTDOWN TO THE ANNUAL DISCIPLINE CONFERENCE

1. Regardless of whether the Annual Discipline Conference (ADC) is face-to-face (F2F) or virtual, communication and collaboration in advance are a key component. Waiting to discuss requirements until the ADC is too late. Communication is a continuous process throughout the year that progresses and builds clarity to finalise at the ADC. An estimate of timelines and action items affecting the administrative preparation for the ADC follows.

Time	Action	F2F Considerations	Virtual Considerations
12 Months out	Schedule next ADC at the current ADC	Location, Dates and possible topics	Date, Time, Multiple Days, Platform
10 Months out (depending when the ADC was scheduled)	DAP from last ADC published (1. DH drafts; 2. Shares with POC and RA; 3. All make adjustments; DH finalises and submits to POC; 5. POC processes with cover letter for JFD approval; and 6. POC posts on TRANSNET)	Staffing takes place via e-mail for majority and via telecom for issues needing clarification	
9 Months out	Update RA requirements for the coming year and check DAP has been published, take initial review of actions. Consult with DH and POC as needed.	See DOTMLPFI(R) table below for sources. Collaborate with the Community of Interest via e-mail Seek support from ACT Discipline POC Meet F2F for review if needed	
6 months out	Core Team (RA, DH, POC), led by the DH, check RA requirements action items (new and revised) and review DAP action items – 1. Check Progress. 2. Assess timeline. 3. Consult as needed.	Provide feedback, seek clarity and refine Meet F2F for review if needed	
2-3 months out	Review the new/revised RA requirements. DH sends a Calling Letter and draft agenda and seeks agenda input	Advertise location for F2F Meet F2F for review if needed	Provide guidance for use of the selected platform
1 month out	DH confirms agenda, venue and accommodations	Provides travel details and accommodation	Confirm connectivity of participants Refines # of meeting days & times
1-2 weeks out	DH confirms final participation	Makes final arrangements with the venue	Tests connectivity

Virtual Annual Discipline Conference Considerations Checklist

If needed, the checklist may be used of planning purposes.

STEPS	WHEN	YES OR NO	
Choose the right tool for the job	3 months out preferably		
Identify which tools you need to succeed – NU connectivity, VTC, Skype, GoogleDocs, GoToMeeting, Templates/Formats with content			
Does the organization have a collaboration software in place?			
Who are the key players I need for this remote conference to be successful? Are they connected?			
Do you need everyone to watch a presentation or demo in real time?			
Laying the foundation for successful virtual meetings	1 month out		
Get comfortable communicating across digital channels with people they haven't met in person - introductions			
Set etiquette rules – one person talks at a time, microphones muted, don't give long speeches			
Identify any potential issues when it comes to communication styles or differing points of view ahead			
Working with conflicting schedules	1 month out		
Take time zones into account when scheduling			
Schedule times well in advance			
Setting an agenda and meeting guidelines	Starting 3 months out and confirming 1 month out		
Identify key talking points			
Meeting structure (when, who and for how long to discuss each point)			
Refine meeting days and times			
What each team member/team is responsible for bringing to the meeting			
List of attendees			
Any relevant documents, files, or research			
Test connectivity with participants			
Keeping team engaged when delivering agenda items	During the virtual ADC		
Provide comprehensive introduction and seek interaction			
Adhere to the agenda to keep the meeting straightforward.			
Provide guiding briefings – discipline overview, review of DAP highlights, Global Programming video			
Frequently encourage participants to engage			
Online meeting follow-ups	Post ADC and completed		
Identify deliverables and next steps such as new inputs, follow up responses and DAP production			

STEPS	WHEN	YES OR NO	
Identify who is responsible for following up on each item or task	within 2 months		
Establish when those deliverables are due			
Identify when the next meeting or check-in shall occur			

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INDIVIDUAL TRAINING AND EDUCATION PROGRAMME PLANNING BOARD – PROGRAMME PLANNING AND REPORTING

Reporting Organization (ETF)	Course Name and ETOC ID	Total number of seats requested	Annual capacity of the course	Seats requested/allocated/attended/completed for Priority Category:										Remarks
				1	2	3	4	5	6	7	8	9	10	
ETF-1	XXX-XX-XX	34	20	2/2/2/2	0	5/5/4/4	4/4/4/4	0	1/1/1/1	1/1/1/1	1/1/1/0	10/6/7/7	10/0/0/0	
ETF-2	XXX-YY-YY	10	20	1/1/1/1	0	1/1/1/1	0	0	0	1/1/1/1	1/1/1/0	3/3/3/3	3/3/3/2	

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SUPPORTING SITES

ELECTRONIC-INDIVIDUAL TRAINING AND EDUCATION PROGRAMME (E-ITEP)

1. The e-ITEP-specific application title, representing by the NATO Digital Training Management System (NDTMS) in general terms, is the online application that enables the ITEP. The e-ITEP captures NATO's E&IT production requirements and compares them to available training opportunities thereby by matching the demand with available solutions. The e-ITEP also supports the projection of future training production requirements as well as providing trend analysis of previous year's activities.

URL: https://e-itep.act.nato.int/

EDUCATION AND TRAINING OPPORTUNITIES CATALOGUE (ETOC)

2. NATO offers through the E&IT Institutions, a variety of NATO-approved, selected and listed courses, which are available to personnel from contributing nations who are identified to deploy. These courses introduced by E&IT institutions themselves shall be published in the ETOC under HQ SACT supervision. The ETOC is a near real time catalogue with no password or login required. It also allows NATO entities, members, Partners and affiliated ETFs to advertise their national courses and provides outline details of the courses advertised. It also enables nations to glean an overview of the available E&T solutions.

3. It is an integral part of e NDTMS and provides the 'opportunity' data to support the matching of requirements and opportunities.

URL: https://e-itep.act.nato.int/

ELECTRONIC-MILITARY TRAINING AND EXERCISE PROGRAMME (E-MTEP)

4. The e-MTEP is the online application that enables the MTEP. The e-MTEP provides detailed information on collective training, exercises and related activities and events scheduled for the first two calendar years, and outlines information on training and exercise activities scheduled for the following three calendar years.

URL: https://emtep.act.nato.int/

EDUCATION AND TRAINING RESOURCES ON TRANSNET

5. The TRANSNET site contains some pages dedicated to E&T. These pages provide additional information like references and templates.

URL: https://transnet.act.nato.int/education-and-training