



Organization for Security and
Co-operation in Europe

Training Standards

for preparation of 
Mission Staff

*Guidelines for the design of fieldwork
capacity courses for future members
of Early Warning, Conflict Prevention,
Crisis Management and Post-Conflict
Rehabilitation Operations in the
OSCE area*

First Release

November 2000

Training Section

OSCE Secretariat

Preamble

The **first release** of *Training Standards for Preparation of OSCE Mission Staff* has been prepared by the Training Section of the OSCE Secretariat under the supervision of the Co-ordinator for Capacity-Building and Training. These standards are based on the draft prepared by the REACT Task Force and incorporate numerous feedback received from OSCE participating States, missions and personnel. Formulating general policy relating to future members of OSCE field activities is beyond the mandate of this office. Therefore, no portion of this document should be cited as official OSCE policy in this matter unless the appropriate authorities so decide in the future.

Acknowledgements

A special note of appreciation is extended to the Austrian Chairmanship for its support for the training dimension of the REACT initiative, to the REACT implementation team for their assistance, and to all those who have contributed information and guidance in the preparation of this document.

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Training Standards for Preparation of OSCE Mission Staff is a living document and will be updated regularly by the Office of the Co-ordinator for Training and Capacity-Building. Information regarding future versions will be available on the OSCE Website (www.osce.org). Future releases of this document will take into consideration comments and recommendations for improvement from OSCE participating States, OSCE personnel and organizations interested in the activities of the OSCE. *Any comments or questions concerning this document may be addressed to:*

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First Release, November 2000



Foreword

In the past decade, there has been a steady increase in the number of field activities and staff deployed under the OSCE flag. Currently, there are approximately 1,200 OSCE mission members deployed in some 22 missions and field activities.

The OSCE recognized at the Summit Meeting of Heads of State or Government in Istanbul, in November 1999, that *"the ability to deploy rapidly civilian and police expertise is essential to effective conflict prevention, crisis management and post-conflict rehabilitation"*. For this reason the Summit Meeting, in the Charter for European Security adopted a commitment to develop a *"capability within the participating States and the OSCE to set up Rapid Expert Assistance and Co-operation Teams (REACT) that will be at the disposal of the OSCE. This will enable OSCE bodies and institutions, acting in accordance with their respective procedures, to offer experts quickly to OSCE participating States to provide assistance, in compliance with OSCE norms, in conflict prevention, crisis management and post-conflict rehabilitation. This rapidly deployable capability will cover a wide range of civilian expertise. It will give the OSCE the ability to address problems before they become crises and to deploy quickly the civilian component of a peacekeeping operation when needed"*.

The Task Force that was set up in the OSCE Secretariat in order to develop a programme to make REACT fully operational (para. 35 of the Istanbul Summit Declaration) has addressed both a system of selection, recruitment and rapid deployment as well as the preparation of candidates for REACT missions to make them operationally ready when they arrive in the field. The Task Force has concluded that an essential part of making the REACT concept a reality is preparing future mission members for fieldwork.

In fact, the need for and benefits of training in the context of international peacekeeping and post-conflict rehabilitation operations have repeatedly been stressed by most organizations involved. Paraphrasing what the United Nations has written in the *Selection Standards and Guidelines for UNCIVPOL*:

"... It is vital to provide a baseline for effective, relevant training that will: 1) enable [future members of field operations] to acquire ... the necessary skills to function effectively" in multidimensional conflict management and post-conflict rehabilitation operations; "2) reduce any potential gaps that may exist among various [mission members]; 3) better equip them to understand specific situations on the ground and their responsibilities according to the mission's mandate and; 4) enhance the overall credibility, professionalism and the image of [OSCE staff]. Altogether, effective training will not only contribute to a more successful achievement of the mission's mandate, but ultimately to more effective" early warning, conflict prevention, crisis management and post- conflict rehabilitation operations.

Moreover, the recommendations of the Panel on United Nations Peace Operations (A/55/305 and S/2000/809) restate the need to create a pool of qualified, pre-selected and pre-trained specialists that *"... could then be drawn from this list to precede the main body ... into a new mission area"*. The Panel also flags the consequences of not paying enough attention to the training dimension of rapid deployment, underlining that the structural changes in the Organization *"will have no lasting impact unless the Member States of the Organization take seriously their responsibility to train"* their own human resources lent to the Organization for field missions.

The underlying assumption of the REACT initiative is "*a capability within the participating States and the OSCE*" for rapid reaction. Training can contribute to that objective by making personnel deployed to the field operationally ready to assume their substantive responsibilities immediately upon arrival. We believe fieldwork preparation programmes can prove of great value, for instance, in assisting participating States to provide highly qualified specialists for field missions, allowing candidates who may have never been exposed to similar experiences to acquire the specific skills required for fieldwork.

To ensure that an unreasonable burden is not unloaded on participating States, these standards are based upon core skills required for fieldwork operations, regardless of the flag under which they may operate. The objective has been to enhance the possibilities of combining efforts around a common curriculum and thereby rationalizing public investment in the field of training. Identifying the *minimum common denominator* of fieldwork preparation allows the use of existing infrastructures and programmes in participating States with minimum adjustment, thus reducing significantly the overall financial burden of maintaining this type of programmes for individual States. Moreover, a common curriculum will not only allow a more efficient use of current training initiatives in each country individually, but also enhance the opportunities for international co-operation projects and partnership programmes in the area of preparation and training for peacekeeping and post-conflict rehabilitation operations.

The OSCE encourages participating States to invest in the preparation of their human resources dedicated to early warning, conflict prevention, crisis management and post-conflict rehabilitation. Doing so not only has a decisive impact on enhancing the capacity of the international community to effectively operate, but affects directly the personal safety and health of the persons involved as well. In order to maximize the effectiveness of training initiatives, our recommendation would be to organize preparation programmes as soon as possible in the application-selection-deployment time line: that is, to be carried out prior to deployment and indeed prior to selection.

We hope national trainers responsible for training programmes aimed at preparing future field staff of peace-building and post-conflict rehabilitation operations find the contents of this document beneficial.

Training and Capacity Building
OSCE Secretariat



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How to use this guide



How to use this guide

Within the context of the REACT initiative, the Task Force analysed training requirements for the preparation of future field staff. Following the recommendations made by OSCE participating States, "*preparation*" was understood to mean making future mission members "*operationally ready*" to carry out their duties; that is, ensuring that they acquire the practical skills required for field work, thus enabling the effective use of their particular substantive expertise in the mission. This approach does not include preparation aimed at providing future mission members with the professional skills required for any given field of expertise (i.e., management of electoral processes, drafting of media legislation, etc.).

The REACT Task Force worked on identifying common areas and topics in the preparation of mission members both internally (looking at field missions and the Secretariat) and externally (comparing its findings to what participating States and other international organizations do in terms of preparation of field staff).

This analysis revealed the existence of a number of key areas for preparation of OSCE field staff that would reflect a common trend across the OSCE area:

- (1) The sponsoring organization.
- (2) Introducing mission members to post-conflict rehabilitation tasks.
- (3) An understanding of cultural diversity.
- (4) Safety and security practices and procedures.
- (5) Stress management and first aid.
- (6) Practical fieldwork skills.

Moreover, it was found that the above identified areas of training were almost identical to key component parts of training standards used by other international organizations, such as those used by the United Nations for civilian police.

Based on the analysis of expected target performance in different field operations and partner organizations the REACT Task Force was able to identify a number of indicators of the degree of preparedness of future mission members. This guide provides a list of performance indicators that compose the OSCE's "*fieldwork readiness*" concept. In fact, since the concept of "*fieldwork readiness*" was developed using a comparative approach, it can be assumed that it represents a basic universal standard for early warning, conflict prevention, crisis management and post conflict rehabilitation operations.

The present guide gathers together the recommendations of the OSCE regarding a common approach to developing such readiness capability through preparatory training, should recruiting authorities believe that their candidates lack any of the required skills or basic knowledge.

The Task Force has identified two stages in the preparation of field staff. First, a *training phase*, which is generally oriented towards the understanding of basic concepts or the acquisition of basic skills for fieldwork. Second, a *pre-departure phase*, aimed at providing more specific information about the conditions of assignment, particularly with regard to administrative procedures, OSCE guidelines and entitlements, etc.

The enclosed document is the first release of "***Training Standards for Preparation of OSCE Mission Staff***". It is organized in six main chapters; each dedicated to one of the training areas identified above. The contents also reflect the two-step process in the preparation of mission members – first, acquiring the basic skills and understanding and, at a later stage, learning more about the actual conditions of service and the sponsor of the operation.

In order to facilitate its use, this booklet presents *Training Standards* during the *training phase* in a form that identifies **five key elements** for consideration by training personnel:

- i. The **context** in which each topic should be framed. This element contains information to assist trainers in understanding the need for training in the subject areas.
- ii. The **goal** that a training session is aimed at and seeks to attain by the time each module is concluded.
- iii. The **learning objectives** that should be achieved in each module. Fixing such objectives will assist trainers in evaluating the effectiveness of their inputs and method of training. These objectives represent the *target performance* that should be attained by future field staff if they are to be considered "*operationally*" ready.
- iv. Recommendations on the **minimum content** or format of training sessions; i.e. whether the Organization considers advisable to adopt a particular method of training regarding a specific topic (case studies, role-playing drills, etc.), or to flag particular issues that should be addressed.
- v. Finally, an indication of where to find **reference materials** for further or supportive information relating to the subject areas. These may refer either to training materials and guidelines issued by training institutions and international organizations on the subject, or to general sources where trainers can find relevant information regarding the subject itself.

The part of each module relating to the *pre-departure phase* identifies organization specific policies and procedures that future mission members should be conversant with prior to their deployment to an OSCE field activity.

While both phases can be combined when preparing for a specific operation or international organization, presenting these standards in this twofold format also makes possible their use for designing combined training programmes aimed at the preparation of a pool of human resources for future operations of different international organizations. In this context, the *training phase* identifies basic skills that are common to any field operation aimed at early warning, conflict prevention, crisis management or post-conflict rehabilitation, regardless of the flag they may operate under. The information referred to in the *pre-departure phase*, since specific to the OSCE, will only need to be distributed to those actually joining an OSCE field activity and this can be done at a later stage, since the information only needs to be available prior to deployment.

The OSCE welcomes the development of joint initiatives to enhance the rationality of public investment in the field of training - for instance, the development of combined preparation courses using the present *Training Standards* to define the level of learning required in core common skills for fieldwork, where pools of candidates for crisis response operations under United Nations, European Union, Council of Europe or OSCE flags are included. The OSCE also encourages the development of regional arrangements and international partnerships for preparation of the respective nationals for fieldwork.



Fieldwork readiness indicators



Fieldwork readiness indicators

The underlying premise of the REACT initiative has been the development of *"a capability within the participating States and the OSCE"* for rapid reaction. A key element in this process certainly is ensuring that future members of field missions are operationally ready to assume their duties immediately upon arrival.

Based on the analysis of expected target performance in different field operations and partner organizations, the REACT Task Force was able to identify a number of indicators of the degree of preparedness of future mission members. Under these lines, national recruiters will find the complete list of performance indicators that compose the *"fieldwork readiness"* concept.

These standards rate candidates' abilities or, alternatively, what future field staff should have attained after completion of each module in a progressive scale, as follows:

1. *Being aware of* a particular issue, which represents the lower step of knowledge. Participants are expected to know of the existence of the issue.
2. *Being familiar with* a particular issue. Participants should have attained a basic knowledge of the topic.
3. *Understanding* a particular issue. Participants should be capable of describing the concepts and explain the mechanics of the subject.
4. *Being able to* translate the theoretical concepts into practical examples. This would represent the higher step in the learning curve of participants.

In addition to providing a list of fieldwork readiness indicators, this guide gathers together the recommendations of the Organization regarding a common approach to developing such readiness capability through preparatory training, should recruiting authorities believe that their candidates lack any of the listed skills or knowledge.

The international community

Module 1: Introduction to the OSCE

Future members of field missions should:

1. Be familiar with the basic tasks of the OSCE;
2. Understand how the OSCE differs from other organizations;
3. Be aware of the evolution of the Organization from the CSCE to the OSCE;
4. Be aware of the Helsinki Process and its historical significance;
5. Be aware of current trends in the evolution of the Organization – its operationalization and institutionalization;
6. Be familiar with the basic structures of the Organization;
7. Be familiar with the decision-making process in the OSCE.

Introduction to rehabilitation of post-conflict societies

Module 1: Introduction to human rights

Future members of field missions should:

1. Be familiar with the origins and purposes of the international norms on human rights;
2. Be aware of the existing international framework of human rights standards, as well as the instruments and mechanisms for their protection and enforcement;
3. Be familiar with the principles of international humanitarian law and refugee law;
4. Be aware of the role of major international actors and main partners of the OSCE in this field, such as United Nations Human Rights Monitors, Civilian Police, Military Observers, UN agencies (i.e.: UNHCR), the ICRC and NGOs.

When preparing future OSCE staff for missions with a mandate in law enforcement monitoring, the following learning objectives must be added:

1. Be able to describe international standards for law-enforcement;
2. Be able to describe strategies for advising local and national law enforcement on the implementation of international human rights standards.

Module 2: Democratization processes

Future members of field missions should:

1. Be familiar with the basic concepts of grass-roots style democratic initiatives that characterize society in long-standing democratic States;
2. Understand the concept of *governance* and be aware of the type of initiatives developed in this field;
3. Understand the meaning and scope of *civil society development* and being aware of sample initiatives that can be undertaken in this field;
4. Be aware of the trends in *political party development* in post-conflict rehabilitation;
5. Be aware of the importance of the *rule of law* as a basic guarantee in a democratic State and the most common initiatives that have been developed in this field;
6. Understand the need for and benefits of fostering the active participation of women in politics;
7. Be aware of the roles that traditional partners of the OSCE have played in this field (i.e.: UN, UNHCR, UNDP, EU, political foundations and NGOs);
8. Be familiar with the most common electoral systems and understand their implications for the political system of transitional States.

Module 3: Gender issues in crisis situations

Future members of field missions should:

1. Understand the concept of gender and gender roles, as opposed to sexual differences;
2. Be aware of the implications of conflict for gender roles and potential risks in the area of human and civil rights protection and participation in society;
3. Be aware of potential differences in male/female gender roles in post-conflict societies, with particular attention to potential discriminatory responses and alienation;
4. Understand the purpose and advantages of introducing a gender dimension in conflict analysis;
5. Understand the adverse effects for post-conflict rehabilitation inherent in ignoring gender roles in the host society;

6. Be able to use a simple template to support future mission members in performing an initial conflict analysis from a gender perspective.

Cross-cultural communication

Module 1: International working environment

Future members of field missions should:

1. Be able to use strategies for building more productive teams;
2. Understand cultural assumptions;
3. Understand how culture impacts work styles, teamwork and communication;
4. Be able to communicate critical information clearly;
5. Understand the risks for effective teamwork inherent in poor communications;
6. Be aware of the risks for effective teamwork inherent in cultural assumptions, including perceptions based on religion, race or gender;
7. Be familiar with techniques to de-escalate interpersonal conflict.

Module 2: Cultural awareness

Future members of field missions should:

1. Understand the implications of a diplomatic status for personal standards of behaviour;
2. Be able to overcome "cultural shock";
3. Be able to identify common rules for preserving a professional image;
4. Be familiar with basic techniques to overcome:
 - (a) Gender-related barriers to full effectiveness;
 - (b) Age-related barriers to full effectiveness.

Safety and security issues

Module 1: Personal safety

Future members of field missions should:

1. Be able to identify common dangers in post-conflict and conflict areas for their personal safety;
2. Understand the implications of patterns of behaviour for personal safety, that of other colleagues and the mission itself;
3. Be able to outline general preventive measures that can easily be put into practice without jeopardizing the performance of their duties;
4. Be able to respond if faced with hijack and hostage situations;
5. Be familiar with basic signs that will allow them to carry out an initial threat assessment when arriving in an area.

Module 2: Mine awareness

Future members of field missions should:

1. Be able to enumerate typical locations for mines;
2. Be familiar with signs indicating mined areas (both intended and unintended);
3. Be able to respond if encountering a mine or a suspected minefield;

4. Be familiar with the technique for exiting a mined area if it is absolutely necessary that they do this all by themselves.

Module 3: Map reading

Future members of field missions should:

1. Be able to distinguish terrain features on a map and interpret basic signs (e.g. settlement, road, tunnel, lake, river etc.);
2. Be able to orientate a map using ground references;
3. Be able to locate places and sites using grid systems;
4. Be able to log a grid reference.

Module 4: Four-wheel driving

Future members of field missions should:

1. Be able to use gear-shift vehicles in left-hand driving situations;
2. Understand the different transmission types in four-wheel drive vehicles, knowing their purpose and how to engage them;
3. Be able to maintain control of the vehicle on dry tracks, rocky surfaces, mud, water, sand and snow;
4. Be familiar with preventive measures for maintaining vehicles in extreme winter climates.

Module 5: Radio communication

Future members of field missions should:

1. Be able to correctly spell (i.e.: names, dates, times and places) using international standards for radio alphabet;
2. Be familiar with operational language on the net and be able to recreate simple transmissions, both from the sending and receiving ends.

Stress management and first aid

Module 1: Stress management

Future members of field missions should:

1. Be aware of the potential sources of stress in international field operations concerned with conflict management and post conflict rehabilitation;
2. Understand how to deal with deployment stress;
3. Be able to recognize basic, cumulative stress and traumatic stress and their symptoms;
4. Be familiar with techniques to remedy basic stress;
5. Be familiar with techniques to deal with cumulative stress (both *burnout* and *flame-out* situations);
6. Be familiar with techniques to respond to traumatic stress;
7. Be familiar with the concept of post-mission stress and recommendations to react to this situation.

Module 2: First aid

Future members of field missions should be able to:

1. Assess the need for first-aid assistance and prioritize actions;
2. Safely extract injured people from damaged vehicles and secure them – both when the patient is either conscious or unconscious;
3. Conduct cardio-pulmonary resuscitation (CPR);
4. Recognize the signs of internal bleeding and provide aid;
5. Block external bleeding;
6. Provide first care to burns;
7. Immobilize fractured bones;
8. Recognize and use alternative tools to provide first aid when pure medical-care materials are not available (i.e., improvising bandages);
9. Assess the advisability of using a tourniquet and properly apply it;
10. Address and calm down people in a state of psychological shock.

Fieldwork techniques

Module 1: Monitoring techniques

Future members of field missions should:

1. Understand the need for preliminary research on their areas of responsibility, knowing the scope of such research and where to look for the information;
2. Be aware of the risks of using unreliable information and be able to produce a “checklist” of steps to take in order to control the quality of information;
3. Understand the importance of building trust and confidence with information sources;
4. Be able to identify basic patterns of behaviour that can have an adverse or positive impact on their relationship with informants.

Module 2: Communicating via interpreters

Future members of field missions should:

1. Be familiar with techniques to assist non-professional interpreters in providing a professional like service;
2. Understand the difficulties in maintaining conversations indirectly;
3. Be aware of the elements that characterize a good interpreter (“invisibility”, “neutrality”, etc.);
4. Be able to identify basic behavioural rules when communicating through a third person.

Module 3: Conflict management techniques

Future members of field missions should:

1. Be aware of the sources of conflict;
2. Be able to use a template or model to analyse the need for or desirability of a negotiation process, to determine its objective, and to design possible strategies;
3. Understand the implications of their personal style for conflict management;
4. Be familiar with the basic procedure for running a round of negotiations;
5. Be familiar with techniques to deal with hostile situations, including how to calm, pacify, encourage or cajole without adverse reaction;

6. Understand the implications that assuming a third-party role will have on mission members' behaviour and be familiar with the facilitation of mutually agreed outcomes.

Module 4: Information flow and co-ordination

Future members of field missions should:

1. Be able to discriminate as to what type of information should be shared and when;
2. Be able to identify basic forms of information-sharing that can be used in a field station;
3. Understand advantages and disadvantages of using the techniques mentioned above, and consequently be able to distinguish when they are appropriate;
4. Be familiar with basic meeting techniques.

Module 5: Report-writing techniques

Future members of field missions should:

1. Be aware of the types of reports they may need to produce;
2. Be able to identify what must be considered before writing reports;
3. Be able to organize and construct reports;
4. Be able to present and package report.



The international community

Module 1. Introduction to the Organization for Security and Co-operation in Europe

As a first step in fieldwork preparation, trainees should become familiar with who determines the actions of the «international community» and their philosophy, structures and activities.

Understanding the actors involved in early warning, conflict prevention, crisis management and post-conflict rehabilitation operations is essential to foster mutual co-operation and the development of a co-ordinated strategy.

Under this chapter trainers will find guidance on how the OSCE recommends introducing future members of field missions to this Organization. Trainers should refer to the other organizations involved (UN, EU, Council of Europe, etc.) for guidance as to the best approach in their individual cases.



Preamble

Following the overview of this module, the standards are presented in more detail, organized around four sessions to facilitate their use, as follows:

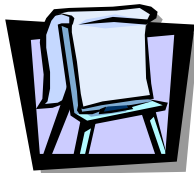
Session 1. Overview of the OSCE.

Session 2. OSCE institutions.

Session 3. OSCE instruments and activities.

Session 4. OSCE field activities.

Specific learning objectives and content for each of these sessions are outlined after the overall description of the module.



Training phase

A. Context

The OSCE is a unique and young Organization that has developed quickly over the last few years and gained international recognition for its specific expertise, geographical coverage and ability to operate in the field.

Indeed, the OSCE is considered the primary instrument in its area of operation for early warning, conflict prevention, crisis management and post-conflict rehabilitation. Thus, the OSCE and its staff in the field have become key partners for traditional international organizations and agencies, particularly in the areas of promotion and protection of human rights, fostering democratization processes and confidence building in military aspects.

Future OSCE mission members will find it essential to understand the environment in which they will be working. Moreover, understanding the philosophy, structure and activities of the OSCE will also benefit those who may become their *partners* from other organizations and vice-versa. A better understanding of the actors involved will facilitate inter-agency co-operation in the field (and thus the effectiveness of the efforts of the international community in early warning, conflict prevention, crisis management and post-conflict rehabilitation).

B. Training goal

To increase participants' understanding of the purpose of the OSCE, its structures, what it stands for and how it works.

C. Learning objectives

Upon completion of this module, trainees should:

1. Be familiar with the basic tasks of the OSCE;
2. Understand how the OSCE differs from other organizations;
3. Be aware of the evolution of the Organization from the CSCE to the OSCE;
4. Be aware of the Helsinki Process and its historical significance;
5. Be aware of current trends in the evolution of the Organization – its operationalization and institutionalization;
6. Be familiar with the basic structures of the Organization;
7. Be familiar with the decision-making process in the OSCE.

D. Minimum content

Please refer below to the description of the specific sessions.

E. Reference materials

- *OSCE Handbook*.
- OSCE Fact Sheets.
- Survey of Missions and Field Activities.
- Compilation of OSCE Decisions (CD ROM)
- Induction Course Briefing Kit 2000.
- OSCE Web site.



Pre-departure phase of preparation

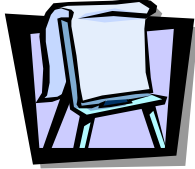
Prior to their departure for an OSCE field activity, candidates should be familiar with the particular policies and other useful information that will be relevant when they join the Organization.

On this issue in particular, it is advisable that future mission members consult the following prior to their departure from home countries:

- *OSCE Handbook*.
- OSCE Website.



The international community
Session 1 – Overview: What is the OSCE?



Training phase

C. Learning objectives of Session 1

Upon completion of this module, trainees should:

1. Understand the background of the OSCE;
2. Be familiar with its development from the Conference on Security and Co-operation in Europe (CSCE) into an Organization for Security and Co-operation in Europe (OSCE);
3. Understand how the role of the Organization has evolved and the current trends;
4. Understand the purposes of the OSCE, its main tasks, the nature of its work and the nature of the Organization;
5. Understand the differences between the OSCE and other international organizations.

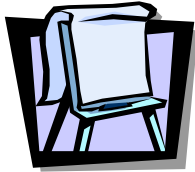
D. Minimum content of Session 1

1. Concept and definitions:
 - The main objectives of the OSCE as a regional security organization under Chapter VIII of the United Nations Charter
 - The participating States and the geographical area (pan-European and transatlantic)
2. Nature of its work:
 - Comprehensive approach to security (three “baskets”)
 - Co-operative approach to security
3. The main tasks of the OSCE:
 - Early warning
 - Conflict prevention
 - Crisis management
 - Post-conflict rehabilitation
 - Arms control and confidence building
4. History of the OSCE:
 - The origins - the *cold war/détente*
 - The evolution from a Conference (CSCE) to an Organization (OSCE)
5. The role of the OSCE:
 - Its role during the cold war - forum and standards-setting
 - Its role after the end of the cold war - implementation
6. Current trends in the Organization:
 - Institutionalization
 - Operationalization
 - The Charter for European Security:
 - (i) new tasks (i.e.: police training).
7. Structures :
 - Decision-making bodies:

- (i) Permanent Council (PC)
- (ii) Forum for Security Co-operation (FSC)
- Operational structures: the Chairperson-in-Office (CiO), the Troika, the Secretariat, the Institutions
- Parliamentary Assembly
- Related bodies:
 - (i) Joint Consultative Group (the Adapted CFE Treaty)
 - (ii) Open Skies Consultative Commission



The international community
Session 2 – OSCE Institutions



Training phase

C. Learning objectives of Session 2

Upon completion of this module, trainees should:

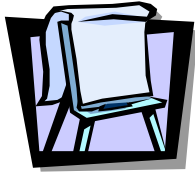
1. Be familiar with the OSCE Institutions and their activities.

D. Minimum content of Session 2

1. The Secretariat:
 - Structure
 - Tasks
 - Relation to the CiO and the Troika
2. The Office for Democratic Institutions and Human Rights (ODIHR).
3. The High Commissioner on National Minorities (HCNM).
4. The Representative on Freedom of the Media.
5. The OSCE Parliamentary Assembly.



The international community
Session 3 – The OSCE instruments and activities



Training phase

C. Learning objectives of Session 3

Upon completion of this module, trainees should:

1. Understand, in general terms, the nature of the work of the OSCE;
2. Be familiar with the instruments and mechanisms that the OSCE uses to pursue its comprehensive approach to security;
3. Understand the importance of co-operation with partner organizations.

D. Minimum content of Session 3

1. The different dimensions of the OSCE activities:
 - Politico-military dimension
 - Economic and environmental dimension
 - Human dimension:
 - (i) Human Rights
 - (ii) Democratization
 - (iii) Rule of law
 - (iv) Elections
 - (v) Freedom of media
2. An overview of the instruments of the OSCE:
 - Fact-finding and rapporteur missions
 - Personal representatives of the CiO
 - Missions and other field activities
 - The institutions
 - Mechanisms for peaceful settlement of disputes
 - Confidence- and Security-Building Measures (CSBMs)
3. The Co-operative approach: external co-operation
 - Co-operation at the political level: the Platform for Co-operative Security.
 - (i) United Nations, in particular UNHCR, UNHCHR and UN/ECE
 - (ii) Council of Europe
 - (iii) European Union, in particular the European Commission
 - (iv) International Committee of the Red Cross (ICRC)
 - (v) NATO
 - (vi) WEU
 - (vii) ECMM
 - (viii) ICTY
 - (ix) Economic and financial organizations, in particular the World Bank, IMF and EBRD
 - Co-operation in the field:
 - (i) Main partner organizations in the field
 - (ii) The relationship with disciplined corps:
 - (2) International military forces

(3) International civilian police

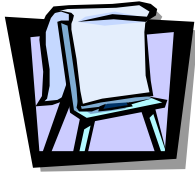
(iii) Co-operation with non-governmental organizations

8. A summary of the main activities:

- The evolution over the last years
- The present budget allocations



The international community
Session 4 – OSCE field activities



Training phase

C. Learning objectives of Session 4

Upon completion of this module, trainees should:

1. Be familiar with the OSCE field activities and their main tasks.

D. Minimum content of Session 4

1. Status and mandates of OSCE field activities.
2. Overview of existing field activities.
3. Instructions to the missions: the role of the Permanent Council, the Chairperson-in-Office, the Troika and the Secretary General (including the CPC).



Introduction to rehabilitation of post-conflict societies

Module 1. Introduction to human rights

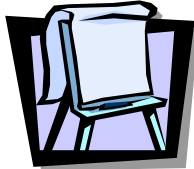
Module 2. Democratization processes

Module 3. Gender issues in crisis situations

Becoming members of an OSCE mission implies participating in the efforts of the Organization in early warning, conflict prevention, crisis management and post-conflict rehabilitation.

Over the past years the need to stress the civilian component of modern peace-building operations has become more apparent. In fact, the Organization's comprehensive approach to security has in the human dimension one of its main pillars.

Under this chapter trainers will find guidance on how the OSCE recommends introducing future members of field missions to the basic concepts that sustain the human dimension of early warning, conflict prevention and post conflict rehabilitation.



Training phase of preparation

A. Context

Respect for human rights is a fundamental commitment undertaken by the OSCE participating States after the Helsinki Final Act and, proceeding from the premise that international relations had to include a “human dimension” directly beneficial to the individual, commitments in this field became matters of legitimate concern to all participating States and did not belong exclusively to the internal affairs of any given State.

Conflicts that have occurred in the OSCE area in recent years often have roots in violations of human rights. Preventing human rights violations is thus of importance not only to protect the rights of individuals but also to prevent conflicts. Improvements in the human rights situation can also contribute to speedy post-conflict rehabilitation.

Most OSCE field activities deal with issues relating to human rights and democratic principles as well as the rule of law, international humanitarian law and refugee law. Therefore, in order to perform their tasks effectively, members of OSCE field activities need to have a general understanding of the basic principles and actors in this area.

B. Training goal

To familiarize future mission members with the basic concepts and raise awareness of the international framework of human rights as well as the major actors in this field.

C. Learning objectives

Upon completion of this module, trainees should:

1. Be familiar with the origins and purposes of the international norms on human rights;
2. Be aware of the existing international framework of human rights standards, as well as the instruments and mechanisms for their protection and enforcement;
3. Be familiar with the principles of international humanitarian law and refugee law;
4. Be aware of the role of major international actors and main partners of the OSCE in this field, such as United Nations Human Rights Monitors, Civilian Police, Military Observers, UN agencies (i.e.: UNHCR), the ICRC and NGOs.

When preparing future OSCE staff for missions with a mandate in law-enforcement monitoring, the following learning objectives must be added:

1. Be able to describe international standards for law enforcement;

2. Be able to describe strategies for advising local and national law enforcement on the implementation of international human rights standards.

D. Minimum content

- Background and concept of human rights.
- The main features of human rights norms and democratic principles of the following international organizations, their main mechanisms of control and how they work in the field:
 - ✓ The United Nations
 - ✓ The OSCE, including ODIHR
 - ✓ The Council of Europe
- Main human rights tasks in the field.
- Actors in the field: international organizations, NGOs.

If participants may be involved in law-enforcement monitoring, the following additional content should be included:

- An overview of general principles of ethical and legal conduct in regard to policing in democracies and non-discrimination in law enforcement.
- Police duties in law enforcement (including police investigations, arrest, detention, the use of force, accountability for the use of force, civil disorder, States of emergency, armed conflict, protection of juveniles, human rights for women, protection of refugees and non-nationals, and protection of victims).
- Management and approaches to police responsibility for human rights violations.
- Practical recommendations for advising local and national law enforcement on the implementation of international standards with regard to police duties in law enforcement and police responsibility for human rights violations.

E. Reference materials

- OSCE commitments in the area of the human dimension, published by ODIHR (the "bird book").
- The *OSCE Handbook*.
- Induction Course Briefing Kit 2000.
- Fact Sheets published by the Office of the United Nations High Commissioner for Human Rights: e.g. No.1, *Human Rights Machinery*, and No.2, *The International Bill of Human Rights*.
- *Human Rights in International Law, Basic Texts*, Council of Europe 1998 (contains basic texts of the United Nations, the Council of Europe and the OSCE).
- *Human Rights and the ICRC: International Humanitarian Law* published by the ICRC.
- *Short Guide to the European Convention on Human Rights*, second edition, Council of Europe 1998.

Specific references with regard to promotion and protection of human rights in law enforcement can be found in:

- *UN Civilian Police Training, Peace-keeping Curriculum*, 1996, UNDPKO.
- *Selection Standards and Training Guidelines for UNCIVPOL*, 1997, UNDPKO.
- *Peace-keeping and Human Rights*. IOR 40/01/94. 1994. Amnesty International.
- *UNHCR's Operational Experience With Internally Displaced Persons*. UNHCR, Geneva, 1994. Office of the United Nations High Commissioner for Refugees, Division of Internal Protection.
- *The United Nations and Human Rights 1945-1995*. United Nations Reproduction Centre, New York, 1995. United Nations Department of Public Information.

- *Human Rights and Law Enforcement. A Field Guide for International Police Task Force Monitors of the Peace Implementation Operation in Bosnia and Herzegovina and the CIVPOL Officers of the United Nations Transitional Administration in Eastern Slavonia.* United Nations, Geneva, 1996. United Nations High Commissioner for Human Rights.
- UNHCR Training Module – RLD 1. *An Introduction to the International Protection of Refugees.* UNHCR, Geneva, 1992.
- *Human Rights and Law Enforcement, A Manual on Human Rights Training for the Police, Professional Training Series No. 5.* United Nations, New York and Geneva, 1997. United Nations High Commissioner for Human Rights.
- *Human Rights Standards for Law Enforcement Officials,* Amnesty International, London, 1999.

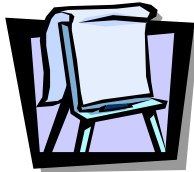


Pre-departure phase of preparation

Prior to their departure for an OSCE field activity, candidates should be familiar with the particular policies and other useful information that will be relevant when they join the Organization.

On this issue in particular, it is advisable that future mission members read the following documentation prior to their departure from home countries:

- *OSCE Handbook, Chapters 8 (The Human Dimension) and 12 (External Co-operation).*



Training phase

A. Context

Facilitating and providing assistance for the development of democracy and governance are at the core of the OSCE's comprehensive approach to early warning, conflict prevention, crisis management and post-conflict rehabilitation. Indeed, over fifty per cent of OSCE field activities have specific mandates in this area and it represents a significant role in most recent large-scale operations undertaken by the OSCE.

Most activities carried out in this subject area relate directly to creating and developing democratic structures and ideals in transitional societies. Reforming a previous system to reflect a more democratic society requires expertise on questions of governance, civil society, political party development and gender in politics. A basic understanding of the impact of electoral systems on the political system is also advisable. In order to perform these tasks effectively in the field, it is essential that new mission members of the OSCE obtain a solid understanding of the basic principles and main actors in these areas.

B. Training goal

To familiarize future mission members with the impact of electoral systems on the political scene in transitional societies, basic concepts for good governance, restructuring and development of political parties, supporting the growth of a strong and contributing civil society, and the active involvement of women in political and public life. The ultimate aim is for the new members to use this information as a solid base upon which to build to create institutionalized change in their areas of responsibility.

C. Learning objectives

Upon completion of this module, trainees should:

1. Be familiar with the basic concepts of grass-roots style democratic initiatives that characterize society in long-standing democratic States;
2. Understand the concept of *governance* and be aware of the type of initiatives developed in this field;
3. Understand the meaning and scope of *civil society development* and being aware of sample initiatives that can be undertaken in this field;
4. Be aware of the trends in *political party development* in post-conflict rehabilitation;
5. Be aware of the importance of the *rule of law* as a basic guarantee in a democratic State and the most common initiatives that have been developed in this field;

6. Understand the need for and benefits of fostering the active participation of women in politics;
7. Be aware of the roles that traditional partners of the OSCE have played in this field (i.e.: UN, UNHCR, UNDP, EU, political foundations and NGOs);
8. Be familiar with the most common electoral systems and understand their implications for the political system of transitional States.

D. Minimum content

- Basic methods and mechanisms of international development projects, project planning and sustainability.
- Methods of assessment and (political) analysis.
- Common problems and weaknesses (economic, social, and governmental) of transition societies.
- Overview of basic electoral systems (plurality, majority and proportional) and their impact in the political system.

E. Reference materials

Governance

- UN/UNDP reports and handbooks.
- Books on development in CEE/SEE/NIS (e.g., book on "Aiding Democracy Abroad" by T. Carthorse and others).
- Think-tank studies on Public Policy Development in CEE/SEE/NIS.

Civil society

- *Beyond Prince and Merchant. Citizen Participation and the Rise of Civil Society.* Burbridge J.
- *NGOs, Civil Society and the State: Building Democracy in Transitional Societies.* Clayton A.
- *Civil Society. Theory, History, Comparison.* Hall J.A.

Political parties

- International Crisis Group Reports.
- *Party Structure and Organizations in Central Europe 1996.* Lewis.
- *Political Parties and Political Development.* La Palombara and Weiner. Princeton University Press.

Electoral systems

- Facilitators' Guide for "*Election Commission & National Infrastructure Development*" OSCE Mission to Bosnia and Herzegovina, 1998.



Pre-departure phase of preparation

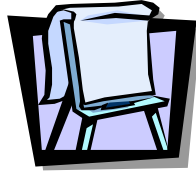
Prior to their departure for an OSCE field activity, candidates should be familiar with the particular policies and other useful information that will be relevant when they join the Organization.

On this issue in particular, it is advisable that future mission members read the following documentation prior to their departure from home countries:

- *OSCE Handbook*, Chapters 8 (*The Human Dimension*) and 12 (*External Co-operation*).



Introduction to rehabilitation of post-conflict societies
Module 3: Gender issues in crisis situations



Training phase

A. Context

OSCE's comprehensive approach to conflict management, and particularly to post-conflict rehabilitation, pays particular attention to the development of democracy and governance. OSCE encourages people-centred and sustainable development on the assumption that respect for individual human rights, dignity and gender equality must be the foundation of any equitable civil, political, social and economic reconstruction.

It is in this context that a gender analysis of conflict becomes important. The ability to analyse gender aspects would allow Mission Members to identify the impact of conflict on gender relations and more particularly to determine to what extent women's political, economic and social situation is affected.

Moreover, the effectiveness of conflict management and post-conflict rehabilitation strategies depend on the ability of international organizations to tailor their actions to the specific needs of the area, identifying barriers and building on opportunities. Thus, since the effectiveness of the actions depends on the accuracy of the analysis of the conflict, such analysis cannot ignore the gender dimension of the conflict.

B. Training goal

To develop basic skills to analyse the gender dimension of conflict, raising awareness among future mission members of the scope of gender issues and how conflict can impact individuals differently according to their gender.

C. Learning objectives

Upon completion of this module, trainees should:

1. Understand the concept of gender and gender roles, as opposed to sexual differences;
2. Be aware of the implications of conflict for gender roles and potential risks in the area of human and civil rights protection and participation in society;
3. Be aware of potential differences in male/female gender roles in post-conflict societies, with particular attention to potential discriminatory responses and alienation;
4. Understand the purpose and advantages of introducing a gender dimension in conflict analysis;
5. Understand the adverse effects for post-conflict rehabilitation inherent in ignoring gender roles in the host society;
6. Be able to use a simple template to support future mission members in performing an initial conflict analysis from a gender perspective.

D. Minimum content

Trainees should be presented with a basic model for performing initial gender analysis of conflict.

E. Reference materials

- *"Gender Awareness in Post-Conflict Operations – A Guide for OSCE Staff"*, OSCE Secretariat, Vienna, 2000.
- *"Gender Issues in Crisis Situations"*, Notes from the UNCIVPOL Training Seminar, Budapest, 9-11 April 2000.



Pre-departure phase of preparation

Prior to their departure for an OSCE field activity, candidates should be familiar with the particular policies and other useful information that will be relevant when they join the Organization.

On this issue in particular, it is advisable that future Mission Members read the following documentation prior to their departure from home countries:

- The OSCE's *General Guide for Mission Members*, Chapter II, Section 8.
- The OSCE's *Directive on the Professional Working Environment*.
- *Gender Awareness in Post-Conflict Operations: A Guide for OSCE Staff*.



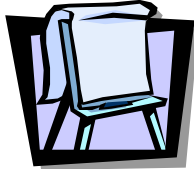
Cross-cultural communication

Module 1. International working environment

Module 2. Cultural awareness

Joining an OSCE mission involves becoming part of a multicultural team in a foreign society. Under such circumstances the ability to accept and respect cultural differences becomes essential not only to maintain the effectiveness of the team but also to build a good rapport with the host society and thus be in a position to influence change.

Under this chapter trainers will find guidance on how the OSCE recommends raising future mission members' awareness on these matters and assisting them in acquiring the necessary skills to effectively integrate in an international operation.



Training phase

A. Context

OSCE missions gather members from different cultures and backgrounds. The effectiveness and efficiency of OSCE field activities depends on the capacity of mission Members to interact and act as a team, where all team members are treated equally and with respect.

The fact that OSCE missions are mostly based on secondments, as well as the high turnover level associated with this staffing method, only stresses the need for rapid integration of new mission members into multinational teams.

B. Training goal

To ensure that future mission members understand how colleagues with different backgrounds think and what they expect from each other and the team, as well as how to communicate effectively by acquiring techniques and skills that can be applied immediately.

C. Learning objectives

Upon completion of this module, trainees should:

1. Be able to use strategies for building more productive teams;
2. Understand cultural assumptions;
3. Understand how culture impacts work styles, teamwork and communication;
4. Be able to communicate critical information clearly;
5. Understand the risks for effective teamwork inherent in poor communications;
6. Be aware of the risks for effective teamwork inherent in cultural assumptions, including perceptions based on religion, race or gender;
7. Be familiar with techniques to de-escalate interpersonal conflict.

D. Minimum content

- Active listening.
- Interpersonal conflict: de-escalating conflicts.

E. Reference materials

- "*Communication & Conflict Resolution Workshop*", OSCE Mission to Bosnia and Herzegovina, 1999.
- "*Gender Awareness in Post-Conflict Operations - A Guide for OSCE Staff.*"



Pre-departure phase of preparation

Prior to their departure for an OSCE field activity, candidates should be familiar with the particular policies and other useful information that will be relevant when they join the Organization.

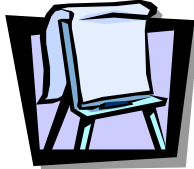
On this issue in particular, it is advisable that future Mission Members read the following documentation prior to their departure from home countries:

- *The OSCE's Directive on the Professional Working Environment.*
- *General Guide for Mission Members, Chapter II, Section 8 (Gender issues).*



Cross-cultural Communication

Module 2: Cultural awareness



Training phase

A. Context

The work in an OSCE mission will, for most mission members, involve working in a culture that is different from the one to which they are used. The ability of OSCE staff to operate effectively in their designated area of responsibility depends greatly on their capacity to project a professional image while keeping in harmony with the host society.

B. Training goal

To raise awareness among future mission members of the implications that their behaviour in a foreign environment may have for their effectiveness. To prepare mission members for cultural barriers and provide appropriate tools to overcome such difficulties.

C. Learning objectives

Upon completion of this module, trainees should:

1. Understand the implications of a diplomatic status for personal standards of behaviour;
2. Be able to overcome "cultural shock";
3. Be able to identify common rules for preserving a professional image;
4. Be familiar with basic techniques to overcome:
 - (c) Gender-related barriers to full effectiveness;
 - (d) Age-related barriers to full effectiveness.

D. Minimum content

No particular recommendation.

E. Reference materials

- General Guide for Mission Members*, Chapter II, Section 2, bullet f (*Privileges and immunities*).
- *UNCIVPOL Handbook*, Chapter 2, Sections 2 to 4, UNDPKO.



Pre-departure phase of preparation

Prior to their departure for an OSCE field activity, candidates should be familiar with the particular policies and other useful information that will be relevant when they join the Organization.

On this issue in particular, it is advisable that future mission members read the following documentation prior to their departure from home countries:

- *General Guide for Mission Members*, Chapter II, Section 2, bullets: b (*Arrival of new internationally recruited Mission Members*), e (*OSCE red identification cards*), f (*Privileges and immunities*), g (*Code of conduct*) and h (*Taxation*).



Safety and security issues

- | |
|--------------------------------------|
| <i>Module 1. Personal safety</i> |
| <i>Module 2. Mine awareness</i> |
| <i>Module 3. Map reading</i> |
| <i>Module 4. Four-wheel driving</i> |
| <i>Module 5. Radio communication</i> |

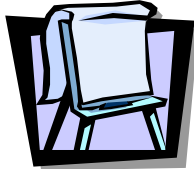
The nature of early warning, conflict prevention, crisis management and post-conflict rehabilitation activities implies performing duties in a potentially dangerous environment. In addition to the particular policies and instructions of OSCE Missions aimed at guaranteeing the safety of its staff, mission members have a primary role in contributing to their own personal safety.

Under this chapter trainers will find guidance on how the OSCE recommends raising future mission members' awareness on these matters and assisting them in acquiring the necessary skills to perform safely in a potentially dangerous environment.



Safety and security issues

Module 1: Personal safety



Training phase

A. Context

As instruments of conflict management, OSCE missions and their staff are normally called upon to operate in unstable environments. Even when an armed conflict may be deemed over, there may be a period of unrest caused by uncontrolled elements disagreeing with the settlement of the conflict. In addition, the risks for the personal safety of mission members may include organized crime, theft and hijacking, among others.

The nature of OSCE work in the field recommends certain patterns of behaviour for the safety of mission members. Such recommendations must be particularly emphasized when mission members are operating in particularly unstable regions, which might require special attention to specific risks in the area.

B. Training goal

Raising candidates' awareness of the possible dangers for their personal safety in conflict and post-conflict areas, as well as helping them to develop strategies that can contribute to minimizing these risks.

C. Learning objectives

Upon the completion of this module, trainees should:

1. Be able to identify common dangers in post-conflict and conflict areas for their personal safety;
2. Understand the implications of patterns of behaviour for personal safety, that of other colleagues and the mission itself;
3. Be able to outline general preventive measures that can easily be put into practice without jeopardizing the performance of their duties;
4. Be able to respond if faced with hijack and hostage situations;
5. Be familiar with basic signs that will allow them to carry out an initial threat assessment when arriving in an area.

D. Minimum content

- Conflict and post-conflict societies: crime and security threats.
- Preventive security measures and rules of behaviour.

- A mnemonic-based model (such as UN's "S.U.R.V.I.V.A.L.") for hostage situations and armed robbery.

E. Reference materials

- *General Guide for Mission Members*, Chapter III (*Security and safety issues*).
- *UNCIVPOL Handbook*, Chapter 6, UNDPKO.
- *UN Junior Ranks Handbook*, Section 7, UNDPKO.



Pre-departure phase of preparation

Prior to their departure for an OSCE field activity, candidates should be familiar with the particular policies and other useful information that will be relevant when they join the Organization.

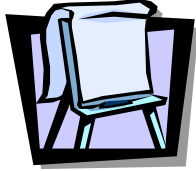
It is advisable that future mission members read the following documentation prior to their departure from home countries:

- *General Guide for Mission Members*, Chapter III (*Security and safety issues*).



Safety and security issues

Module 2: Mine awareness



Training phase

A. Context

Being relatively cheap and easy to handle, anti-personnel and anti-tank mines have been commonly used in recent conflicts. Steep terrain and the lack of thorough recollection of their exact position make their removal difficult in post-conflict areas. The nature of OSCE work in the field makes the mine threat a real issue for mission members' safety.

B. Training goal

Raising candidates' awareness of the real threat that mines represent for their own safety, as well as providing guidance on behavioural patterns to minimize the risk.

C. Learning objectives

Upon completion of this module, trainees should:

1. Be able to enumerate typical locations for mines;
2. Be familiar with signs indicating mined areas (both intended and unintended);
3. Be able to respond if encountering a mine or a suspected minefield;
4. Be familiar with the technique for self-removal from a mined area as a last resource.

D. Minimum content

- Types of mines.
- Common location of mines and mine signs.
- Basic rules of behaviour when encountering mines.

E. Reference materials

- *General Guide for Mission Members*, Chapter III, Section 11 (*Mines*).
- *UN Junior Ranks Handbook*, Chapter 4, Section 2, UNDPKO.
- *UNMOT Mine Awareness*, UNDPKO.
- *MAC: Mine Awareness Training Course & Video* (from UNTV), UNDPKO.



Pre-departure phase of preparation

Prior to their departure for an OSCE field activity, candidates should be familiar with the particular policies and other useful information that will be relevant when they join the Organization.

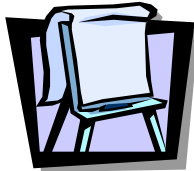
It is advisable that future mission members read the following documentation prior to their departure from home countries:

- *General Guide for Mission Members*, Chapter III, Section 11 (*Mines*).



Safety and security issues

Module 3: Map reading



Training phase

A. Context

Co-ordination of activities in the field, either internally or with other agencies, very often requires the ability to provide accurate information on the location of sites in a standardized form that can be easily understood, as well as to interpret references given by other agencies and locate them. Maps are common tools in missions to represent graphically the location of premises and information in general.

Indeed, the dispersion of mission members and the possible lack of services in an area make the ability to provide accurate information about locations extremely important in case of emergencies.

B. Training goal

Providing future mission members with basic map-reading skills in order to facilitate the performance of their duties and their interaction with other actors in their area of responsibility. "Basic skills" are regarded in this document as comprising map orientation and the ability to read co-ordinates.

C. Learning objectives

Upon completion of this module, trainees should:

1. Be able to distinguish terrain features on a map and interpret basic signs (e.g. settlement, road, tunnel, lake, river etc.);
2. Be able to orientate a map using ground references;
3. Be able to locate places and sites using grid systems;
4. Be able to log a grid reference.

D. Minimum content

- Understanding maps.
- Locating oneself.
- Navigating with a map.

E. Reference materials

- *UN Junior Ranks Handbook*, Chapter 4, Section 4, UNDPKO.
- *UN Peace Keeping Training*, Chapter 4, Section 3, UNDPKO.



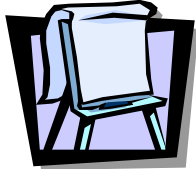
Pre-departure phase of preparation

There is no particular OSCE policy that needs to be underlined at this point.



Safety and security issues

Module 4: Four-wheel driving



Training phase

A. Context

Mobility is an important factor in the performance of mission members' duties. Assigned an area of responsibility, Mission Members are often expected to travel extensively within it in order to conduct their business. Most travelling will be done by car. While the Organization will provide professional drivers whenever possible, it is important that mission members are also self-sufficient in this respect, since 100 per cent assistance cannot be guaranteed. In some cases, mission members may indeed be required to drive under poor weather conditions (fog, rain, hail, snow...) along routes in a poor state. Driving under such conditions constitutes a major risk to the safety and well-being of mission members.

Even though it is assumed that future mission members drive regularly, it is understood that they may have limited opportunities in their places of origin to drive four-wheel drive vehicles, use of gear shift or drive over rough and variable terrain or on roads and tracks under diverse weather conditions.

B. Training goal

Familiarising future Mission Members with four-wheel drive vehicles and driving techniques over diverse terrain and under adverse weather, as well as allowing them to practice these concepts.

C. Learning objectives

Upon completion of this module, trainees should:

1. Be able to use gear-shift vehicles in left-hand driving situations;
2. Understand the different transmission types in four-wheel drive vehicles, knowing their purpose and how to engage them;
3. Be able to maintain control of the vehicle on dry tracks, rocky surfaces, mud, water, sand and snow;
4. Be familiar with preventive measures for maintaining vehicles in extreme winter climates.

D. Minimum content

We would recommend including in the programme practice time on a circuit which covers minimum handling ability as per the enclosed diagram.

E. Reference materials

- Scheme for setting up a 4x4 driving training polygon, OSCE Mission to Bosnia and Herzegovina. (Enclosed.)
- *UNCIVPOL Handbook*, Chapter 9, UNDPKO.
- *Selection Standards and Training Guidelines for UNCIVPOL*, annex D, UNDPKO.



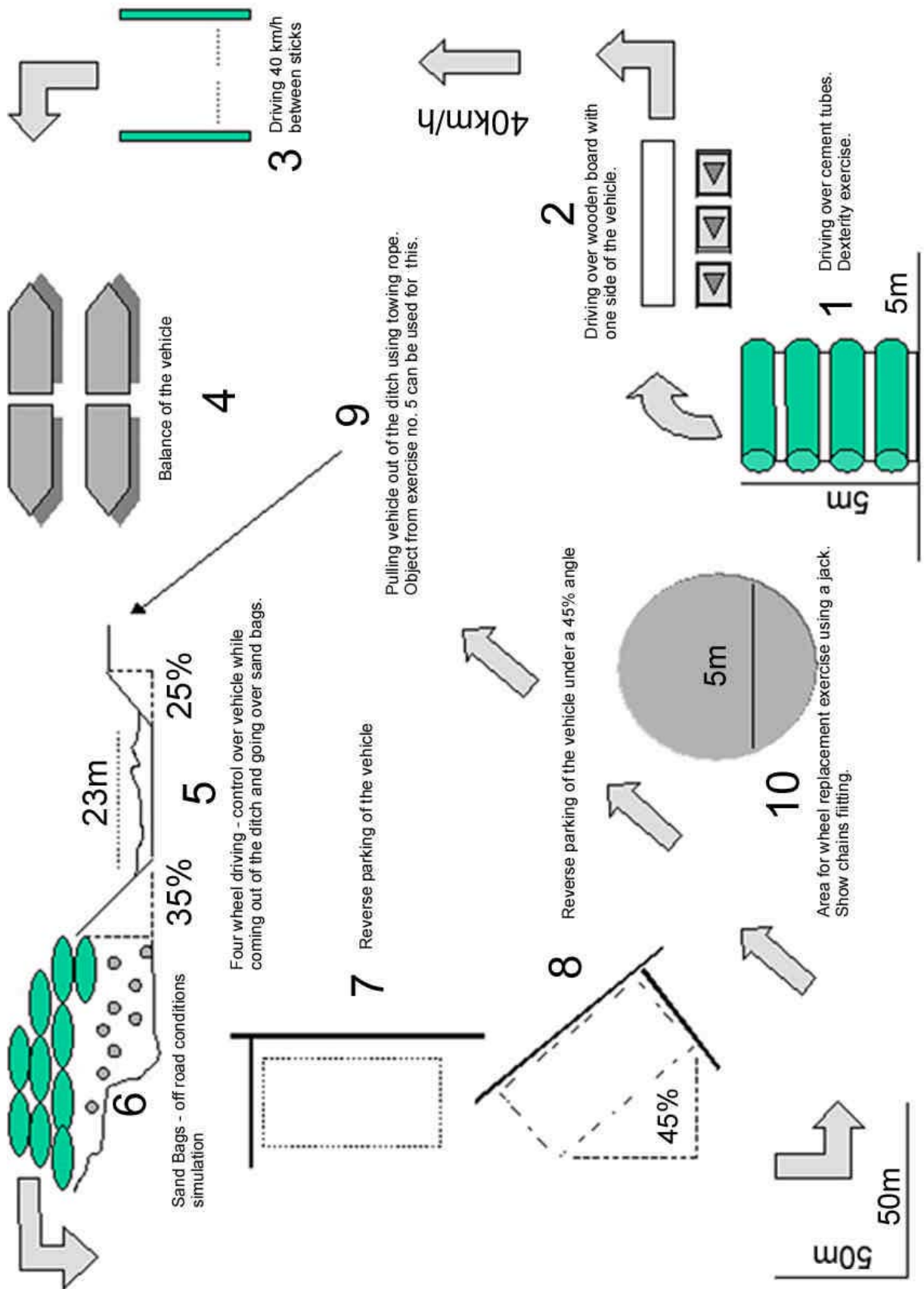
Pre-departure phase of preparation

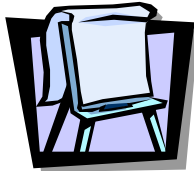
Prior to their departure for an OSCE field activity, candidates should be familiar with the particular policies and other useful information that will be relevant when they join the Organization.

On this issue in particular, it is advisable that future mission members read the following documentation prior to their departure from home countries:

- *General Guide for Mission Members*, Chapter XV, Sections 4 (*Use of vehicles*) and 8 (*Liability and insurance*).
- *General Guide for Mission Members*, Chapter III, Section 10 (*Driving*).

Driving Polygon – Example





Training phase

A. Context

Information flow and co-ordination of activities in the field depend greatly on the ability of mission members to communicate efficiently with each other and other OSCE offices. Moreover, the ability to maintain radio contact is an essential component in ensuring the safety of mission members in the field.

Different missions have opted for different communication solutions. However, the use of VHF radios is widespread as one of the most reliable means of staying in contact, particularly when mobile. The use of a common channel (such as VHF radio frequencies) for communicating both internally and with other partner organizations in the field requires that mission members use international standards for radio transmissions (e.g. radio alphabet and voice procedures).

B. Training goal

To enable future mission members to prepare, transmit and receive messages using VHF radio systems.

The lack of a common standard with regard to actual radio devices in OSCE missions makes difficult to recommend any particular instructions regarding the use of equipment (assembling, charging etc.).

C. Learning objectives

Upon completion of this module, trainees should:

1. Be able to correctly spell (i.e.: names, dates, times and places) using international standards for radio alphabet;
2. Be familiar with operational language on the net and be able to recreate simple transmissions, both from the sending and receiving ends.

D. Minimum content

Training can concentrate on clear, concise and accurate reporting of operational incidents. Including a field exercise or drill would be advisable. Drills should concentrate on common daily operational requirements: checking signal reception, communicating departure and

arrival from a trip, transmitting long messages without jamming the net, forwarding messages, etc.

Drills should cover:

- Phonetic alphabet and spelling;
- Basic communication procedures and plain procedure;
- Use of procedural words.

E. Reference materials

- *UNCIVPOL Handbook*, Chapter 5, UNDPKO.
- *UNCIVPOL Training Curriculum*, UNDPKO.
- *UN Peace Keeping Operations Training Guidelines*, UNDPKO.



Pre-departure phase of preparation

Prior to their departure for an OSCE field activity, candidates should be familiar with the particular policies and other useful information that will be relevant when they join the Organization.

On this issue in particular, it is advisable that future mission members read the following documentation prior to their departure from home countries.

- *General Guide for Mission Members*, Chapter XI (*Communications*).



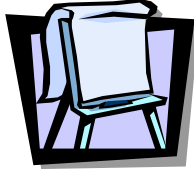
Stress management and first aid

*Module 1. Stress management
Module 2. First aid*

Very often members of field missions must perform under hardship working and living conditions. If not handled appropriately, pressure may lead to considerable amounts of stress, thus jeopardizing the health, safety and performance of the staff.

In addition, it is strongly advised that mission members should be familiar with basic first-aid assistance as an added precaution to minimize the risks implied in operating in remote areas with limited access to medical facilities.

Under this chapter trainers will find guidance on how the OSCE recommends developing a minimum level of skills in these areas in order to contribute to future mission members' health and safety.



Training phase

A. Context

OSCE field activities often take place in unfamiliar locations under difficult working and living conditions. Extreme conditions of work and life can put mission members under considerable pressure which can lead to a condition called *stress*.

Prolonged stress, if not relieved, may lead to a state of diminished response, severe fatigue and frustration. Colleagues and work can then be negatively affected. Eventually, extreme stress may lead to burnout or flame-out, situations in which the stressed individual can no longer effectively contribute to the work of the mission. The individual may remain scarred by the experience and be unable to resume work, and suffer personally.

B. Training goal

To provide future mission members with the necessary skills to prepare to face stressful situations, to recognize the signs indicating stress and to defuse that state before it becomes a problem, as well as to learn how to manage stress.

C. Learning objectives

Upon completion of this module, trainees should:

1. Be aware of the potential sources of stress in international field operations concerned with conflict management and post conflict rehabilitation;
2. Understand how to deal with deployment stress;
3. Be able to recognize basic, cumulative stress and traumatic stress and their symptoms;
4. Be familiar with techniques to remedy basic stress;
5. Be familiar with techniques to deal with cumulative stress (both *burnout* and *flame-out* situations);
6. Be familiar with techniques to respond to traumatic stress;
7. Be familiar with the concept of post-mission stress and recommendations to react to this situation.

D. Minimum content

It would be advisable to provide future mission members with some kind of checklist as a summary of the course, which can be used both for purposes of refreshment and as a step-by-step procedural guide when needed.

We would also recommend providing future mission members with a self-evaluation test to assist them in the detection of stress signs.

E. Reference materials

- *UN Stress Management Booklet*, UNDPKO.
- *Coping with stress*, ICRC.
- *Emergency Operations Manual*, Chapter 3 (*Field personnel management*), section on staff support mechanisms, IOM.

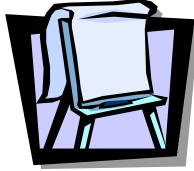


Pre-departure phase of preparation

Prior to their departure for an OSCE field activity, candidates should be familiar with the particular policies and other useful information that will be relevant when they join the Organization.

It is advisable that future mission members read the following documentation prior to their departure from home countries:

- *General Guide for Mission Members*, Chapter II, Section 3.e.iii (*Sick leave entitlements*) and iv (*Rest and recuperation leave entitlements*).
- *General Guide for Mission Members*, Chapter XI, Section 4.ii (*Recreation and recuperation programmes*).



Training phase

A. Context

Mission Members are often called on to serve in remote areas under hardship even in former war zones or areas of civilian or military unrest. Poor infrastructures as well as the poor condition of means of transport on the roads constitute an additional risk to the performance of mission members' duties in certain areas. Moreover, emergency medical treatment may be, in fact, difficult to obtain. In these circumstances, mission staff are often called on to rely on their own skills to overcome eventual health risk situations.

B. Training goal

A session in first aid should aim at ensuring that candidates have acquired sufficient skills to provide emergency medical assistance when required, with special attention to traffic-accident and war-zone related risks.

C. Learning objectives

Upon completion of this module, trainees should be able to:

1. Assess the need for first-aid assistance and prioritize actions;
2. Safely extract injured people from damaged vehicles and secure them – both when the patient is either conscious or unconscious;
3. Conduct cardio-pulmonary resuscitation (CPR);
4. Recognize the signs of internal bleeding and provide aid;
5. Block external bleeding;
6. Provide first care to burns;
7. Immobilize fractured bones;
8. Recognize and use alternative tools to provide first aid when pure medical-care materials are not available (i.e., improvising bandages);
9. Assess the advisability of using a tourniquet and properly apply it;
10. Address and calm down people in a state of psychological shock.

D. Minimum content

- Moving an injured person.
- Stabilizing an injured person.
- The Four 'B's: *Breathing, Bleeding, Burns and Bones*.
- Cardio-pulmonar resuscitation.

- Particularities of first aid in cases of firearm wounds, mine-caused injuries and other war-zone related injuries.
- Calming people in a state of psychological shock.

E. Reference materials

- *"First Aid quick reference guide"*, OSCE Mission to Bosnia and Herzegovina, 1999.
- *Selection Standards and Training Guidelines for UNCIVPOL*, UNDPKO, 1997.



Pre-departure phase of preparation

Prior to their departure for an OSCE field activity, candidates should be familiar with the particular policies and other useful information that will be relevant when they join the Organization.

It is advisable that future mission members read the following documentation prior to their departure from home countries:

- *General Guide for Mission Members*, Chapter III, Sections 3.g. (*Insurance*) and 3.h. (*Medical evacuation*).



Fieldwork techniques

Module 1. Monitoring techniques

Module 2. Communicating via interpreters

Module 3. Conflict management techniques

Module 4. Information flow and co-ordination

Module 5. Report-writing techniques

Participating in a field operation requires a number of specific skills not necessarily acquired in ordinary professional careers.

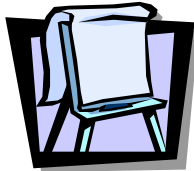
Increasingly complex mandates of OSCE missions and the limited assistance available to those deployed in remote areas are strong arguments in support of the need to ensure the “flexibility” and “adaptability” of mission members as a guarantee for a minimum level of efficiency of the operation as a whole.

Under this chapter trainers will find guidance on how the OSCE recommends developing a minimum level of skills in these areas in order to contribute to the efficiency and professional satisfaction of future mission members.



Fieldwork techniques

Module 1: Monitoring techniques



Training phase

A. Context

OSCE staff in the field is often called on to perform “information gathering” duties in their areas of responsibility. The effectiveness of Missions is directly influenced by their capacity to stay informed about events and developments in the host society as well as to analyse the information gathered.

B. Training goal

Preparing future mission members for field monitoring, by providing basic techniques and building basic skills that will enhance the ability of new mission members to integrate into the work of field stations and reduce their time of adaptation.

C. Learning objectives

Upon completion of this module, trainees should:

1. Understand the need for preliminary research on their areas of responsibility, knowing the scope of such research and where to look for the information;
2. Be aware of the risks of using unreliable information and be able to produce a “checklist” of steps to take in order to control the quality of information;
3. Understand the importance of building trust and confidence with information sources;
4. Be able to identify basic patterns of behaviour that can have an adverse or positive impact on their relationship with informants.

D. Minimum content

- The scope of monitoring: differences from other forms of intervention.
- Setting the appropriate framework for data analysis.
- Building up trust and handling information.

E. Reference materials

- Draft *OSCE Facilitators’ Guide for the use of standard modules for an introduction to the OSCE and working in OSCE field missions*, OSCE Capacity-Building and Training, 1999 (to be published).



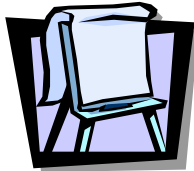
Pre-departure phase of preparation

There is no particular OSCE policy that would need to be underlined at this point.



Fieldwork techniques

Module 2: Communicating via interpreters



Training phase

A. Context

The effectiveness of mission members in the field depends on their ability to interface with the environment. OSCE missions provide interpretation services to overcome communication difficulties. Interpreters are commonly recruited from the local population. However, professional interpreters are not always available, thus forcing missions to rely on individuals who lack training in interpretation skills although they have a good proficiency in the English language.

B. Training goal

Raising awareness among future mission members of the particularities of communicating through interpreters, and familiarizing them with the basic skills for maintaining professional contacts with the assistance of non-professional interpreters.

C. Learning objectives

Upon completion of this module, trainees should:

1. Be familiar with techniques to assist non-professional interpreters in providing a professional like service;
2. Understand the difficulties in maintaining conversations indirectly;
3. Be aware of the elements that characterize a good interpreter (“invisibility”, “neutrality”, etc.).
4. Be able to identify basic behavioural rules when communicating through a third person.

D. Minimum content

- Characteristics of a good interpreter (“invisibility”, “neutrality”, etc.).
- Basic behavioural rules when communicating through a third person.

Participants should be familiar with the difficulties of indirect communication in order to understand the impact of behaviour and non-verbal elements in the communication process. In order to provide an opportunity to experience indirect communication, we would recommend role play drills. By recreating different scenarios, participants can practise the rhythm, pauses, non-verbal elements etc., inherent in communication via interpreters. Drills using groups of three people are strongly recommended.

E. Reference materials

- Draft *OSCE Facilitators' Guide for the use of standard modules for an introduction to the OSCE and working in OSCE field missions*, OSCE Capacity-Building and Training, 1999 (to be published).



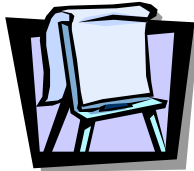
Pre-departure phase of preparation

There is no particular OSCE policy that needs to be underlined at this point.



Fieldwork techniques

Module 3: Conflict management techniques



Training phase

A. Context

Post-conflict societies constitute a difficult framework for civilian co-operation. Since imposed solutions are hardly long-lasting in post-conflict rehabilitation, OSCE staff seek the involvement and agreement of all parties to assist them in building their own solutions. Mission members are often called on to promote and/or engage in negotiation processes as a basic tool for overcoming deadlocks.

Thus, on many occasions the efficiency of OSCE field activities is determined by the capacity of mission members to manage conflict and streamline their actions.

B. Training goal

This module should serve as introduction to conflict management techniques, providing future Mission Members with basic notions and models for intervention in peaceful resolution of conflicts.

C. Learning objectives

Upon completion of this module, trainees should:

1. Be aware of the sources of conflict;
2. Be able to use a template or model to analyse the need for or desirability of a negotiation process, to determine its objective, and to design possible strategies;
3. Understand the implications of their personal style for conflict management;
4. Be familiar with the basic procedure for running a round of negotiations;
5. Be familiar with techniques to deal with hostile situations, including how to calm, pacify, encourage or cajole without adverse reaction;
6. Understand the implications that assuming a third-party role will have on mission members' behaviour and be familiar with the facilitation of mutually agreed outcomes.

D. Minimum content

- Conflict-handling style evaluation.
- A case-study based session where participants need to use the template or model presented in the course to assess the possibilities of a negotiation process.
- A role-play exercise where participants simulate chairing a round of negotiations.

E. Reference materials

- *Materials for the Seminar on Conflict Analysis* developed by the United States Institute for Peace (USIP) for the OSCE Mission to Bosnia and Herzegovina, 1999.
- *UNCIVPOL Handbook*, Chapter 3, UNDPKO.
- UN Video One, *The Roots & Causes of Conflict*, from the Instructional Peacekeeping Training Video Series, UNDPKO.



Pre-departure phase of preparation

Prior to their departure for an OSCE field activity, candidates should be familiar with the particular policies and other useful information that will be relevant when they join the Organization.

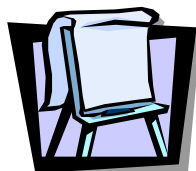
On this issue in particular, it is advisable that future mission members read the following documentation prior to their departure from home countries:

- *General Guide for Mission Members*, Chapter II, Section 2.g (*Code of conduct*).



Fieldwork techniques

Module 4: Information flow and co-ordination



Training phase

A. Context

By joining an OSCE field activity mission members become part of a “combined effort”. The activities, achievements and findings of field officers in the different disciplines are likely to complement and thus affect the work of their colleagues. Under these circumstances, co-ordination of the efforts of all mission members operating in the same area is essential to render the mission effective.

Information is a key element of co-ordination. Knowing what colleagues are or are not doing and aware of, what are the latest developments in other areas or even their own are examples of important information that may influence the actions and priorities of mission members.

For this reason, information flow is an absolute must in OSCE field activities.

B. Training goal

To raise awareness of the importance of information flow, and the adverse effects of faulty co-ordination inside the team. Thus, to introduce basic techniques that can be used when in an OSCE field activity.

C. Learning objectives

Upon completion of this module, trainees should:

1. Be able to discriminate as to what type of information should be shared and when;
2. Be able to identify basic forms of information-sharing that can be used in a field station;
3. Understand advantages and disadvantages of using the techniques mentioned above, and consequently be able to distinguish when they are appropriate;
4. Be familiar with basic meeting techniques.

D. Minimum content

- A scenario-based demonstration of the impact of lack of information or faulty co-ordination.
- Circulating information via e-mail and when to include others in e-mail conversations.
- Effective meetings:
 - ✓ The need to hold a meeting.

- ✓ Stages for effectively planning a meeting.
 - Identifying objectives and purpose.
 - Informing participants.
 - Preparing for the meeting.
 - Structuring the discussion.
 - Summarizing and recording.
- ✓ The follow-up of a meeting.

E. Reference materials

- *Meeting Management Workshops*, OSCE Mission to Bosnia and Herzegovina, 1999.
- Materials for *Senior Officers and Heads of Field Office Conferences*, OSCE Mission to Bosnia and Herzegovina, 1999.



Pre-departure phase of preparation

Prior to their departure for an OSCE field activity, candidates should be familiar with the particular policies and other useful information that will be relevant when they join the Organization.

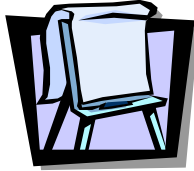
On this issue in particular, it is advisable that future mission members read the following documentation prior to their departure from home countries:

- *General Guide for Mission Members*, Chapter X, Sections 3 (*Summary of IT policies and standards*) and 4 (*Do's and don'ts for IT*).



Fieldwork techniques

Module 5: Report-writing techniques



Training phase

A. Context

Reporting is probably the most essential of all means of information flow in the field and constitutes the basic tool for participation in the definition of mission policies and activities. For instance, reports from field stations will allow co-ordination centres to form global visions; reports from co-ordination centres will provide political decision-making bodies with the necessary basis to draft strategies; etc.

The quality of reports produced, therefore, will impact on the capacity of the Organization to successfully meet its goals.

B. Training goal

To familiarize future mission members with the basics of report-writing, in order to facilitate their fruitful participation in information flow mechanisms.

C. Learning objectives

Upon completion of this module, trainees should:

1. Be aware of the types of reports they may need to produce;
2. Be able to identify what must be considered before writing reports;
3. Be able to organize and construct reports;
4. Be able to present and package report.

D. Minimum content

This module should have a heavy practical component. We would recommend building it around exercises and case studies in which participants are asked to apply the theory by creating sample reports common in fieldwork, such as:

- "Weekly Activity Reports".
- Incident reports.

E. Reference materials

- *OSCE Reporting Guidelines*. (Administrative Directive No. 1/97.)
- *Report Writing*, Video Arts interactive course.



Pre-departure phase of preparation

Prior to their departure for an OSCE field activity, candidates should be familiar with the particular policies and other useful information that will be relevant when they join the Organization.

On this issue in particular, it is advisable that future mission members read the following documentation prior to their departure from home countries:

- *General Guide for Mission Members*, Chapter IV (*Reporting and mission liaison*).
- *General Guide for Mission Members*, Chapter XVI, Sections 1 (*Style and format*) and 2 (*Correspondence*).
- *OSCE Style Manual*.
- *OSCE Reporting Guidelines* (Administrative Directive No. 1/97).



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