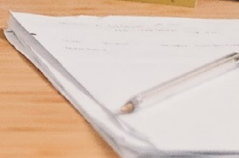
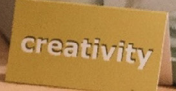
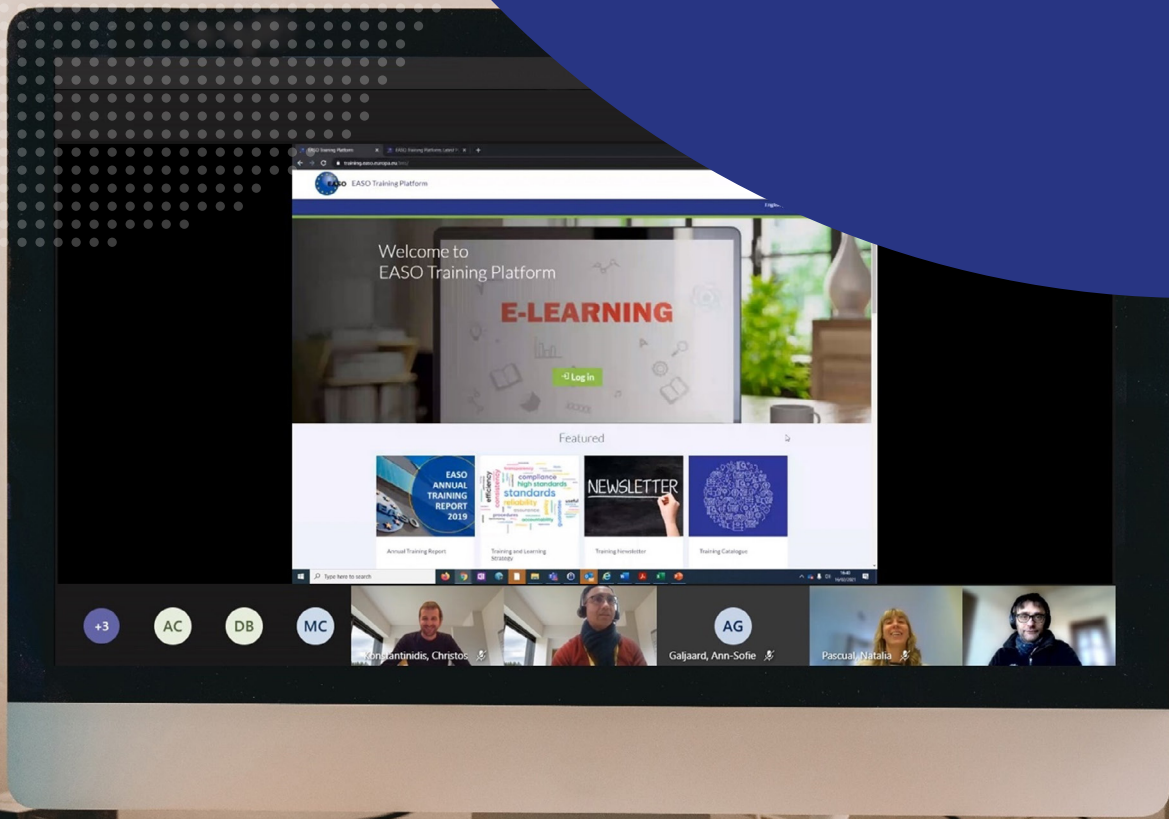




# EASO Annual Training Report 2020







# **EASO Annual Training Report 2020**



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# Contents

<b>Foreword</b> .....	<b>5</b>
<b>Acknowledgements</b> .....	<b>6</b>
<b>Acronyms and abbreviations</b> .....	<b>7</b>
<b>Introduction</b> .....	<b>9</b>
<b>1. Overview of training activities</b> .....	<b>11</b>
1.1. Total participations in EASO training sessions between 2012 and 2020.....	13
1.2. EASO Training Curriculum in 2020 .....	14
1.2.1. EASO Training Curriculum in 2020 – overview .....	14
1.2.2. EASO Training Curriculum in 2020 – module participations in 2020 vs. 2019.....	15
1.2.3. EASO Training Curriculum in 2020 – participations in 2020 vs.2019 by country.....	16
1.2.4. EASO Training Curriculum in 2020 – train-the-trainer sessions .....	17
1.2.5. EASO national and other training sessions in 2020.....	18
1.3. EASO Training Curriculum 2012–2020 .....	20
1.3.1. EASO Training Curriculum 2012–2020 – overview .....	20
1.3.2. EASO Training Curriculum modules 2012–2020.....	21
1.4. Operational training.....	24
1.4.1. Operational training in Cyprus .....	25
1.4.2. Operational training in Greece.....	26
1.4.3. Operational training in Italy .....	27
1.4.4. Operational training in Malta.....	28
1.5. External dimension and other stakeholders.....	29
1.6. EASO staff training.....	30
<b>2. In the spotlight</b> .....	<b>31</b>
2.1. The European Sectoral Qualifications Framework for asylum and reception officials (ESQF) .....	31
2.2. From the ESQF to the ETNAT – the practical implementation of the ESQF.....	32
2.3. EASO Training Needs Analysis Tool: pilot phase.....	33
2.4. EASO–Spain joint rapid needs assessment .....	34
2.5. New approach to design and development .....	35
2.6. Module developments and upgrades in 2020 .....	35

<b>3. Theme for 2020 – virtual training solutions .....</b>	<b>37</b>
3.1. New approach to training delivery as a result of the COVID-19 pandemic.....	37
3.2. Adaptation to virtual training – finding technical solutions.....	38
3.3. From face-to-face to virtual solutions – in practice .....	38
3.4. The experience of delivering training via webinars .....	40
<b>4. Preparing for the future – implementing the EASO Training and Learning Strategy.....</b>	<b>41</b>
4.1. Training Quality Assurance Framework (TQAF).....	41
4.2. Restructuring the EASO Training Curriculum .....	45
4.3. Revamping and upgrading the Learning Management System (LMS) .....	47
<b>Annexes .....</b>	<b>49</b>
Annex 1. EASO Training Curriculum portfolio (end 2020) .....	49
Annex 2. New releases in 2020 .....	50
Annex 3. Handbooks available to trainees .....	51
Annex 4. Module language versions available on the EASO training platform .....	52
Annex 5. EASO module factsheets .....	54

## Foreword



The past year has challenged us all in ways that were unimaginable just 18 months ago. The upheaval in the way we work and the way in which institutions operate had a profound impact in all sectors, not least in the asylum field. Travel restrictions, port closures and physical distancing measures required all relevant actors to quickly adapt their working arrangements to ensure that persons in need of international protection could continue to access asylum processes while adhering to all health and safety protocols.

Even during this challenging period, EASO wanted to continue the implementation of necessary changes to ensure that we could continue supporting national asylum and reception administrations. Specifically, in the training domain, our EASO team rapidly deployed online solutions to replace face-to-face sessions with webinars, thereby enabling the continued delivery of EASO training in this new context. It also strengthened further its own internal capacity

in terms of in-house trainers to complement and support national deployed experts in the delivery of train-the-trainer and operational training sessions.

When I took over the position of Executive Director of EASO, we started with the internal restructuring of Agency, which resulted in the establishment of a Centre entirely dedicated to EASO Training - the Training and Professional Development Centre (TPDC). The TPDC will enable EASO to continue putting quality and excellence at the heart of its training activities whilst allocating training resources in an optimal manner.

I am proud to point out that this edition of the Annual Training Report 2020 shows how, despite the challenge posed by the ongoing pandemic, EASO was able to rapidly respond to the changes and maintain high levels of training delivery during 2020, with an increase of 5 % in registrations for EASO Training Curriculum modules compared to 2019. As a departure from previous editions, this report also goes beyond the numbers to highlight important areas of the TPDC's activities as well as to anticipate some of the main developments in EASO training over the coming year.

During the past year, EASO continued to implement the Training and Learning Strategy adopted by EASO's Management Board in 2019. This will soon translate into an enhanced quality assurance framework for EASO training, which will consolidate EASO's position, in accordance with its founding regulation, as a centre of expertise on all matters relating to asylum. This new quality assurance framework will ensure that the learner is always at the centre of EASO's training activities, and in accordance with European standards and guidelines in training and education, also ensure that training quality standards are maintained and enhanced across the training cycle.

In delivering this ambitious agenda, EASO will continue to rely on the invaluable contributions of experts drawn from national asylum and reception authorities who, as an expression of the principle of solidarity, are made available by the Member States to participate in the development and delivery of EASO training. Their contribution, together with that of other key international, governmental and non-governmental stakeholders active in the field of asylum, migration and fundamental rights, ensures that EASO can continue to assist EU Member States and third country partners in building the capacity and resilience of their national asylum systems and of the Common European Asylum System as a whole.

**Nina Gregori**

EASO Executive Director

European Asylum Support Office

## Acknowledgements

We would like to thank colleagues at the European Asylum Support Office (EASO) who actively participated in providing input to the EASO Annual Training Report 2020 through contributions, consultations or feedback during the drafting process.

Primary facts and information were provided by EU+ countries through the coordination of the EASO Training National Contact Point. EASO remains grateful to asylum and reception authorities in EU+ countries for their continuous support and cooperation in the area of training and professional development throughout the year. The contributions from Training National Contact Points, members of the Certification and Accreditation Working Group and the Trainers Network have proved invaluable in providing EASO with an accurate and up-to-date overview of EASO training and professional development in Europe and beyond.



## Acronyms and abbreviations

CAWG	Certification and Accreditation Working Group
CEAS	Common European Asylum System
COI	Country of Origin Information
DGMM	Directorate General of Migration Management (Turkey)
DPS	Department of Public Security
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area
ESQF	European Sectoral Qualifications Framework for Asylum and Reception Officials
ETNAT	EASO Training Needs Analysis Tool
EU	European Union
FAQ	Frequently Asked Questions
F2F	Face-to-face training
FRA	European Union Agency for Fundamental Rights
Frontex	European Border and Coast Guard Agency
GAS	Greek Asylum Service
ICT	Information Communication Technology
JRNA	Joint Rapid Needs Assessment
LMS	Learning Management System
LO	Learning Outcomes
MedCOI	EASO MedCOI database providing information on Medical Country of Origin Information
MS	Member States
OP	Operating Plan
QIEE	Quality Initiative in Eastern Europe and South Caucasus
TPDC	Training and Professional Development Centre
TNA	Training Needs Analysis
(T)NCP	(Training) National Contact Point
TQAF	Training Quality Assurance Framework
TQAH	Training Quality Assurance Handbook
TtT	Train-the-trainer
UNHCR	Office of the United Nations High Commissioner for Refugees

## *Leading change together with Member States*



## *while addressing the challenges of virtual learning*



## Introduction

*This report highlights the main activities carried out during 2020 by the Training and Professional Development Centre (TPDC). These include training activities that were adapted to cope with the consequences of the COVID-19 pandemic as well as advancements in the implementation of the EASO Training and Learning Strategy.*

The Training and Professional Development Centre serves as a specialised training hub providing support to Member States in order to both build capacity and consolidate skills.

This support to Member States' national administrations and national services responsible for asylum matters through the establishment and provision of training is one of EASO's obligations as defined under Article 6 of Regulation (EU) No 439/2010 (EASO founding regulation).

The EASO mandate includes strengthening Member States' practical cooperation on asylum and reception, enhancing the implementation of the common European asylum system (CEAS) and supporting Member States whose asylum and reception systems are under particular pressure.

**The Annual Training Report details the outcomes of EASO training activities and highlights recent developments.**

Therefore, the overarching goal of the training provision is to promote good practice in line with the CEAS and thus enable its practical implementation and the enhancement of quality standards as part of EASO's permanent and operational support.

## Objectives

The Annual Training Report provides an annual update on outcomes achieved throughout the year. These include reporting on training activities as well as milestones reached as the centre implements improvements across all areas of the training cycle.

The EASO Annual Training Report 2020 highlights specific themes such as the finalisation of the European Sectoral Qualifications Framework

and how the framework is being used to inform a learning outcomes approach to training design, the reorganisation of the EASO Training Curriculum, the development of new learning pathways, and the development of authentic assessment criteria and strategies.

**This year, we also focused on how we are implementing training quality assurance across all training activities.**

Quality of training is at the very heart of the TPDC's activities and the Centre has accelerated its ambitious goal to fully comply with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). The integration of quality standards requires a more learner-centred approach to learning and training, embracing flexible learning pathways and highlighting the vocational aspect of training. EASO has reflected this by developing the European Sectoral Qualifications Framework for Asylum and Reception Officials (ESQF). This details the occupational and educational standards on which module design and development is based, including the building of assessments. Connecting the occupational standards and the educational standards links jobs to the learning and ensures the authentic vocational aspect of all EASO training. This constitutes the foundation of the restructured EASO Training Curriculum, allowing for flexible learning pathways. In this context, the TPDC is building a robust and authentic training system that is able to assess whether learners have achieved the defined learning objectives through the design and development of valid assessment strategies.

The Training Quality Assurance Framework (TQAF) has been a key aspect of EASO's 2020 activities. Having a documented framework is essential to guarantee and maintain high quality standards.

## Report outline

The main achievements of the training activities are described under the following sections.



Section 1 ‘Overview of training activities’ presents the overall quantitative elements of the training activities. These are described in terms of participation in the training activities, the implementation of EASO training in EU+ countries, and variations and trends.

Section 2 ‘In the spotlight’ presents a series of additional key elements connected to the training cycle that were of particular relevance in 2020. These include:

- The further implementation of the Training and Learning Strategy.
- The practical implementation of the ESQF through the EASO Training Needs Analysis Tool (ETNAT) with the practical example of the Rapid Training Needs Assessment developed for Spain.
- The use of the ESQF in the design of new modules and the restructuring of the EASO Training Curriculum.

Section 3 ‘2020 theme: virtual training solutions’ focuses on a specific theme that was a key issue in 2020. The section provides a detailed description of how EASO adapted its learning activities to cope with the COVID-19 pandemic and moved to virtual training.

Section 4 ‘Preparing for the future’ highlights how the TPDC is planning for the future. This section shows how current activities are expected to evolve in 2021 and beyond, for example, through the development of Training Quality Assurance Framework (TQAF). The restructuring of the EASO Training Curriculum will also include the development of new thematic content courses and modules for trainers. This section also describes how the TPDC will continue to develop ad hoc virtual solutions such as webinars, remote interviewing and support for staff well-being during the pandemic.

A detailed description of all modules is provided in Annex 5.

## 2020 challenges

In 2020, people had to deal with the challenges of the COVID-19 pandemic and adapt their living and working habits.

Attitudes and social norms changed, along with the ways we communicate in our personal life and at work. Homes became workplaces and offices imposed social distancing at all times and introduced the use of masks. People understood that it was necessary to become more flexible and open to new solutions. In the case of training, this meant adapting the training so that it was delivered in a way that was different from how it was originally designed.

**Member States used this period  
of change to invest time in  
training**

In spite of the changing working conditions as a consequence of the pandemic, EASO observed an increase of 5 % in registrations for Training Curriculum sessions in 2020 compared with 2019.

# 1. Overview of training activities

*This section gives an overview of the training activities carried out during 2020, providing quantitative information on participation in training sessions overall and by country of implementation, as well as variations and trends in training since 2012.*

## Activities

The TPDC serves as a highly specialised training hub that supports Member States' national administrations and national services responsible for asylum matters. This support includes the development and provision of training material and the provision of assistance for the organisation and delivery of training. The focus of the training is the practical implementation of the CEAS and the enhancement of quality standards.

The EASO Training Curriculum forms the basis of the training provided as part of its permanent support. The training material is developed in collaboration with Member State representatives and external experts with extensive knowledge of and experience in the topics in question. The modules cover different themes and levels of complexity. The training is adapted to meet the needs of both newly recruited staff and highly experienced officials.

EASO delivers train-the-trainer sessions in which participants are trained to become national trainers in Member States or third countries, ensuring the multiplier effect of the EASO Training Curriculum. Training is also provided for EASO staff.

<b>Core modules</b>	<ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Interview techniques</li> <li>• Evidence assessment</li> </ul>
<b>Focus on persons with special needs</b>	<ul style="list-style-type: none"> <li>• Interviewing vulnerable persons</li> <li>• Interviewing children</li> <li>• Gender, gender identity and sexual orientation</li> <li>• Trafficking in human beings</li> <li>• Reception of vulnerable persons: identification of vulnerability and provision of initial support (block A)</li> <li>• Reception of vulnerable persons: needs assessment and design of interventions (block B)</li> </ul>
<b>In-depth knowledge</b>	<ul style="list-style-type: none"> <li>• Inclusion – advanced</li> <li>• Asylum procedures directive</li> <li>• Dublin III regulation</li> <li>• Reception</li> <li>• Country of origin information (COI)</li> <li>• Medical country of origin information (MedCOI)</li> <li>• Exclusion</li> <li>• End of protection</li> <li>• Fundamental rights and international protection in the EU</li> <li>• Resettlement</li> </ul>
<b>Introductory modules</b>	<ul style="list-style-type: none"> <li>• Common European Asylum System</li> <li>• Introduction to international protection</li> <li>• Identification of potential Dublin cases</li> <li>• Identification of potential exclusion cases</li> </ul>
<b>For specific audiences</b>	<ul style="list-style-type: none"> <li>• Interpreting in the asylum context</li> <li>• Management in the asylum context</li> <li>• Registration of applications for international protection</li> <li>• Communication and information provision to asylum seekers</li> </ul>
<b>Didactics</b>	<ul style="list-style-type: none"> <li>• Introduction to didactics</li> </ul>

Complementary to the above-mentioned permanent training activities, EASO is also engaged in other training initiatives. When requested, EASO's training and learning material will be customised in order to tailor it to the specific needs of national asylum and reception authorities, including as part of operational support <sup>(1)</sup> and capacity building in the external dimension framework. Other activities include the development and delivery of training in cooperation with other EU agencies and/or actors in the field of international protection.

## Participants

Even though asylum and reception officials are the primary target group of the EASO Training Curriculum, some modules are designed for other learners, such as interpreters, registration officers (or other first-contact officials), policy officers and managers. All those who deal with asylum matters on a regular basis can benefit from the introductory modules, for example.

## Training data

In this section, the overall elements of and data on the training delivered by the TPDC are described under the following headings:

- Total participations in EASO training sessions between 2012 and 2020,
- EASO Training Curriculum in 2020,
- EASO Training Curriculum 2012–2020,
- Operational training,
- External dimension and other stakeholders,
- EASO staff training.

## Disclaimer

This report draws on data collected by EASO Training from 2012 onwards. Its purpose is to measure progress in the implementation of the EASO Training Curriculum. It does not intend to provide data on any other national training available in EU+ countries and delivered by other stakeholders.

At present, EASO Training measures only participation in training. This means that an individual attending several training sessions will be counted several times. Data are generated from the registration lists of participants in the EASO Training Curriculum (national training and train-the-trainer sessions) provided by EU+ countries and other stakeholders. These data provide a record only of participants who have completed a full training session (e-learning session and face-to-face session). Therefore, divergence of the data between the EASO Training data collection and Member States' records may result when EASO is not informed that a participant has not completed a full training session (the registration list is not updated). The date of a session refers to the beginning of the online training course.

Progress in the implementation of the EASO Training Curriculum is monitored and analysed on the basis of the following data:

- number of participants who have completed the EASO training modules,
- number of participants per module,
- number of train-the-trainer sessions and national training sessions, and
- number of train-the-trainer sessions and national training sessions per module.

It is important to note that the records take into account only the absolute numbers of participants. The graphs presented do not take into account the relative size of each national authority. This means that some Member States appear to be low-ranking in terms of absolute numbers even though a significant number of their staff have undergone training in the EASO Training Curriculum.

<sup>(1)</sup> Initially implemented as a form of support within the framework of the EU hotspot approach and of the EU relocation scheme under the European Agenda on Migration of May 2015.

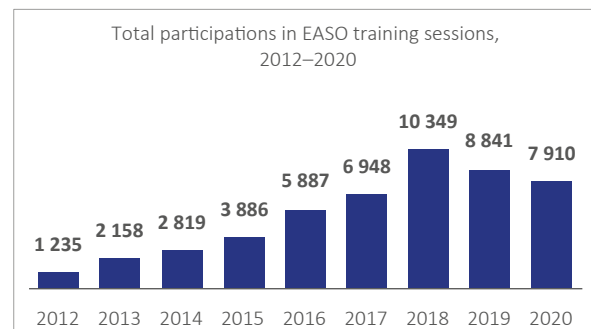
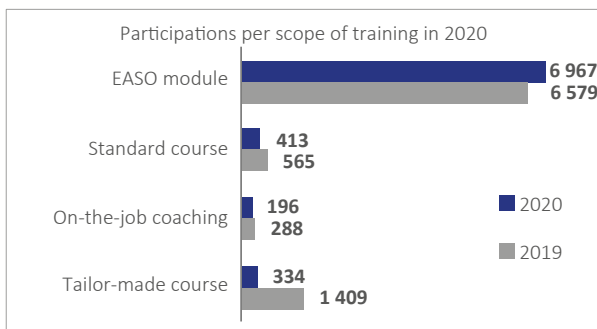
## 1.1. Total participations in EASO training sessions between 2012 and 2020

*EASO has been providing training support to Member States since 2012. Quantitative information on the total participations in EASO training sessions since 2012 is displayed in the graphs below, as well as comparisons with 2019.*



In 2020, the total number of participations in EASO training sessions reached **7 910**. Training in EASO Training Curriculum modules increased by 5 % in terms of participations (6 967 in 2020 vs. 6 610 in 2019), confirming a positive trend since 2012 and proving that the changes adopted to cope with the COVID-19 pandemic were successful in terms of providing permanent support. In contrast, training activities within operating plans that require more face-to-face activities (standard courses, on-the-job coaching and tailor-made courses) saw a decrease of 58 % in participations. This resulted in an overall decrease of 11 % in participations compared with 2019.

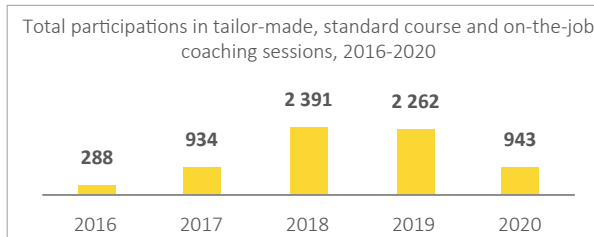
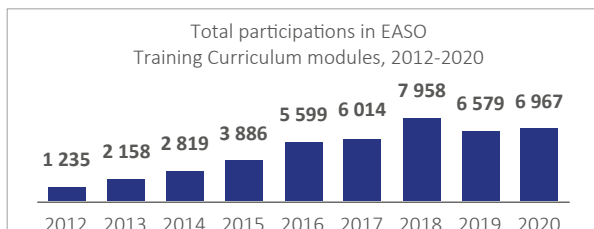
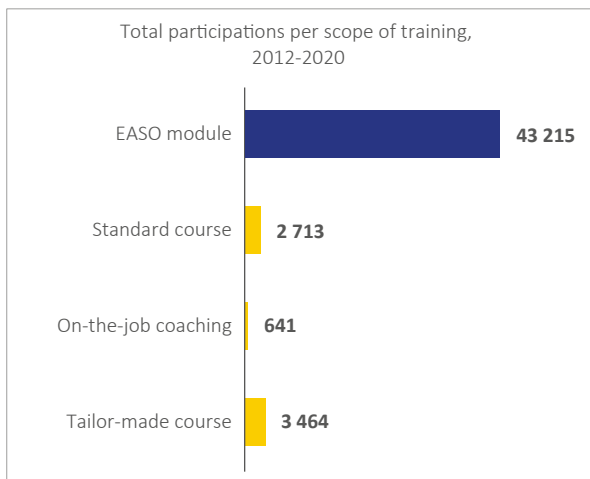
Number of sessions in 2020	Total participations in 2020	Individuals trained in 2020	Participations in EASO Training Curriculum in 2020	Participations in train-the-trainer sessions in 2020
<b>617</b>	<b>7 910</b>	<b>4 414</b>	<b>6 967</b>	<b>545</b>



In total, **50 033** participations were recorded in EASO training activities between 2012 and 2020.

The total participations in EASO Training Curriculum sessions between 2012 and 2020 amounted to **43 215**, of which **3 295** were in train-the-trainer sessions. Participations in tailor-made courses, standard courses and on-the-job coaching sessions amounted to **6 818**.

Total participations 2012-2020	Participations in EASO Training Curriculum 2012-2020	Participations in train-the-trainer sessions 2012-2020	Participations in tailor-made courses, standard courses and on-the-job coaching sessions 2012-2020
<b>50 033</b>	<b>43 215</b>	<b>3 295</b>	<b>6 818</b>



## 1.2. EASO Training Curriculum in 2020

An overview of participation in EASO training in 2020 compared with 2019 by country and by module is presented in the following sections.

### 1.2.1. EASO Training Curriculum in 2020 – overview

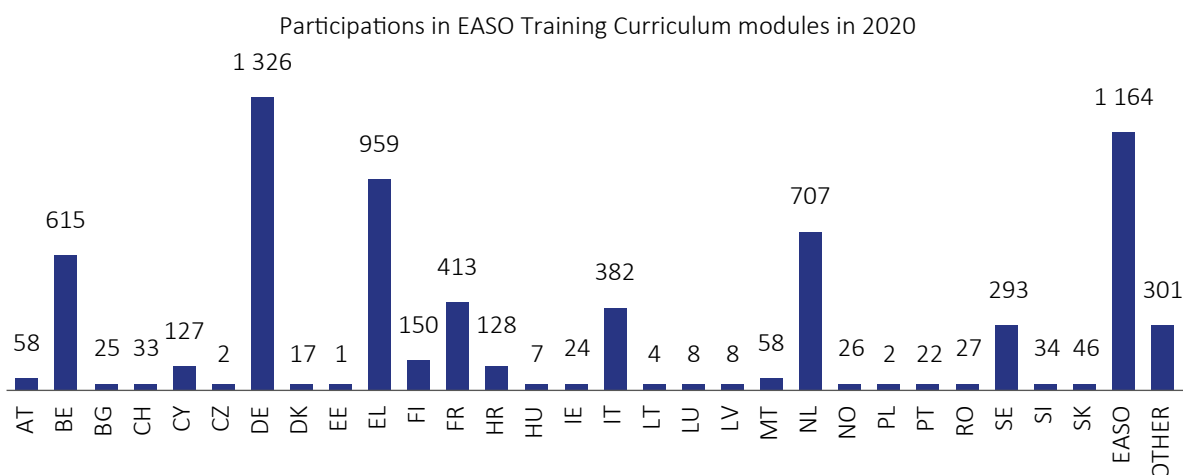
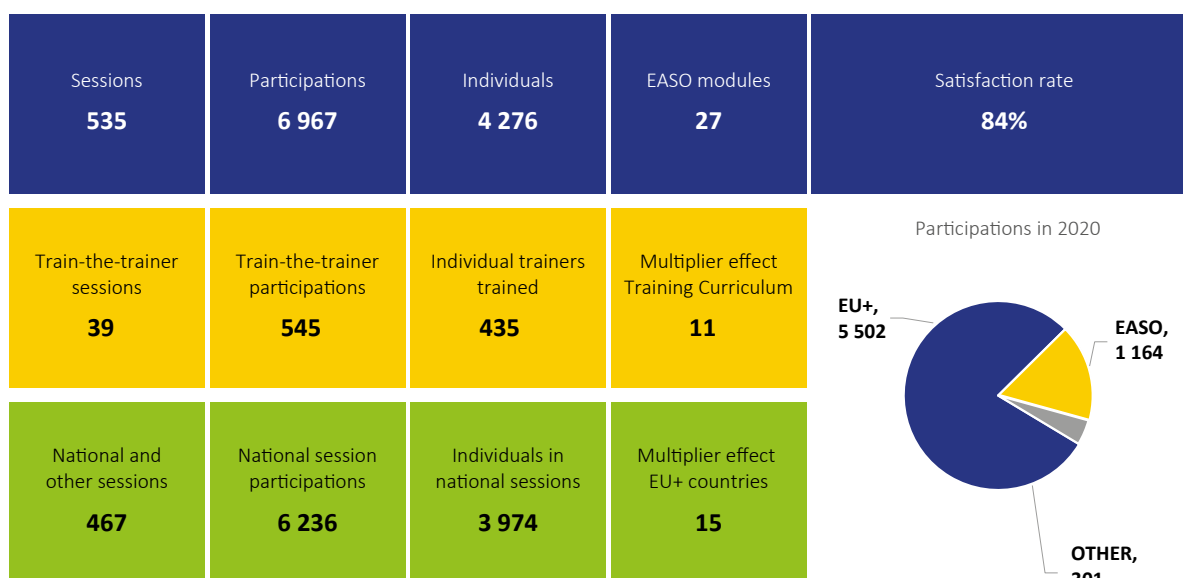


In 2020, 39 train-the-trainer sessions were delivered (545 participations) whereas 467 national and other training sessions were organised (6 236 participations).

The global satisfaction rate was quite high at 84 %.

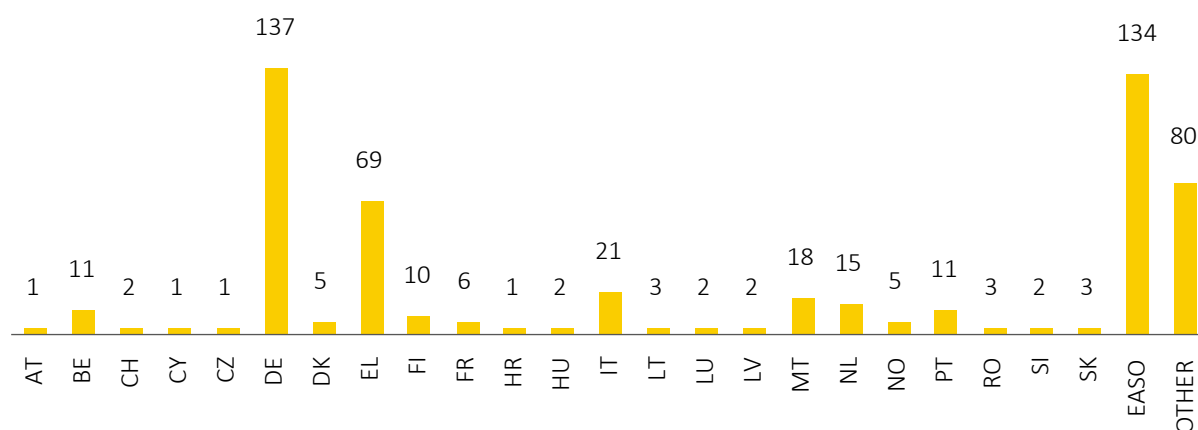
Overall, 4 276 individuals followed the EASO Training Curriculum sessions in 2020, representing a total of 6 967 participations, of which 79 % were by EU+ countries officials, 17 % were by EASO staff and 4 % were by officials from third countries.

The multiplier effect of the EASO Training Curriculum in 2020 amounted to 11 participants for one trainer trained. At EU+ level, the multiplier effect amounted to 15 participants for one trainer trained.

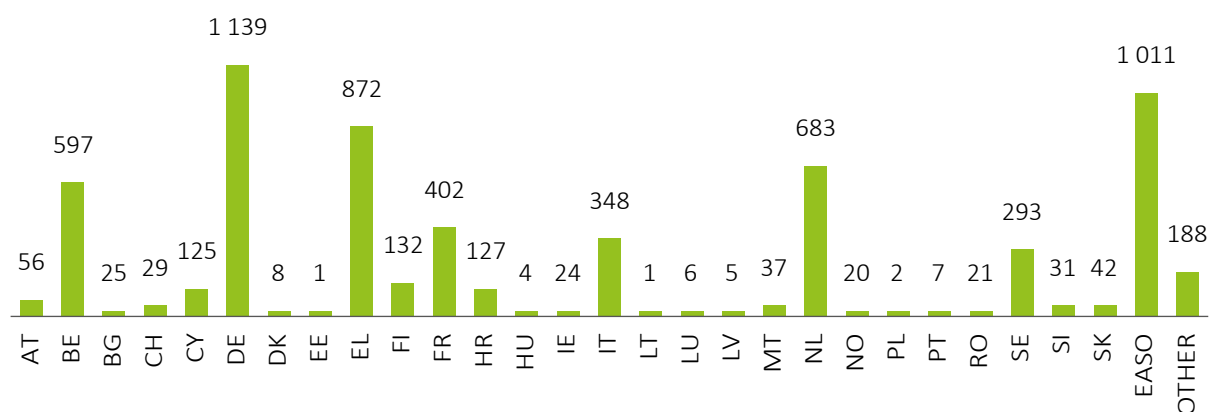




Participations in EASO Training Curriculum: train-the-trainer sessions in 2020



Participations in EASO Training Curriculum: national and other sessions in 2020



### 1.2.2. EASO Training Curriculum in 2020 – module participations in 2020 vs. 2019



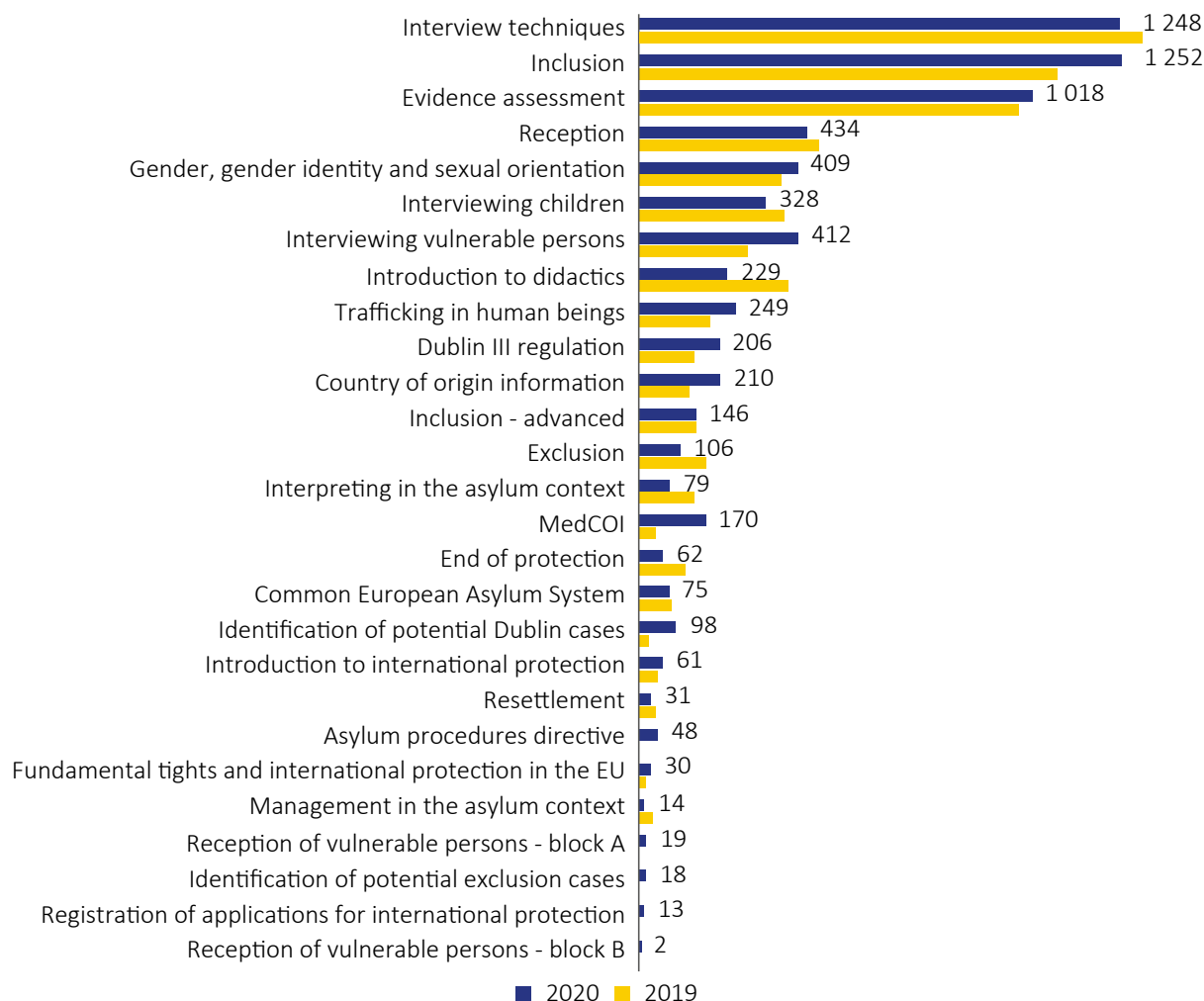
Confirming the trends in previous years, participations in Training Curriculum sessions were predominantly in the core modules by asylum case officers, accounting for 51 % of participations in 2020. Participation in the ‘Inclusion’ module increased by 15 % (1 252 in 2020 vs. 1 085 in 2019) and participation in the ‘Evidence assessment’ module increased by 4 % (1 018 vs. 982), whereas participation in the ‘Interview techniques’ module decreased by 5 % (1 248 vs. 1 309).

After the core modules, the next highest rates of participation were in the ‘Reception’ module (434; – 7 %) and modules with a focus on persons with special needs, that is, ‘Interviewing vulnerable persons’ (412; + 46 %), ‘Gender, gender identity and sexual orientation’ (409; + 10 %), ‘Interviewing children’ (328; – 13 %) and ‘Trafficking in human beings’ (249; + 37 %).

Participations in MedCOI training sessions have almost multiplied by 4 in 2020 (170 vs. 43), and participation in the ‘Country of origin information’ module also increased significantly (210 versus 133; + 58 %).

The following modules were delivered for the first time in 2020: ‘Reception of vulnerable persons’ (blocks A and B), ‘Identification of potential exclusion cases’ and ‘Registration of applications for international protection’.

### Participations in EASO Training Curriculum modules, 2020 vs. 2019



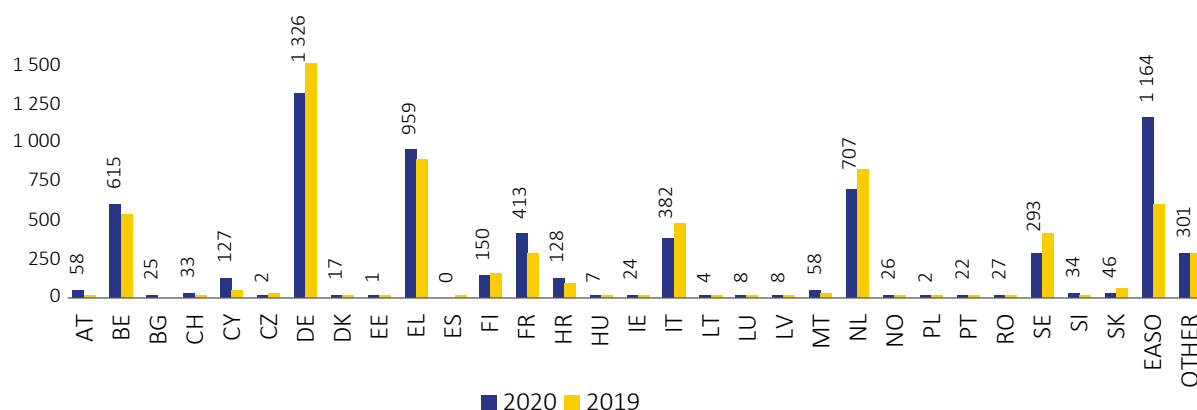
### 1.2.3. EASO Training Curriculum in 2020 – participations in 2020 vs.2019 by country



Although the total participations in EASO Training Curriculum sessions increased by 5 % in 2020 compared with 2019, the participations of EU+ countries slightly decreased by 3 %. The pandemic did not significantly impact on the use of the EASO Training Curriculum at national level.

Greece (+ 7 %), Belgium (+ 13 %) and France (+ 40 %) increased their use of the EASO Training Curriculum modules whereas Finland (– 7 %), Germany (– 13 %), the Netherlands (– 16 %), Italy (– 20 %) and Sweden (– 31 %) followed fewer modules.

Participations in EASO Training Curriculum modules, 2020 versus 2019

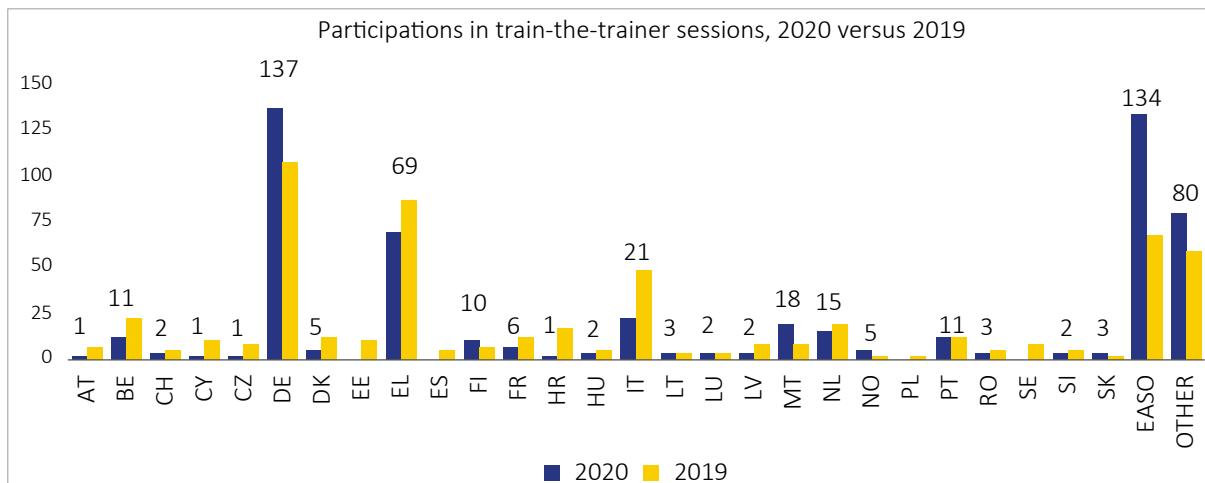
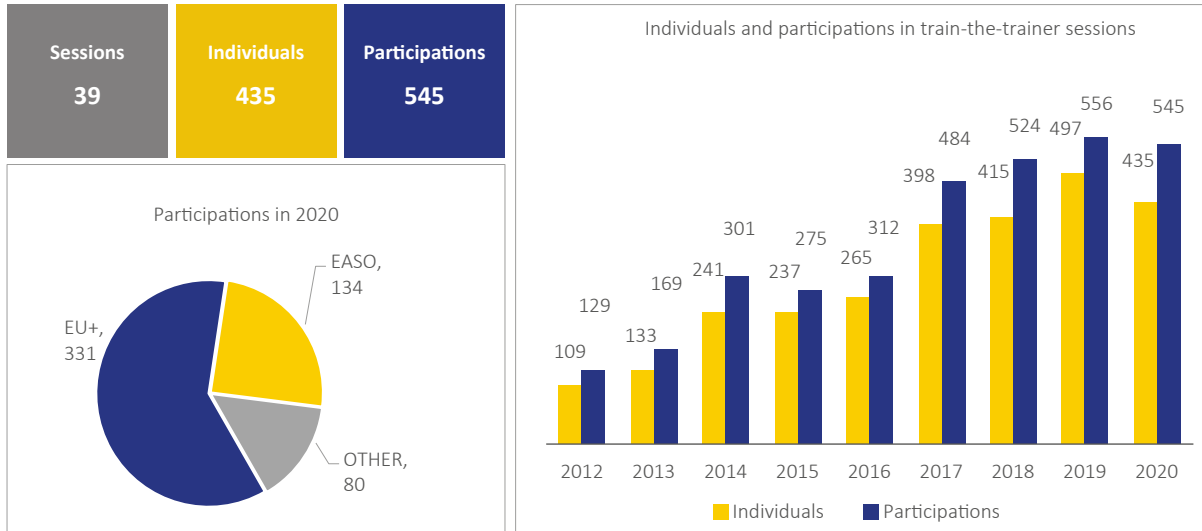


### 1.2.4. EASO Training Curriculum in 2020 – train-the-trainer sessions



In 2020, 39 train-the-trainer sessions were delivered, similar to the number delivered in 2019, confirming a continuous demand for new trainers since 2012.

In total, 435 individuals trained to become trainers in 2020, representing a total of 545 participations (– 2 % compared with 2019), of which 137 were from Germany and 69 were from Greece.

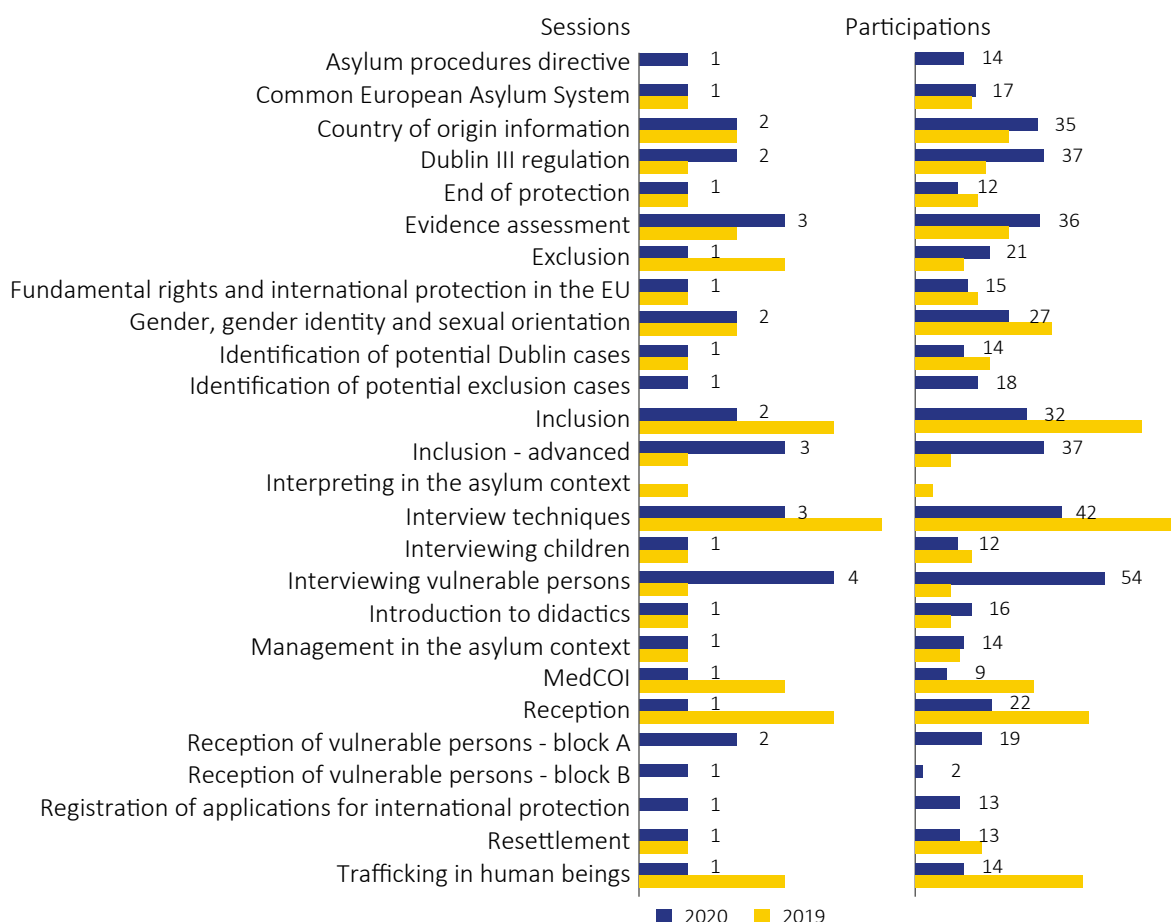


In total, 25 modules were delivered in train-the-trainer sessions in 2020 (compared with 21 in 2019). The modules ‘Identification of potential exclusions cases’, ‘Registration of applications for international protection’ and ‘Reception of vulnerable persons’ (blocks A and B) were delivered for the first time in 2020.

Although the number of train-the-trainer sessions delivered in 2020 was similar to that in 2019, a different distribution of participants across the modules was observed. A significant increase was seen in new trainers trained in the following modules: ‘Interviewing vulnerable persons’ (54 in 2020 vs. 10 in 2019), ‘Inclusion – advanced’ (37 vs. 10), ‘Dublin III regulation’ (37 vs. 20), ‘Evidence assessment’ (36 vs. 27) and ‘Country of origin information’ (35 vs. 27).

In contrast, fewer new trainers were trained in the following modules: ‘Interview techniques’ (42 in 2020 vs. 76 in 2019), ‘Inclusion’ (32 vs. 65), ‘Gender, gender identity and sexual orientation’ (27 v 39), ‘Reception’ (22 vs. 50) and ‘MedCOI’ (9 vs. 34).

### Train-the-trainer sessions and participations by module, 2020 vs. 2019



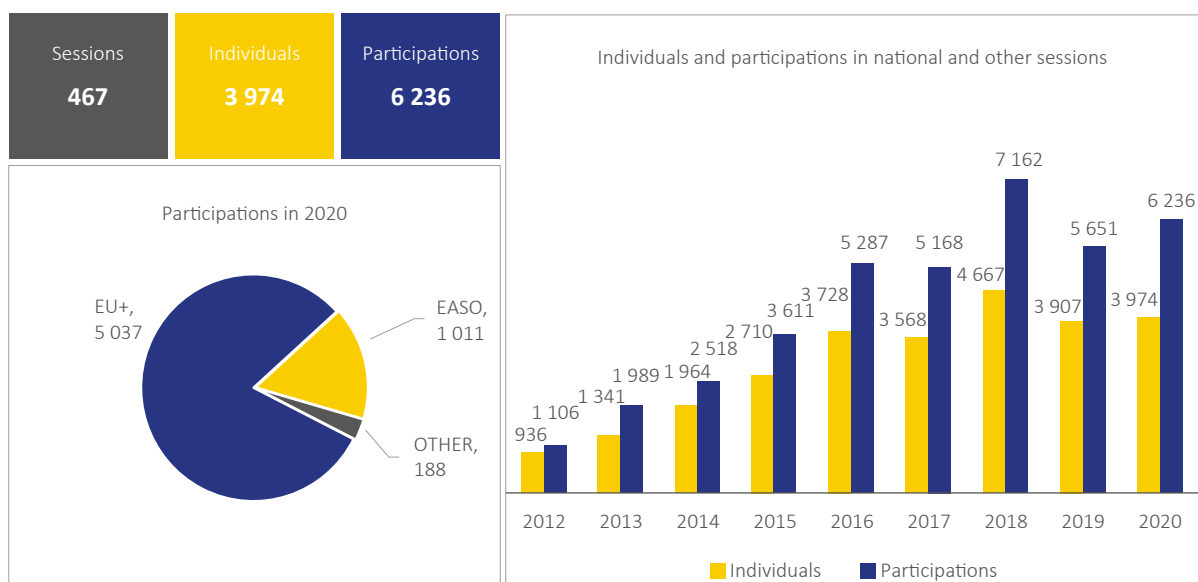
### 1.2.5. EASO national and other training sessions in 2020

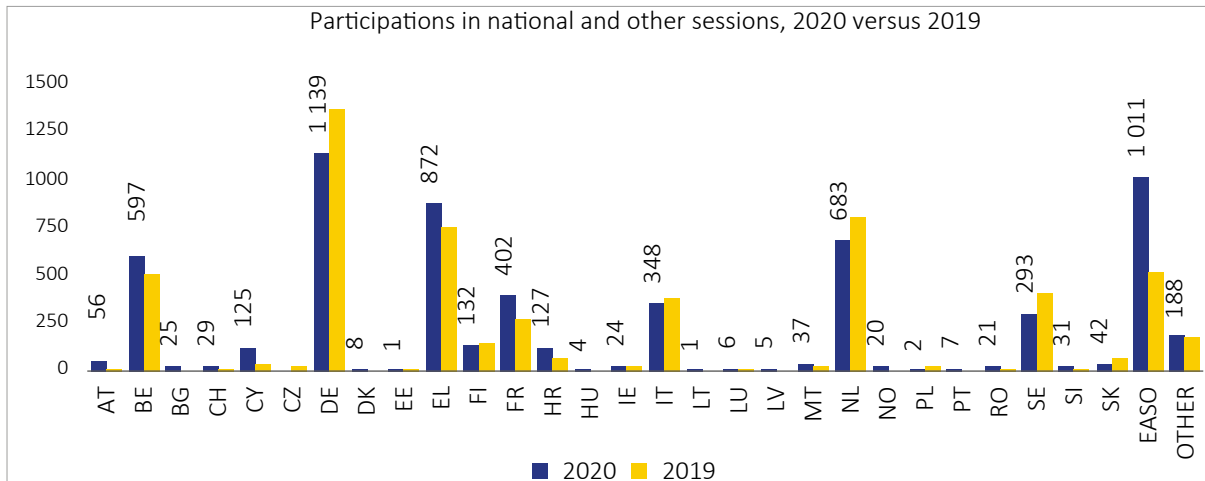


In 2020, 467 national and other sessions on EASO Training Curriculum modules were organised for 3 974 individuals, representing a total of 6 236 participations (+ 10 % compared with 2019).

Germany remained the biggest user of the EASO Training Curriculum at national level in 2020, with 1 139 participations, despite a decrease of 16 % compared with 2019. This was followed by Greece (872; + 17 % compared with 2019), the Netherlands (683; – 15 %), Belgium (597; + 19 %) and France (402; + 49 %).

Significant increases were observed in Slovenia (31 vs. 7; + 343 %), Austria (56 vs. 14; + 300 %), Cyprus (125 vs. 32; + 291 %), Switzerland (29 vs. 11; + 164 %) and Croatia (127 vs. 72; + 76 %).



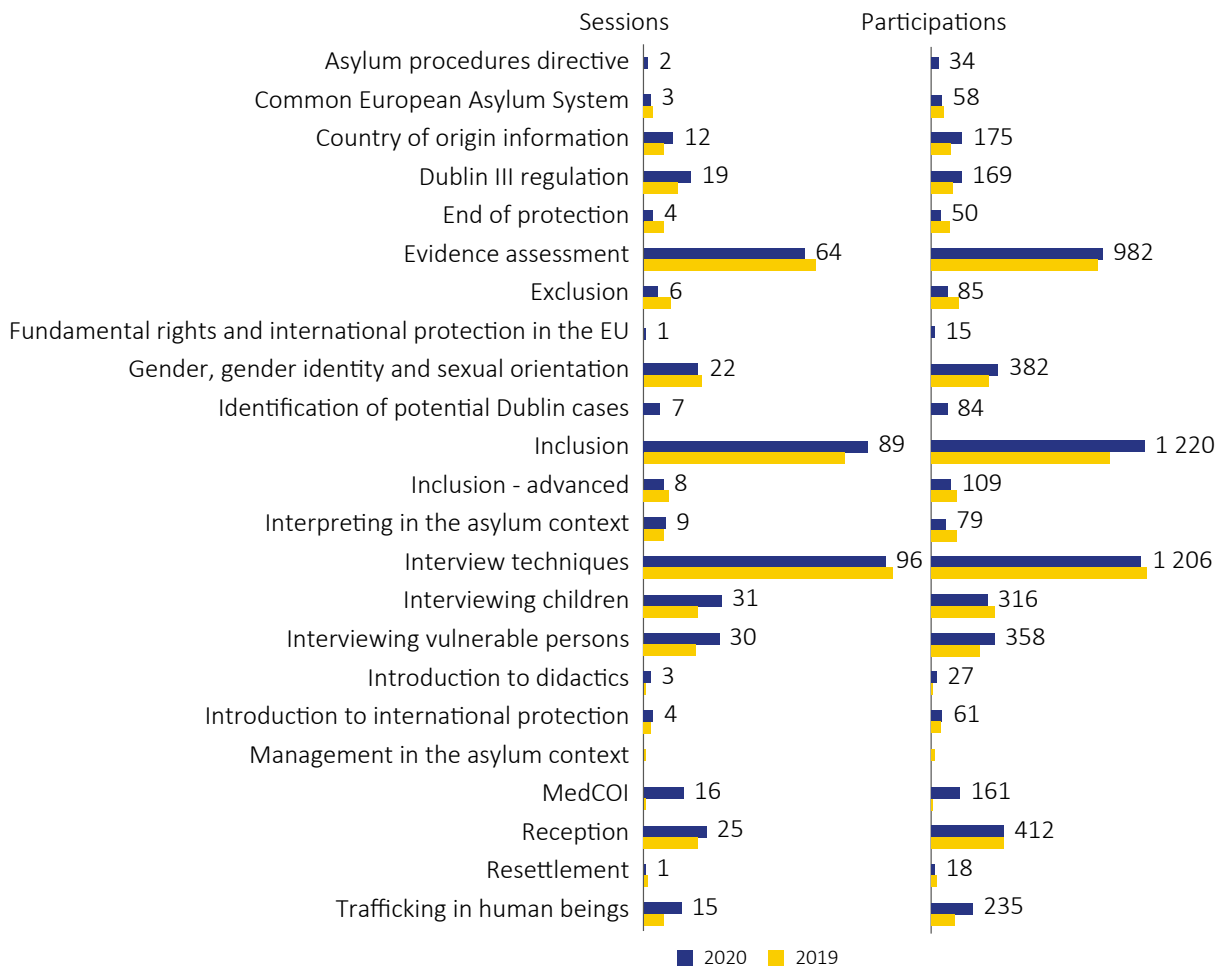


In total, 22 EASO modules were used in national and other training sessions in 2020 compared with 20 in 2019.

The core modules remained the most frequently used modules, accounting for 55 % of participations in 2020 (compared with 56 % in 2019). Although participations increased by 21 % in the ‘Inclusion’ module and 3 % in the ‘Evidence assessment’ module, participations in the ‘Interview techniques’ module decreased by 1 % at national level.

A significant increase in participations was observed for the modules ‘Trafficking in human beings’ (+ 75 %, with 235 participations in 2020 vs. 134 in 2019), ‘Country of origin information’ (+ 65 %; 175 vs. 106), ‘Dublin III regulation’ (+ 35 %; 169 vs. 125) and ‘Interviewing vulnerable persons’ (+ 32 %; 358 vs. 272).

**National training sessions and participations, 2020 vs. 2019**



### 1.3. EASO Training Curriculum 2012–2020

A detailed description of trends and variations in activities since 2012 is included in this section to provide a longer-term perspective.

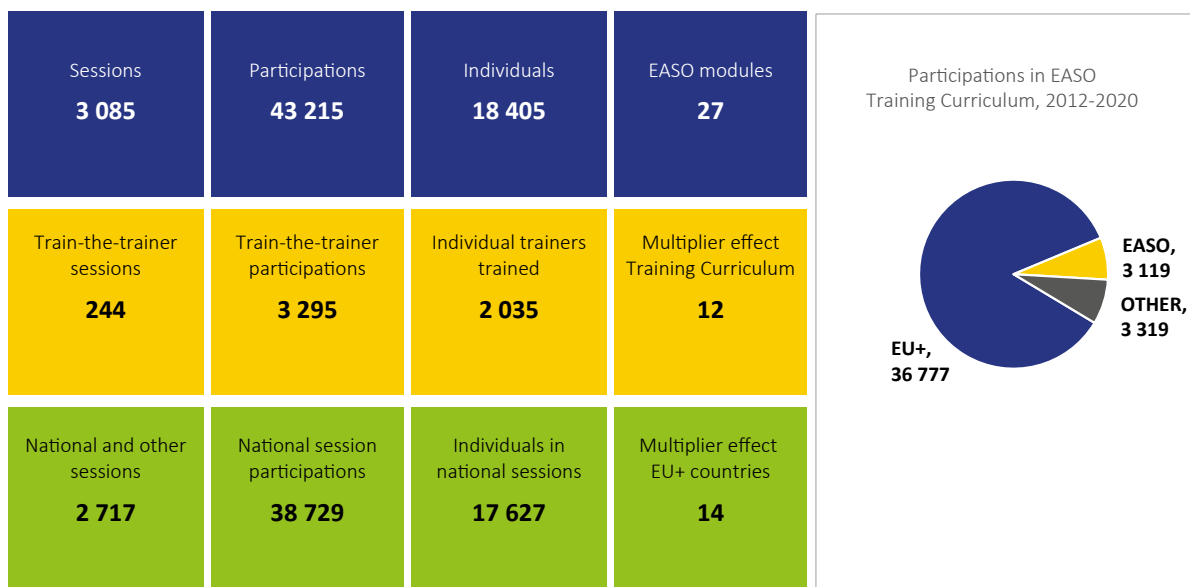
#### 1.3.1. EASO Training Curriculum 2012–2020 – overview



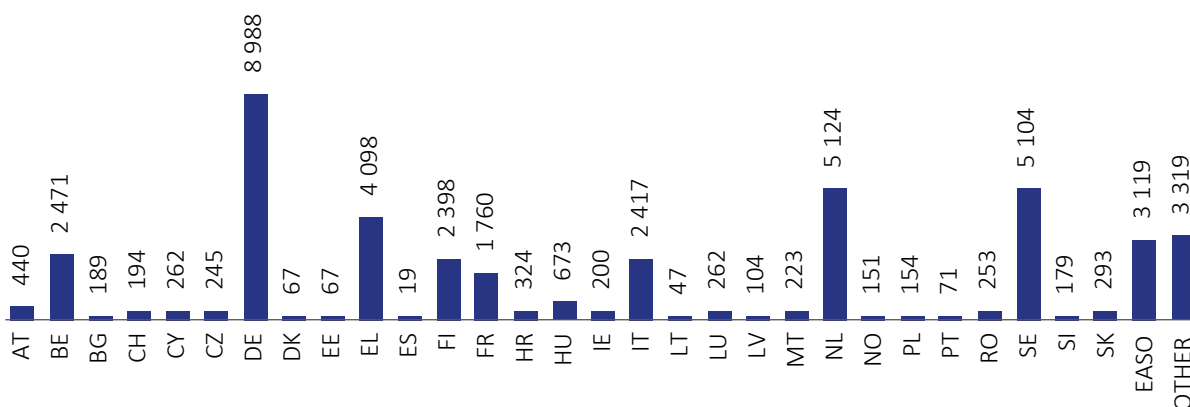
In total, 3 085 sessions on 29 EASO Training Curriculum modules were organised between 2012 and 2020, of which 244 were train-the-trainer sessions and 2 717 were national and other sessions.

In total, 43 215 participations were registered in EASO Training Curriculum sessions between 2012 and 2020 (18 405 individuals), of which 3 295 were in train-the-trainer sessions and 38 729 were in national and other sessions.

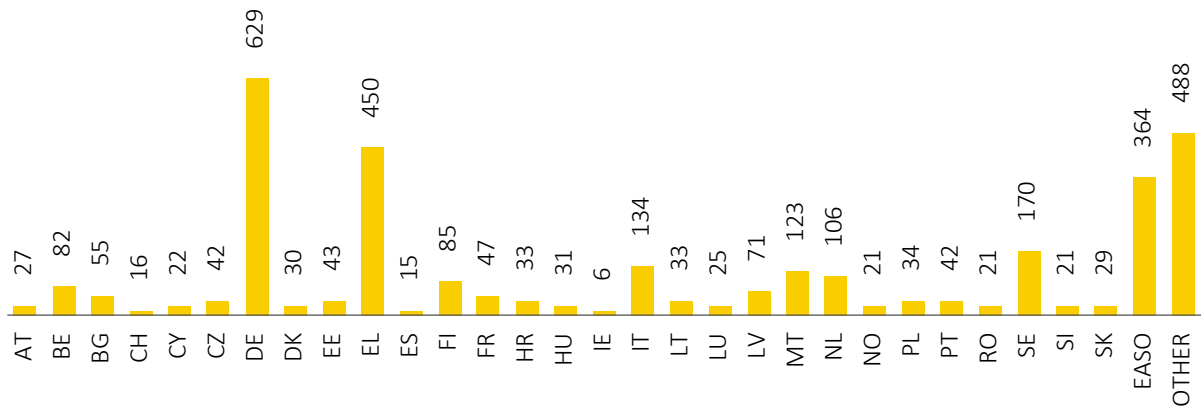
EU+ countries accounted for 85 % of the total participations, while non-EU+ countries accounted for 8 % and EASO accounted for 7 %.



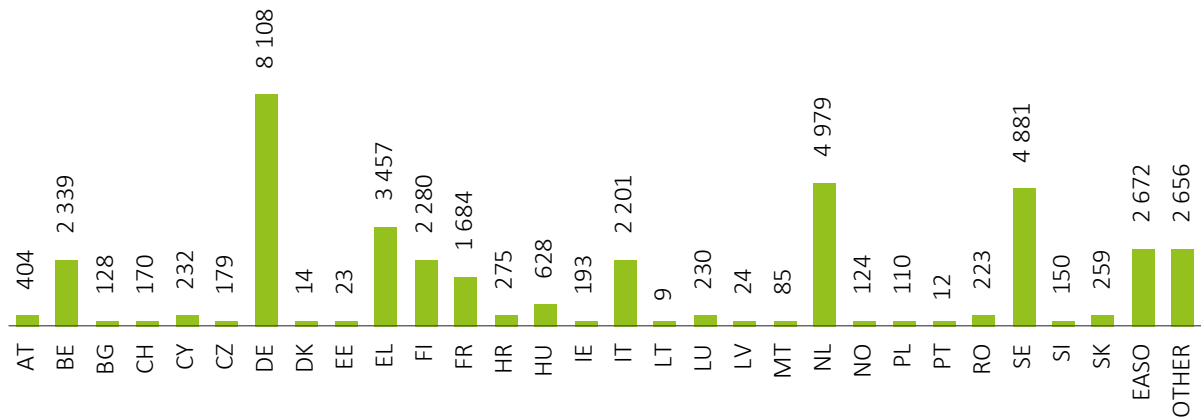
Participations in EASO Training Curriculum modules, 2012-2020



Participations in EASO Training Curriculum: train-the-trainer sessions, 2012-2020



Participations in EASO Training Curriculum: national and other sessions, 2012-2020



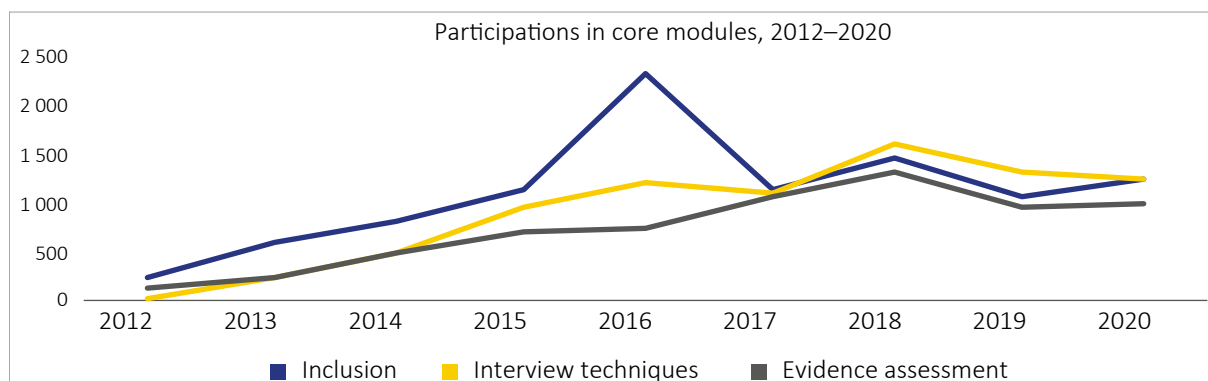
### 1.3.2. EASO Training Curriculum modules 2012–2020



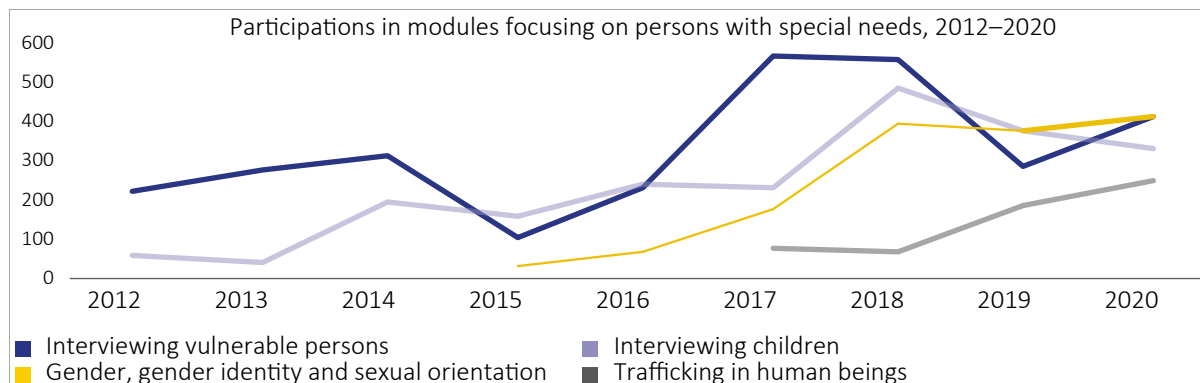
At the end of 2020, the EASO Training Curriculum was composed of 28 modules (see Annex 1), with 169 different language versions available on the EASO learning management system (LMS; see Annex 4).

The core modules have been completed most frequently, accounting for nearly 6 participations out of 10 between 2012 and 2020.

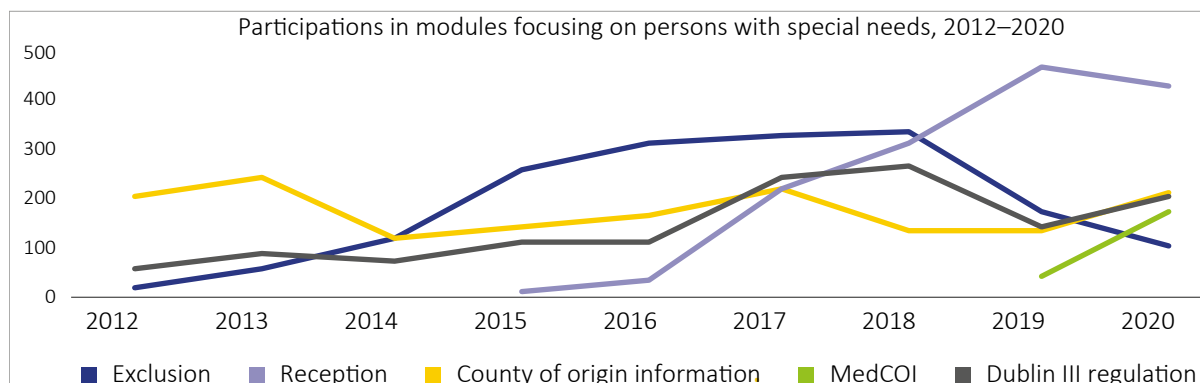
The ‘Inclusion’ module has been completed most frequently (10 097 participations; 24 % of the total in EASO Curriculum), followed by the ‘Interview techniques’ module (8 260 participations; 19 %) and the ‘Evidence assessment’ module (6 757 participations; 16 %).



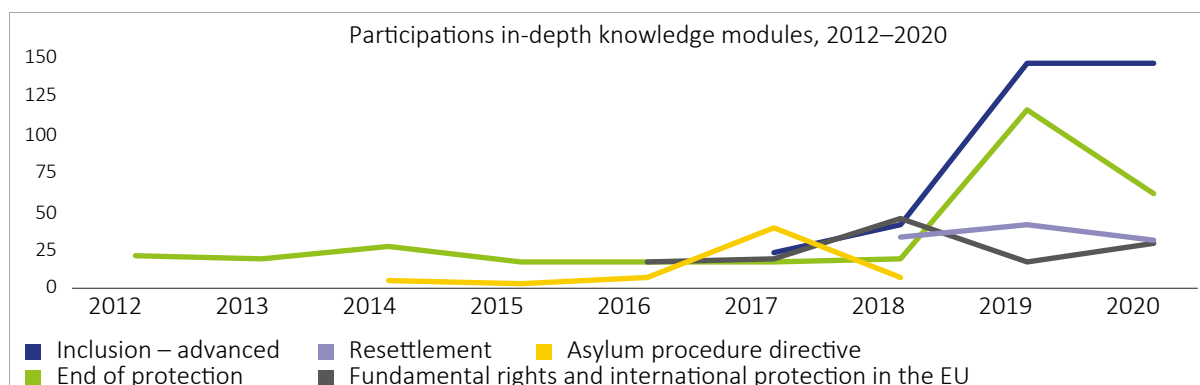
The modules focusing on persons with special needs represented 17 % of the total participations between 2012 and 2020, with most participations in the ‘Interviewing vulnerable persons’ module (2 951 participations), followed by ‘Interviewing children’ (2 106), ‘Gender, gender identity and sexual orientation’ (1 452) and ‘Trafficking in human beings’ (570). The modules ‘Reception of vulnerable persons’ (blocks A and B) were piloted in 2020.



Between 2012 and 2020, 1 704 participations were recorded in the ‘Exclusion’ module, while 1 572 and 1 299 participations were recorded in the ‘Country of origin information’ and ‘Dublin III regulation’ modules, respectively. Launched in 2015, 1 481 participations were recorded in the ‘Reception’ module up to 2020. The ‘MedCOI’ module recorded 213 participations up to 2020 since its launch in 2019.

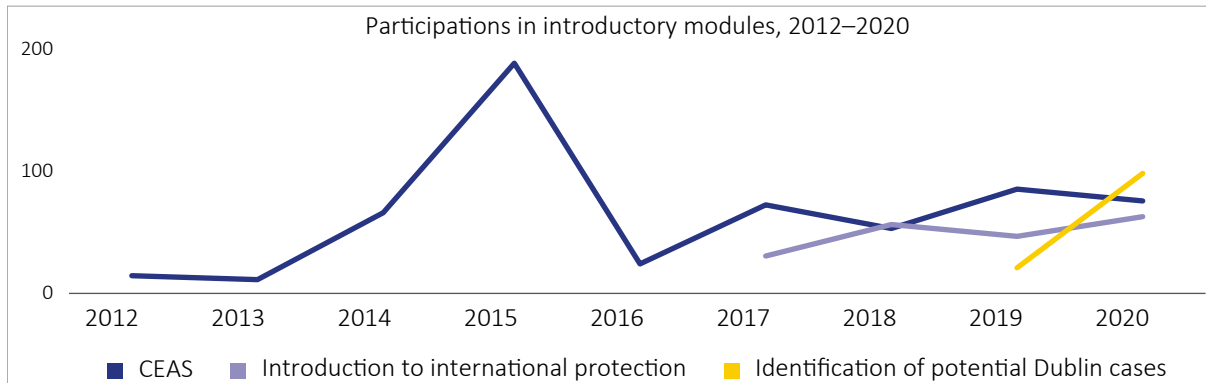


The module ‘End of protection’ recorded 320 participations between 2012 and 2020. Launched in 2014, the module ‘Asylum Procedure Directive’ recorded 118 participations. The ‘Fundamental rights and international protection in the EU’ module recorded 131 participations between 2016 and 2020. Launched one year later, the ‘Inclusion – advanced’ module recorded 357 participations up to 2020, while the ‘Resettlement’ module amounted recorded 106 participations between 2018 and 2020.



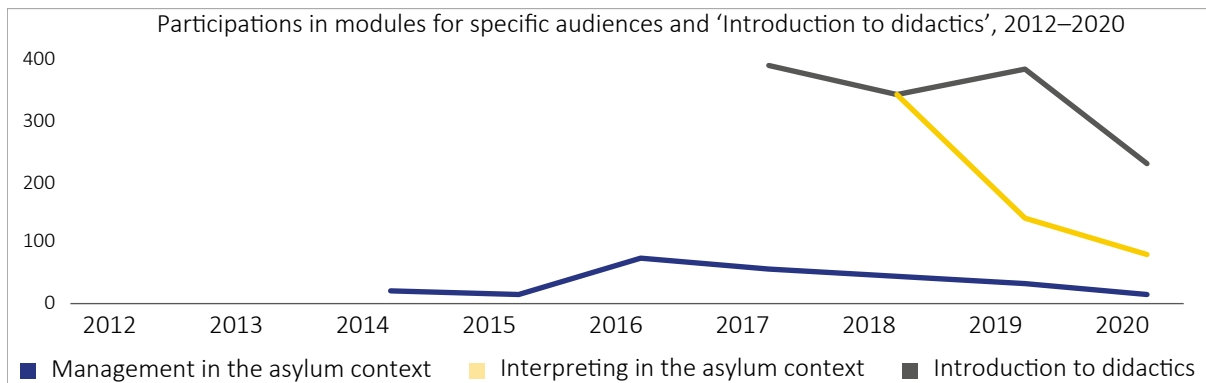
The Common European Asylum System module recorded 579 participations between 2012 and 2020, while the ‘Introduction to international protection’ module recorded 191 participations between 2017 and 2020. Launched in 2019, the module ‘Identification of potential Dublin cases’ recorded 119 participations up to 2020. The module ‘Identification of potential exclusion cases’ was launched in 2020 and recorded 18 participations.





In total, 246 participations were recorded in the module ‘Management in the asylum context’ since its launch in 2014 up to 2020. The module ‘Interpreting in the asylum context’, delivered for the first time in 2018, recorded 567 participations up to 2020. The module ‘Registration of applications for international protection’ was launched in 2020 and recorded 13 participations.

A total of 1 354 participations were recorded in the module ‘Introduction to didactics’.



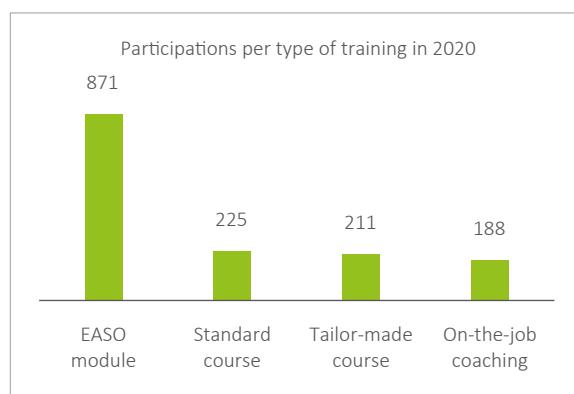
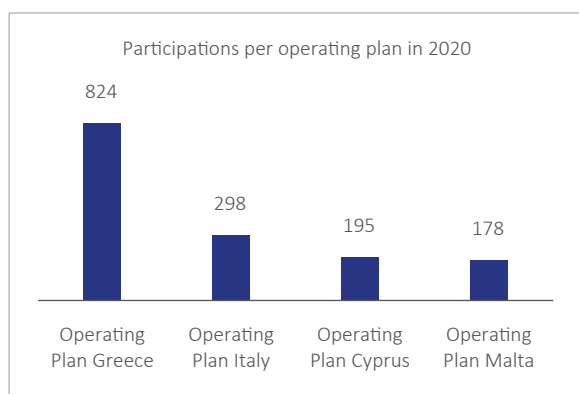
## 1.4. Operational training

*This section provides information on the operational support that EASO has continued to provide to Greece, Italy, Cyprus and Malta in terms of capacity building through the training of personnel (operational training).*



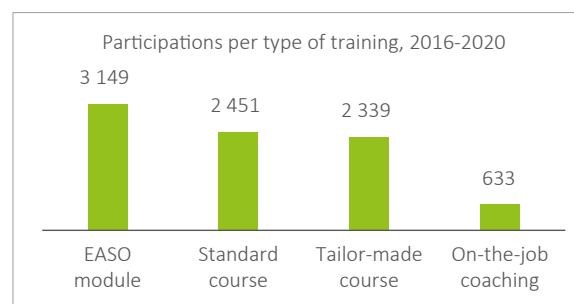
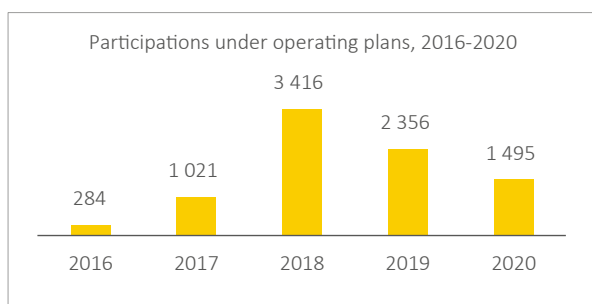
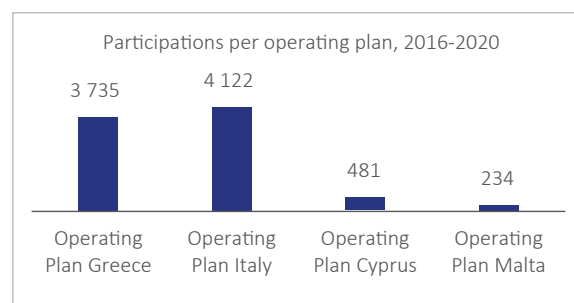
In total, 133 sessions were delivered under the operating plans 2020, with 663 individuals trained and a total of 1 495 participations.

The numbers of participations under these plans amounted to 824 for Greece, 298 for Italy, 195 for Cyprus and 178 for Malta.



In total, 8 572 participations were recorded as part of the operating plans for Greece, Italy, Cyprus and Malta between 2016 and 2020.

Since 2016, the total numbers of participations under these operating plans have amounted to 3 735 for Greece, 4 122 for Italy, 481 for Cyprus and 234 for Malta.



### 1.4.1. Operational training in Cyprus



In 2020, EASO continued to step up operational support for Cyprus. The 2020 operating plan contributed to four distinct outcomes, namely:

1. an improved registration system and improved access to the asylum procedure, with particular attention paid to vulnerable groups;
2. enhanced implementation of reception conditions and an improved overall reception mechanism;
3. increased capacity to manage and reduce the first instance backlog efficiently and effectively, and
4. increased capacity of the second instance asylum process.

195 participations

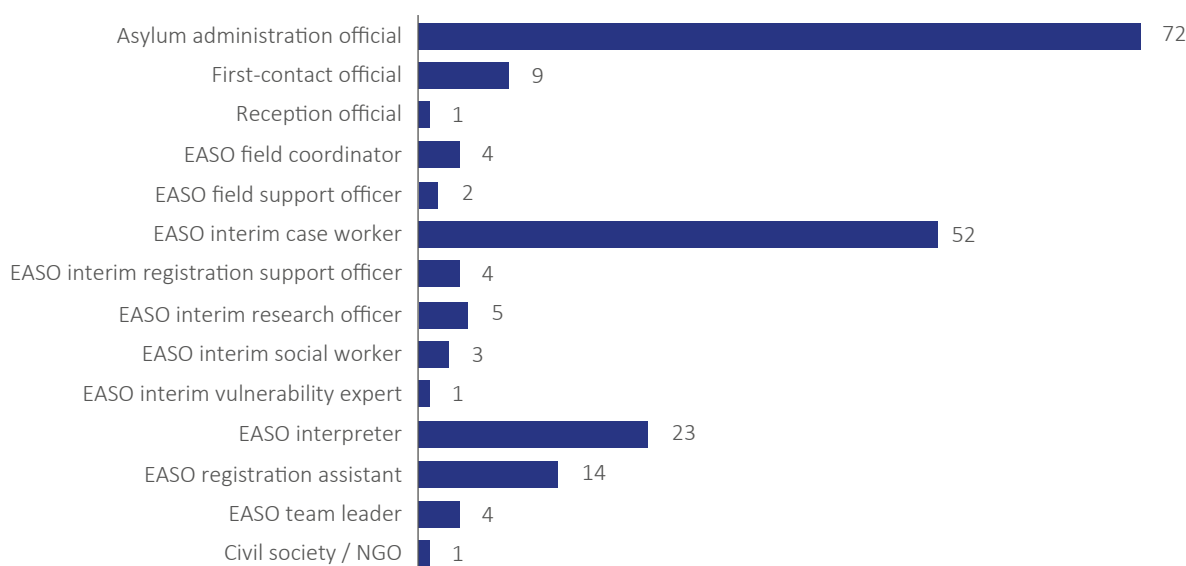
108 individuals

Training remained at the core of each area of support under this operating plan. In fact, as part of this plan, 195 participations were recorded. The largest target group consisted of case officers, of whom 64 % were case officers from the Cypriot Asylum Service.

During the year, 43 new case officers were trained through three extensive training packages. The training consisted of the EASO core modules ('Inclusion', 'Interview techniques' and 'Evidence assessment'), operational training and on-the-job training over a duration of 6 weeks.

The second largest target group in 2020 consisted of interpreters, with 23 interpreters trained in the module 'Interpreting in the asylum context'.

Participations per target group under the operating plan for Cyprus in 2020



The TPDC was able to ensure that newly deployed and recruited personnel had the knowledge needed to perform their tasks in support of the Cypriot asylum authority. This was in part achieved by developing induction training material to ensure that those working under the different operational measures in EASO operations in Cyprus were introduced to the operational and procedural contexts as well as to core documents to enable them to perform their tasks appropriately. The training for case officers consisted of a concise e-learning module plus a short face-to-face session / webinar, whereas the training for reception officers consisted of a half-day face-to-face session / webinar.

Training in support of the Cypriot reception system was impacted by both the COVID-19 pandemic and postponement of the creation of a safe zone at the first reception centre of Pournara, which is anticipated in 2021. Nevertheless, the training was organised through a fruitful collaboration between different target groups, including external stakeholders working together with Cypriot authorities, coordinated by EASO.

### 1.4.2. Operational training in Greece



In response to the continuous pressure on the Greek asylum and reception systems, EASO signed a plan to provide operational and technical assistance to Greece in 2020, based on which it continued to support the Greek authorities in a wide range of activities, mainly in the processing of applications for international protection and the enhancement of the reception system, including the training of personnel.

In 2020, EASO significantly increased the number of its personnel deployed in Greece. Almost three times as many case officers began working in close cooperation with the Greek Asylum Service (GAS), both in the hotspots and on the mainland. This created an urgent need to organise and deliver training to newly hired staff in order for them to acquire the knowledge and skills needed to perform their tasks.

The TPDC implemented the new methodology adopted for the virtual delivery of training sessions, ensuring the provision of uninterrupted training support to EASO operations in Greece.

During the year, the TPDC organised eight extensive training packages, with six of them taking place between June and September 2020. Each training package consisted of three phases:

1. training in the three EASO core modules ('Inclusion', 'Interviewing techniques' and 'Evidence assessment'),
2. operational training (focusing on the national context of the operation),
3. on-the-job coaching.

It is worth highlighting that GAS staff were actively involved in on-the-job coaching. GAS officials who had completed training on the EASO coaching methodology delivered coaching sessions for newly recruited GAS and EASO case officers together with EASO coaches. This initiative aimed to build the internal capacity of the GAS while strengthening cooperation between EASO and GAS at central and operational levels.

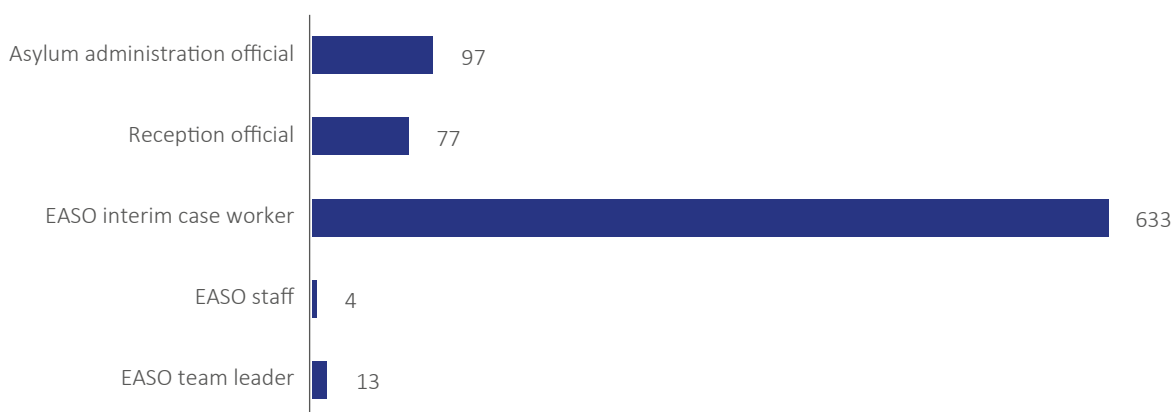
In a similar manner, 62 reception officials, deployed in mainland reception centres, completed the EASO 'Reception' module, which was delivered by pairs of trainers from EASO and the Greek Reception and Identification Service, a practice that will be continued in 2021.

**824** participations

**333** individuals

In summary, under this operating plan, 824 participations were recorded in 2020, a decrease of 7 % compared with 2019 (885 participations). The main target group was EASO interim case officers (633 participations), followed by asylum administration officials (97 participations), reception officials (77 participations) and EASO team leaders (13 participations).

Participations per target group under the operating plan for Greece in 2020



### 1.4.3. Operational training in Italy



EASO's support to and cooperation with the Italian authorities continued in 2020 through the signing of a new operating plan in December 2019, which was intended to continuously address the consequences of the disproportionate pressure on the Italian asylum and reception systems and support the system to better prepare for potential future pressure situations.

The focus of the support provided to the national asylum and reception authorities was as follows:

- support to improve the quality and standardisation of asylum procedures (including national, Dublin and ad hoc procedures),
- support for quality management and monitoring of the Italian reception system,
- support to reduce the backlog of asylum cases in the specialised sections of tribunals,
- support to enhance coordination mechanisms among Italian asylum authorities, and
- support to improve the efficiency and standardisation of procedures and data collection through the development and management of information systems.

In 2020, EASO increased its support for the reduction of the backlog of asylum cases in the specialised sections of tribunals. New EASO interim staff were hired and, further to this, in September 2020, EASO support was extended to the Supreme Court of Cassation and its General Prosecutor's Office. The TPDC developed and implemented a specific training pathway for research officers. EASO also continued a fruitful cooperation with the Italian judges of the EASO Judicial Network who were assigned to the specialised sections of tribunals and, for the first time, with magistrates of the Supreme Court of Cassation.

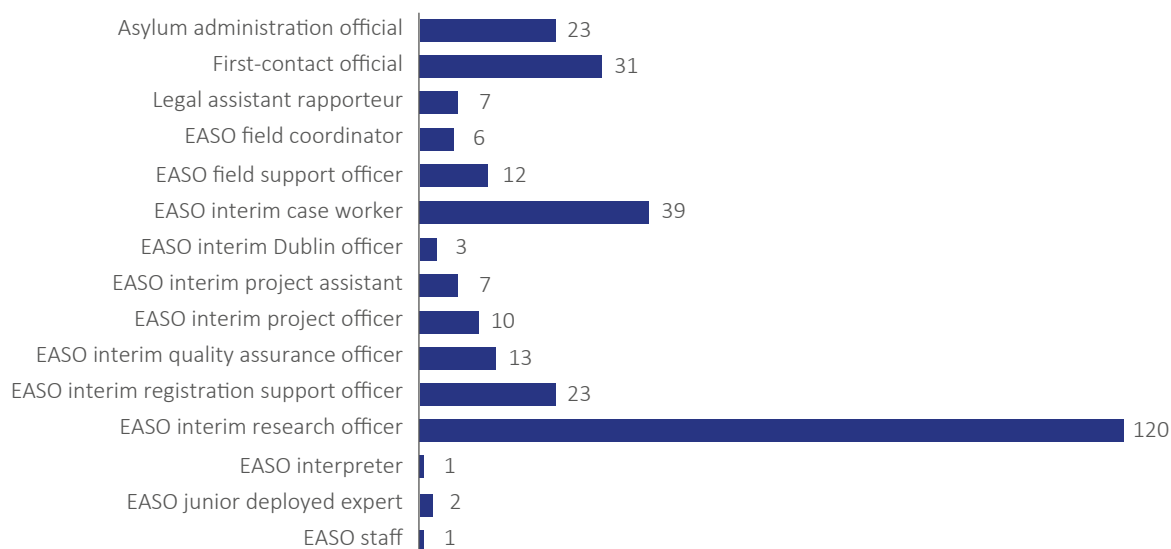
Furthermore, in 2020, EASO also continued to support the Department of Public Security (DPS), with the aim of creating a pool of national trainers and, eventually, enhancing the training capacity of the DPS and ensuring sustainability in the area of national training. This support will continue into 2021 with the conclusion of the training pathway developed for DPS officials and the delivery of national rollouts.

298 participations

144 individuals

Under the operating plan with Italy, there were 298 participations in 2020. The largest target groups were EASO research officers and case workers, followed by national first-contact officials, national asylum administration officials and EASO interim registration officers.

Participations per target group under the operating plan for Italy in 2020



#### 1.4.4. Operational training in Malta



On 13 December 2019, a second operational and technical assistance plan, agreed by EASO and Malta, was signed, marking another year of support for and cooperation with the Maltese authorities. The Operating Plan targeted four areas of action within the field of asylum and reception, namely:

1. improving access to asylum procedures, including information provision, registration of applicants for international protection and timely screening and referral of vulnerable persons;
2. increasing the capacity to manage and reduce the asylum backlog at first instance determination;
3. increasing Malta's Dublin Unit capacity, whose main role is to determine the Member States responsible for analysing asylum requests, and
4. enhancing the capacity to implement reception standards in line with the CEAS (added in the course of 2020).

While the support provided as part of the Operating Plan of 2019 continued, 2020 saw additional support provided in the area of reception. This gave the TPDC an opportunity to develop, together with the national counterpart, specific training pathways for both staff members and EASO interim officers. The training provided under this measure was based on the results of an analysis of the specific tasks assigned to reception officials working in the Agency for the Welfare of Asylum Seekers and the results of a tailor-made training needs assessment survey.

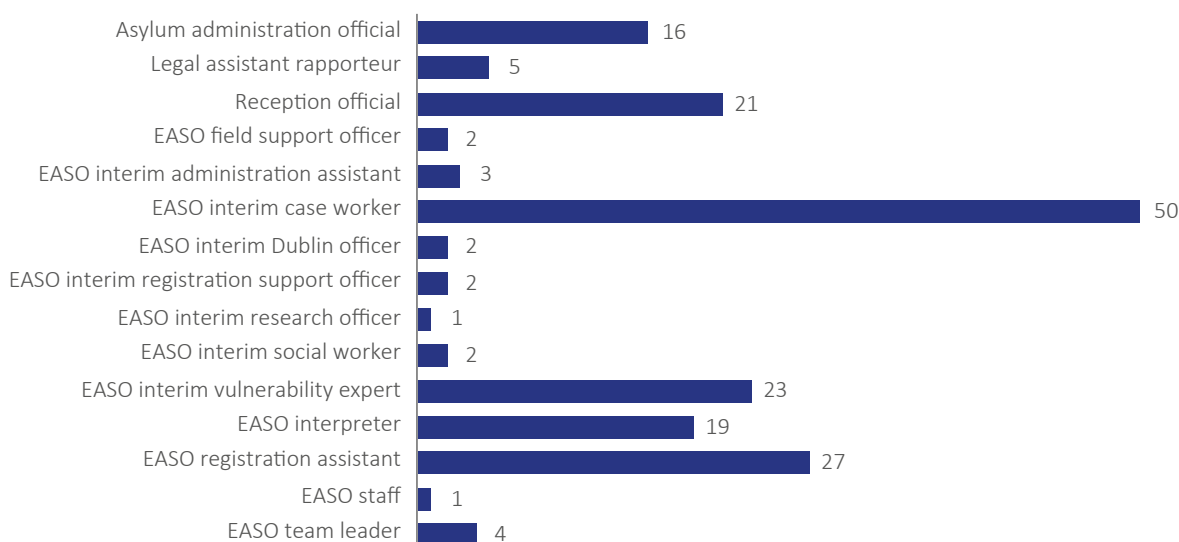
Furthermore, 2020 also saw continued cooperation with the International Protection Agency, the national agency responsible for receiving and processing asylum applications. The training delivered for the International Protection Agency was aimed at developing the skills of staff members and EASO interim officers. Outside the scope of the 2020 Operating Plan, EASO was also involved in the delivery of sessions as part of the onboarding programme for Maltese border guards.

178 participations

97 individuals

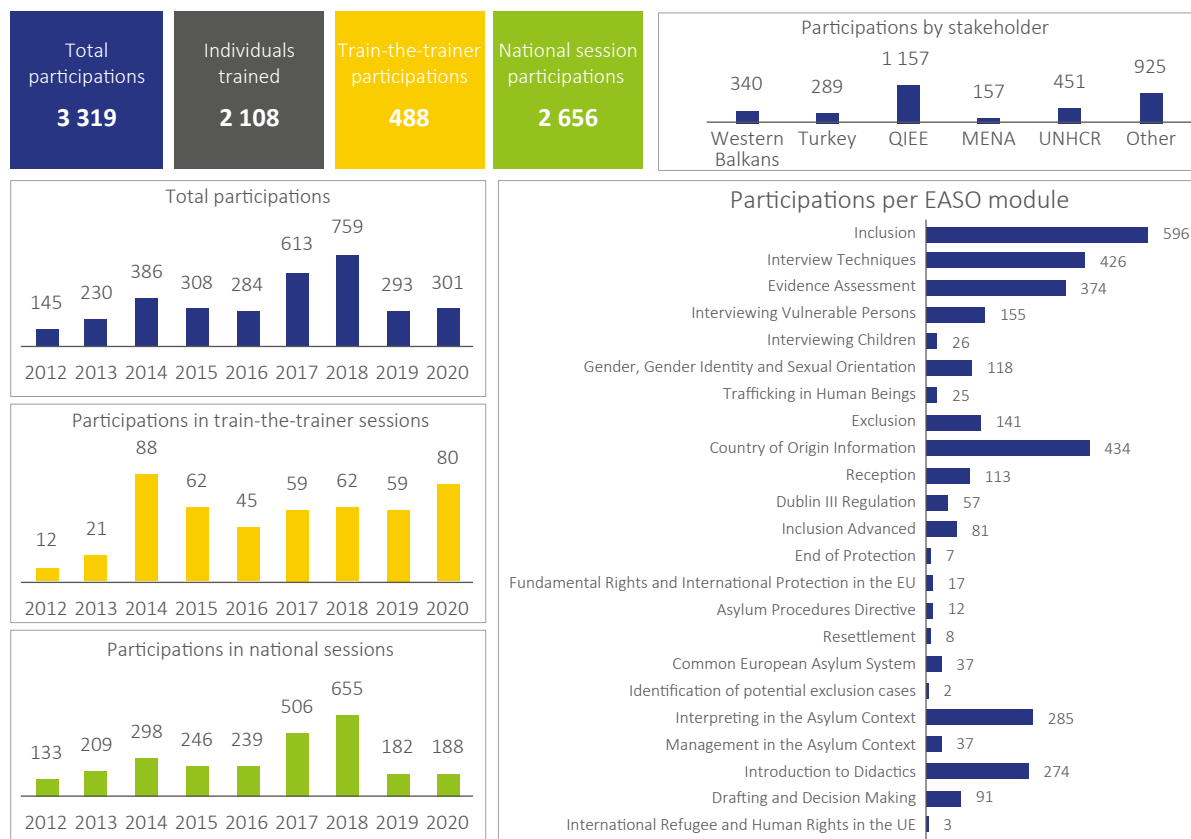
Overall, in 2020 EASO recorded 178 participations in its training sessions organised under the Operating Plan for Malta, with the highest number of trainees being interim case officers (50 participations), followed by EASO registration assistants (27) and EASO interim vulnerability experts (23).

Participations per target group under the operating plan for Malta in 2020



## 1.5. External dimension and other stakeholders

*This section presents an overview of training activities undertaken within the external dimension framework and by external stakeholders from partner organisations (e.g. Office of the United Nations High Commissioner for Refugees (UNHCR), Austrian Centre for Country of Origin and Asylum Research (ACCORD), and Documentation and Quality Initiative in Eastern Europe and South Caucasus (QIEE)).*



The implementation of the EASO Training Curriculum both at national level and in the train-the-trainer sessions in third countries has so far involved 3 319 participations from the external dimension and by other stakeholders between 2012 and 2020. In total, there were 488 train-the-trainer participations and the participants were mostly from the countries of the QIEE, followed by the Western Balkans, Turkey and Middle Eastern and North African countries.

In 2020, 301 participations from the external dimension and by other stakeholders were recorded for the EASO training modules, similar to the number in 2019 (293 participations). Of these, 80 were registered in the EASO train-the-trainer sessions.

Two important developments occurred in 2020. In the Western Balkans, EASO organised regional train-the-trainer sessions in order to build a solid pool of national trainers to ensure the sustainability of training in those countries. The participants were trained in the EASO core modules and in the module 'Interviewing vulnerable persons'.

The other crucial development took place in Turkey, where the national authority responsible for international protection (Directorate General of Migration Management (DGMM)) organised the first national rollout of the 'Inclusion' and 'Interview techniques' modules. EASO supported the DGMM in delivering these modules, especially considering the adaptations made to the face-to-face sessions because of the COVID-19 restrictions. Through these sessions, 30 people were trained in Turkey.

## 1.6. EASO staff training

*In 2020, EASO delivered training for its staff on asylum and reception-related issues, supporting the involvement of the agency's own staff in providing operational and technical assistance to Member States. This section provides an overview of the training delivered in 2020 for EASO staff.*



In total, 15 sessions for EASO staff were organised in 2020 (compared with 5 sessions in 2019), which were attended by 173 staff members for a total of 260 participations.

A total of 11 sessions on EASO Training Curriculum modules were delivered in 2020 for EASO staff. Moreover, the TPDC organised one session on the registration of applications for international protection and three webinars on supporting staff well-being during the COVID-19 pandemic.





## 2. In the spotlight

*This section highlights key milestones reached by the TPDC during 2020 in implementing the EASO Training and Learning Strategy throughout the training cycle. The focus here is on training needs analysis and design and development.*

### Training needs analysis – the ESQF and ETNAT

In 2020, the European Sectoral Qualifications Framework for Asylum and Reception Officials (ESQF), which maps the job tasks carried out by professionals working in the field of asylum and reception, was finalised. The ESQF forms the basis of the EASO Training Needs Analysis Tool (ETNAT), which is an interactive and user-friendly tool for identifying training needs and planning training. The pilot phase of the ETNAT was launched at the end of 2020.

## 2.1. The European Sectoral Qualifications Framework for Asylum and Reception Officials (ESQF)

### Background

The ESQF maps the tasks carried out by professionals working in the field of asylum and reception and identifies the knowledge, skills, responsibilities and autonomy needed to carry out the tasks effectively and in line with the CEAS. These are aligned with the learning required to ensure that asylum and reception officials are properly trained to agreed standards. The ESQF also informs on the design and development of training and is used throughout the training cycle.

### Using the ESQF in practice

Throughout the training cycle

#### Training needs analysis

Understanding the training required to efficiently perform duties and tasks in line with the CEAS

#### Design and development

Designing and developing training to fill identified gaps  
Updating and upgrading training material to be fit for purpose



#### Evaluation

Monitoring and reviewing training to ensure it is in line with occupational and educational standards  
Continuous enhancement of quality

#### Implementation

Together with Member States, creating country-specific programmes and flexible learning pathways  
Adapting delivery to the specific skills needed by Member States

### The finalisation of the ESQF

The process of validation of the ESQF by Member States, launched in 2019, was followed by validation by a reference group (UNHCR, European Union Agency for Fundamental Rights and European Border and Coast Guard Agency) in 2020. The input provided was analysed by the Certification and Accreditation Working Group, which was involved throughout the development of the ESQF, which led to finalisation of the ESQF. The whole process of mapping the occupational standards and corresponding learning outcomes required the dedicated efforts of many stakeholders, both internally and externally.

### The translation of the ESQF

The occupational and educational standards for asylum and reception officials have been translated into all the languages of the EU.

### The ESQF principles and terminology

A document that aims to support ESQF users in understanding the structure of the matrices of the occupational and educational standards and to clarify the meaning of the terminology used has been developed. This document has been translated into all the languages of the EU.

### The ESQF information video

An [information video](#) on the ESQF has been developed. The video explains what the ESQF is and how and why it has been developed. It shows how occupational and educational standards for asylum and reception officials are linked, and the application of the ESQF in designing and developing relevant training and in setting up learning pathways for asylum and reception officials.

### The ESQF information package

The TPDC has prepared an information package and a toolkit to support Member States in using the framework in their training environments. These will provide an overview of the full range of job tasks performed by asylum and reception officials and enable them to map the relevant training needed to carry out those job tasks in line with the CEAS and according to good practice. The information package consists of several practical elements in different formats and will be available in all languages of the EU in 2021.

## 2.2. From the ESQF to the ETNAT – the practical implementation of the ESQF

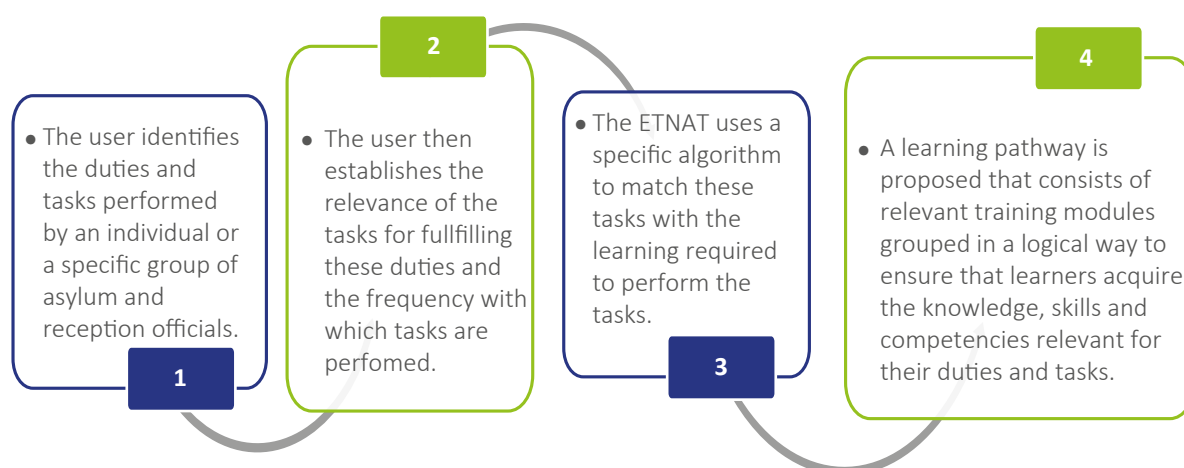
The ESQF has been used to build an interactive and user-friendly tool for training needs analysis. The job tasks performed by asylum and reception officials and the learning needed to carry out the tasks effectively in line with the CEAS constitute the algorithm of the ETNAT.

The ETNAT allows Member States' asylum and reception administrations to map their own officials' job tasks and see how they tie in with the ESQF.

The tool can be used for training needs analysis by:

- human resources personnel in national asylum and reception administrations in order to develop comprehensive training programmes or map and categorise their officials' job tasks;
- asylum and reception officials when they need to identify their training needs because of task changes or to plan their most suitable learning pathways and their professional development training, and
- managers to conduct thorough and detailed training needs analyses and implement the appropriate training.

## ETNAT – four steps to establish a fit-for-purpose learning pathway



The objective of the ETNAT is twofold: it ensures that asylum and reception officials can perform their job tasks by providing tailor-made learning pathways and it helps Member State administrations to identify gaps in training required by asylum and reception officials to perform their tasks efficiently, consistently and in line with implementation of the CEAS.

The ETNAT complements the comprehensive training needs analysis method and provides streamlined communication between EASO and the Member States.

### 2.3. EASO Training Needs Analysis Tool: pilot phase



EASO is testing the pilot version of the ETNAT and has requested Member States' asylum and reception administrations to assist in improving its features to ensure its maximum usability and that it provides added value.

Eight Member States are participating in the pilot phase: Belgium, Germany, Greece, Poland, Portugal, Slovenia, Slovakia and Finland.

The diversity of the participating administrations will enable EASO to understand if the tool is flexible enough to benefit both small and large administrations encompassing job profiles with specialised and versatile roles and responsibilities.

The participants in the ETNAT pilot phase have been asked to follow the different steps to obtain their learning pathways and to provide feedback that will allow EASO to evaluate the usability and accuracy of the tool's content. EASO will analyse the feedback and survey results from the ETNAT pilot phase to develop a full version of the tool for implementation in 2022.

## 2.4. EASO–Spain joint rapid needs assessment

### Training needs analysis – a practical example

In 2020, the TPDC participated fully in a joint rapid needs assessment (JRNA) with Spanish authorities by conducting a training needs analysis. It allowed EASO to develop tailor-made training activities with the direct input of all actors involved in the Spanish reception system.



During the last quarter of 2020, the TPDC participated fully in work with Spain that led to the signing on 18 December 2020 of a 2021 operating plan which includes a training component.

Initial high-level contacts between EASO and the Spanish authorities explored areas for further collaboration and areas where EASO could provide support to the Spanish Ministry of Inclusion, Social Security and Migration in relation to reception. Subsequent technical meetings identified potential priority areas of cooperation and proposed that a JRNA be conducted over a period of 6 weeks. This JRNA confirmed the priority areas of support with Spanish authorities and all relevant stakeholders, identified needs that could be addressed in accordance with the EASO mandate and ensured joint ownership of the resulting support activities.

As training support is one of the potential areas of cooperation, the TPDC was fully involved in this exercise, conducting a rapid training needs analysis in close cooperation with colleagues from the Operational Support Centre and the Asylum Knowledge Centre. The needs assessment standard methodology, employed in the area of operational support, was also used in this case.



Discussions with decision-makers and senior management on the Spanish side, as well as desk research and analysis conducted within EASO, enabled the main features of the Spanish reception system to be identified, such as how it is organised and the main actors involved. This allowed the TPDC to identify its main interlocutors in the training field. These were consulted to gain their insights about the most pressing training gaps and needs, as well as possible solutions and expectations with regard to any potential EASO training support activities.

Focus group discussions with senior management in central services, such as the ministry, as well as in reception centres followed these activities. Focus group discussions also took place with non-governmental organisations because of their significant role in the Spanish reception system. These discussions allowed existing training programmes available to Spanish reception officials to be identified, as well as the actors involved in the provision of training. As a consequence, the TPDC was able to identify potential target groups for training support activities, including new recruits, temporary staff in central services and reception centres, and decision-makers and senior management. A first outline of a training programme that could be of interest to these target groups was also developed.



The focus group discussions were followed by a survey of managers and individual officers in the Spanish reception system, aimed at gaining a better understanding, directly from the target groups, about their training needs. The questionnaire, which was translated into Spanish, was circulated among potential respondents within the Spanish authorities. It sought respondents' views on their duties and tasks, the nature of their employment, their working environment and the location where they work, the facilities and equipment available for training, any language restrictions to be taken into account, training already completed and the main challenges experienced. Managers were also consulted on the needs of their staff. Both groups were also consulted on the relevance of possible EASO modules to their day-to-day work and were given an opportunity to provide suggestions about potential subjects for training.

The results of the survey allowed the TPDC to fine-tune its initial assessment and identify potential logistical challenges in the provision of training, including in the context of the ongoing COVID-19 pandemic.

The training needs analysis conducted as part of the JRNA was considered a positive experience by all parties involved. It allowed EASO to develop tailor-made training activities with the direct input of all actors involved in the Spanish reception system.

## 2.5. New approach to design and development

### Design and development – towards learner-centred flexible learning pathways

In 2020, the TPDC continued working towards alignment with the ESG. In practice, this has meant implementation of a new design methodology, development of assessment strategies for certified modules, restructuring of the training curriculum to enable more flexible learning pathways and upgrading of existing modules.

### Development of an EASO module design template

The TPDC has developed module design templates for all learner modules, as part of the restructuring of the EASO Training Curriculum. Each template, in line with the ESQF, identifies the aim of the module, target audience, job tasks and learning outcomes. Based on this, the module design template presents the targeted assessment strategy to be adopted in each module. The module design template also focuses on the subject matter and the content goals, which will help learners prepare for the assessments and achieve the intended module learning outcomes.



### Assessment strategies for the core modules and development of the sample assessments

In the context of the EASO Training and Learning Strategy, which introduces the assessment of learning in line with the ESQF, the TPDC has developed sample assessments for each of the three core modules to measure the achievement of the learning outcomes of each module.

The assessments form an integral part of the training and learning process and well-designed assessment activities will enable learners to demonstrate that they have achieved the intended module learning outcomes and thus provide assurance of what they should be able to do once the learning process has been completed. The assessment samples are designed to be authentic to the tasks of reception and asylum officials, in line with their roles. The TPDC is implementing accurate and reliable assessments as an essential element in the development of a credible certification and accreditation system.

## 2.6. Module developments and upgrades in 2020



### New modules 'Reception of vulnerable persons: identification of vulnerability and provision of initial support' (block A) and 'Reception of vulnerable persons: needs assessment and design of interventions' (block B)

In 2020, two new training modules on the reception of vulnerable persons were developed. The module 'Reception of vulnerable persons: identification of vulnerability and provision of initial support' (block A) focuses on the concept of vulnerability in the reception context. It describes different categories of vulnerable persons and the relevant indicators. On completion of this training module, trainees should be more aware of the implications of vulnerabilities for reception needs, vulnerability indicators, protective factors and initial steps to support applicants with special reception needs. Trainees also learn about psychological first aid and how to overcome biases, how to construct objective reports describing observations on vulnerabilities, the basic principles of facility and room allocation for vulnerable persons, and information provision to vulnerable persons. The main target group of this training is reception officers who provide basic guidance to applicants for international protection in reception settings and other practitioners in direct contact with applicants for international protection in reception settings. This module is delivered online (approx. 20–30 hours of study) and also includes a 1-day face-to-face session, which can be replaced by a webinar.

The other module, ‘Reception of vulnerable persons: needs assessment and design of interventions’ (block B), builds on the first training module on the reception of vulnerable persons (block A). It aims to equip reception officers with knowledge on how specific vulnerabilities can influence reception needs and how to ensure that needs arising from applicants’ vulnerabilities are incorporated into decisions and actions in reception. Trainees learn how to conduct an assessment of special reception needs with an applicant for international protection, and how to design and review applicants’ personal reception plans in the context of existing and evolving vulnerabilities. The target group of this module is reception officers responsible for ensuring that needs arising from applicants’ vulnerabilities are incorporated into appropriate decisions and actions in reception. This module is delivered online (approx. 15 hours of study).



### **New module ‘Identification of potential exclusion cases’**

The module ‘Identification of potential exclusion cases’ deals with the identification of persons who have potentially committed a crime or an act falling under the exclusion clauses provided for in Article 1F of the 1951 Refugee Convention and in Article 12(2) and Article 17 of the Qualification Directive and who can potentially be excluded from international protection. Potential exclusion considerations may arise at any stage of the asylum procedure. This training module provides officials involved in different stages of the asylum procedure with a methodology for identifying information that may trigger a potential exclusion case. The module is based on a blended learning methodology, including both an online e-learning component of 10 hours and a 1-day face-to-face session, which can be replaced by a webinar.



### **Upgrade of the module ‘Exclusion’, now called ‘The application of the exclusion clauses to persons undeserving of international protection’**

The upgraded version of the ‘Exclusion’ module has been renamed ‘The application of the exclusion clauses to persons undeserving international protection’. This module focuses on the application of Article 1F of the 1951 Refugee Convention and Article 12(2) and Article 17 of the Qualification Directive. The new version of the module reflects the most recent developments in the field. It addresses the requisites relating to the grounds for exclusion and individual responsibility, as well as their interpretative elements based on international and EU case-law. The module also deals with the establishment of material facts and evidence against the high standard of proof required in the field. It is based on a blended learning methodology, including both an online e-learning component of 25–30 hours and 1.5 days of face-to-face sessions, which can be replaced by a webinar.



### **Upgrade of the module ‘Evidence assessment’**

The content of the new version of the ‘Evidence assessment’ has been upgraded and more interactive learning tools have been added in the online phase. The major changes include a more consistent focus on the factors of distortion and on ways to mitigate these factors in the credibility assessment phase. These changes are accompanied by revision of the case studies and the trainers’ manual, together with the development of a handbook for learners. The e-learning part of this module includes approximately 20 hours of online study. This is followed by 2 days of face-to-face sessions, which can be replaced by a webinar.

## 3. Theme for 2020 – virtual training solutions

*This section focuses on a specific theme that was of key importance in 2020. The COVID-19 pandemic impacted on EASO's training in many ways, with perhaps the most significant being the suspension of all face-to-face training activities. However, the TPDC rose to the challenge and adapted rapidly in order to be able to deliver its training virtually. This coincided with a dramatic rise in the number of registrations for EASO training sessions during the first months of the pandemic.*

### 3.1. New approach to training delivery as a result of the COVID-19 pandemic

Following the suspension of all face-to-face training activities, the TPDC made new arrangements for the train-the-trainer and national training sessions.

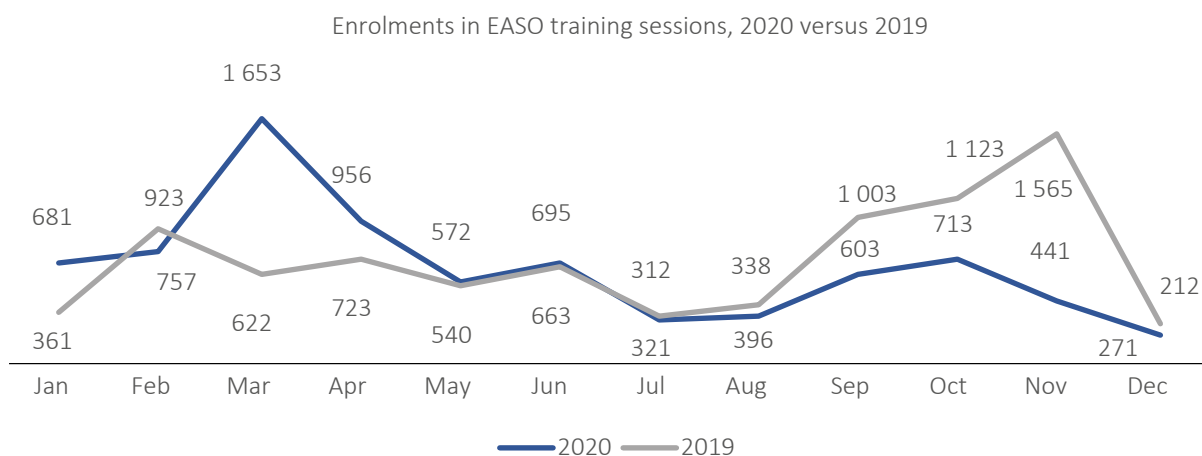
The online activities of the EASO train-the-trainer sessions continued as scheduled in the 2020 EASO training plan. To enhance the virtual learning environment, as of mid-March, question and answer and general discussion forums were introduced for all online studies, with the aim of providing learners with additional opportunities to address any questions they might have to the trainers. In addition, practice exercises were added to the online sessions in order to enhance the learning experience in the absence of the face-to-face sessions. The practice exercises were designed based on the activities delivered during the face-to-face sessions. The records of the online sessions were saved and face-to-face sessions will resume once the situation stabilises.

With regard to the national training sessions, the online sessions on EASO's LMS remained open as planned and participants were enrolled as per usual practice. As in the case of the EASO train-the-trainer sessions, the face-to-face component was suspended until further notice. However, it was stressed that learners will be able to attain the learning outcomes only once both components are completed.

#### Consultation

EASO consulted with Training National Contact Points to reflect on the way forward for training delivery. In order to deal with the continuous training needs in both the national and the operational context and support the comprehensive delivery of training and the replacement of face-to-face sessions for as long as the current restrictions are in place, EASO gradually adapted the existing trainers' manuals for all EASO modules to facilitate the virtual delivery of both online studies and face-to-face sessions. The updated versions of the trainers' manuals include further guidance on the e-learning components and specific instructions for trainers on the virtual delivery of learning activities initially designed for the face-to-face training programme. The amended manuals provide guidance for trainers on how to adapt the exercises in order to deliver them in the context of webinars.

Overall, the number of enrolments in EASO training increased significantly in the first months of the pandemic, specifically in March and April 2020, with almost double the number of enrolments compared with the same period in 2019.



## 3.2. Adaptation to virtual training – finding technical solutions

With regard to national training sessions, EASO supported Member States by accommodating an increased number of requests for online courses for participants and trainers.

In parallel, the TPDC performed a rapid assessment and testing of remote solutions for supporting training delivery based on available tools and their features. This resulted in the delivery of virtual synchronous training in the form of webinars. The TPDC produced a training package containing important guidelines for the virtual facilitation of webinars, aimed at in-house and external trainers, and organised a series of training sessions for colleagues across the centre and other parts of the organisation where a high need for virtual facilitation skills was identified.

During the summer of 2020, responding to the need to enrich the e-learning toolbox for synchronous virtual training, the TPDC performed market research on alternative and complementary technical solutions to address the technical limitations of existing tools. The TPDC organised a series of playground testing sessions for in-house trainers in order to cascade knowledge and expertise. It also produced a technical manual on the features of the applications most used by in-house trainers.

*'I appreciated the interaction with the trainers, the cases we studied and the group working exercises.'*

## 3.3. From face-to-face to virtual solutions – in practice

In order to enhance the virtual learning experience in the absence of the face-to-face sessions, the following solutions were developed.



All planned face-to-face training sessions were replaced by interactive webinars, in order to ensure the continuity of the service. Learners were able to complete the training sessions and reach the defined learning outcomes despite the various constraining factors. In addition, given the positive experiences of this type of training, the use of targeted webinars has been integrated into EASO's learning strategy as an interactive solution for the design of future training sessions.

In particular, the TPDC developed ad hoc virtual solutions (i.e. webinars on the best interest determination, remote interviewing and supporting staff well-being during the pandemic).



### Webinar on the best interest determination

The webinar on the best interest determination is a 2-day training session that was designed for case officers deployed in Greece who were working on the best interest assessment interview for unaccompanied minors included in the relocation scheme in Greece. The webinar aims to provide learners with the knowledge and skills required to conduct best interest determinations. The webinar addresses definitions and the legal framework, the identification of potential vulnerabilities, the development of the child, preparation and meeting with the child, the interview with the child and challenging situations.

### Webinar on remote personal interviewing

Interviewing applicants for international protection remotely is not new, although since the start of the COVID-19 pandemic EU asylum officials have used this method more regularly. To address this emerging need and to better support case officers, EASO designed and developed a full-day webinar on remote personal interviewing. This training webinar aims to equip trainees with the knowledge to conduct a personal asylum interview in a remote setting. It builds on the knowledge and skills acquired through the EASO module 'Interview techniques' and focuses on the elements of the asylum interview method that need to be adjusted in a remote setting.

### Supporting staff well-being during the pandemic

Based on the results of the EASO staff well-being survey, the TPDC, supported by input from psychologists from the Operational Support Centre, designed a webinar on supporting staff well-being during the pandemic. The webinar aims to promote the well-being of EASO staff in the context of working in confinement. It is tailored to analyse staff behaviour and reactions over this period of the pandemic, share lessons learned, identify signs of poor well-being and put forward some mitigation measures and coping mechanisms to deal with stress management. The webinar is 2.5 hours long.

Despite the difficulties of adapting the face-to-face content to the virtual context, it is interesting to note that participants' experiences were very positive, showing that the EASO trainers were able to convey knowledge and skills even in the unprecedented situation of 2020.

### EASO trainers' network



During 2020, EASO organised two trainers network meetings with EU+ State trainers to discuss the current challenges, support them and keep them updated on the EASO Training Curriculum activities. The aim of these meetings was mainly to discuss and exchange experiences, ideas and good practices related to training delivery in the virtual environment and present the trainers with practical tools and new trainers' manuals adapted for virtual delivery. Subjects discussed included:

- the main components of virtual delivery, including tips on the preparation of a virtual session;
- trainees' engagement during the virtual sessions, including the most important interactive features of virtual training (polls, quizzes, breakout sessions and chats);
- the EASO trainers' manuals on virtual delivery, including scripts and presentations, with participants also having the chance to practise some of the learning activities;
- the role of the assessor (the process of assessment and upcoming challenges), and
- EASO's continuous professional development as a flexible tool designed using a range of formal and informal methods.

### 3.4. The experience of delivering training via webinars

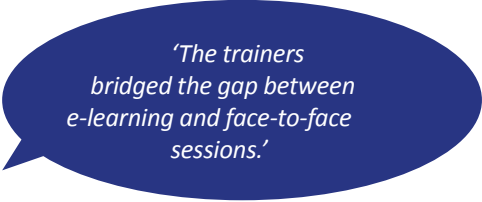
Despite the challenges and varying conditions, the evaluations of the webinars were satisfactory. An analysis of the evaluations of some of the most important training sessions showed that the level of satisfaction expressed by the participants was high, at 90.5 %, while the level of satisfaction regarding the use of the virtual platform as a means of interaction was slightly lower (86 %).

The participant feedback showed that the EASO trainers were able to convey knowledge and skills even in the unprecedented situation of 2020. The professionalism of the trainers and their ability to adapt the content of the training to the virtual modality using various tools and supports ensured that the training was of high quality and was satisfactory to the participants. In most of their responses, the participants highlighted and showed appreciation for the trainers' efforts in this regard.

At the same time, however, the interactivity factor seemed to be the most difficult to maintain when delivering training virtually.

Another challenge related to managing time effectively during the webinars (some participants noted that spreading the training over more days would help to better understand the subject), which proved to be one of the most critical issues in organising the webinars.

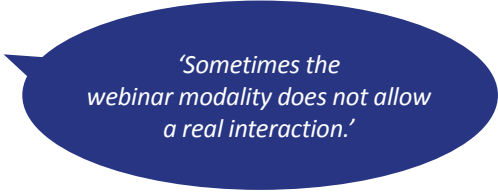
However, the set of learning activities provided and the tools used during the webinars were evaluated positively. This means that, overall, the webinar experience was very positive for most of the participants in the 2020 sessions.




*'The trainers bridged the gap between e-learning and face-to-face sessions.'*



*'I liked breakout sessions and dynamic discussions with trainers.'*



*'Sometimes the webinar modality does not allow a real interaction.'*



*'I liked the polls. It was a nice way to see the way of thinking of the rest of the colleagues.'*

## 4. Preparing for the future – implementing the EASO Training and Learning Strategy

*This section highlights the ongoing work that is taking the EASO TPDC into 2021 and beyond. As EASO aligns its training with European standards, it is putting in place robust quality assurance measures; restructuring its training curriculum to be more learner centred by offering flexible learning pathways, and further supporting its trainers by developing a comprehensive learning pathway for them.*

### 4.1. Training Quality Assurance Framework (TQAF)

With a revised EASO Training and Learning Strategy (2019) and with reference to the ESG, EASO has developed a draft TQAF outlining the main guiding principles of the quality assurance system. This work will be finalised when the methodologies will be implemented.

The overarching focus of the TPDC's activities in the short term will continue to be on ensuring continuing progress towards the introduction of an enhanced quality assurance system for EASO training activities.

The centre's efforts in this regard derive from EASO's training mandate, expressed in Article 6(5) of EASO's founding regulation, which states that the training provided by EASO must be of high quality. These efforts were endorsed by the Management Board in 2019, when it adopted a revised training and learning strategy, which specified that EASO must 'remain fully committed to upholding the highest standards of quality, efficiency and transparency'. To this end, it mandated the TPDC to 'develop a Training Governance System based on the European common standards and guidelines for quality assurance in education and training'.

In order to deliver on this mandate, the main reference document for the centre has been the 2015 ESG. In accordance with the principles enshrined in this document, the centre's vision is to introduce structures, processes and procedures that ensure that the learner is placed at the heart of its training activities. This requires that the focus be placed firmly on quality, irrespective of the context in which EASO training is provided – whether as part of permanent or operational support provided to EU Member States or as part of capacity building in non-EU countries under the external dimension. Ultimately, this should enhance confidence among all stakeholders that the learning outcomes of EASO training modules are being achieved, thereby delivering on EASO's mission to support Member States in building capacity and resilience in their national asylum and reception administrations.

During 2020, the centre worked extensively with Training National Contact Points and with the Certification and Accreditation Working Group to further define and develop the quality assurance system for EASO training activities. The result of this work is a draft TQAF, which outlines the main guiding principles of the quality assurance system. The TQAF is meant to ensure full alignment with the ESG while taking into consideration EASO's specific mandate and mission.

In parallel, considerable efforts have been devoted internally within the centre to develop the detailed processes for implementing the TQAF in the centre's day-to-day activities, as well as in its contacts with learners and external stakeholders. These detailed rules are being compiled into a Training Quality Assurance Handbook (TQAH) which will be kept under review and adapted in the light of lessons learned, particularly in the initial stages of implementation.

The centre has also developed a transition plan aimed at laying down in detail the steps to be taken to implement the TQAF and the TQAH. This transition plan includes a communication plan to ensure that all stakeholders are kept informed and are supported throughout the process. During 2021, the TPDC will focus on the formalisation of the TQAF and the TQAH, as well as the gradual implementation of the main building blocks of this enhanced quality assurance system. The main activities of the TPDC in this regard are outlined below.



## Development of a standardised training needs analysis methodology

High-quality training requires that the learning provided takes into account and responds to the changing needs of learners (ESG standard 1.9). In the EASO context, this means that the training must be relevant to address the training needs of national asylum and reception officials in a manner that equips them with the knowledge, skills and levels of responsibility required for them to carry out their tasks.

For this reason, during 2021, EASO will embark on a process of developing, with the support of an external consultant, a standardised training needs analysis methodology. This will:

- cover all forms of training currently provided by EASO or that could potentially be developed based on the occupational and educational standards of the ESQF by matching the duties and tasks of learners with learning outcomes in EASO training modules;
- be adaptable to all contexts in which EASO training is provided, such as the provision of permanent or operational support and capacity building in non-EU countries under the external dimension framework;
- be developed in collaboration with Member States, to ensure that the methodology is feasible in light of their different needs and organisational structures;
- be sufficiently flexible to enable it to be employed both in situations where a thorough analysis is required and in situations where an urgent or rapid response is needed, and
- be streamlined with other internal processes at EASO, such as needs assessment in the context of operations, the promotion of synergies and the avoidance of duplication of efforts, and will maximise the use of existing internal EASO tools where relevant, such as making use of sources of information about the legislative context or the migration situation in the target Member State(s).



## Implementation of a new method for the design and development of modules

Over the past year, the TPDC has continued restructuring the EASO Training Curriculum, which will now feature a larger number of smaller modules. This new structure will enable a smooth progression of learning by ensuring that learners will not have to repeat learning or engage in learning that is unnecessary.

As a result of this new structure, modules are being redesigned and fine-tuned in accordance with a new and enhanced process for the design and development of modules. This involves the establishment of clear learning outcomes aligned with the ESQF, so that the learning is relevant to the duties and tasks of asylum and reception officials. An assessment strategy has been developed by identifying assessment tasks that are relevant to the corresponding occupational standards and that allow learners and their organisations to confidently determine whether the learning outcomes have been achieved. Finally, a learning strategy has been devised to enable the achievement of the learning outcomes.

This new design and development process is initially being applied to the core and foundation modules and will then be expanded to other modules in the EASO Training Curriculum.



## Certification of trainers

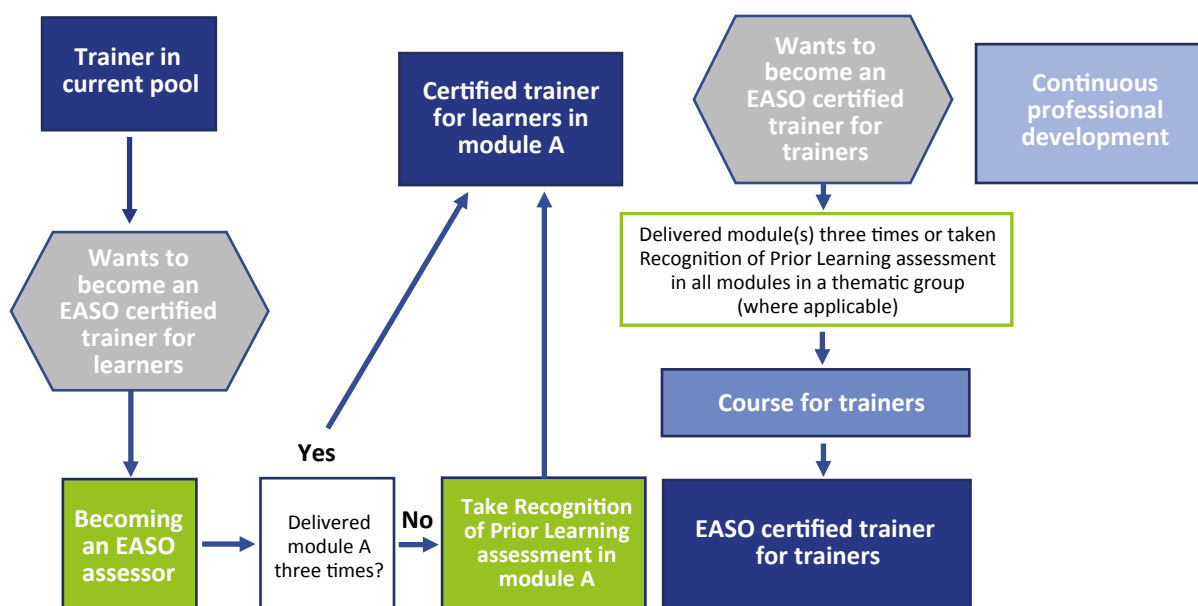
In any training system that truly places the focus on quality, the role of trainers is fundamental (ESG standard 1.5). Learners and other stakeholders must be confident that trainers are competent to impart the required knowledge and skills to learners. Trainers must be provided with all appropriate support in fulfilling this role.

EASO already boasts a large number of highly competent trainers, drawn from its own staff and from Member States' national asylum and reception authorities. These trainers are asylum and reception practitioners who have followed train-the-trainer courses provided by EASO and, in most cases, have already gained considerable experience training colleagues in their home organisations and also as deployed trainers in the context of operations.

A certification process for trainers will be rolled out in 2021 with the progressive launch of certified modules. Certification of trainers will provide stakeholders, including learners, with assurance about the competencies and skills of EASO trainers. This certification process, which will be in place throughout the transition to an enhanced TQAF, will be targeted specifically at existing trainers.

It will take into account existing trainers' experience and minimise, as far as possible, unnecessary or excessively burdensome certification requirements. It will initially focus on the certification of trainers who deliver the core modules in the EASO Training Curriculum. The certification process will initially target EASO in-house trainers before being rolled out to national trainers from the EASO training pool.

## Trainer certification pathway (existing trainers only)



One of the new skills that trainers will need to acquire is the ability to assess the achievement of learning outcomes. The first requirement in becoming a certified trainer for learners will therefore be for trainers to complete the 'Becoming an EASO assessor' module. The content of this module will be focused on the principles of assessment, thereby equipping trainers with the skills to assess different modules. For this reason, trainers will need to complete this module only once.

With regard to trainers' knowledge of the specific subject matter of a module they wish to deliver, they can demonstrate sufficient experience by having delivered the module at least three times. If they do not meet this prerequisite, they can take the assessment for the module, which, in addition to their experience as national administration officials, will certify their expert knowledge of the subject matter. This process must be repeated for each module a trainer wishes to become certified in.

Trainers who wish to become trainers for trainers will need to complete the training developed by the centre specifically for trainers. This training will be distinct from the learners' modules and may be arranged in thematic areas where relevant. Where this is the case, trainers will need to demonstrate experience in delivering each module in the relevant thematic area or, alternatively, pass the assessments for those modules before completing training specifically for trainers in that thematic area. This will enable them to extend their knowledge and support learners with greater confidence.

Following participation in the training for trainers, a trainer will become a certified trainer for trainers in that module or thematic group of modules.



### Launch of certified modules including assessments and training for trainers

The TPDC will begin to roll out the new and redesigned certified core and foundation modules at the level of learners (including assessments), as well as the training for trainers for the core modules.

In order to achieve this objective, the TPDC has developed a detailed plan to ensure that all preconditions for the delivery of the relevant training have been satisfied. These preconditions include the following:

- In the case of certified modules, assessments have been developed.
- Where trainers are required for the delivery of modules (i.e. all modules except fully automated modules), there is sufficient capacity in terms of the numbers of certified trainers to deliver them. This will involve the delivery, as a priority, of the 'Becoming an EASO assessor' module and, where necessary, the organisation

of assessments for trainers in the modules they wish to be certified in delivering. As explained in section (iii) above, this requirement will apply only for trainers who have not yet delivered the relevant module(s) for the required minimum number of times.

- The training material has been developed in accordance with the new process for the design and development of modules and is ready for delivery.
- The training for trainers for the core modules has been developed and piloted to further enable the building of capacity for the training of more trainers.



### Enhanced support for learners

The main guiding principle of the ESG and, as a consequence, the TQAF, is that learners must be at the centre of all training activities. This entails taking into account learner diversity and learner needs so that learners can be fully engaged in the learning process (ESG standard 1.3).

While full alignment with this standard will be achieved in progressive stages during the transition as the different components of the TQAF are gradually put in place, the roll-out of certified training will require the following as a minimum:

- A new orientation briefing will be developed for learners, allowing them to familiarise themselves with the main features of EASO's TQAF and the support services available.
- A complaints mechanism will be introduced, allowing learners to raise issues related to all aspects of training quality.
- Procedures will be introduced allowing for the recognition of prior learning, with a view to avoiding repetition of unnecessary learning and enabling the smooth progression of learning. These procedures will be aimed at certifying that the learning outcomes of a module have been achieved and, in most cases, will entail participation in assessments without participation in training activities.
- Procedures will be put in place to take into account mitigating and extenuating circumstances in relation to participation in assessments.
- A formal assessment appeal procedure will be introduced.



### Development of an evaluation methodology

A robust quality assurance system for EASO training must also ensure that the TPDC can collect sound data about its training activities and monitor key performance indicators, with a view to evaluating its activities and identifying actions for the continuous enhancement of its training (ESG standard 1.9).

During 2021, the TPDC will develop, with the support of an external consultant, a standard and enhanced methodology for the evaluation of EASO training that should satisfy the requirements of the ESG and at the same time allow reporting under the different internal and external evaluation frameworks to which EASO training might be subject. For this purpose, it should identify the monitoring data that should be collected and the most appropriate sources of that data.

Finally, the methodology should also determine how to translate the findings from evaluations into recommendations for the continuous improvement of training.

## 4.2. Restructuring the EASO Training Curriculum



### Development of thematic content courses for trainers

In 2021, EASO plans to design specific content tailored to the needs of trainers, thereby providing tools to better support them. To this end, EASO is developing a course for trainers on the core modules of its training curriculum, which will be launched later in 2021 (see below). The core modules have been identified as having a common learning theme with regard to the duties and tasks of future case officers. Trainers will be equipped with extra

skills and knowledge to support learners during their learning journey. The same thematic-based approach will be applied, where possible, in designing the course content for trainers of other modules.

In 2021, EASO will continue to identify cross-cutting needs and challenges and develop learning materials specifically designed to support trainers.



### Development of the modules ‘Becoming an EASO assessor’, ‘Becoming an EASO coach’ and ‘Becoming an EASO trainer’

In 2021, EASO will continue to support trainers with a set of specific modules to guide them in their roles as assessors, coaches and didactics experts.

First, the module ‘Becoming an EASO assessor’ has been designed to strengthen trainers’ capacity to grade assessments and provide feedback to learners who opt to take the assessed version of a module. To ensure a fair and robust process, EASO will equip trainers with the appropriate knowledge and skills to perform their new tasks.

Second, the module ‘Becoming an EASO coach’ is being developed to further strengthen experienced trainers’ skills in coaching, enabling them to better support learners and fellow trainers of the curriculum in reaching their goals and achieving their potential. The training on coaching will equip experienced trainers with a set of coaching tools and techniques to be applied when training trainers and coaching learners alike.

Finally, EASO will revise and refresh the content of the current didactic module to better equip future trainers to successfully deliver training modules. The revised module will be called ‘Becoming an EASO trainer’.



### Development of the foundation modules (with assessments) and launch of the core and foundation modules

In the second semester of 2021, in the context of the restructuring of the EASO Training Curriculum, EASO will launch the new foundation modules and restructured core modules for learners.

The foundation modules will provide the basis for the entire curriculum and will include the modules ‘Introduction to the legal framework on international protection in the EU’, ‘Introduction to communication for asylum and reception practitioners’, ‘Introduction to ethical and professional standards’ and ‘Introduction to vulnerability’.

The new module ‘Introduction to the legal framework on international protection in the EU’ will include content from existing modules of the curriculum, in particular the modules ‘Common European asylum system’, ‘Fundamental rights and international protection in the EU’ and ‘Introduction to international protection’. This module on the legal framework targets practitioners working at the different stages of the asylum process and aims to provide learners with basic knowledge on the key legal provisions related to international protection in the EU, according to international and EU legislation. The module provides learners with knowledge on the most relevant fundamental rights in the context of international protection in the EU, namely *non-refoulement* and the right to asylum, and a general overview of the main provisions of the legal instruments of the CEAS.

The new module ‘Introduction to vulnerability’ will also include content from existing modules of the curriculum, in particular the modules ‘Interviewing vulnerable persons’, ‘Interviewing children’, ‘Trafficking in human beings’ and ‘Gender, gender identity and sexual orientation’. This module targets practitioners working at the different stages of the asylum process who might encounter potentially vulnerable applicants. The module aims to provide learners with the knowledge and skills to quickly identify applicants for international protection who may be vulnerable and may have special needs.

The new module ‘Introduction to ethical and professional standards’ will introduce the fundamental principles of professional standards and ethical behaviour and values in the context of asylum and reception. It will explore the principles of acting and working in line with ethical and professional standards, with a focus on accountability and confidentiality.

The new module ‘Introduction to communication for asylum and reception practitioners’ aims to equip all asylum and reception practitioners (and especially new employees) with basic communication skills to perform their daily duties and interact with a diverse range of stakeholders within the context of migration. The module, developed in 2020, will be developed online in the first trimester of 2021 and will be piloted during the second half of the year. The module will take 4 hours to complete and will be delivered online.

The asylum core modules will be restructured in order to comply with the new assessment strategy.



The restructured modules will include different formative assessments to better prepare learners for the summative assessment and to ensure that all the module learning outcomes are met.



### Other developments planned in 2021

As part of the restructuring of the EASO Training Curriculum, in 2021 the TPDC plans to design the following modules for learners:

- 'Introduction to reception',
- 'Conflict management and mediation in reception',
- 'Management in reception',
- 'Professional well-being'.

## 4.3. Revamping and upgrading the Learning Management System (LMS)

Innovation of the LMS started in 2020 and will lead to some important upgrades in the next few years. These include the upgrading of the EASO training platform to the latest long-term support version, introduction of the web analytics platform, the development of a network of e-learning professionals across EU agencies and the authentication of end-users using a single set of credentials.



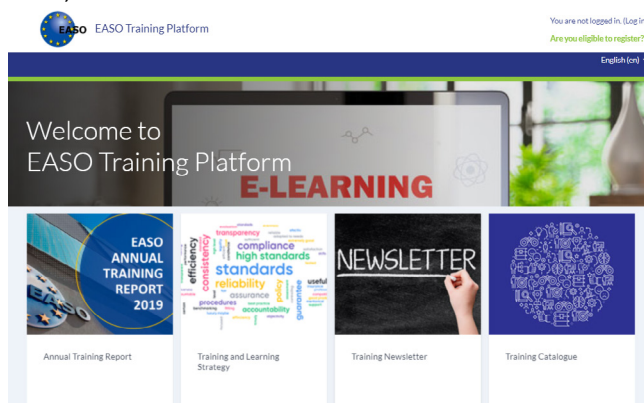
In July 2019, the EASO LMS was migrated to EASO's in-house infrastructure to:

- make the platform faster and more secure;
- allow EASO to customise its features, look and feel and integrate it with other systems, and
- enable better reporting of learners' training history.

This strategic move opened the door to many new developments, which EASO worked on throughout 2020 and which are expected to be implemented in 2021 and beyond.

As a first step in EASO's e-Learning roadmap, during the first quarter of 2021, the EASO Training Platform will be re-launched, upgraded to its newest Long-Term Support version. It will have a new look and feel that aligns it further with EASO's updated visual identity. The revamped training platform will include features such as:

- a new and fresh-looking branding and colour scheme;
- a responsive design for viewing from all types of devices;
- a dynamic landing/login page that includes promotional and informational sections with embedded visuals and videos;
- an improved user experience design that includes a clean and customisable personal dashboard and improved page viewing of the e-learning content, and
- a handy frequently asked section dedicated to the most commonly asked questions from end-users.





The communication plan for this upgrade and the main feature changes for end-users include infographics and user tours that are embedded into the platform and are accessible on first login.

## Learning Management System - USER GUIDE

**1 New Pop up window**  
A new pop up window appears to login in and reset your password.  
**Benefit: it helps users to stay on the same page.**

**2 Language/ My courses**  
Find your course menu and change language of LMS in the top right corner.  
Select your language here

**3 Hamburger Menu**  
A new Hamburger Menu widens user screen at every step of the course.  
1. Click to open-point on the hamburger menu  
2. Hamburger menu is closed now

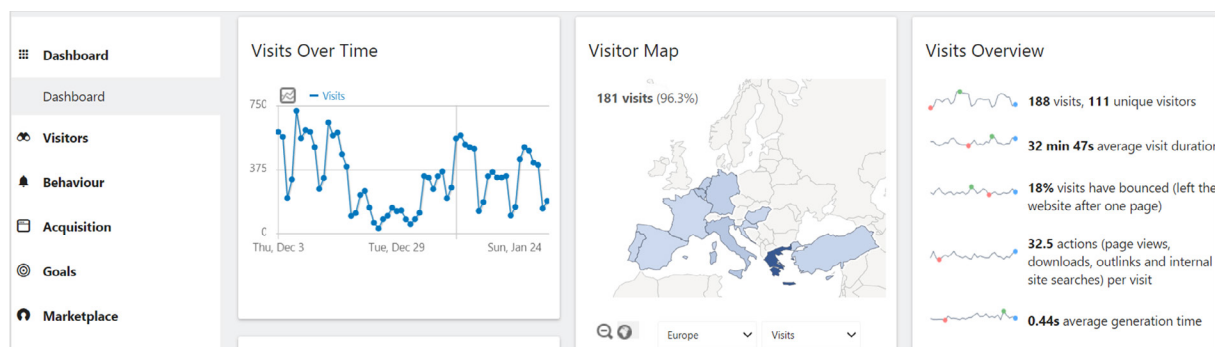
**4 Course overview**  
A new Course overview allows users to sort by course name and last accessed course.  
a. Search by course name here  
b. Search by Last access

**5 Course view features**  
a. Card view  
b. Change for List view  
c. Select Summary view - to view summary of your courses here

**6 Some icons have been refreshed**



In parallel, EASO is connecting for the first time a web analytics platform to the EASO LMS to monitor the use of our LMS and obtain metrics and live analytics on the way that end-users use the LMS, such as numbers of visits and unique visitors, cumulative and live maps of visitors, average durations of user visits and bounce rates.



These indicators will provide deeper insights into the way our audience interacts with the EASO Training Curriculum material and the navigation features of the platform and constitute valuable input for the design of EASO's online training material.

The COVID-19-related emergency measures implemented by the EU, international agencies and organisations to ensure business continuity in training and professional development dramatically boosted interest in digital tools in 2020. Each organisation responded in its own unique way to the challenges and, although the overarching technical tools used may be similar, these have been implemented in different ways in response to the crisis.

Over the coming years there will be an excellent opportunity to harvest the organisational knowledge developed, especially during this period. EASO will be exploring this opportunity with interested parties with the aim of establishing a network of e-learning professionals working in EU agencies and other international organisations that have a training dimension as part of their core business. The network will aim to establish channels of communication in the field of innovative applications of ICT for training and professional development, with the intention of exchanging practices between agencies and encouraging synergies where applicable, especially in the area of the joint procurement of services. This exchange will be facilitated by structured meeting and events and online platforms, such as:

- annual thematic meetings and events on innovation in e-learning systems and ICT applications in the area of training and professional development, such as artificial intelligence and virtual reality and/or augmented reality, and
- online platforms for exchanging technical information on ongoing developments and future planning of innovative solutions.

Over the next few years, the TPDC is aiming to enhance the digitisation of its processes to optimise the learner experience (from user registration to certification). One step in this direction will be the development of a single-entry online system, allowing the authentication of end-users of multiple applications using a single set of credentials. Thus, there will be a single-entry online system where all of TPDC's training applications serving different parts of the training cycle will be accessible by end-users. The aim of this development will be to streamline access to applications for end-users.

# Annexes

## Annex 1. EASO Training Curriculum portfolio (end 2020)

At the end of 2020, the EASO Training Curriculum portfolio was made up of 28 modules, grouped in six clusters.

<b>Core modules</b>	<ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Interview techniques</li> <li>• Evidence assessment</li> </ul>
<b>Focus on persons with special needs</b>	<ul style="list-style-type: none"> <li>• Interviewing vulnerable persons</li> <li>• Interviewing children</li> <li>• Gender, gender identity and sexual orientation</li> <li>• Trafficking in human beings</li> <li>• Reception of vulnerable persons: identification of vulnerability and provision of initial support (block A)</li> <li>• Reception of vulnerable persons: needs assessment and design of interventions (block B)</li> </ul>
<b>In-depth knowledge</b>	<ul style="list-style-type: none"> <li>• Inclusion – advanced</li> <li>• Asylum procedures directive</li> <li>• Dublin III regulation</li> <li>• Reception</li> <li>• Country of origin information (COI)</li> <li>• Medical country of origin information (MedCOI)</li> <li>• Exclusion</li> <li>• End of protection</li> <li>• Fundamental rights and international protection in the EU</li> <li>• Resettlement</li> </ul>
<b>Introductory modules</b>	<ul style="list-style-type: none"> <li>• Common European Asylum System</li> <li>• Introduction to international protection</li> <li>• Identification of potential Dublin cases</li> <li>• Identification of potential exclusion cases</li> </ul>
<b>For specific audiences</b>	<ul style="list-style-type: none"> <li>• Interpreting in the asylum context</li> <li>• Management in the asylum context</li> <li>• Registration of applications for international protection</li> <li>• Communication and information provision to asylum seekers</li> </ul>
<b>Didactics</b>	<ul style="list-style-type: none"> <li>• Introduction to didactics</li> </ul>

Factsheets for the EASO Training Curriculum modules are provided in Annex 5.

## Annex 2. New releases in 2020

<b>Development of modules in 2020</b>	Reception of vulnerable persons: identification of vulnerability and provision of initial support (block A) – <b>new</b> Reception of vulnerable persons: needs assessment and design of interventions (block B) – <b>new</b>
<b>Upgrading of modules in 2020</b>	Upgrading of the ‘Exclusion’ module, now called ‘The application of the exclusion clauses to persons undeserving international protection’ Upgrading of the ‘Evidence assessment’ module

New translations in 2020	Modules built in the LMS in 2020
Registration of applications for international protection (German and Italian) Introduction to international protection (Polish) Communication and information provision to asylum seekers (Italian) Identification of potential Dublin cases (Italian) Introduction to didactics (Italian)	<b>One module built in Czech:</b> Dublin III regulation <b>Six modules built in English:</b> Registration of applications for international protection (pilot and v. 1.1) Identification of potential exclusion cases (pilot and v. 1.1) Evidence assessment (v. 5.0) Application of the exclusion clauses to persons undeserving international protection (v. 5.0) Reception of vulnerable persons (block A) (pilot and v. 1.1) Reception of vulnerable persons (block B) (pilot and v. 1.1) <b>Two modules built in French:</b> End of protection Interpreting in the asylum context <b>Six modules built in German:</b> Interviewing vulnerable persons Inclusion advanced End of protection Fundamental rights and international protection in the EU Resettlement Country of origin information <b>Five modules built in Italian:</b> Interpreting in the asylum context Trafficking in human beings Identification of potential Dublin cases Introduction to didactics Registration of applications for international protection <b>One module built in Slovak:</b> Gender, gender identity and sexual orientation <b>Two modules built in Albanian:</b> Inclusion Interview techniques <b>Two modules built in Macedonian:</b> Inclusion Interview techniques <b>Four modules built in Turkish:</b> Trafficking in human beings Country of origin information Interviewing vulnerable persons Introduction to didactics
New publications in 2020	
Handbook on the ‘Management in the asylum context’ module (English) Handbook on the ‘End of protection’ module (English) Handbook on the ‘Interviewing children’ module (English) Handbook on the ‘Common European Asylum System’ module (English)	

## Annex 3. Handbooks available to trainees

Between 2012 and 2020, handbooks for 21 modules were developed, all in English; 13 of these are also available in different EU languages, as well as Arabic, Macedonian, Russian and Turkish. The table below provides details of the different language versions available.

EASO modules	Languages
Common European Asylum System	Bulgarian, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Italian, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish, Arabic
Communication and information provision to asylum seekers	English, Italian
Dublin III regulation	Czech, English, French, Slovenian
End of protection	English, French, German, Polish
Evidence assessment	English
Gender, gender identity and sexual orientation	English, Finnish, German, Polish, Slovenian
Identification of potential Dublin cases	English
Identification of potential exclusion cases	English
Inclusion	Bulgarian, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Italian, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish, Arabic, Turkish
Inclusion – advanced	English
Interpreting in the asylum context	Croatian, Dutch, English, French
Interviewing children	English, German, Polish
Interviewing vulnerable persons	English, German, Greek, Portuguese, Slovak, Macedonian, Russian, Turkish
Interview techniques	Bulgarian, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Italian, Latvian, Lithuanian, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish, Turkish
Introduction to international protection	English, German, Polish, Spanish
Management in the asylum context	English
Reception	Croatian, English
Reception of vulnerable persons: identification of vulnerability and provision of initial support (block A)	English
Reception of vulnerable persons: needs assessment and design of interventions (block B)	English
Registration of applications for international protection	English
Trafficking in human beings	English, Italian, Slovak

## Annex 4. Module language versions available on the EASO training platform

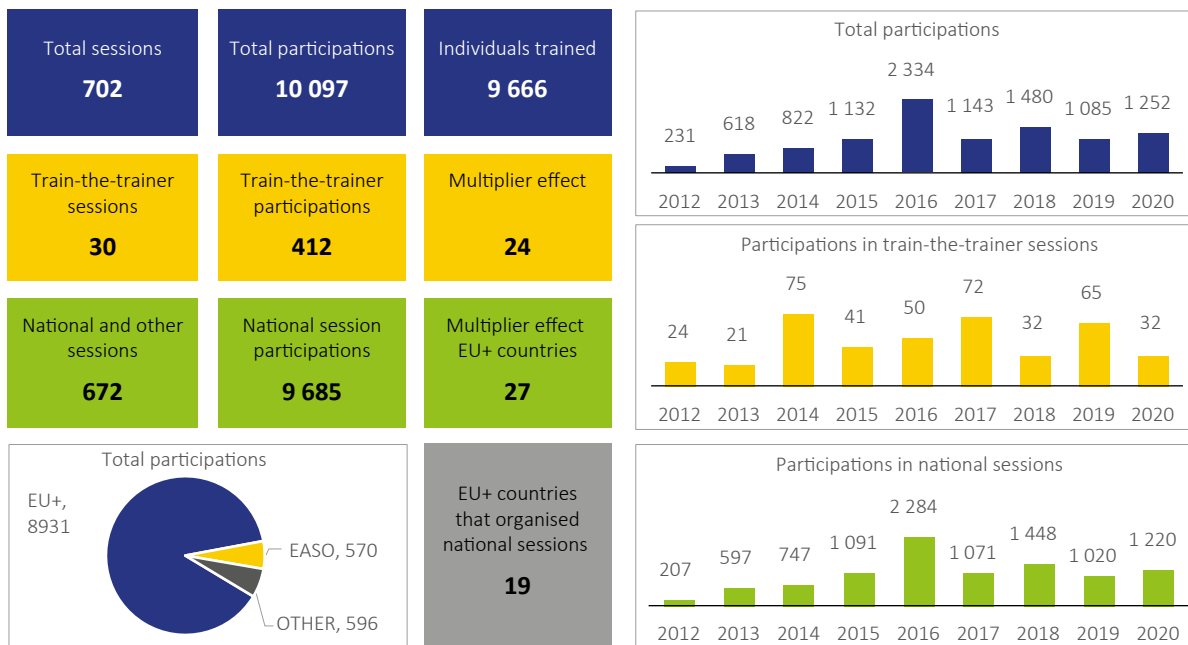
EASO training modules have been translated into several languages. The core modules are available in most EU languages. The table below shows the different language versions available for each module.

Modules	Languages
Inclusion	English, Bulgarian, Czech, Danish, German, Greek, Spanish, Estonian, Finnish, French, Croatian, Hungarian, Italian, Lithuanian, Latvian, Dutch, Norwegian, Polish, Portuguese, Romanian, Slovak, Slovenian, Russian, Arabic, Turkish, Georgian
Interview techniques	English, Bulgarian, Czech, Danish, German, Greek, Spanish, Estonian, Finnish, French, Croatian, Hungarian, Italian, Lithuanian, Latvian, Dutch, Norwegian, Polish, Portuguese, Romanian, Slovak, Slovenian, Russian, Arabic, Turkish
Evidence assessment	English, Bulgarian, Czech, Danish, German, Greek, Spanish, Estonian, Finnish, French, Croatian, Hungarian, Italian, Lithuanian, Latvian, Dutch, Norwegian, Polish, Portuguese, Romanian, Slovak, Slovenian, Russian, Arabic, Turkish
Interviewing vulnerable persons	English, Bulgarian, German, French, Hungarian, Portuguese, Romanian, Slovak, Russian, Turkish
Interviewing children	English, French, German, Hungarian, Slovak, Slovenian, Russian
Gender, gender identity and sexual orientation	English, Finnish, German, Slovak, Slovenian, Russian
Trafficking in human beings	English, German, Italian, Turkish
Inclusion – advanced	English, German, Russian
Reception	English, German, Greek, French, Italian, Dutch, Romanian, Slovak, Russian
Dublin III regulation	English, Czech, German, Romanian, Slovenian
Asylum procedures directive	English
Country of origin information (COI)	English, German, Hungarian, Italian, Turkish
Exclusion	English, Czech, German, Russian
End of protection	English, French, German, Romanian
Resettlement	English, German

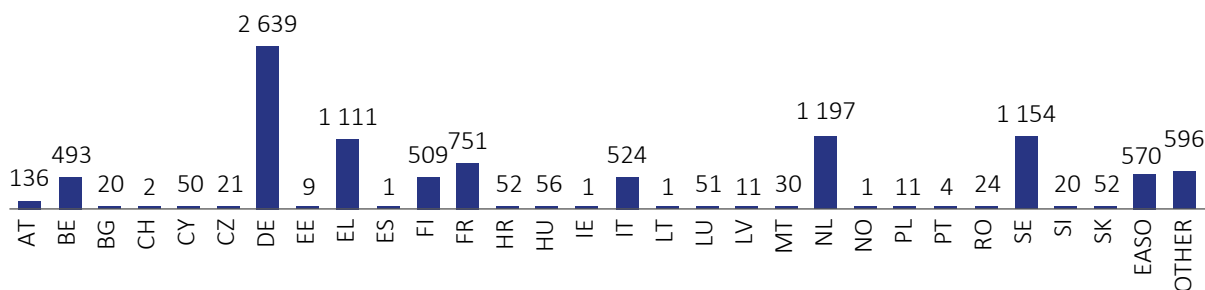
Modules	Languages
Interpreting in the asylum context	English, French, German, Italian, Slovenian, Russian
Management in the asylum context	English, Romanian, Russian
Fundamental rights and international protection in the EU	English, German
Common European asylum system	English, French, German, Italian, Arabic
Introduction to international protection	English, Polish
Medical country of origin information (MedCOI)	English
Medical country of origin information (MedCOI) (basic)	English
Induction session Greece	English
Registration of applications for international protection	English, German, Italian
Identification of potential exclusion cases	English
Identification of potential Dublin cases	English, Italian
Reception of vulnerable persons (block A)	English
Reception of vulnerable persons (block B)	English
Introduction to didactics	English, Italian, Russian, Turkish

## Annex 5. EASO module factsheets

### EASO module: Inclusion



Participations in EASO Training Curriculum modules, 2012-2020

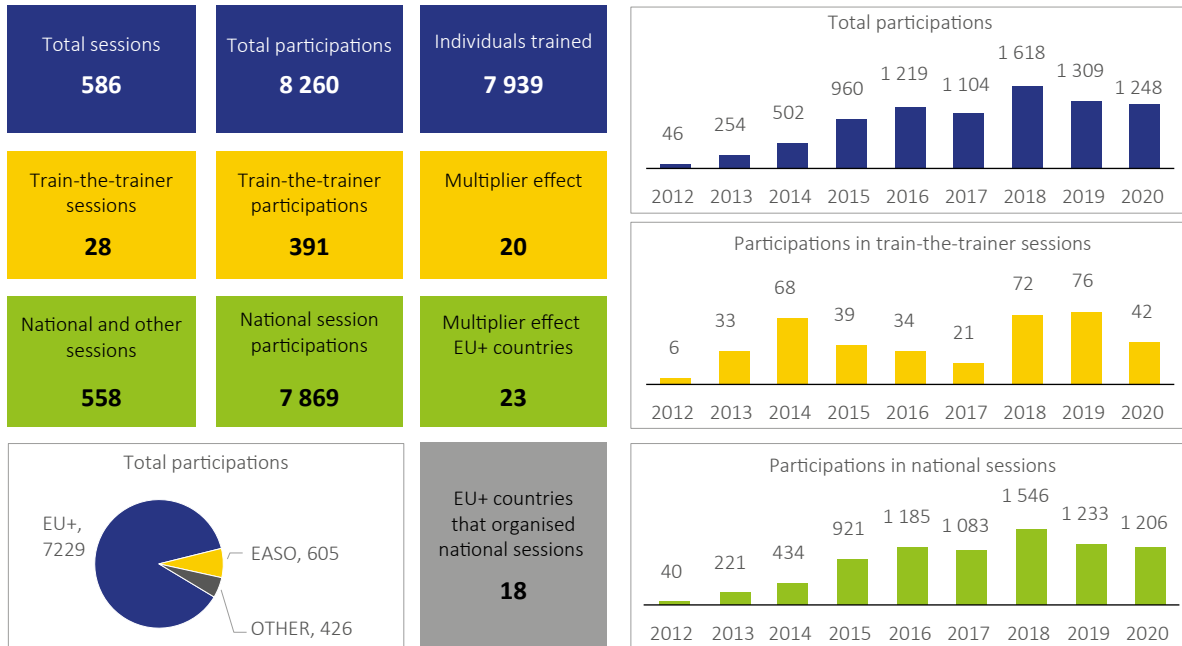


This module provides an overview of the interpretation and application of the 1951 Refugee Convention and its relation to the EU Qualification Directive. It lays the foundations for the knowledge, skills and competencies required in carrying out the tasks of a case officer by outlining the definition of ‘refugee’ and the grounds for subsidiary protection and persecution in relation to the UNHCR Handbook and the Qualification Directive. This module covers the nexus between persecution (well-founded fear) and the convention grounds (i.e. race, religion, nationality, political opinion and a particular social group), the principle of *non-refoulement* and other elements important to qualification as a refugee or as a beneficiary of subsidiary protection.

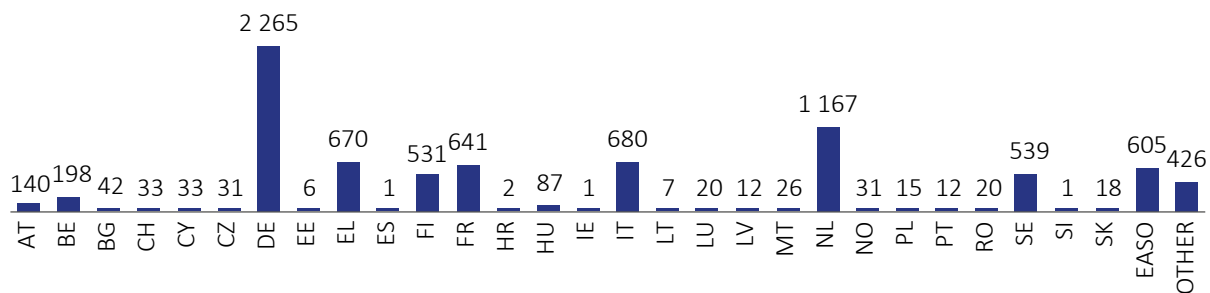
<b>Main target group</b>	Asylum case officers.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Identify who should be included in the asylum process.</li> <li>• Analyse an applicant’s case to determine which protection status should be given.</li> <li>• Explain the decision with reference to relevant law and practice.</li> </ul>
<b>Version history</b>	This module was created in 2011 and upgraded in 2013.
<b>What’s next?</b>	This module is being upgraded as part of the restructuring of the EASO Training Curriculum.



## EASO module: Interview techniques



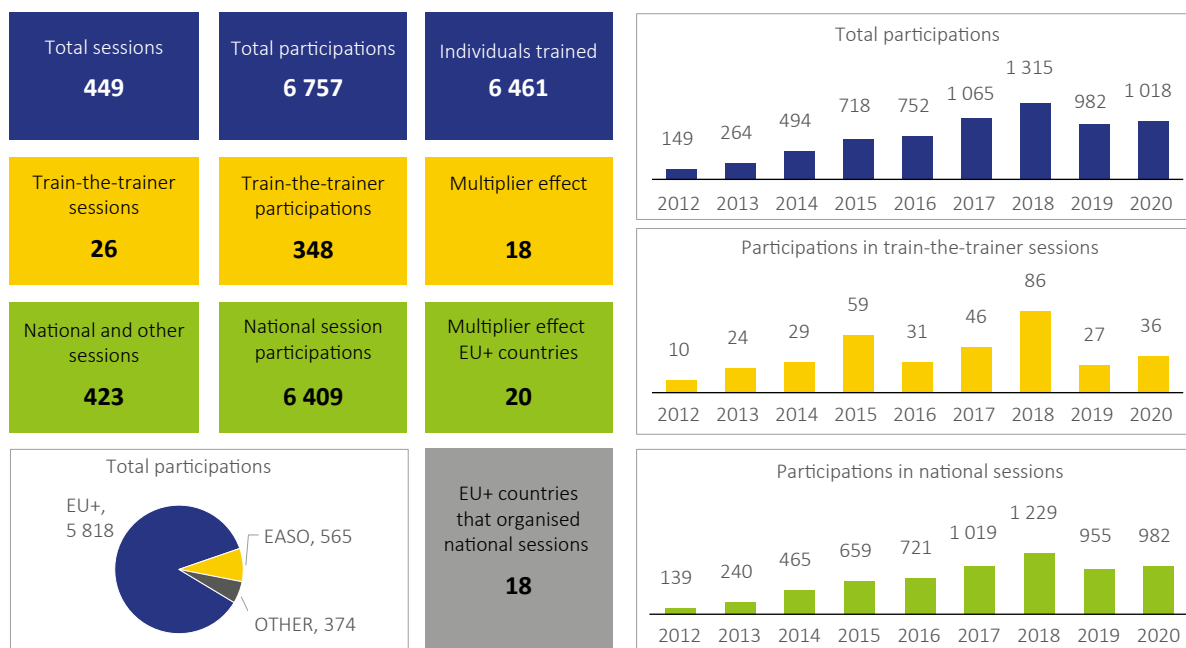
Participations in EASO Training Curriculum modules, 2012-2020



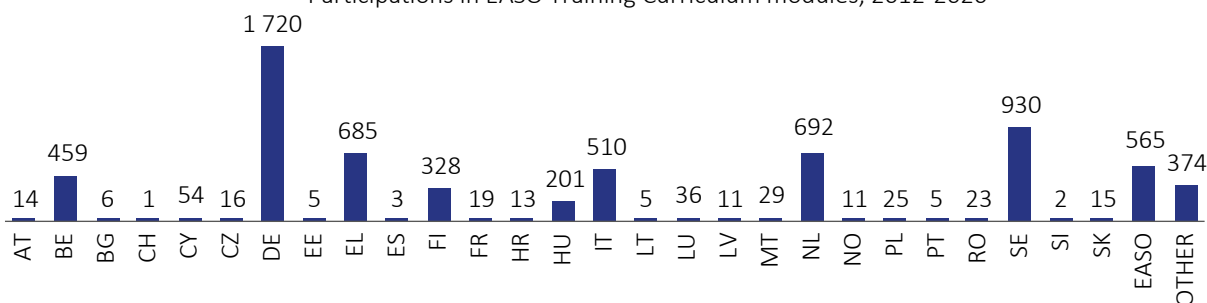
This module lays the foundations for the knowledge, skills and competencies required in carrying out the tasks of a case officer. It focuses on the asylum interview method – the structured interview protocol put forward by EASO for conducting the personal interview – and builds on research and experiences relating to structured interview protocols in other domains, such as psychology, law and social studies, by adapting these protocols to the specific characteristics of the personal interview and the asylum procedure. The aim of this module is to teach practitioners how to use the asylum interview method to gather sufficient, relevant and reliable information to assess an application.

<b>Main target group</b>	Asylum case officers.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Conduct an effective interview with an applicant for international protection.</li> <li>• Demonstrate a professional attitude during the interview.</li> </ul>
<b>Version history</b>	This module was upgraded in 2019.
<b>What's next?</b>	As part of the restructuring of the EASO Training Curriculum, the content of this module will be used in the new modules 'Asylum interview method', 'Introduction to vulnerability' and 'Advanced interviewing'.

## EASO module: Evidence assessment



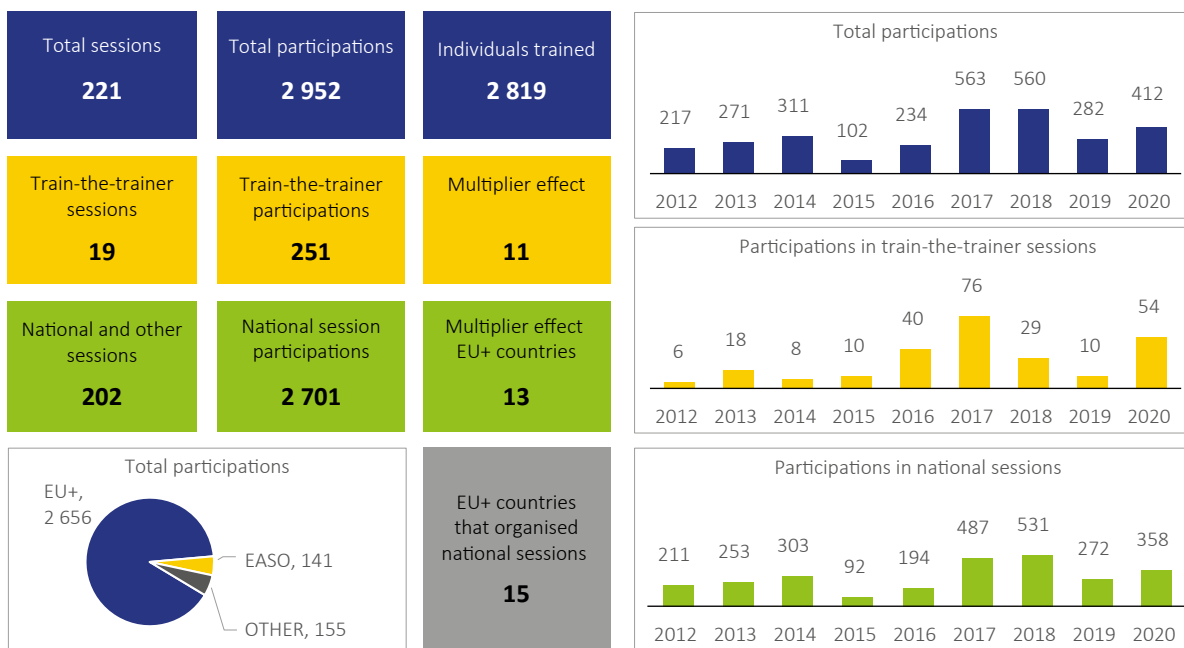
Participations in EASO Training Curriculum modules, 2012-2020



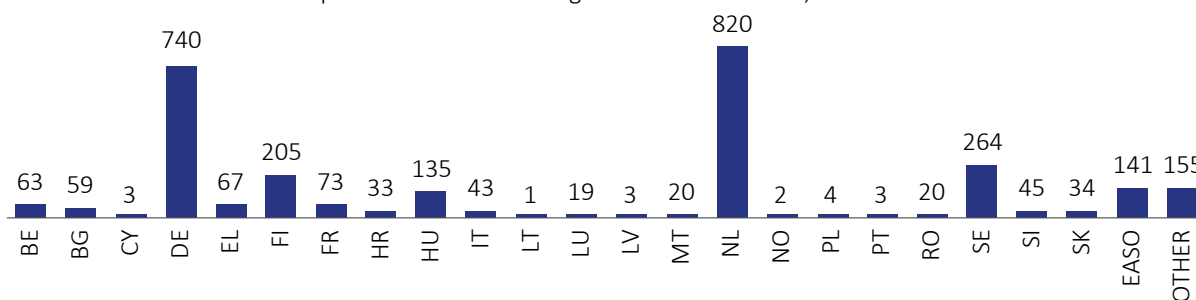
This module explores how the material facts of a case are established through gathering, examining and comparing available pieces of evidence. It outlines the theoretical aspects and the relevant legislation from a practical perspective. The aim of this module is to outline the knowledge, skills and attributes needed to apply a structured evidence assessment approach so that the risk of subjectivity in individual cases is reduced. Together with the other two core modules in this area ('Interview techniques' and 'Inclusion'), this module lays the foundations for the knowledge, skills and competencies required in carrying out the tasks of a case officer.

<b>Main target group</b>	Asylum case officers.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Identify the material facts of a claim linked to the eligibility criteria for international protection.</li> <li>• Determine the credibility of the material facts of an application for international protection in a structured way.</li> <li>• Mitigate the impact of distortions when assessing the credibility of material facts.</li> <li>• Determine the future-oriented risk based on the accepted material facts of an application for international protection.</li> </ul>
<b>Version history</b>	This module was upgraded in 2020.
<b>What's next?</b>	This module is being upgraded as part of the restructuring of the EASO Training Curriculum.

## EASO module: Interviewing vulnerable persons



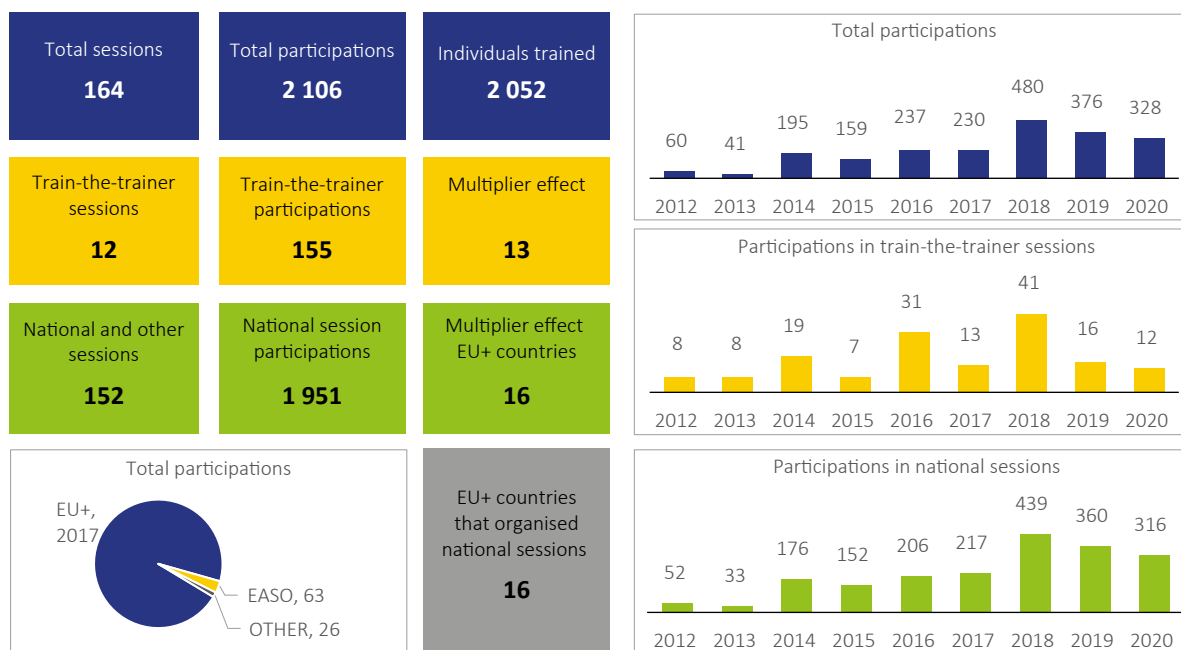
Participations in EASO Training Curriculum modules, 2012-2020



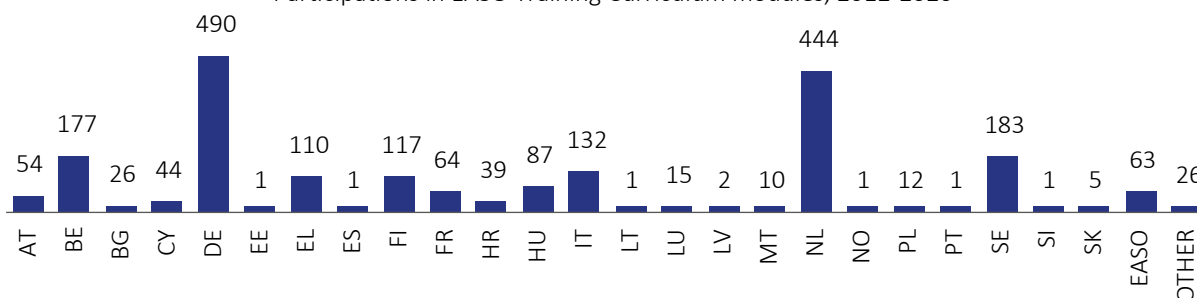
This module focuses on the legal framework and the definition of ‘vulnerability’ in the context of an international protection procedure. It addresses the applicant’s norms and how the normative framework may be used to identify the most common vulnerabilities and the factors that hamper disclosure when interviewing applicants for international protection. This module includes case studies of difficult interview situations involving vulnerable applicants and how to take care of oneself after such an interview. The aim is to prepare asylum case officers to obtain as much reliable information as possible when interviewing vulnerable persons, to professionally follow up on the interview to safeguard an applicant with special needs and to prepare the case for the next steps in the process.

<b>Main target group</b>	Asylum case officers.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Conduct an interview with a vulnerable person taking into account the legal, procedural and social contexts affecting the applicant.</li> <li>• Identify special procedural needs and the effect they may have on the application for international protection.</li> <li>• Apply an appropriate approach to establishing rapport and facilitating disclosure from a vulnerable applicant.</li> </ul>
<b>Version history</b>	This module was last upgraded in April 2018.
<b>What’s next?</b>	As part of the restructuring of the EASO Training Curriculum, the content of this module will be used in the new modules ‘Introduction to vulnerability’, ‘Victims of torture and violence’ and ‘Advanced interviewing’.

## EASO module: Interviewing children



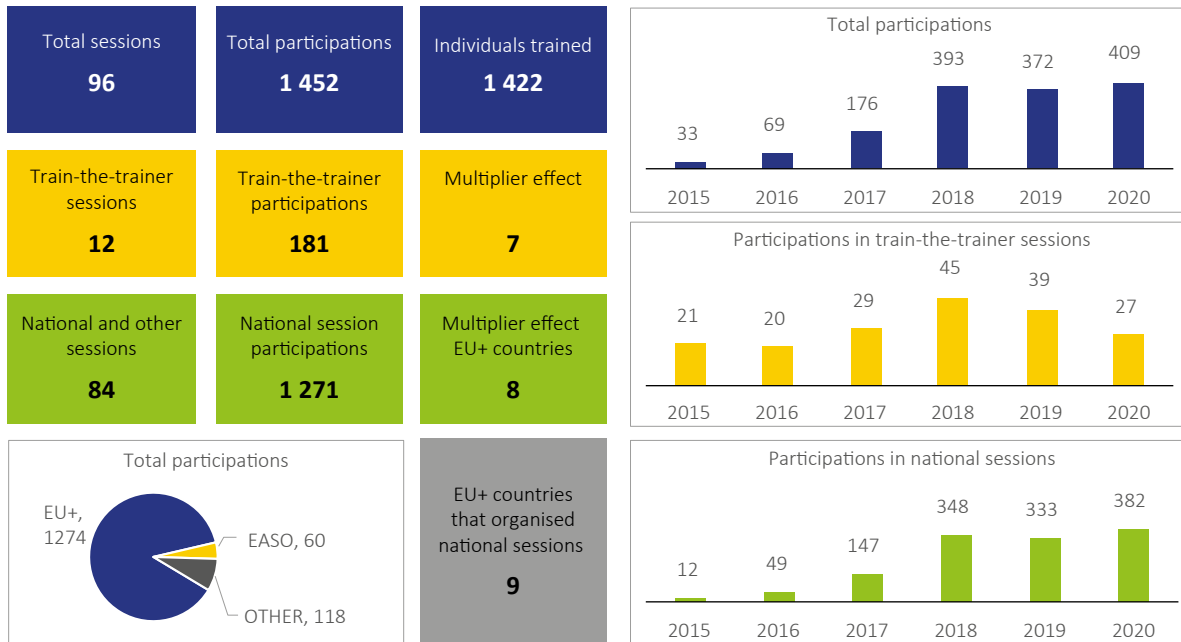
Participations in EASO Training Curriculum modules, 2012-2020



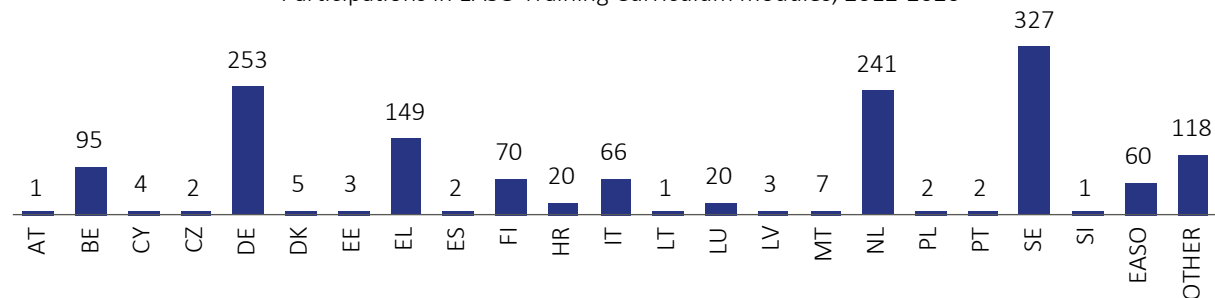
This module focuses on children’s developmental stages, legal and procedural safeguards for children in the international protection process and child-specific interview techniques. Centring on the best interests of the child, this module explains how to assess the maturity of the child before and during the interview in order to adapt the interview to the maturity and situation of each child. The aim is to provide asylum case officers with the necessary knowledge, skills and attitudes to conduct a professional and effective personal interview with a child. Ideally, participants would have completed the module ‘Interview techniques’ before starting this module.

<b>Main target group</b>	Asylum case officers who interview child applicants for international protection.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>Conduct an effective interview with a child in the international protection context while respecting his or her best interests.</li> <li>Adapt the interview to the maturity and situation of the child.</li> </ul>
<b>Version history</b>	This module was last upgraded in April 2018.
<b>What’s next?</b>	As part of the restructuring of the EASO Training Curriculum, the content of this module will be used in the new modules ‘Children in the asylum process’ and ‘Managing cases with children’.

## EASO module: Gender, gender identity and sexual orientation



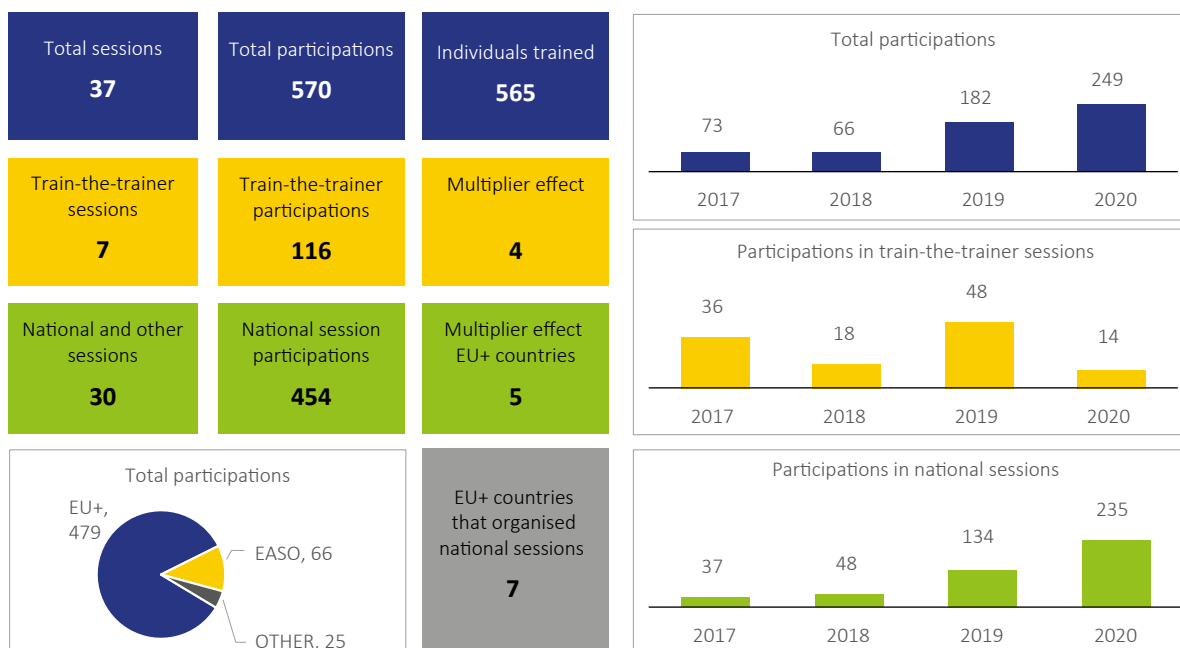
Participations in EASO Training Curriculum modules, 2012-2020



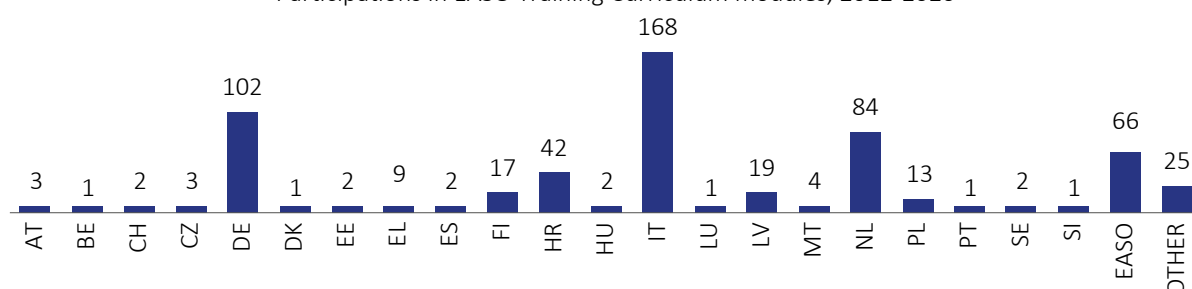
This module provides an overview of the norms related to gender, gender identity and sexual orientation, and explores how these norms influence case officers and applicants when cases are assessed for international protection. It addresses human rights violations and the legal framework to enable practitioners to conduct an evidence assessment that properly considers the particularities of claims involving gender, gender identity, and sexual orientation related claims. The aim of this module is to provide a practical approach of how best to conduct an interview that supports the disclosure of issues related to gender, gender identity and sexual orientation. Ideally, participants would have completed the modules ‘Inclusion’, ‘Interview techniques’ and ‘Evidence assessment’ before starting this module.

<b>Main target group</b>	Asylum case officers.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>Identify gender, gender identity and sexual orientation factors when a claim for international protection is processed.</li> <li>Explain how experiences relating to and attitudes towards gender, gender identity and sexual orientation influence the way claims for international protection are processed.</li> <li>Apply an appropriate approach to gender, gender identity and sexual orientation when a claim for international protection is processed.</li> </ul>
<b>Version history</b>	This module was created in 2015.
<b>What’s next?</b>	As part of the restructuring of the EASO Training Curriculum, this module will be reshaped into the following modules: ‘Victims of gender-based violence in asylum contexts’, ‘applicants in the asylum context’, ‘Managing cases of victims of gender-based violence’ and ‘Managing cases related to LGBTIQ applicants’.

## EASO module: Trafficking in human beings



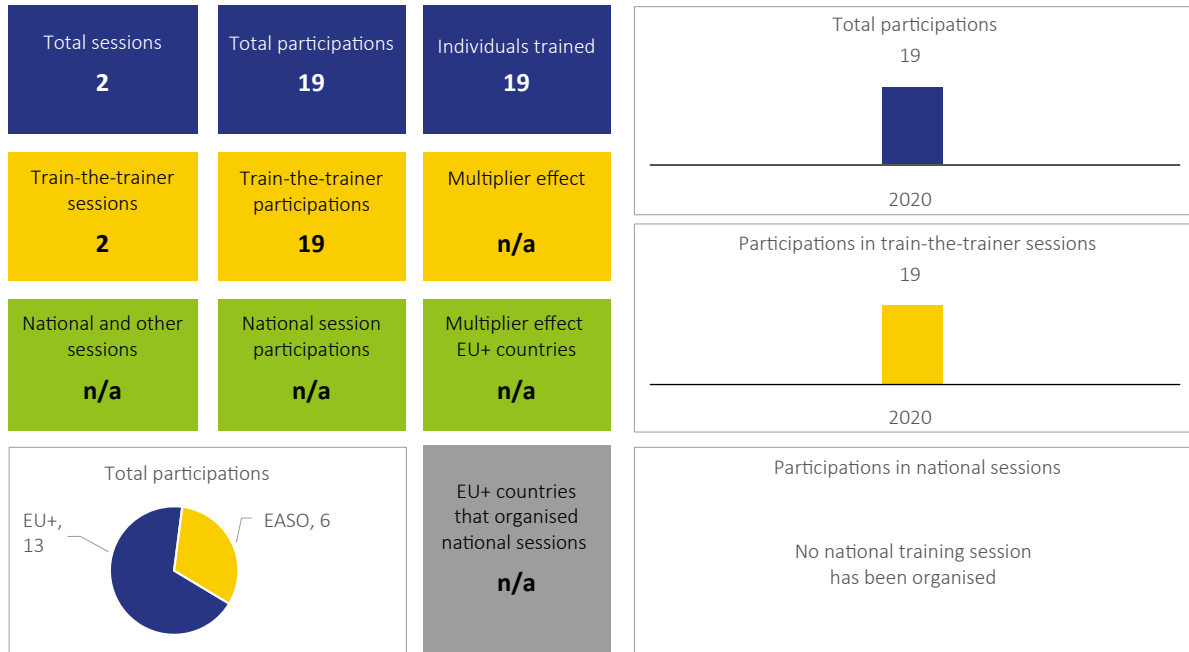
Participations in EASO Training Curriculum modules, 2012-2020



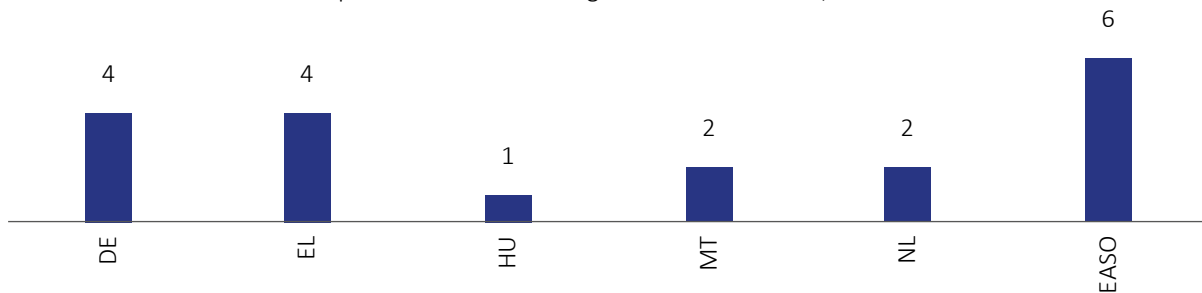
This module is composed of two levels. The first level raises awareness of victims or potential victims of trafficking and provides the knowledge and skills needed to identify potential victims of trafficking. The second level focuses on victims of trafficking who may need international protection. It explains how to prepare and conduct an asylum interview with a victim or potential victim of human trafficking and how to approach decision-making in a protection claim involving such a person. Ideally, participants would have completed the modules ‘Inclusion’, ‘Interview techniques’ and ‘Evidence assessment’ before starting level 2 of this module.

<b>Main target group</b>	Asylum and other officials who come into contact with victims or potential victims of trafficking in human beings.
<b>Learning outcomes</b>	<p><b>Level 1.</b></p> <ul style="list-style-type: none"> <li>• Detect signs of trafficking in human beings.</li> <li>• Explain how to handle an initial encounter with a victim or potential victim of trafficking in human beings.</li> </ul> <p><b>Level 2.</b></p> <ul style="list-style-type: none"> <li>• Know how to prepare and conduct an asylum interview with a victim or potential victim of trafficking in human beings.</li> <li>• Understand how to approach the decision-making process in a protection claim involving a victim or potential victim of trafficking in human beings.</li> </ul>
<b>Version history</b>	This module was created in 2017.
<b>What's next?</b>	As part of the restructuring of the EASO Training Curriculum, this module will be reshaped into the modules ‘Trafficking in human beings’ and ‘Managing cases of trafficking in human beings’.

### EASO module: Reception of vulnerable persons: identification of vulnerability and provision of initial support (block A)



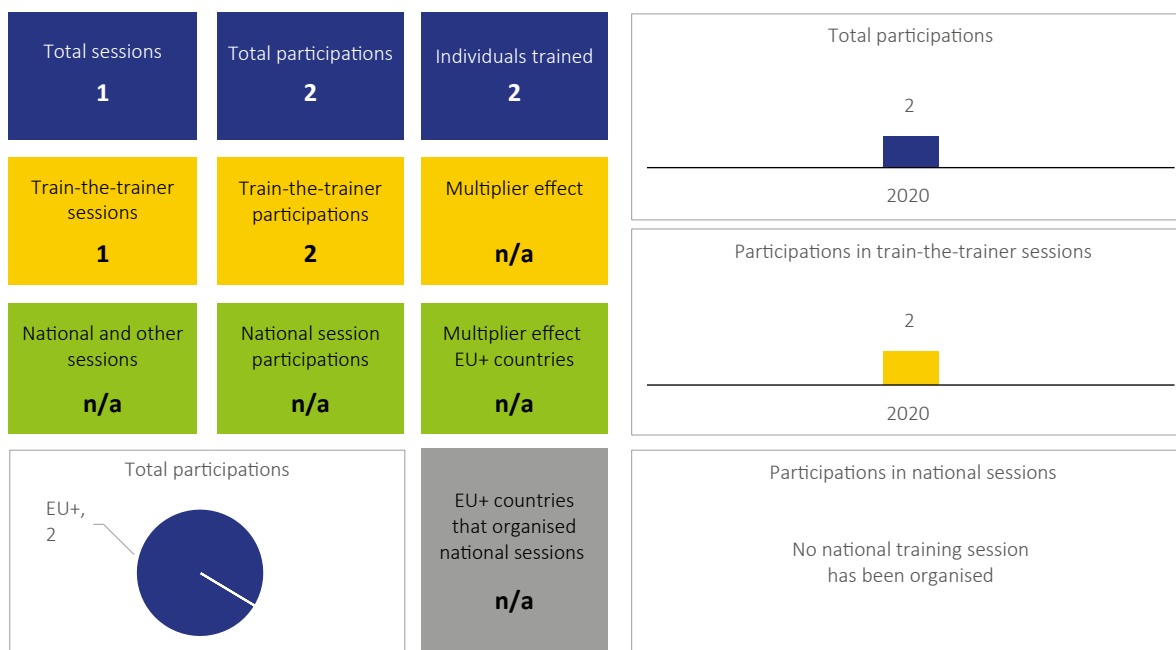
Participations in EASO Training Curriculum modules, 2012-2020



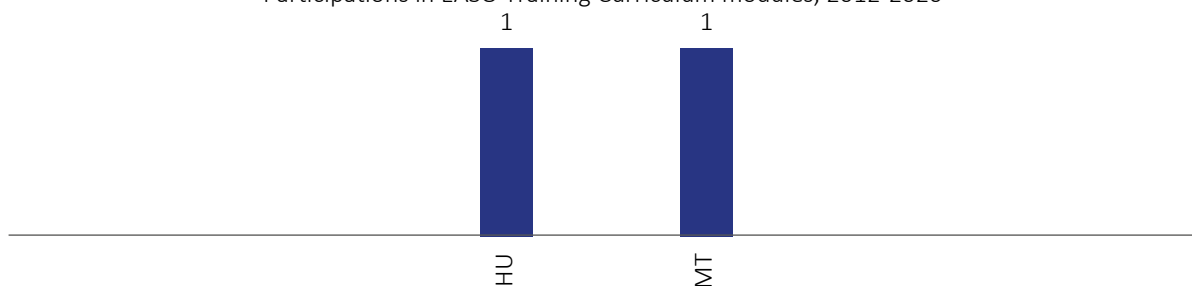
This module focuses on the concept of vulnerability in the reception context. It describes different categories of vulnerable persons, focusing on the implications of vulnerabilities for reception needs, vulnerability indicators, protective factors and initial steps to support applicants with special reception needs, psychological first aid, and biases and how to overcome them. It also outlines how to construct objective reports describing observations on vulnerability, the basic principles of facility and room allocation for vulnerable persons, and information provision to vulnerable persons.

<b>Main target group</b>	Reception and asylum practitioners in direct contact with applicants for international protection in the reception system.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Outline vulnerability indicators, categories of vulnerable persons and the implications of applicants’ vulnerabilities for special reception needs.</li> <li>• Apply techniques and procedures to identify asylum applicants with special reception needs and decide how to converse with them.</li> <li>• Initiate support for applicants with special reception needs.</li> </ul>
<b>Version history</b>	This module was created in 2020.
<b>What’s next?</b>	This module is available to Member State reception practitioners and is delivered in accordance with EASO’s annual training plan.

## EASO module: Reception of vulnerable persons: needs assessment and design of interventions (block B)



Participations in EASO Training Curriculum modules, 2012-2020

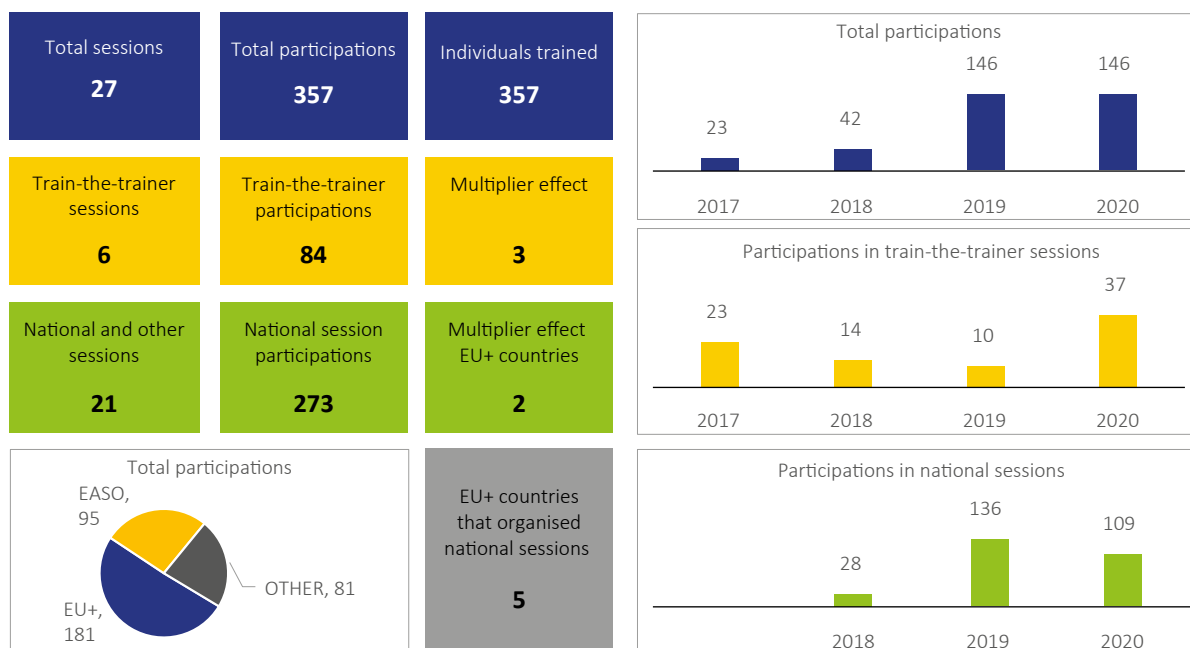


This module outlines how specific vulnerabilities influence reception needs. It focuses on the importance of incorporating the needs arising from applicants' vulnerabilities into decisions and actions in reception, how to conduct an assessment of special reception needs with an applicant for international protection, and how to design and review personal reception plans in the context of existing and evolving vulnerabilities. The aim of this module is to equip reception officers with an understanding of how vulnerabilities influence reception needs. Ideally, participants would have completed the module 'Reception of vulnerable persons: identification of vulnerability and provision of initial support' (block A) before starting this module.

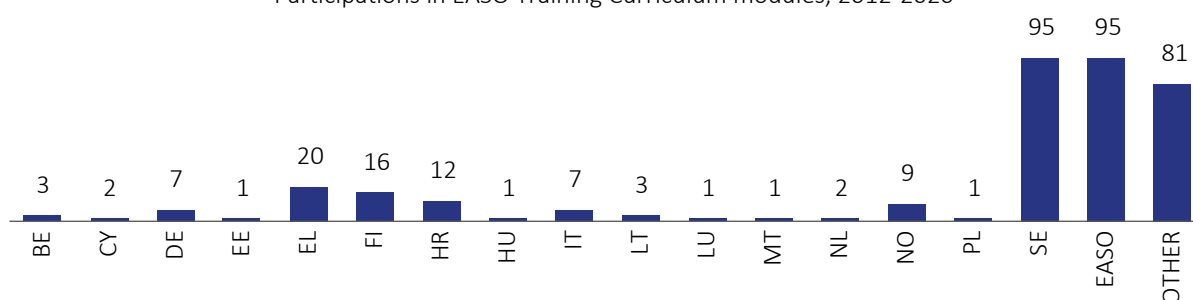
<b>Main target group</b>	Reception and asylum practitioners in direct contact with applicants for international protection in the reception system.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>Describe the potential impact of specific vulnerabilities on reception needs.</li> <li>Assess applicants' special reception needs.</li> <li>Design and review asylum applicants' personal reception plans in the context of existing and evolving vulnerabilities.</li> </ul>
<b>Version history</b>	This module was piloted in 2020 and will be finalised during the first semester of 2021.
<b>What's next?</b>	This module will be available to Member State reception practitioners and delivered in accordance with EASO's annual training plan from the second semester of 2021.



### EASO module: Inclusion – advanced



Participations in EASO Training Curriculum modules, 2012-2020

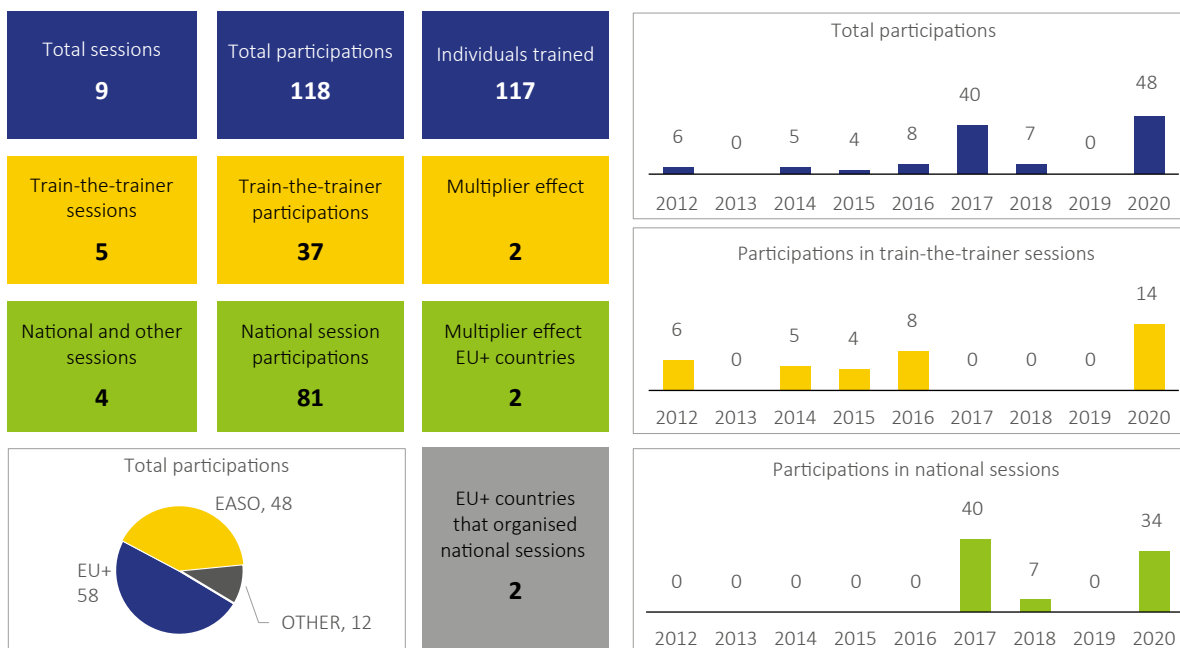


This module focuses on more complex aspects of qualification for international protection with regard to acts of persecution, reasons for persecution, serious harm (subsidiary protection), and protection from persecution or serious harm. It assesses the work of asylum case officers in the context of national practice and CEAS-related jurisprudence while applying conclusions drawn from the work of the Court of Justice of the European Union (CJEU) and the European Court of Human Rights (ECHR). This module teaches participants how to interpret EU and international protection law in the absence of CJEU guidance when facing complex interpretative issues related to qualification for international protection. The aim is to provide

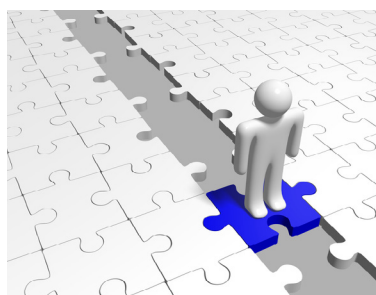
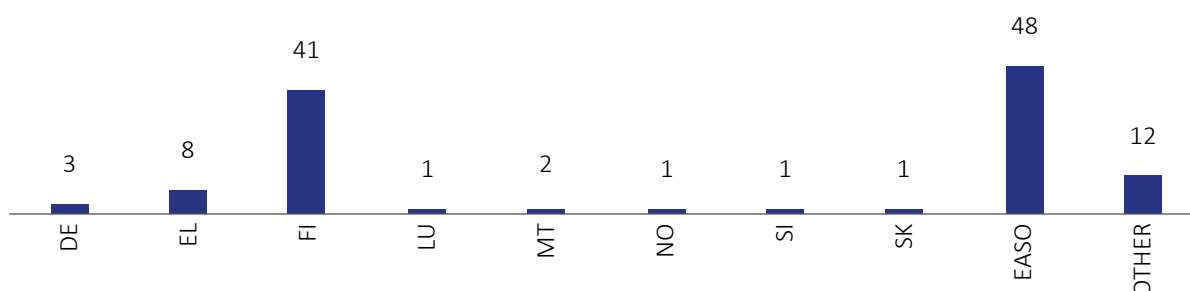
participants with guidance on interpretative issues related to qualification for international protection. As this module is a follow-up to the 'Inclusion' module, ideally, participants would have completed that module before starting this one.

<b>Main target group</b>	Asylum case officers.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Critically assess their own work in the context of different Member States' practices and CEAS-related jurisprudence.</li> <li>• Apply conclusions drawn from EU jurisprudence and CJEU and ECHR case-law.</li> <li>• Address interpretative issues related to qualification for international protection in line with the CJEU's method of interpretation of EU law, in the absence of direct CJEU guidance.</li> <li>• Provide structured and detailed guidance on complex interpretative issues related to qualification for international protection.</li> </ul>
<b>Version history</b>	This module was created in 2017.
<b>What's next?</b>	This module will be upgraded as part of the restructuring of the EASO Training Curriculum.

## EASO module: Asylum procedures directive



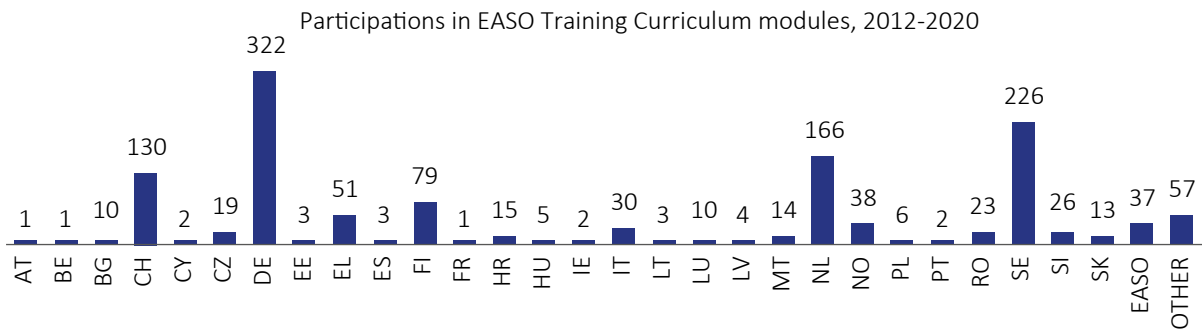
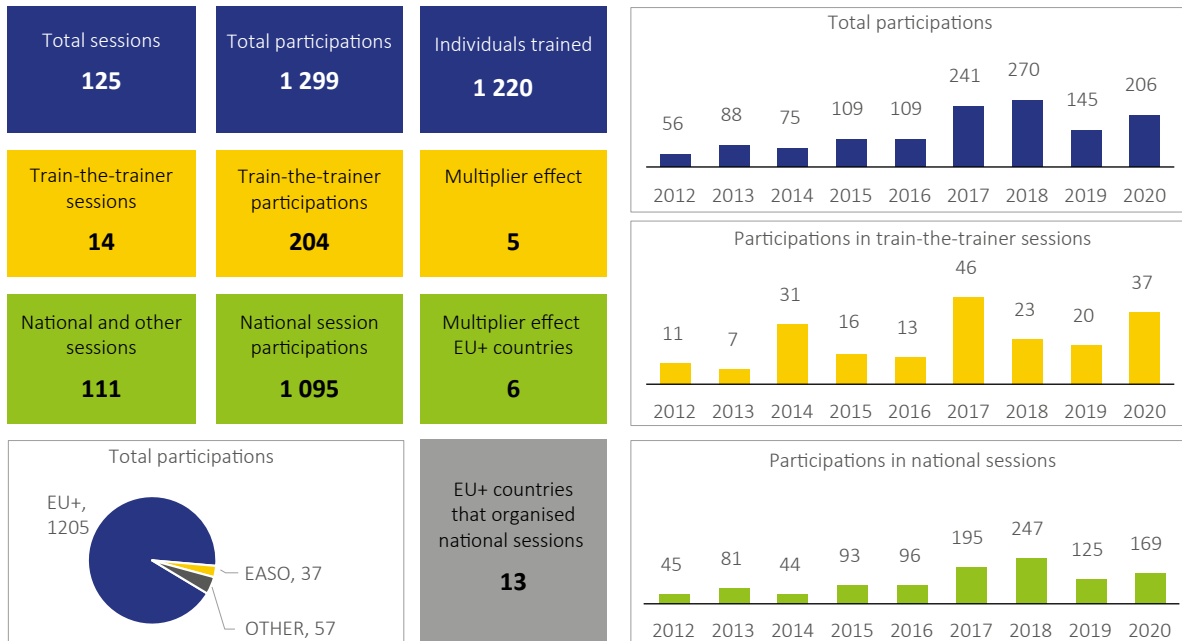
Participations in EASO Training Curriculum modules, 2012-2020



Focusing on the APD, this module provides an overview of the entire asylum process, from access to international protection to the procedure for appeal against a negative decision. It goes into detail on issues such as access to procedures, procedural guarantees and obligations, admissibility, right to legal assistance and representation, the personal interview, decision-making, effective remedies and special procedures. The aim of this module is to focus on the different aspects regulated by the APD. Ideally, participants would have completed the module ‘Introduction to international protection’ before starting this module.

<b>Main target group</b>	Asylum case officers and policy officers.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Explain the context in which the APD has been adopted and its scope, procedures and objectives.</li> <li>• Identify and differentiate between the various authorities involved and their roles.</li> <li>• Apply the provisions of the APD to all applicants, including those with different needs.</li> </ul>
<b>Version history</b>	This module was last upgraded in 2015.
<b>What’s next?</b>	This module is being restructured. Part of it is included in the new module ‘Introduction to the legal framework on international protection in the EU’.

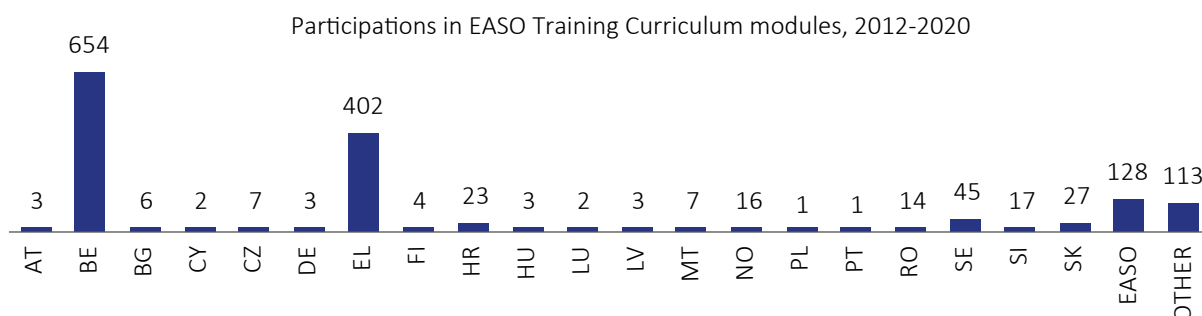
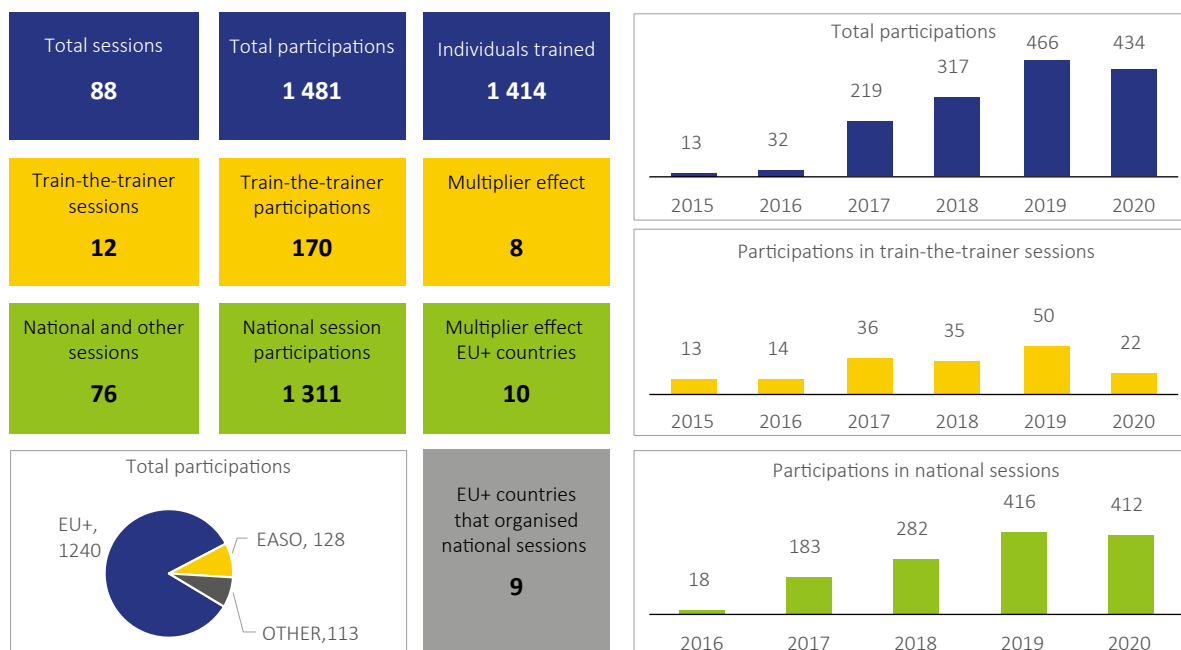
## EASO module: Dublin III regulation



This module focuses on the basic function and scope of the Dublin system and its rules and procedures. It helps learners to familiarise themselves with the Eurodac system and the DubliNet electronic network. The aim of this module is to provide participants with the skills and knowledge needed to apply the Dublin III regulation in line with the EU asylum *acquis* and in full respect of the international human rights legal instruments. Ideally, participants would have completed the modules ‘Common European Asylum System’ and ‘Fundamental rights and international protection in the EU’ before starting this module.

<b>Main target group</b>	Officials working in the Dublin Unit.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Understand and explain the basic function and scope of the Dublin system.</li> <li>• Understand and apply the Dublin III rules and procedures.</li> <li>• Understand and use the Dublin III tools available (such as Eurodac, visa information system and DubliNET).</li> </ul>
<b>Version history</b>	The first module on the Dublin regulation, related to the Dublin II regulation, was developed in 2012. With the entry into force of the Dublin III regulation, a new module was released in 2014 and subsequently updated in 2016.
<b>What’s next?</b>	The next upgrade is planned for after the adoption of the Dublin IV regulation.

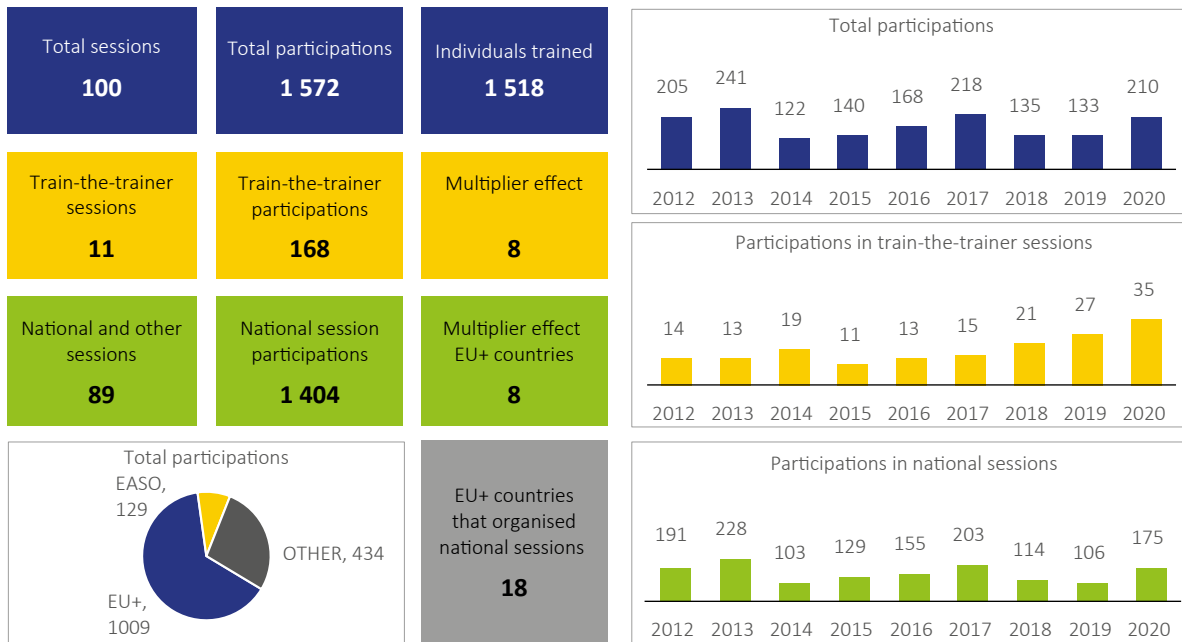
## EASO module: Reception



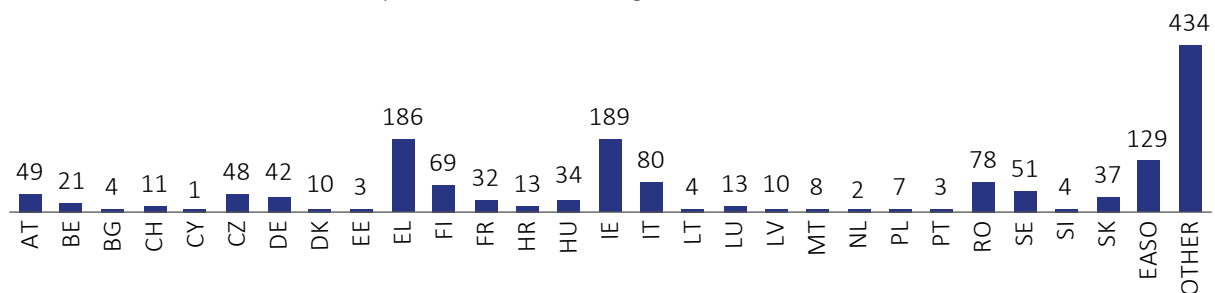
This module covers the basic training that reception officers need according to the Reception Conditions Directive. By shedding light on the international historical developments and the legal context in which the current reception conditions have developed, this module focuses on the role of the reception officer and the range of skills needed (e.g. setting professional boundaries, communicating in an intercultural environment, dealing with stakeholders and managing conflicts). The aim of this module is to professionally prepare reception officers to identify special reception needs, work with vulnerable groups and address mental health in a reception context.

<b>Main target group</b>	Reception and asylum practitioners in direct contact with applicants for international protection in the reception system.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Explain the legal and organisational framework for the reception of applicants for international protection.</li> <li>• Describe the elements of the different phases in the reception process.</li> <li>• Identify individuals with special reception needs and design a tailor-made intervention.</li> <li>• Define the role, professional skills and attitudes of reception officers.</li> <li>• Explain the areas of cooperation with different stakeholders according to their roles and responsibilities.</li> </ul>
<b>Version history</b>	This module was created in 2015.
<b>What's next?</b>	As part of the restructuring of the EASO Training Curriculum, the content of this module will be used in the new modules 'Introduction to reception', 'Conflict management and mediation in reception', 'Psychosocial support and guidance in reception', 'Reception of vulnerable persons: identification of vulnerability and provision of initial support' (block A), 'Reception of vulnerable persons: needs assessment and design of interventions' (block B) and 'Technical reception standards' (levels A and B).

## EASO module: Country of origin information (COI)



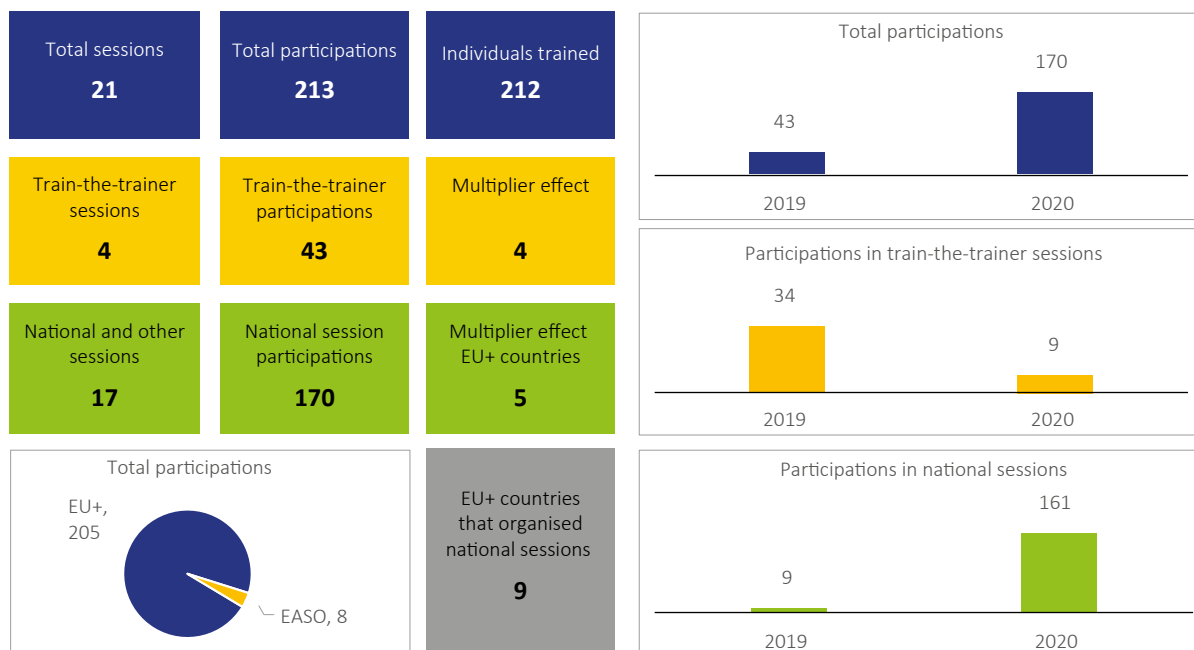
Participations in EASO Training Curriculum modules, 2012-2020



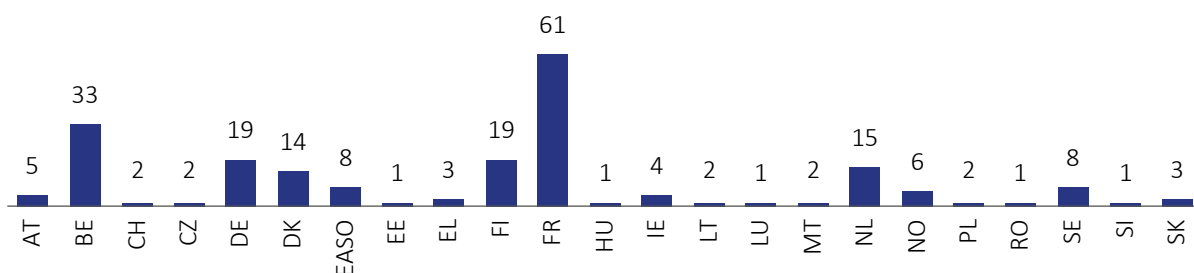
This module outlines the role of COI in international protection procedures. It provides an overview of how to develop COI questions from a case and how to select, assess and validate sources and information, as well as practical research skills for COI topics. This module also deals with how best to present COI research, draft COI queries and peer review COI products. The aim of this module is to empower COI researchers and asylum case officers to achieve COI quality standards, which is critical to ensuring high-quality information about countries of origin.

<b>Main target group</b>	COI researchers and asylum case officers.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>Find relevant, accurate and balanced information on countries of origin from reliable sources.</li> <li>Present the information in a transparent and traceable way.</li> <li>Undertake a peer review of a COI product.</li> </ul>
<b>Version history</b>	This module was last upgraded in 2019.
<b>What's next?</b>	As part of the restructuring of the EASO Training Curriculum, this module will be reshaped into a number of modules related to COI principles and quality standards, drafting COI products, interviewing sources, COI information for complex cases, and organising and conducting fact-finding missions.

### EASO module: Medical country of origin information (MedCOI)



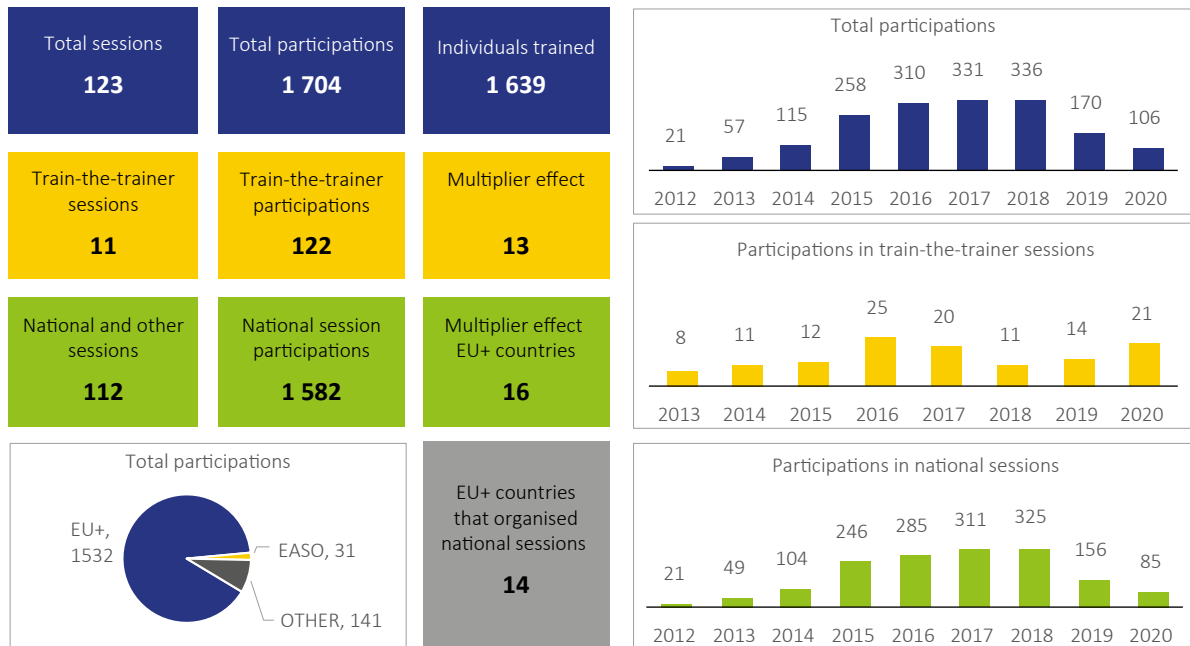
Participations in EASO Training Curriculum modules, 2012-2020



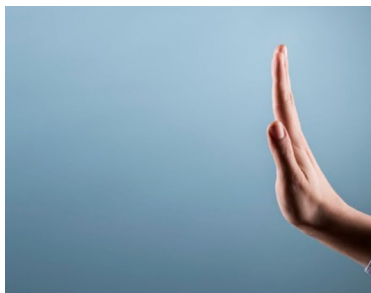
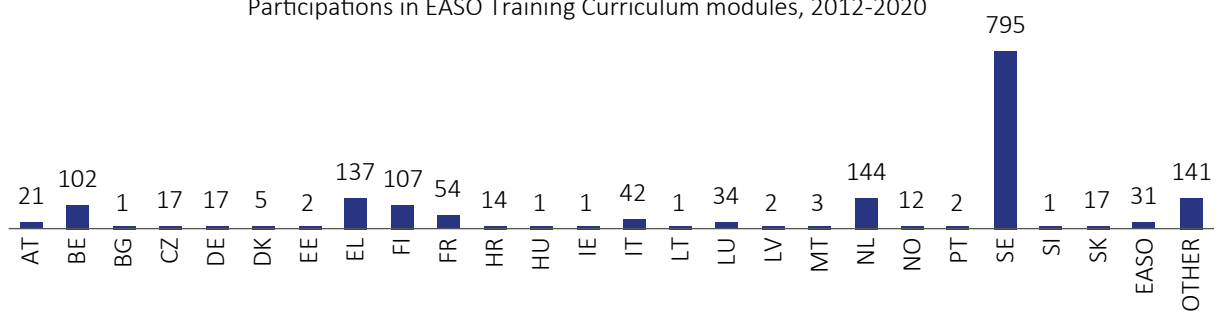
This module focuses on how best to develop case-specific questions, search the MedCOI database, interpret information found in query responses and launch a MedCOI request. This module takes different circumstances into account and offers two different learning paths: a basic module to learn how to search the MedCOI database and an advanced module for MedCOI advanced users who are responsible for launching new MedCOI requests. The aim of this module is to help users of the MedCOI database understand the scope of the MedCOI database and the role of MedCOI in the field of international protection. Learners should complete the basic MedCOI module before starting the advanced module.

<b>Main target group</b>	COI researchers and other professionals working with MedCOI.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>Describe the scope and role of MedCOI in different procedures.</li> <li>Outline the legal standards and different practices in EU+ countries.</li> <li>Explain the differences between general COI and MedCOI.</li> <li>Formulate reliable questions and search for and interpret information on MedCOI in the MedCOI database.</li> <li>Launch an individual request.</li> </ul>
<b>Version history</b>	This module was designed in 2019.
<b>What's next?</b>	This module will be reviewed as part of the restructuring of the EASO Training Curriculum.

## EASO module: Application of exclusion clauses to persons undeserving of international protection



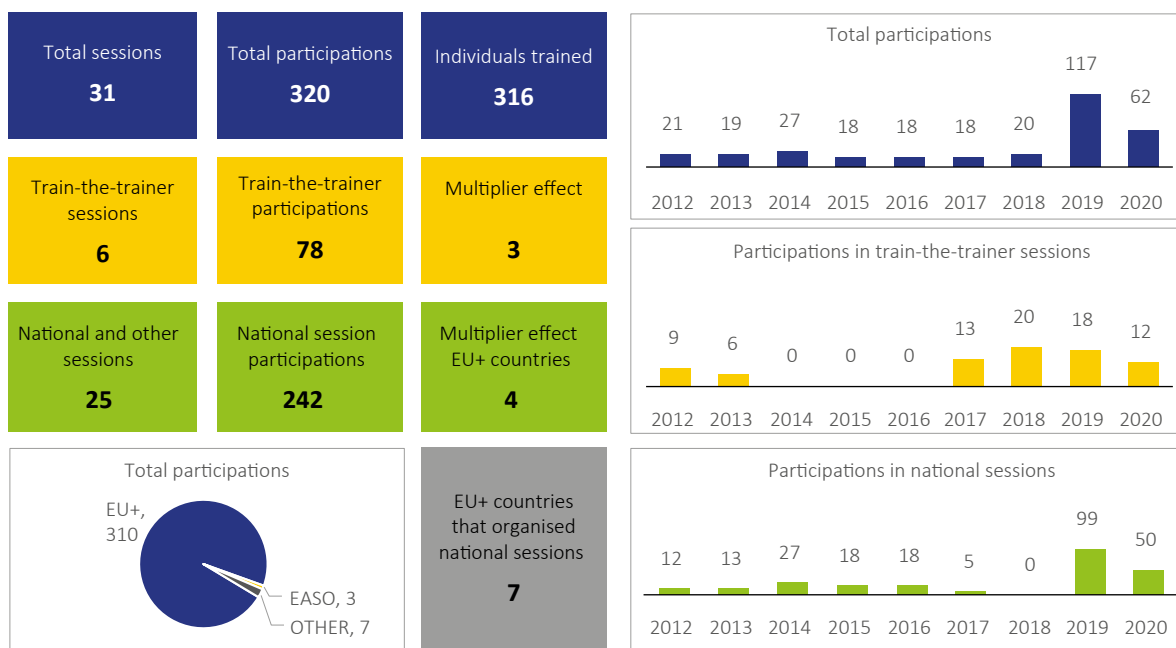
Participations in EASO Training Curriculum modules, 2012-2020



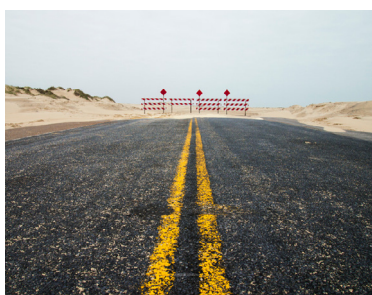
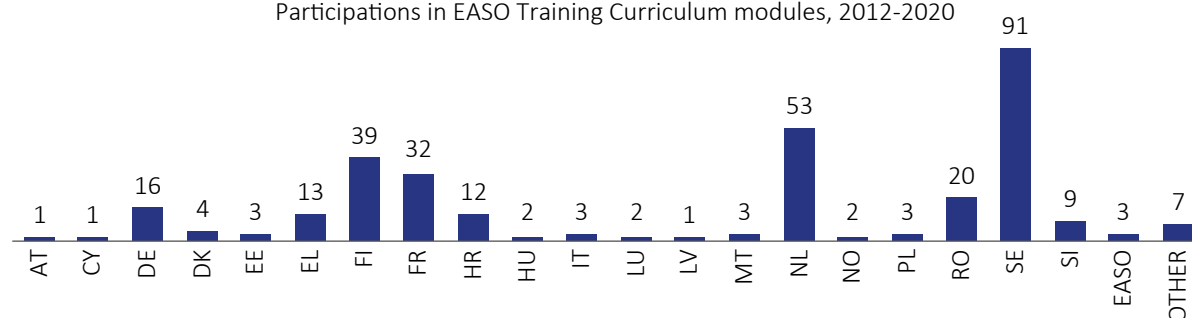
This module focuses on the application of Article 1F of the 1951 Refugee Convention and Article 12(2) and Article 17 of the Qualification Directive, and reflects the most recent developments in the field to better equip asylum case officers with the knowledge and skills required to assess the possible application of these exclusion clauses within procedures for the determination of eligibility for international protection.

<b>Main target group</b>	Asylum case officers.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>Identify the relevant legal frameworks applicable to exclusion from international protection.</li> <li>Determine the elements that constitute exclusion clauses in the context of refugee and subsidiary protection.</li> <li>Establish the material facts and evidence in the context of the legal provisions applicable to potential exclusion cases.</li> </ul>
<b>Version history</b>	This module was created in 2011. In accordance with the EASO module life cycle, the 'Exclusion' module was upgraded in 2014 and 2020.
<b>What's next?</b>	This module will be upgraded as part of the restructuring of the EASO Training Curriculum.

## EASO module: End of protection



Participations in EASO Training Curriculum modules, 2012-2020

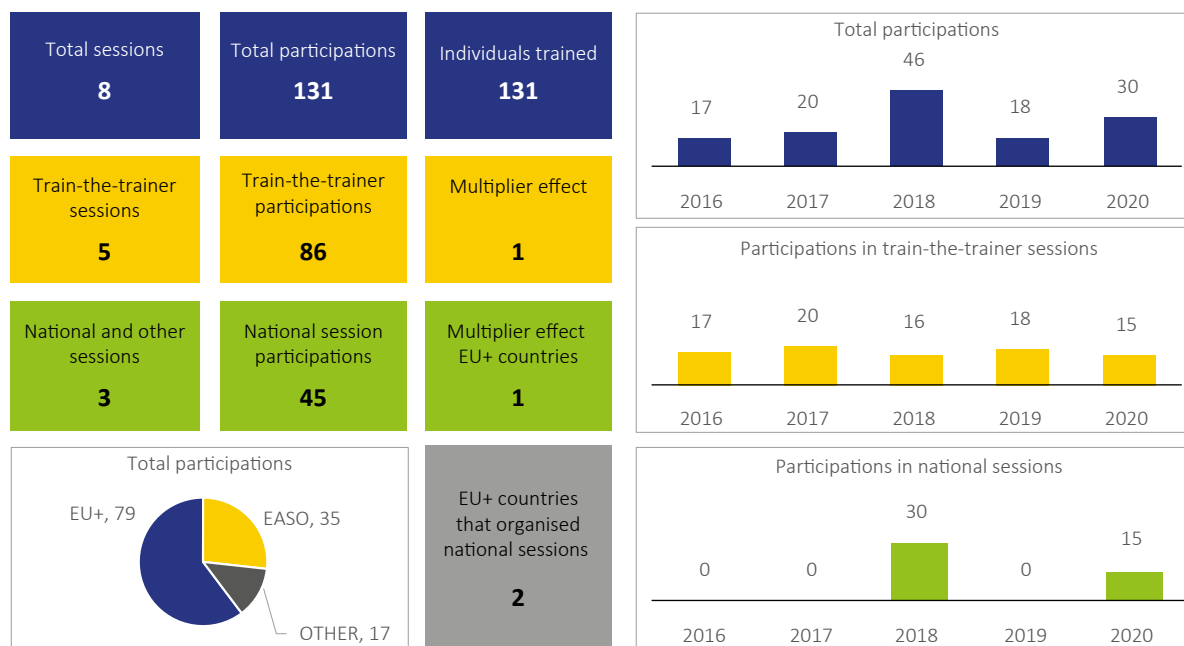


This module offers case officers the opportunity to specialise in applying the relevant legal provisions and procedural safeguards pertaining to the end of protection. Participants will also learn how to interpret the conditions that lead to the end of protection as laid down in the Qualification Directive. Upon completion of this module, participants will have the theoretical and practical knowledge needed to prepare and write a decision on this topic.

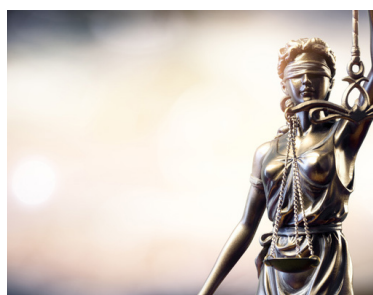
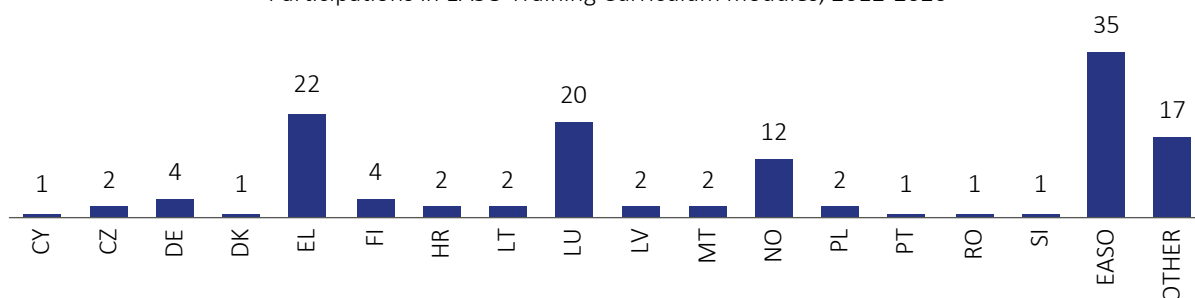
<b>Main target group</b>	Asylum case officers.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>Identify and apply the legal provisions relevant to the end of protection.</li> <li>Apply the relevant procedures relating to the end of protection.</li> </ul>
<b>Version history</b>	This module was upgraded in 2018.
<b>What's next?</b>	This module will be upgraded as part of the restructuring of the EASO Training Curriculum.



## EASO module: Fundamental rights and international protection in the EU



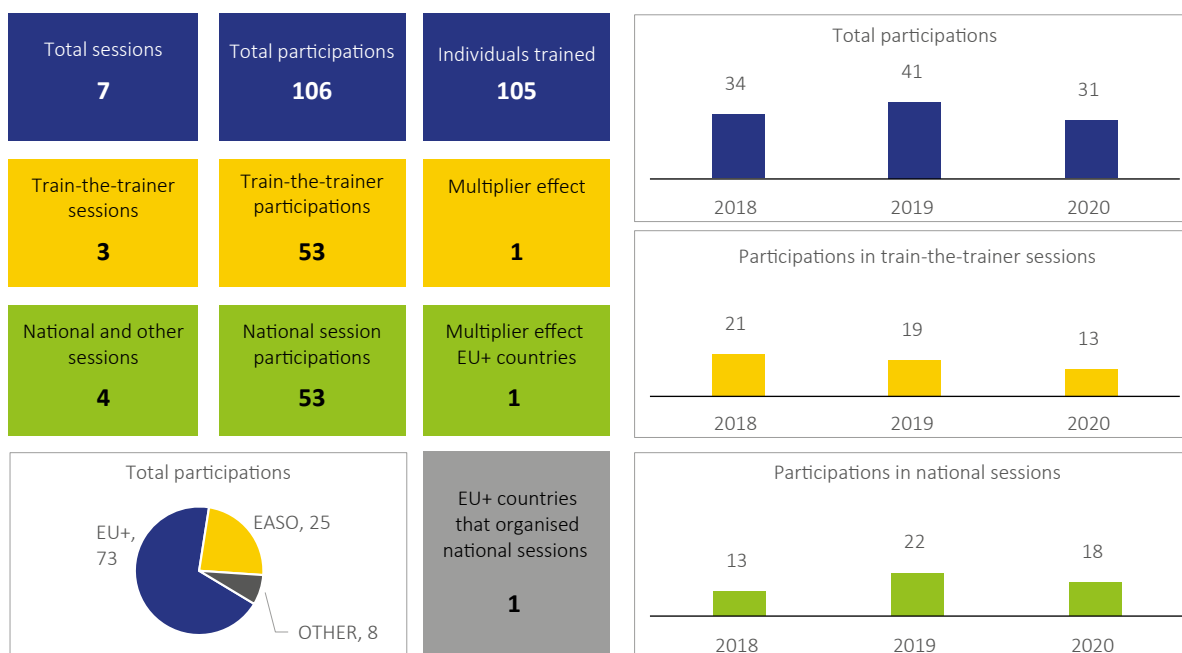
Participations in EASO Training Curriculum modules, 2012-2020



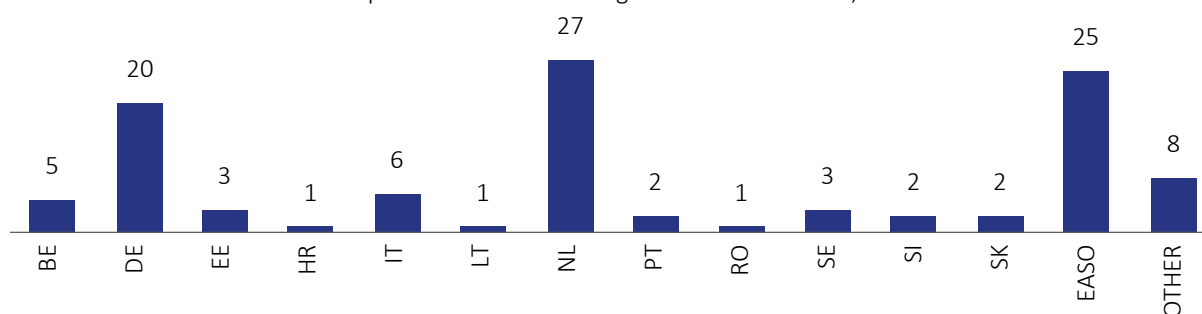
This module provides an overview of fundamental rights in the context of international protection by focusing on the EU Charter of Fundamental Rights (EU Charter). It explains the relevant provisions of the EU Charter in the context of asylum and reception processes from legal and practical points of view by looking at recent developments such as those addressed by the jurisprudence of the CJEU. Ideally, participants would have completed the module ‘Introduction to international protection’ before starting this module.

<b>Main target group</b>	Asylum and reception officials.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>Describe the main international and European instruments on fundamental rights and principles in the context of international protection in the EU, with a special focus on the EU Charter.</li> <li>Explain the practical relevance of the EU Charter and its interrelations with other human rights instruments.</li> <li>Apply the principles and instruments of fundamental rights and international protection regarding access to the territory, the asylum procedure, the content of international protection and return.</li> <li>Apply the EU Charter to persons who may need international protection, as well as to people in return procedures.</li> </ul>
<b>Version history</b>	This module was created in 2016.
<b>What’s next?</b>	This module will be upgraded as part of the restructuring of the EASO Training Curriculum.

## EASO module: Resettlement



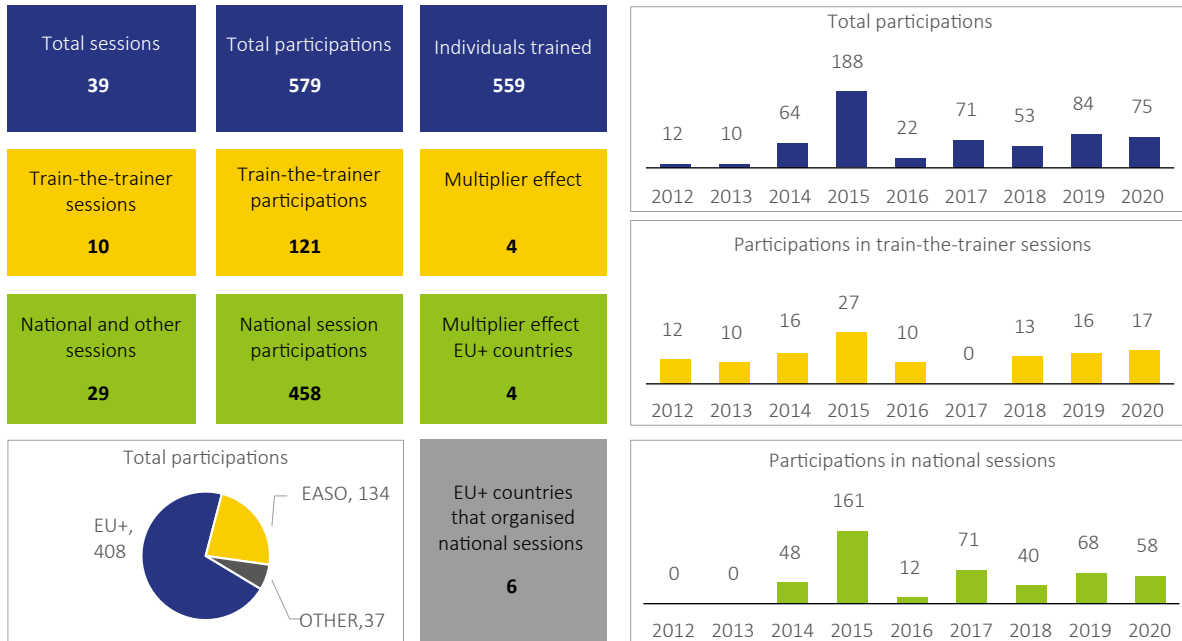
Participations in EASO Training Curriculum modules, 2012-2020



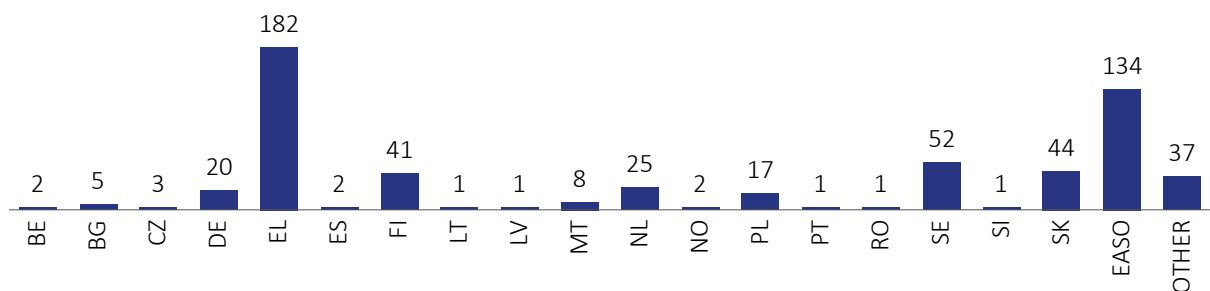
This module addresses the key aspects of the resettlement process: identification of resettlement needs by UNHCR and submission of the resettlement file to the Member State in question, preparation and management of the selection mission, dossier selection, pre-departure orientation, transfer and providing the relevant post-arrival services to the resettled refugees. The aim of this module is to increase participants' knowledge of what resettlement is, how it can be organised and how to successfully manage the different phases of the resettlement process.

<b>Main target group</b>	Asylum case officers, resettlement officers and other professionals working in resettlement.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Explain how to implement a successful resettlement process.</li> <li>• Identify challenges in the resettlement process.</li> <li>• Design well-functioning resettlement activities.</li> </ul>
<b>Version history</b>	This module was created in 2018.
<b>What's next?</b>	As part of the restructuring of the EASO Training Curriculum, the content of this module will be used in the new modules 'Introduction to resettlement', 'Resettlement: selection', 'Resettlement: pre-departure', 'Resettlement: coordination of missions', 'Resettlement: coordination of selection missions' and 'Resettlement: coordination of pre-departure orientation missions'.

## EASO module: Common European Asylum System



Participations in EASO Training Curriculum modules, 2012-2020

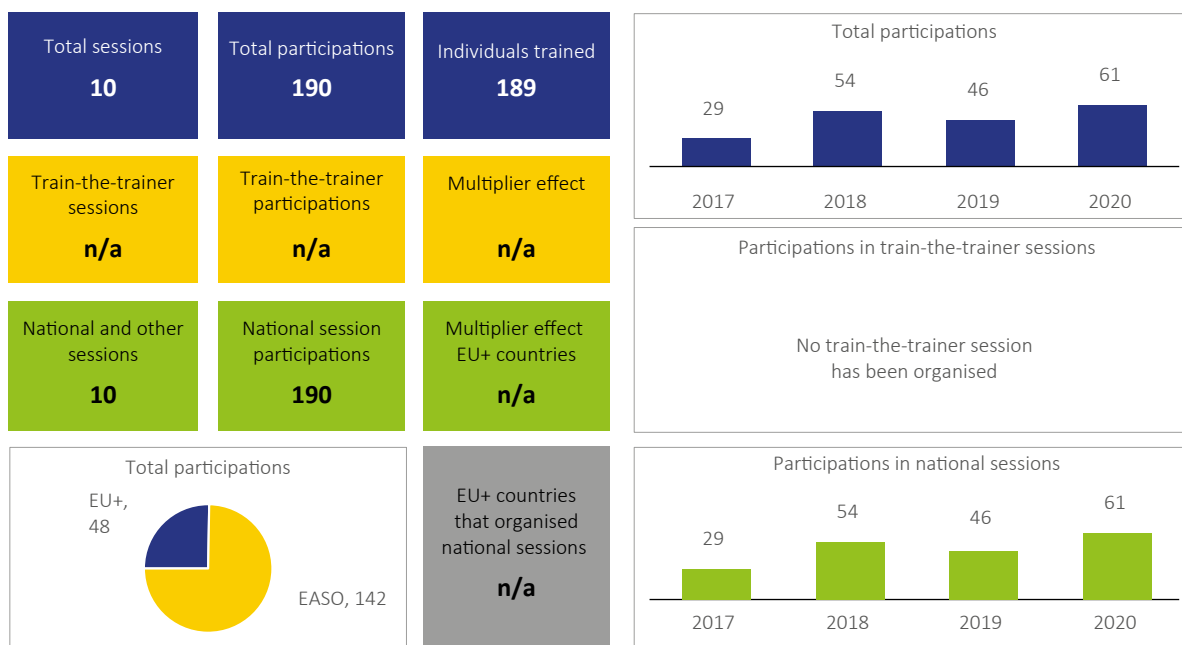


This module provides an overview of how the CEAS was developed and how it has evolved over the years and addresses different perspectives on its future development. It explores the objectives that led to the existence of the CEAS and how those objectives have guided its implementation. The module examines the relevant legal instruments, case-law, tools and resources that are useful in asylum work. This module aims to raise awareness and to enable the development of a common understanding of the CEAS between asylum practitioners and core actors in its the implementation.

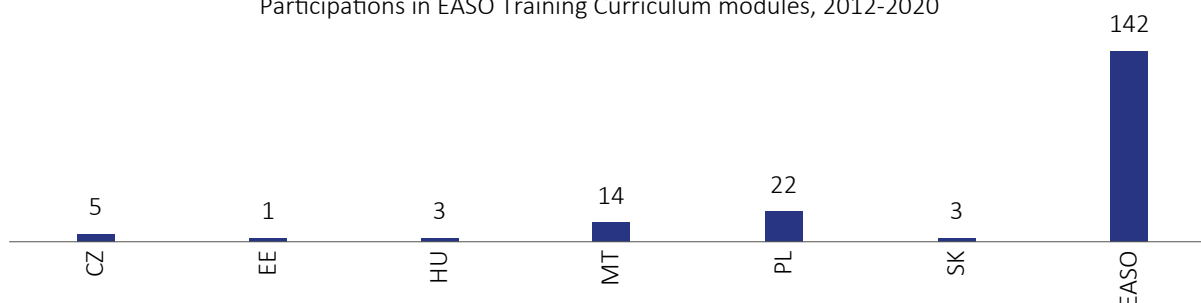


<b>Main target group</b>	Asylum and reception officials.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Explain the objectives and values behind the development of the CEAS.</li> <li>• Refer to the relevant legal instruments, case-law, tools and resources through which the CEAS is implemented.</li> <li>• Explain the need to reform the CEAS.</li> </ul>
<b>Version history</b>	This module was updated in 2018.
<b>What's next?</b>	This module is being restructured. Part of it is included in the new module 'Introduction to the legal framework on international protection in the EU'.

### EASO module: Introduction to international protection



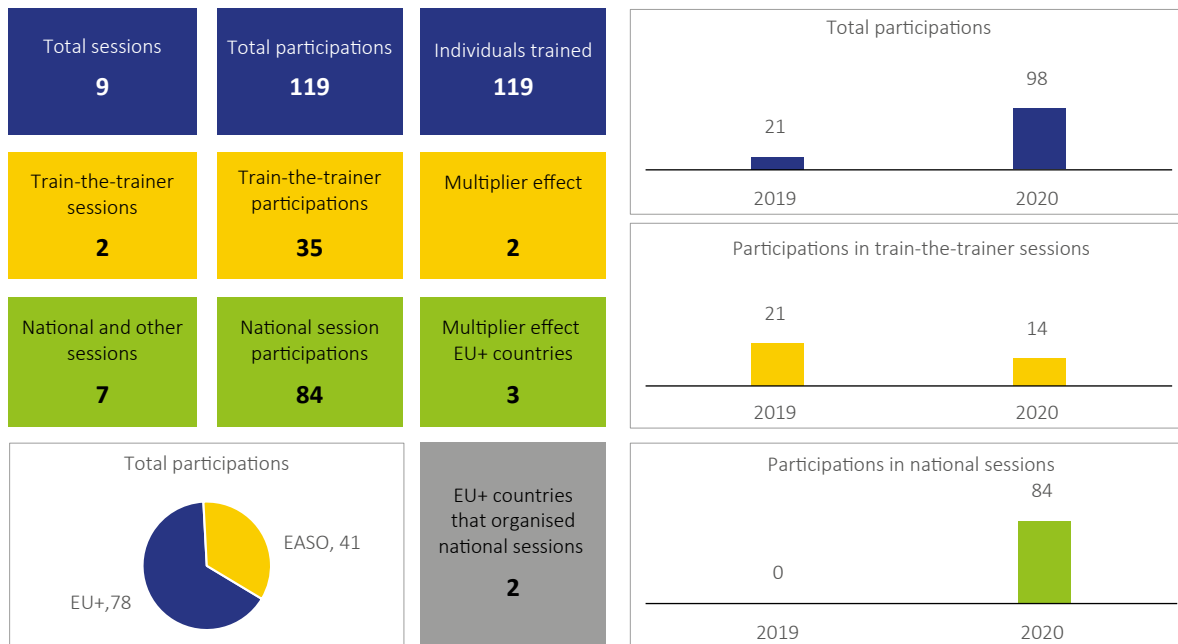
Participations in EASO Training Curriculum modules, 2012-2020



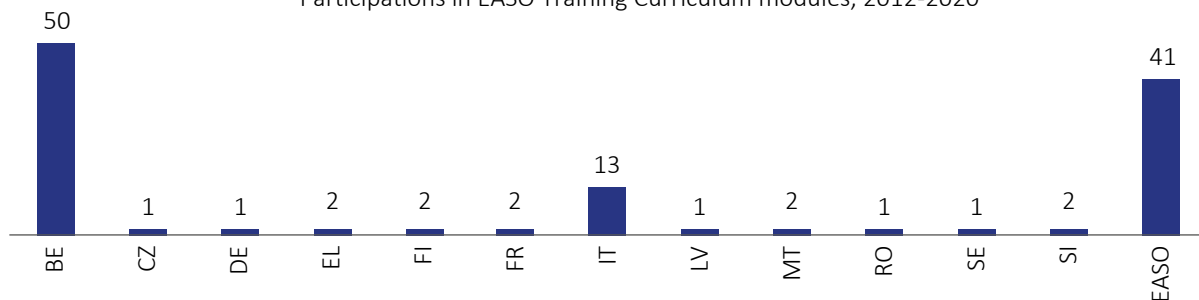
The module provides a general overview of international protection, the key legal asylum-related instruments, the key terminology and the main steps in the asylum process. It explains the right to asylum, the principle of *non-refoulement*, the notion of international protection and the main stages of the asylum procedure. The aim of this module is to introduce asylum and reception practitioners to the field of international protection.

<b>Main target group</b>	Asylum and reception officials.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>Understand the importance of the right to asylum and the principle of <i>non-refoulement</i>.</li> <li>Explain the notion of international protection derived from the EU <i>acquis</i>.</li> <li>Explain the main stages of the asylum procedure and define the asylum official's role within the procedure.</li> <li>Demonstrate a basic understanding of the eligibility criteria and a basic understanding of the evidence assessment.</li> </ul>
<b>Version history</b>	This module was created in 2016.
<b>What's next?</b>	This module is being restructured. Part of it is included in the new module 'Introduction to the legal framework on international protection in the EU'.

### EASO module: Identification of potential Dublin cases



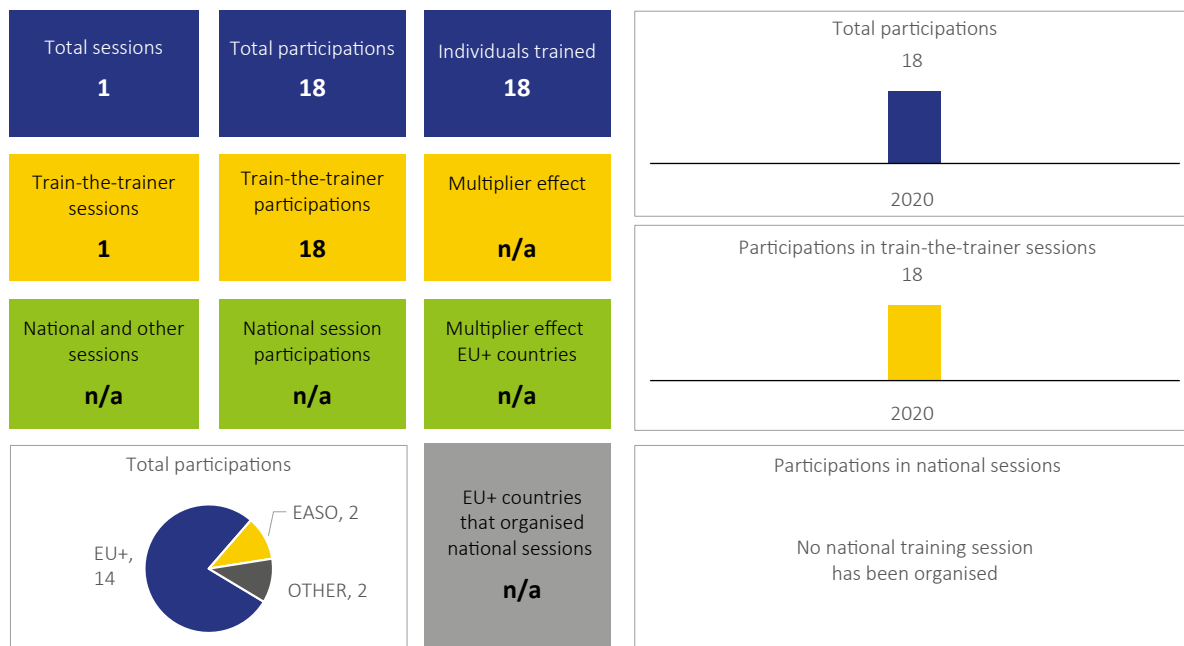
Participations in EASO Training Curriculum modules, 2012-2020



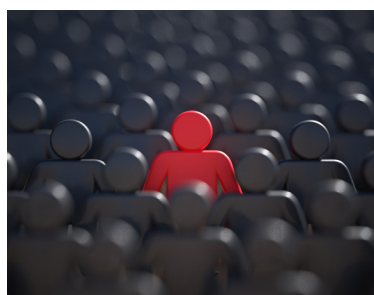
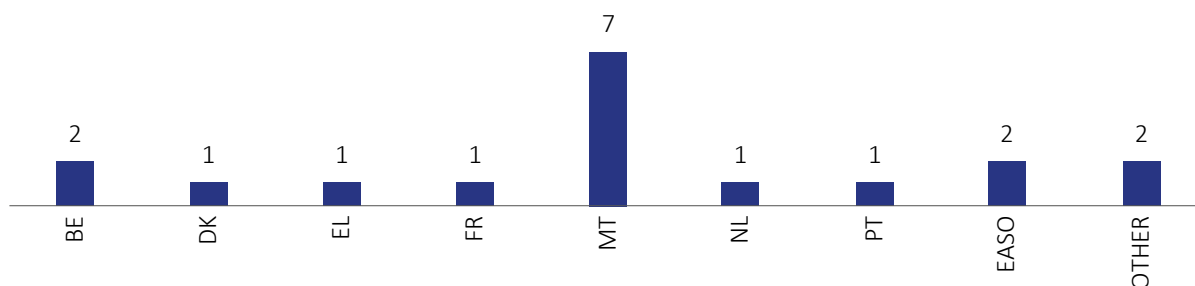
This module focuses on the Dublin III regulation without going into the technicalities of the Dublin system. It targets national authorities involved in the Dublin procedures such as registration and reception officers, case officers, asylum officials involved in the provision of information (e.g. at disembarkation points) and local authorities that deal with applicants for international protection. The aim of this module is to provide participants with the knowledge and skills to assist in identifying applicants for international protection who might fall under the Dublin procedure and to refer their cases to the competent authority, which is the Dublin Unit.

<b>Main target group</b>	Registration officers, case officers and reception officers.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Outline the responsibility criteria and the main steps in the Dublin procedure under the Dublin III regulation and the relevant provisions of the Eurodac regulation and the visa information system regulation.</li> <li>• Identify indicators based on the responsibility criteria under the Dublin III regulation.</li> <li>• Apply communication techniques in order to collect evidence and provide information under the Dublin III regulation, in line with EASO guidelines.</li> <li>• Determine whether a case should be referred to the Dublin Unit and, if so, which information to include.</li> </ul>
<b>Version history</b>	This module was first piloted in November 2019 and this version is currently being used.
<b>What's next?</b>	This module will be upgraded as part of the restructuring of the EASO Training Curriculum.

### EASO module: Identification of potential exclusion cases



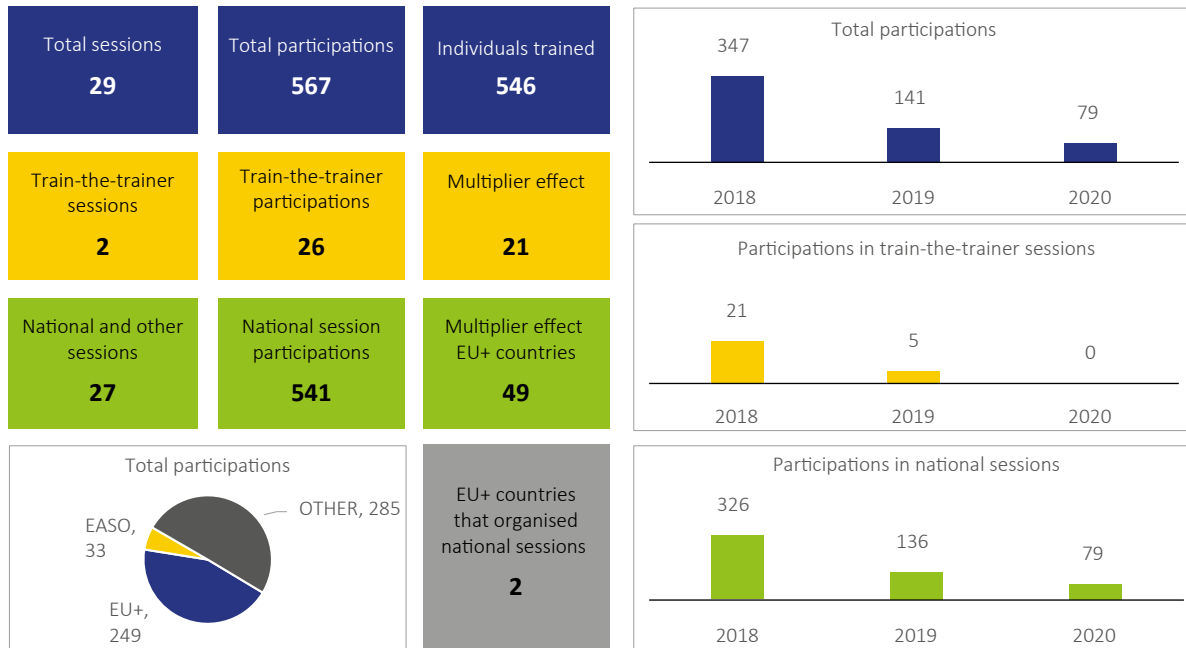
Participations in EASO Training Curriculum modules, 2012-2020



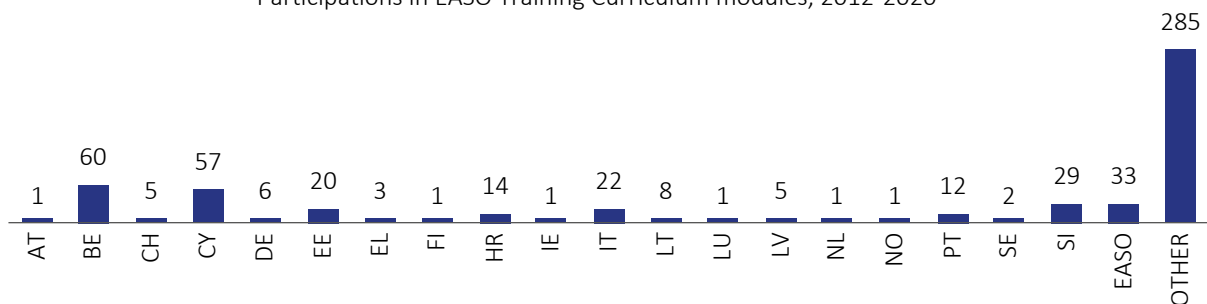
This module deals with the identification of potential exclusion cases in the context of Article 1F of the 1951 Refugee Convention and Articles 12(2) and Article 17 of the Qualification Directive. It focuses specifically on cases where a person could potentially be considered undeserving of international protection. The aim of this module is to enable officials working on asylum procedures to be aware of the different types of cases from different countries.

<b>Main target group</b>	Asylum case officers, reception officers and Dublin case officers.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Explain the role of identification in the exclusion process, as well as the rationale and objectives behind exclusion from international protection.</li> <li>• Identify excludable acts and potential actors in the context of international protection procedures.</li> <li>• Recognise the relevant information that triggers further examination against exclusion clauses.</li> </ul>
<b>Version history</b>	This module was created in 2020.
<b>What's next?</b>	This module will be upgraded as part of the restructuring of the EASO Training Curriculum.

## EASO module: Interpreting in the asylum context



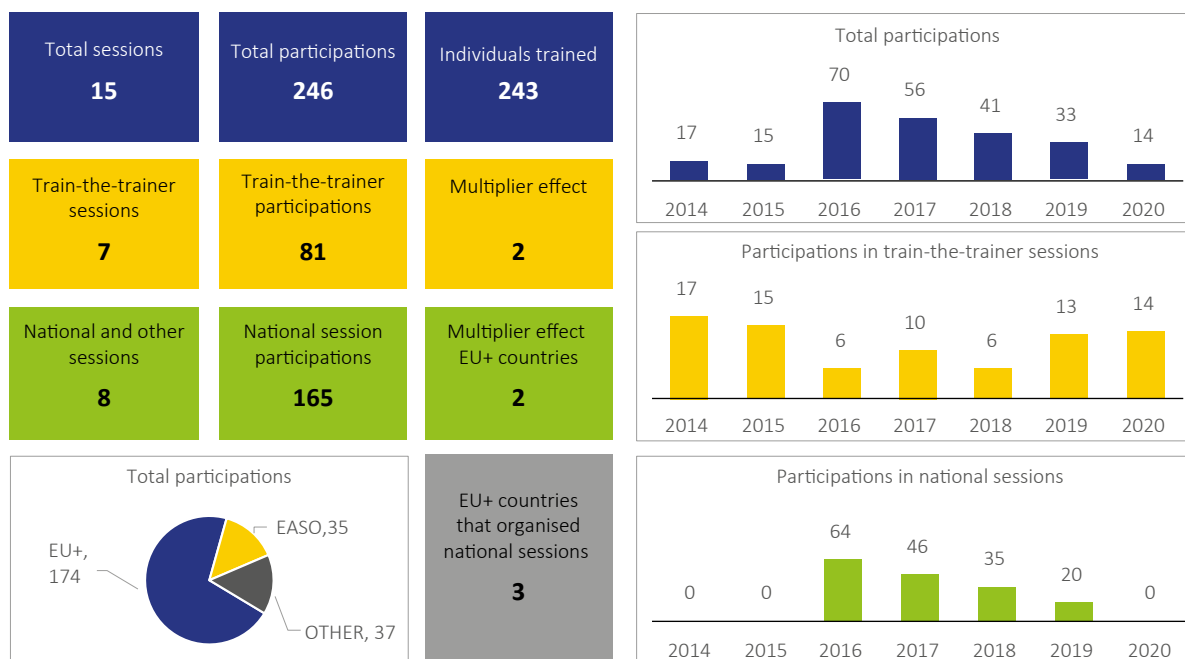
Participations in EASO Training Curriculum modules, 2012-2020



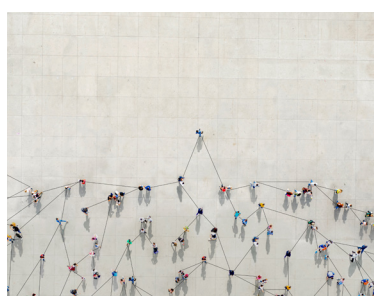
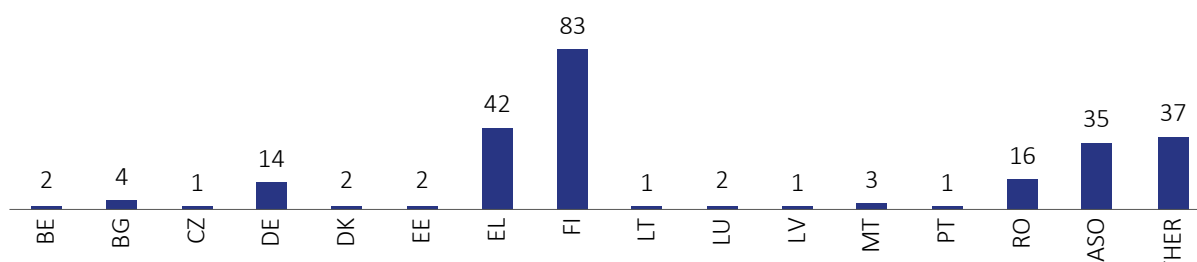
This module targets interpreters with different levels of experience and professional backgrounds (e.g. interpreters working for national administrations or international or EU organisations, as well as freelancers). With the aim of meeting different learning needs, this module helps participants to acquire the knowledge and skills to perform their assignments professionally and efficiently and in accordance with international and national standards. The module provides a general overview of the asylum context from the perspective of interpreters and the main interpretation techniques needed in asylum processes.

<b>Main target group</b>	Interpreters working for national asylum authorities.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>Describe and explain the general asylum context and procedures.</li> <li>Explain the role of an interpreter in general terms, as well as in the asylum procedure.</li> <li>Illustrate how to apply the principles of and the necessary skills for interpreting in general terms and in the asylum context.</li> </ul>
<b>Version history</b>	This module was first piloted in 2018 and this version is currently being used.
<b>What's next?</b>	This module will be upgraded as part of the restructuring of the EASO Training Curriculum.

## EASO module: Management in the asylum context



Participations in EASO Training Curriculum modules, 2012-2020

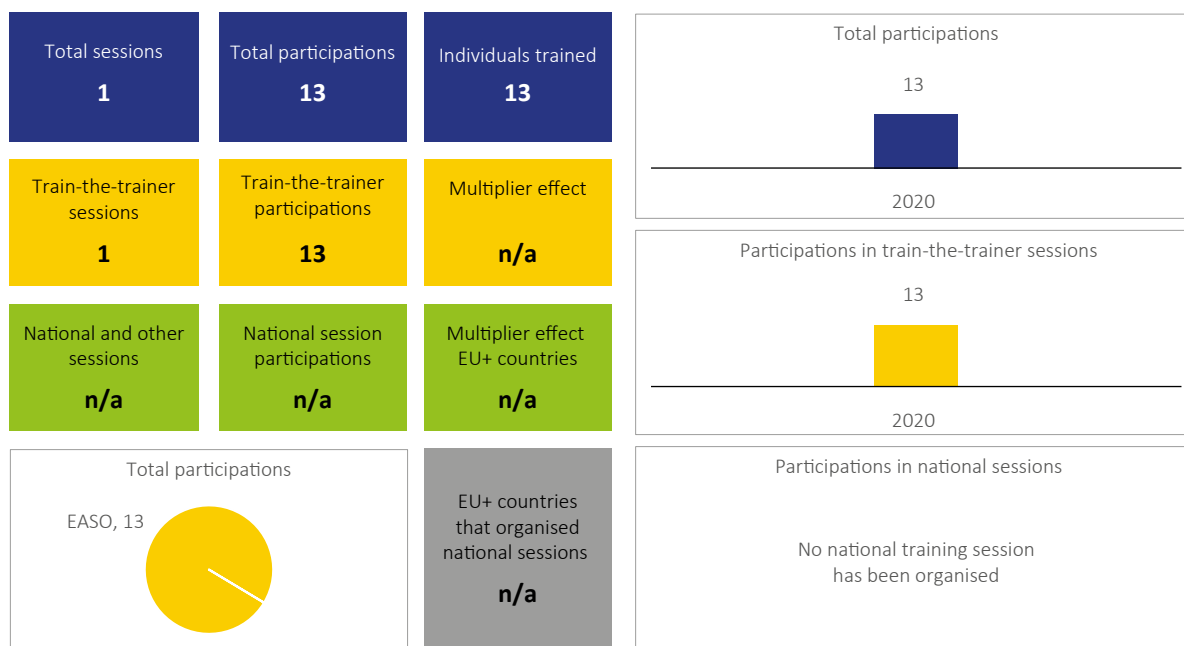


This module covers various aspects related to the day-to-day duties of a manager working in the field of international protection. Covering both theoretical and practical knowledge, this module aims to enable trainees to develop competencies that will assist them in ensuring that their departments achieve good quality standards and efficiency, in line with international and EU legal requirements.

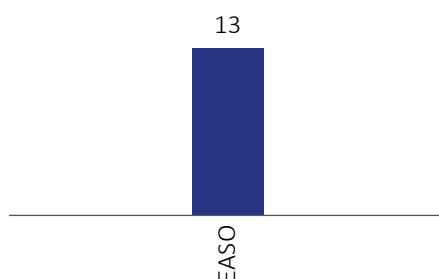
<b>Main target group</b>	Managers in the asylum context.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>Apply leadership and management theories, skills and tools in the asylum management context.</li> </ul>
<b>Version history</b>	This module was created in 2014 and upgraded in 2019.
<b>What's next?</b>	This module will be upgraded as part of the restructuring of the EASO Training Curriculum.



## EASO module: Registration of applications for international protection



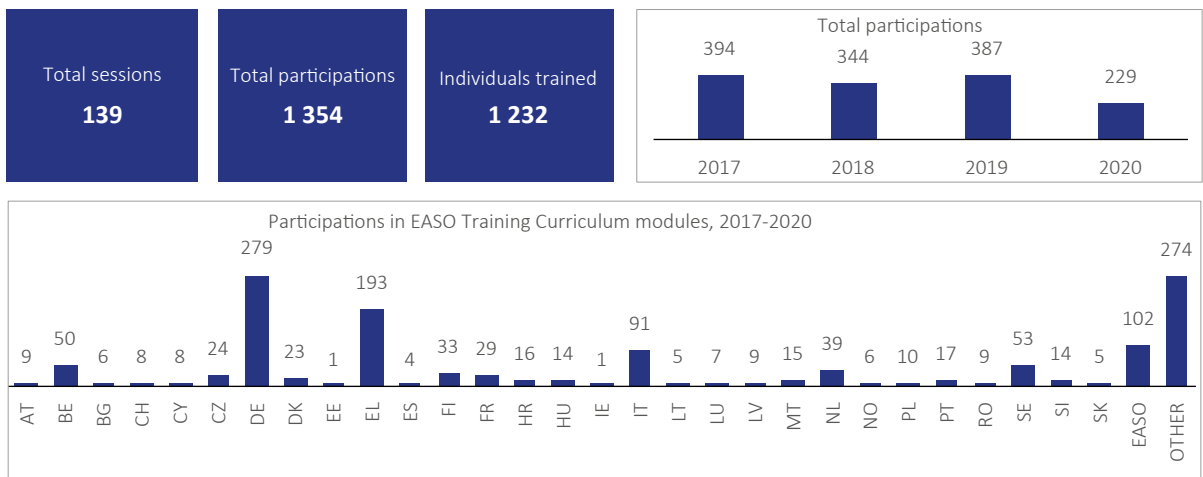
Participations in EASO Training Curriculum modules, 2012-2020



This module covers the legal framework on international protection with a focus on access to the asylum procedure, the steps of the registration process, safeguards for applicants with special needs during registration and communication techniques when conducting registration. The aim of this module is to provide participants with the knowledge and skills required to process the registration of applications for international protection. Ideally, participants would have completed the modules ‘Communication for asylum practitioners’, ‘Legal framework’, ‘Ethical and professional standards’ and ‘Introduction to vulnerability’ before starting this module.

<b>Main target group</b>	Registration officials
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>Describe the main EU legal provisions on international protection, specifically those related to registration.</li> <li>Follow the different steps of the registration process and apply procedural safeguards for applicants with special needs during registration.</li> <li>Adopt an appropriate communication approach during registration.</li> </ul>
<b>Version history</b>	The module was piloted in 2020 and this version is currently being used.
<b>What’s next?</b>	The module will be upgraded as part of the restructuring of the EASO Training Curriculum.

### EASO module: Introduction to didactics



This module focuses on how best to prepare training based on EASO material. It outlines how to tailor content to specific national audiences and proper methods for addressing specific challenges that trainers face during their training. The aim of this module is to prepare participants to become national trainers using EASO modules.

<b>Main target group</b>	Future trainers of EASO training modules.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>Efficiently guide participants through the e-learning phase of an EASO module.</li> <li>Efficiently prepare the face-to-face session of an EASO module.</li> <li>Identify strategies for handling the different challenges that trainers may come across.</li> <li>Deliver the face-to-face session of an EASO module.</li> </ul>
<b>Version history</b>	This module with the component online and face-to-face was created in 2016
<b>What's next?</b>	<ul style="list-style-type: none"> <li>This module will be upgraded in the framework of the restructuring of the EASO Training Curriculum.</li> </ul>



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