

Annual Training Report 2021



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European Union Agency for Asylum



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Foreword



As the Agency celebrated its 10-year anniversary, it was acknowledged how the provision of common training has contributed to the enhancement of quality and harmonisation in the implementation of the Common European Asylum System. In 2012, the Agency took over the European Asylum Curriculum. Over the subsequent decade, the range of modules expanded. As you will read in the report, 2021 saw further improvements with the development of foundation modules and a broader range of modules on reception.

Voluntary assessments were also introduced as a first step towards being able to offer specific qualifications for practitioners working in the field of asylum and reception.

Having adopted its new Strategy on Reception in 2021, the Agency has developed several reception-related training modules and has been actively involved in enhancing the capacity of national reception services by providing training for reception officers both in EU+ and third countries facing disproportionate pressures on their reception systems. This capacity building has been supported by technical advice from the Agency's Reception Team.

In preparation for the transformation of EASO into the EUAA¹, a broader training curriculum was launched in order to re-enforce the fundamental role of training within all elements of the Agency's new mandate. This ongoing work is essential to bringing greater convergence to national asylum and reception practices. Part of the new mandate means that the Agency will be able to rapidly deploy personnel to provide operational assistance to Member States, including at short notice. In order to enable these Asylum Support Teams to swiftly become fully operational and ready to provide on-the-ground assistance, the Agency has prepared special induction training that will ideally be conducted in advance of deployment.

This Annual Training Report provides some background on the training delivery figures throughout the year. You will see how the Agency continued to apply online solutions to replace face-to-face sessions with webinars, thereby maintaining high levels of training delivery. Further alignment with European quality standards in the field of education remained at the heart of its training activities and the Agency worked closely with Member States to ensure that these standards can be maintained and enhanced wherever training is delivered.

Quality and satisfaction remains of utmost importance, and, throughout the year, the Agency put in place enhanced support services, as well as a strengthened reporting mechanism which feeds into robust evaluation activities to ensure the continuous improvement of our training.

Nina Gregori

Executive Director of the European Union Agency for Asylum

¹ On 19 January 2022, the European Asylum Support Office (EASO) became the European Union Agency for Asylum (EUAA). The information in the report refers to activities carried out by EASO in 2021, but the report is published by the EUAA.





Acknowledgements

Primary facts and information were provided by EU+ countries through the coordination of the Training National Contact Points (TNCP). The Agency remains grateful to the 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 TNCPs, members of the Certification and Accreditation Working Group and the Trainers Network have proved invaluable in providing the agency with an accurate and up-to-date overview of EUAA training activities in Europe and beyond





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List of abbreviations

APD	Asylum Procedures Directive
AST	Asylum Support Team
CEAS	Common European Asylum System
CJEU	Court of Justice of the European Union
COI	Country of Origin Information
DGPPIAH	General Directorate of International Protection Programmes and Humanitarian Assistance
DPS	Department of Public Security of Italy
EAC	European Asylum Curriculum
EASO	European Asylum Support Office
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area
ESQF	European Sectoral Qualifications Framework for Asylum and Reception Officials
ETET	EUAA training enrolment tool
ETNAT	EUAA training needs analysis tool
EU+	For the purposes of this report, EU+ countries are EU27 + Norway + Switzerland
EUAA	European Union Agency for Asylum
GAS	Greek Asylum Service
IOM	International Organization for Migration
LMS	learning management system
MedCOI	EASO database providing information on Medical Country of Origin Information
MENA	Middle East and North Africa
MISSM	Ministry for Inclusion, Social Security and Migration of Spain
MS	EU Member States
NAC	National Asylum Commission of Italy
OP	operating plan
QIEE	Quality Initiative in Eastern Europe and South Caucasus
RIS	Reception and Identification Service
RPL	recognition of prior learning
SAR	search and rescue
SEM	Secretary of State for Migration
SOGIESC	sexual orientation, gender identity and expression and sex characteristics
TE	training evaluation
TNA	training needs analysis
TNCP	(Training) National Contact Point
TPDC	Training and Professional Development Centre
TQAF	Training Quality Assurance Framework
TQAH	Training Quality Assurance Handbook
TtT	Train-the-Trainers
UNHCR	United Nations High Commissioner for Refugees





Introduction

The European Asylum Support Office (EASO) was an agency of the European Union established by [Regulation \(EU\) No 439/2010](#) of the European Parliament and of the Council of 19 May 2010. On the 19 of January 2022, following the entry into force of [Regulation \(EU\) No 2021/2303](#) of the European Parliament and of the Council of 15 December 2021, EASO was replaced and succeeded by the European Union Agency for Asylum (EUAA). Since this Annual Training Report presents the main training activities in 2021, the denomination ‘EASO’ or ‘the Agency’ will be maintained throughout the document except where referring to future activities when the European Union Agency for Asylum (EUAA) will be used.

Training forms an integral part of the Agency’s permanent support to Member States, along with capacity building in the context of operational support provided to those states whose asylum and reception systems are under disproportionate pressure. Providing common training material enables better cooperation between the Member States in the fields of both asylum and reception. The overarching goal of the training is to promote good practice and the harmonisation of the practical implementation of the CEAS.

The report provides an update on outcomes achieved throughout the year and includes an overview of the main training activities as well as more in-depth coverage of specific themes.

- Section 1 presents the overall quantitative elements, which are described in terms of participation in the training activities, the implementation of training in EU+ countries as well as variations and trends.
- Section 2 looks in further detail at the levels of satisfaction.
- Section 3 provides some background and covers the full training cycle through training needs analysis (TNA), design and development of material, delivery and evaluation of training with training quality assurance as an integral part of all the phases of the cycle.
- Section 4 highlights a specific theme which was a key issue in 2021. In this section, we tell you the story behind the launch of certified training (see box).
- The last section focuses on future plans to align our training to a national qualifications framework and, as EASO becomes the European Union Agency for Asylum, to adapt our training to a new mandate.
- In the Annexes, you will find a detailed description of all modules and information about language versions.

In 2021, we welcomed the first EUAA certified trainers

The Agency launched a procedure to certify experienced trainers through the roll-out of assessments and a specific module to gain the necessary skills to assess learners. This milestone means that Member State authorities will be able to assess whether their learners have achieved the defined learning outcomes. This procedure remains voluntary. During the design process, experts designed and developed valid assessment strategies and authentic assessment tasks, while online remote invigilation solutions were tested and assessments were delivered. A robust Training Quality Assurance Framework (TQAF) provided the basis for ensuring that the procedures are aligned to the standards and guidelines for quality assurance in the European higher education area (ESG 2015).



1. Overview of training activities

This section gives an overview of the training activities carried out during 2021, providing quantitative information on participation in training sessions overall and by country of implementation, along with variations and trends in training since 2012.

Activities

The Agency's highly specialised training hub 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 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 State or non-EU countries, ensuring a multiplier effect.

The Agency is also engaged in other training initiatives. When requested, training and learning material can be customised in order to meet the specific needs of national asylum and reception authorities, including as part of operational support ⁽²⁾ 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 Training Curriculum, some modules are designed for other learners, such as interpreters, registration officers (or other first-contact officials), policy officers and managers. All people who deal with asylum matters on a regular basis can benefit from the introductory modules.

Training data

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

- total participations in training sessions between 2012 and 2021;
- Training Curriculum in 2021;
- Training Curriculum 2012–2021;
- Operational training;
- External dimension and other stakeholders;
- Staff training.

⁽²⁾ 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.



Disclaimer

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

At present, the Agency measures only participation in training. This means that an individual attending several training sessions will be counted several times. Data is generated from the registration lists of participants in the Training Curriculum (national training and train-the-trainer sessions) provided by EU+ countries and other stakeholders. This data provides a record only of participants who have completed a full training session (e-learning session and face-to-face session). Therefore, divergence between the Agency's data collection and Member State records may result when the information on attendance has not been updated on the learning management system (LMS) or the information has been provided after the deadline.

As of 2021, a session is reported according to the date of the end of the session. Therefore, a session that started in December 2021 and ended in January 2022 will be reported as 2022. Please note that previously, sessions were reported according to the year of the start date.

It is important to note that the records only consider the absolute numbers of participants. The graphs presented do not consider 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.



1.1 Total participations in training sessions between 2012 and 2021

The Agency has been providing training to MS since 2011. Quantitative information on the total participations in training sessions since 2012 is displayed in the graphs below, along with comparisons with 2020.



In 2021, the total number of participations in training sessions reached **7 398**. Overall participation slightly decreased by 6 % compared to 2020. While participations in Training Curriculum modules decreased by 15 %, those in training activities within operating plans (OP – standard courses ⁽³⁾, on-the-job coaching and tailor-made ⁽⁴⁾ courses) saw an increase of 57 %.

Number of sessions in 2021	Total participations in 2021	Individuals trained in 2021	Participations in training curriculum in 2021	Participations in train-the-trainer sessions in 2021
665	7 398	4 819	5 918	694

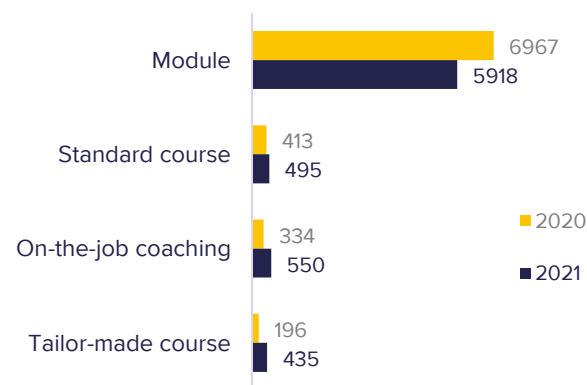


Figure 1: Participations per scope of training in 2021

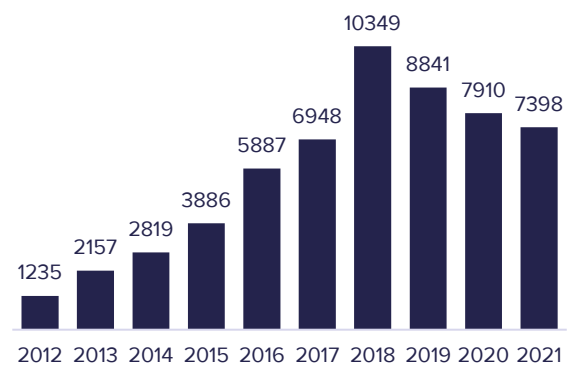


Figure 2: Total participations in training sessions, 2012–2021

In total, **57 428** participations were recorded in training activities between 2012 and 2021.

The total participations in Training Curriculum sessions between 2012 and 2021 amounted to **49 132**, of which **3 988** were in train-the-trainer sessions. Participations in tailor-made courses, standard courses and on-the-job coaching sessions amounted to **8 298**.

Total participations 2012–2021	Participations in Training Curriculum 2012–2021	Participations in train-the-trainer sessions 2012–2021	Participations in tailor-made courses, standard courses and on-the-job coaching sessions 2012–2021
57 428	49 132	3 988	8 298

⁽³⁾ The term ‘standard course’ refers to content developed for identified training needs under permanent support (that has not yet been developed into a Training Curriculum module) or content that has been adapted from Training Curriculum modules to meet horizontal needs identified across more than one operating plan.

⁽⁴⁾ The term ‘tailor-made course’ refers to training developed to meet an identified training need of a target group under a specific operating plan.

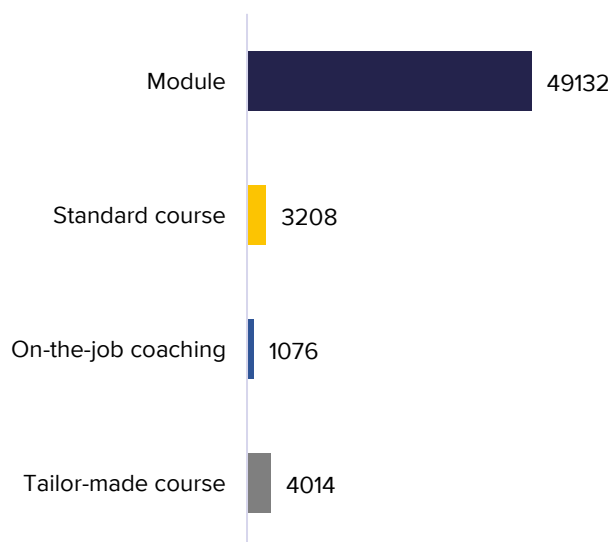


Figure 3: Total participations per scope of training, 2012–2021

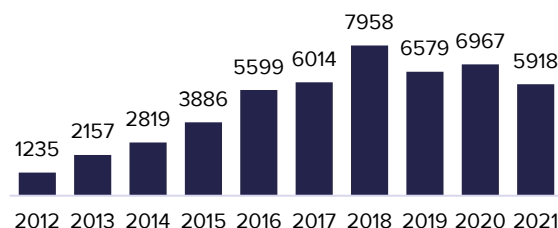


Figure 4: Total participations in Training Curriculum modules, 2012–2021.

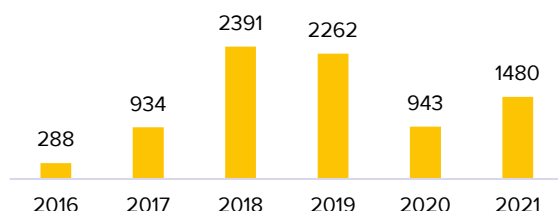


Figure 5: Total participations in tailor-made, standard course and on-the-job coaching sessions, 2016–2021

1.2 Training Curriculum in 2021

An overview of participation in training in 2021 compared with 2020 by country and by module is presented in the following sections.

1.2.1 Training Curriculum in 2021 – overview



In 2021, **51** train-the-trainer sessions were delivered (694 participations) and **504** national and other training sessions were organised (5 224 participations).

The global satisfaction rate was high at 88 %.

Overall, **4 079** individuals followed Training Curriculum sessions in 2021, representing a total of **5 918** participations, of which 74 % were by EU+ country officials, 23 % were by EASO staff ⁽⁵⁾ and 3 % were by officials from non-EU countries.

The multiplier effect of the Training Curriculum in 2021 amounted to **7** participants for one trainer trained. At the EU+ level, the multiplier effect amounted to **8** participants for one trainer trained.

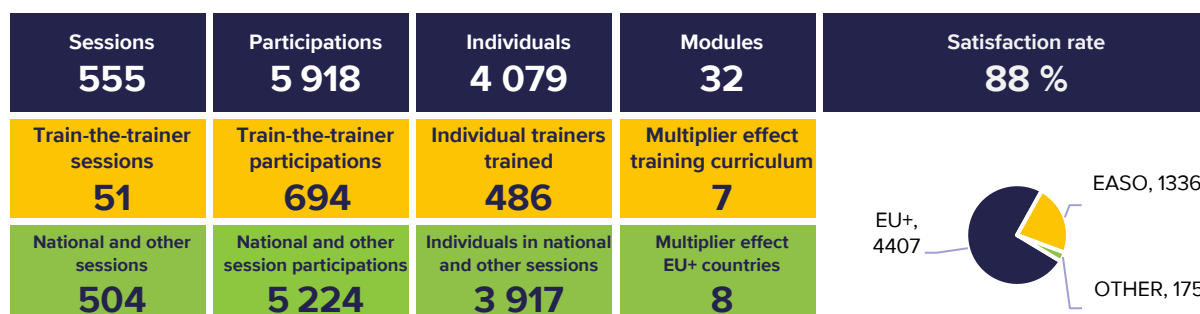


Figure 6: Participations in 2021

⁽⁵⁾ The term 'EASO staff' includes EASO statutory staff and interims

Participations in Training Curriculum modules in 2021

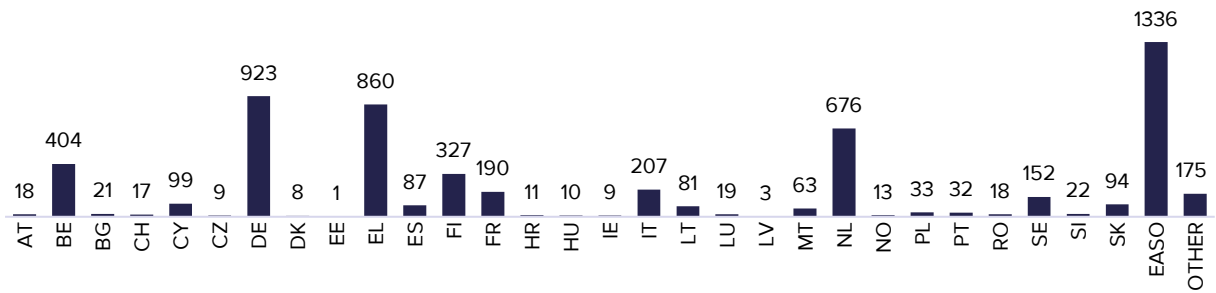


Figure 7: Participations in Training Curriculum modules per country, 2021⁶

Participations in Training Curriculum: train-the-trainer sessions in 2021

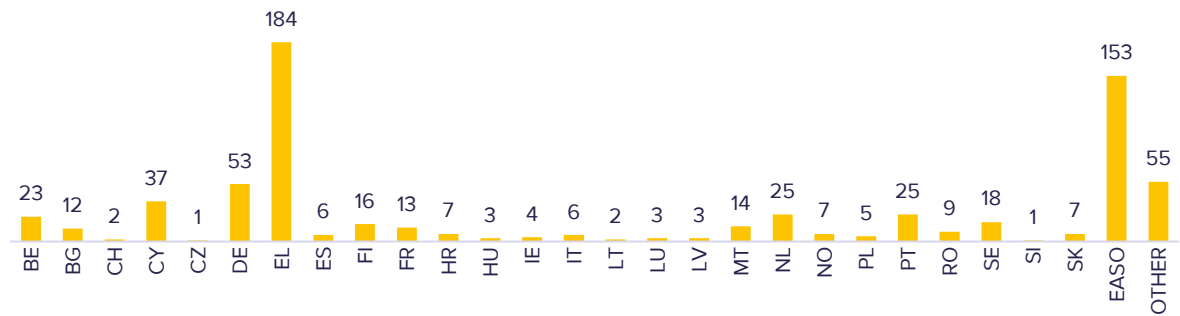


Figure 8: Participations in Training Curriculum, train-the-trainer sessions, 2021

Participations in Training Curriculum: national and other sessions in 2021

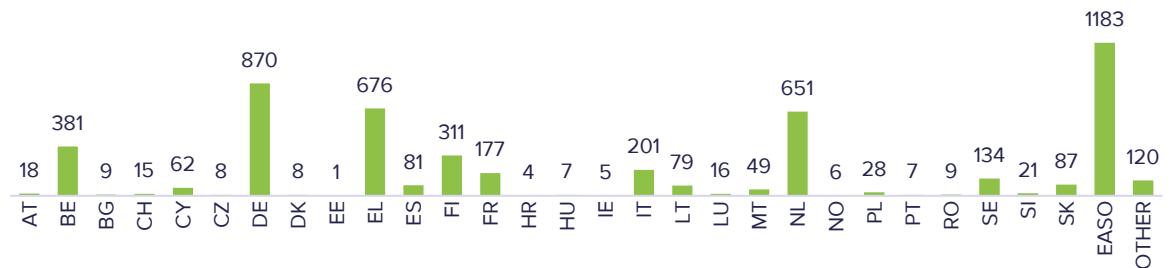


Figure 9: Participations in Training Curriculum, national and other sessions, 2021

⁶ See annex 6 for country codes.



1.2.2 Training Curriculum in 2021 – module participations in 2021 versus 2020



Modules on persons with special needs (1 542 participations) accounted for 26 % of the participations in 2021. Participation increased in the modules 'Interviewing vulnerable persons' (719 in 2021 v 412 in 2020; + 75 %), 'Reception of vulnerable persons (block A)' (208 v 19) while it decreased in the modules 'Gender, gender identity and sexual orientation' (179 v 409; – 56 %) and 'Interviewing children' (186 v 328; – 43 %).

The participations in core modules decreased by 51 % in 2021 compared to 2020 (1 726 v 3 518). Core modules (1 726 participations) accounted for 3 out of 10 participations in 2021, compared to half of all participations in 2020 (3 518). Participation dropped in the three modules, respectively by 58 % in 'Inclusion' (524 in 2021 v 1 252), 62 % in 'Interview techniques' (480 v 1 248) and 29 % in 'Evidence assessment' (718 v 1 018).

Participation in modules for specific audiences saw a substantial increase of 513 % in 2021 (650 v 106). For example, 'Interpreting in the asylum context' accounted for 376 participations in 2021 (versus 79 in 2020; + 376 %), 'Registration of applications for international protection' had 155 v 13 participations and 'Management in the asylum context' recorded 85 v 14 participations. The 'Management in the context of reception' and 'Becoming an EASO assessor' modules were delivered for the first time.

Participation in introductory modules increased by 59 % in 2021 (401 v 252) and accounted for 7 % of the total participations. The modules 'Identification of potential Dublin cases', 'Identification of potential exclusion cases' and 'Introduction to international protection' respectively saw their participations rise by 65 % in 2021 (162 v 98), (78 v 18) and (117 v 61).

Participation in specialised modules decreased by 14 % in 2021 (1 238 v 1 443) and accounted for 21 % of total participations. The participations in 'Application of exclusion clauses for people undeserving of international protection' increased by 137 % (251 v 106). In contrast, participations decreased significantly for the following modules: 'Country of Origin Information' (– 50 %; 104 v 210), 'Medical Country of Origin Information' (– 34 %; 113 v 170), 'Dublin III Regulation' (63 %; 76 v 206) and 'Inclusion – advanced' (– 41 %; 86 v 146).



Participations in Training Curriculum modules, 2021 versus 2020

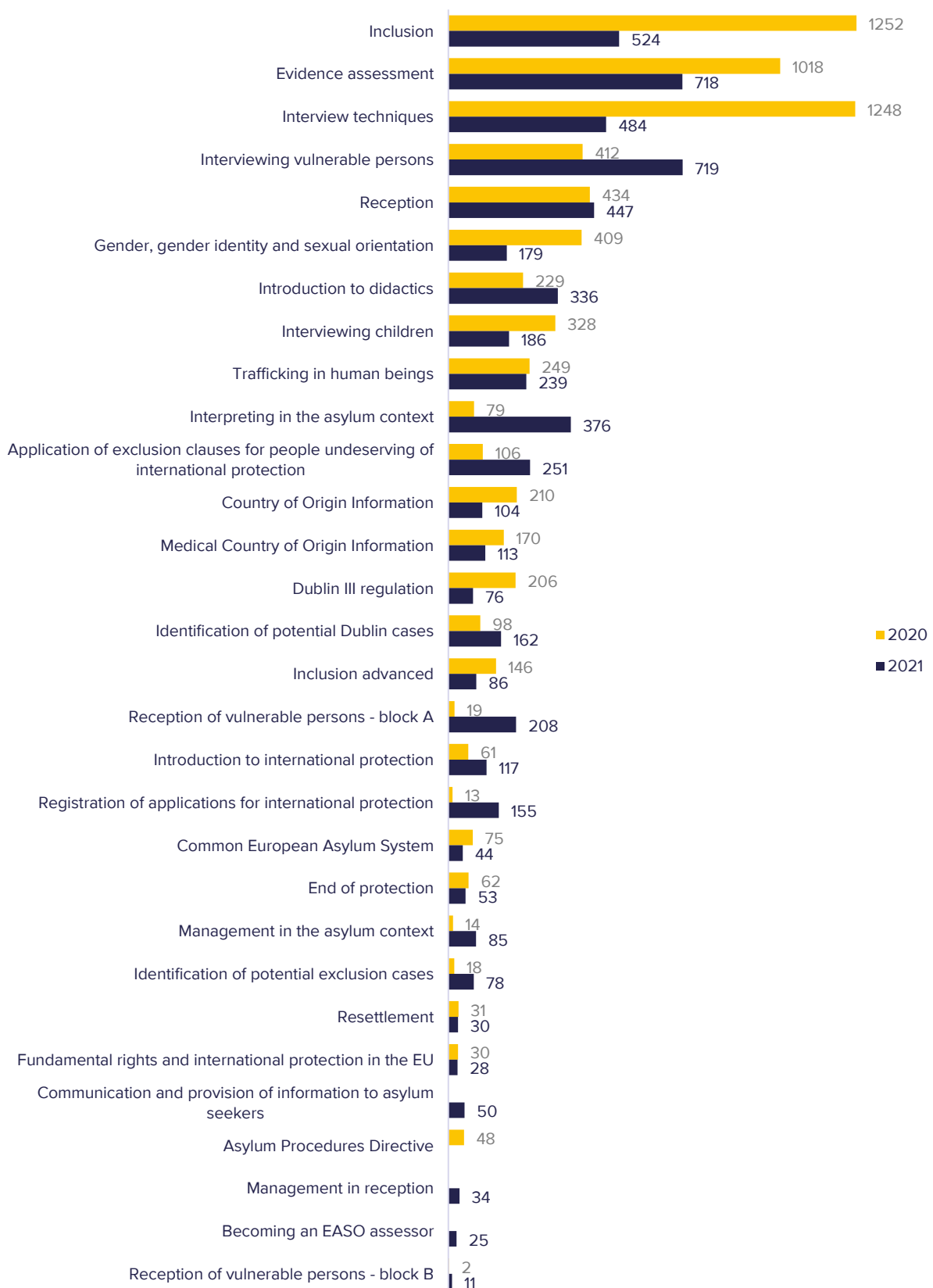


Figure 10: Participations in Training Curriculum modules, 2021 versus 2020

1.2.3 Training Curriculum in 2021 – participations in 2021 versus 2020 by country



The total participations in Training Curriculum sessions decreased by 15 % in 2021 compared with 2020. Participations of EU+ countries decreased by 20 % (4 407 v 5 502).

Participations increased by 118 % in Finland (327 v 150) and 104 % (94 v 46) in Slovakia, whereas Germany (– 30 %; 923 v 1 326), Belgium (– 34 %; 404 v 615), Sweden (– 48 %; 152 v 293) and France (– 54 %; 190 v 413) had fewer participations.

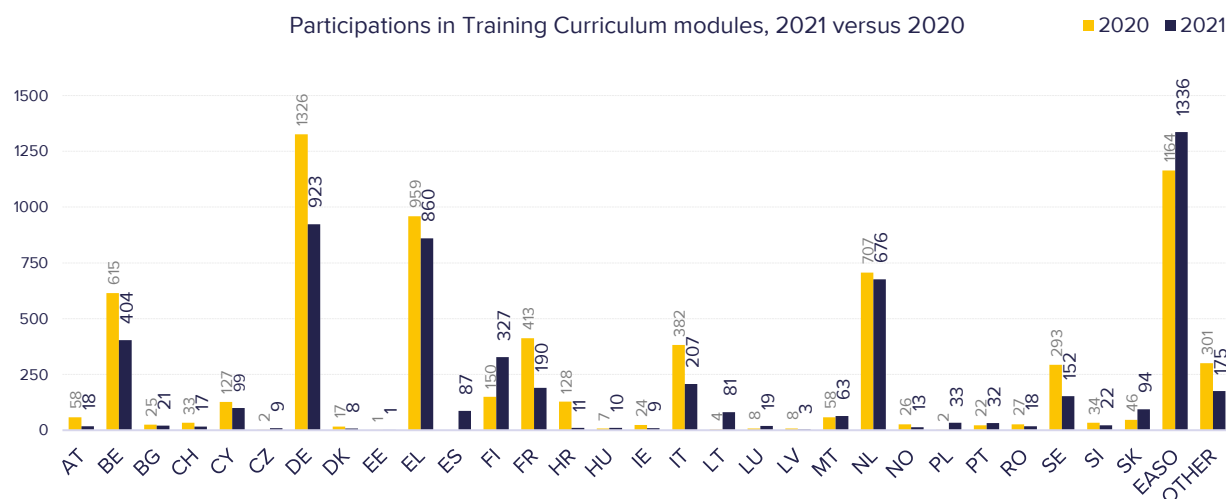


Figure 11: Participations in Training Curriculum modules per country, 2021 versus 2020

1.2.3.1 Training Curriculum in 2021 – train-the-trainer sessions



In 2021, **51** train-the-trainer sessions were delivered (versus 39 in 2020; + 31 %).

In total, **486** individuals trained to become trainers in 2021, representing a total of **694** participations (versus 545 in 2020; + 27 %), of which 184 were from Greece and 53 from Germany.

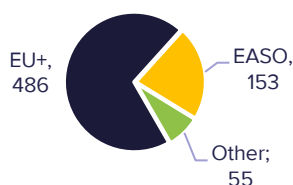


Figure 12: Participations in 2021

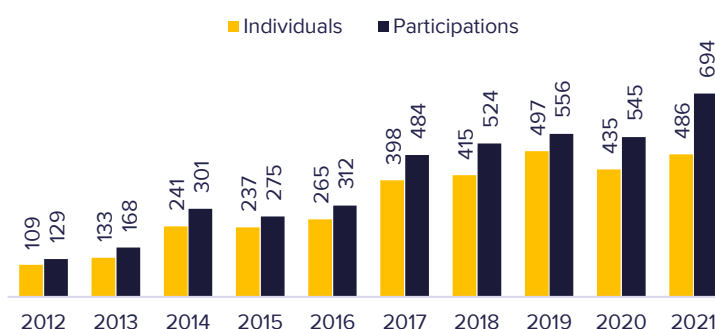


Figure 13: Individuals and participations in train-the-trainer sessions, 2012–2021

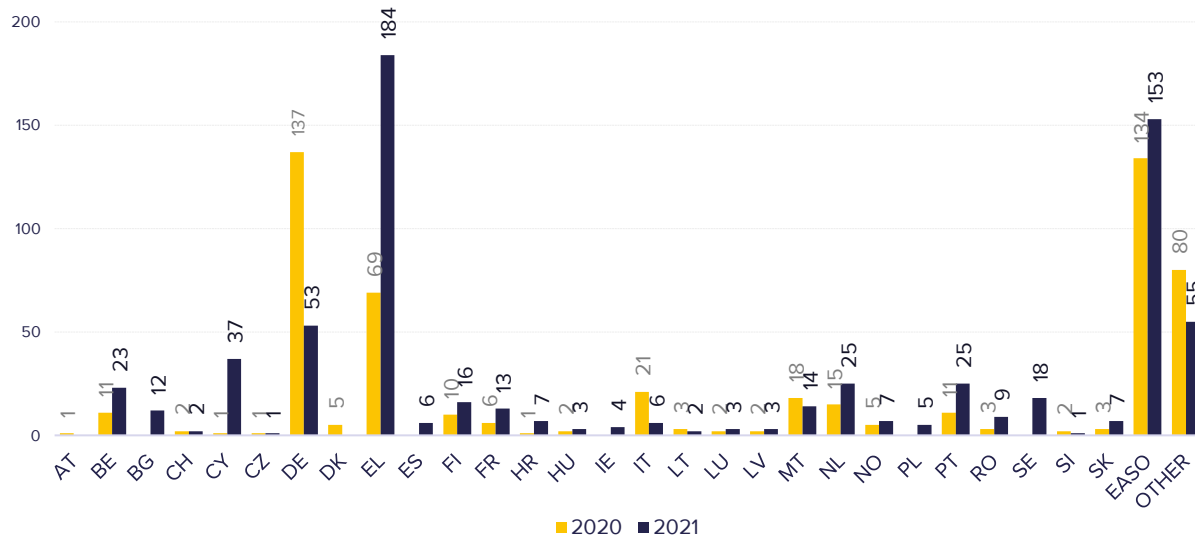


Figure 14: Participations in train-the-trainer sessions per country, 2021 versus 2020



In total, **21** modules were delivered in train-the-trainer sessions in 2021 (compared with 20 in 2020).

In 2021, a different distribution of participations across the modules followed in train-the-trainer sessions delivered was observed compared to 2020. The 'Interviewing vulnerable persons' module was the most followed (72 participations in 2021 v 54 in 2020; + 33 %) followed by 'Trafficking in human beings' (62 v 14), 'Evidence assessment' (58 v 36; + 61 %), 'Application of exclusion clauses for people undeserving of international protection' (56 v 21; + 167 %) and 'Interviewing children' (44 v 12).

In contrast, fewer new trainers were trained in the following modules: 'Interview techniques' (33 in 2021 v 42 in 2020; – 21 %), 'Inclusion – advanced' (28 v 37; – 24 %), 'Dublin III Regulation' (21 v 37; – 43 %) and 'Country of Origin Information' (15 v 35).

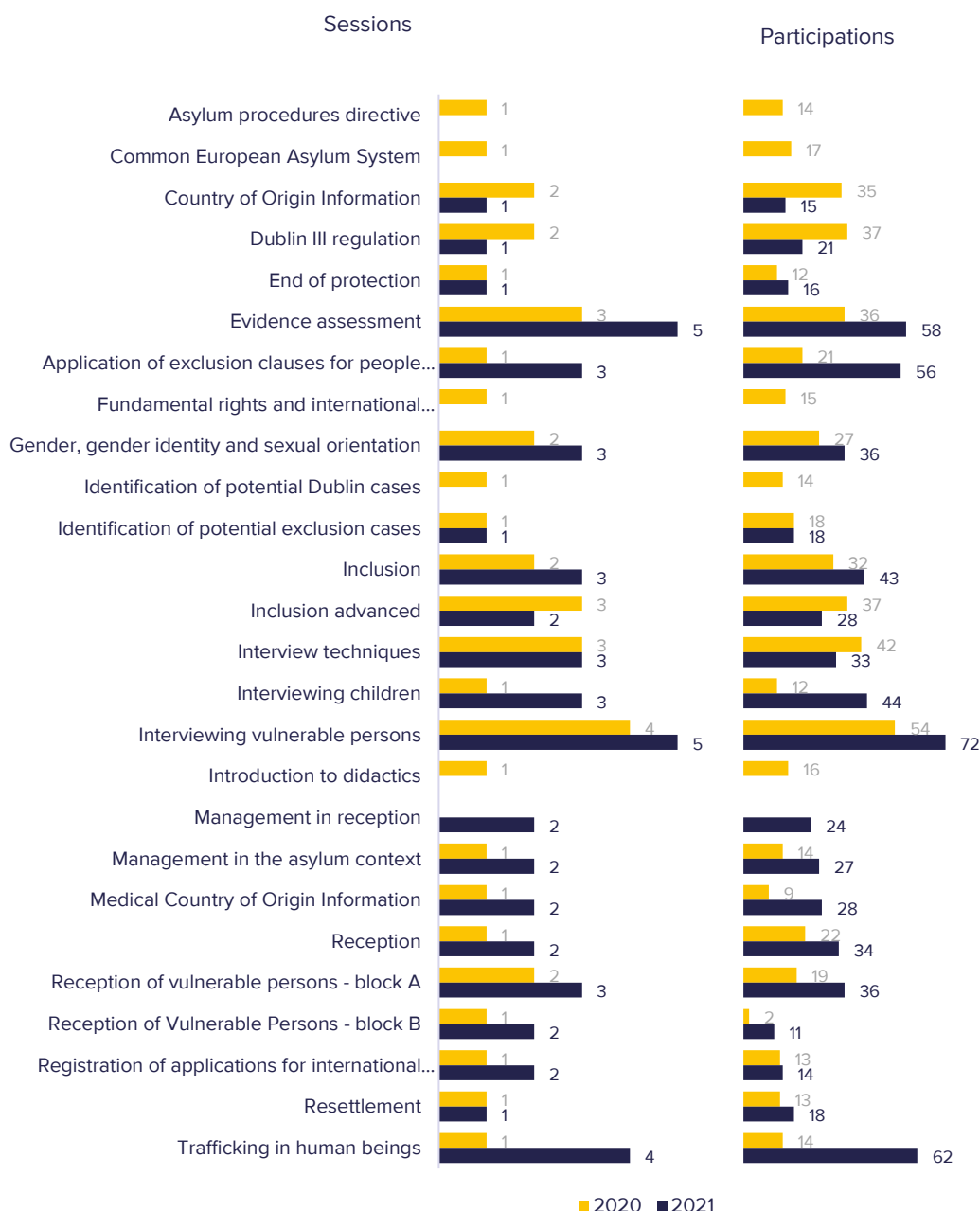


Figure 15: Participations in train-the-trainer sessions per module, 2021 versus 2020

1.2.3.2 National and other training sessions in 2021



In 2021, **504** national and other sessions on Training Curriculum modules were organised for **3 917** individuals, representing a total of **5 224** participations (- 19 % compared with 2020).

Germany remained the biggest user of the Training Curriculum at the national level in non-train-the-trainer sessions in 2021 with 870 participations, despite a decrease of 27 % compared with 2020. Other countries which delivered a high number of sessions included Greece (676; - 24 % compared with 2020), Netherlands (651; - 6 %), Belgium (381; - 37 %) and Finland (311; + 122 %).

Significant increases were observed in Finland (311 v 140; + 122 %), Slovakia (87 v 43; + 103 %), Lithuania (79 v 1) and Spain (81 v 0).

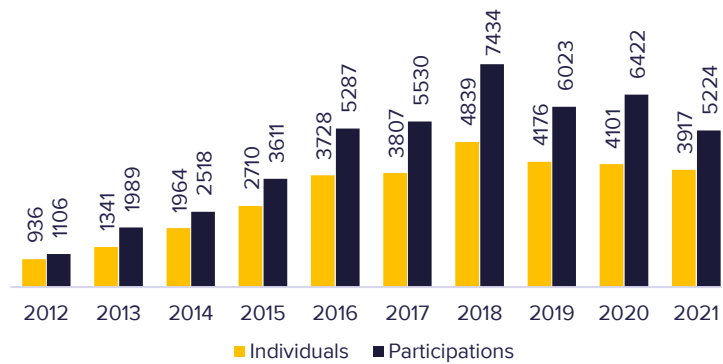
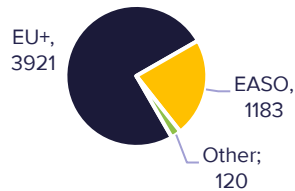


Figure 16: Participations in 2021

Figure 17: Individuals and participations in train-the-trainer sessions, 2012–2021

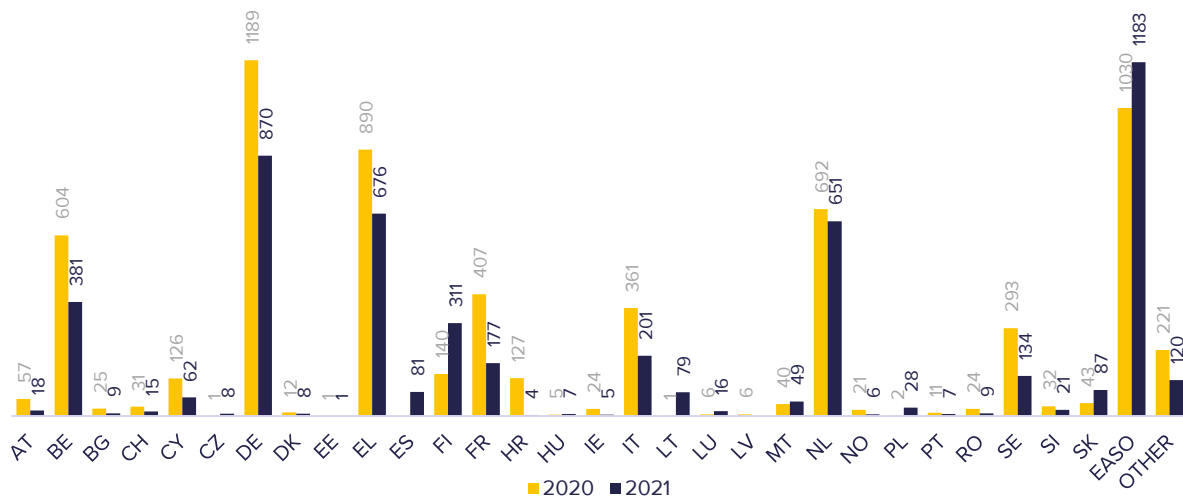


Figure 18: Participations in national and other sessions per country, 2021 versus 2020



In total, **28** modules were used in national and other training sessions in 2021. A significant increase in participations was observed for the modules ‘Application of exclusion clauses for people undeserving of international protection’ (+ 129 %; 195 v 85), ‘Identification of potential Dublin cases’ (+ 93 %; 162 v 84), and ‘Interviewing vulnerable persons’ (+ 81 %; 647 v 358). However, participation in core modules decreased by 53 % in 2021 (1 592 v 3 408) with – 61 % for ‘Inclusion’ (481 in 2021 v 1 220 in 2020), – 63 % for ‘Interview techniques’ (451 v 1 206) and – 33 % for ‘Evidence assessment’ (660 v 982). This seems to indicate that MS are now moving towards more specialised training. Other modules which showed an increase include ‘Interpreting in the asylum context’ (+ 376 %, with 376 participations in 2021 v 79 in 2020), and ‘Introduction to international protection’ (+ 92 %; 117 v 61).

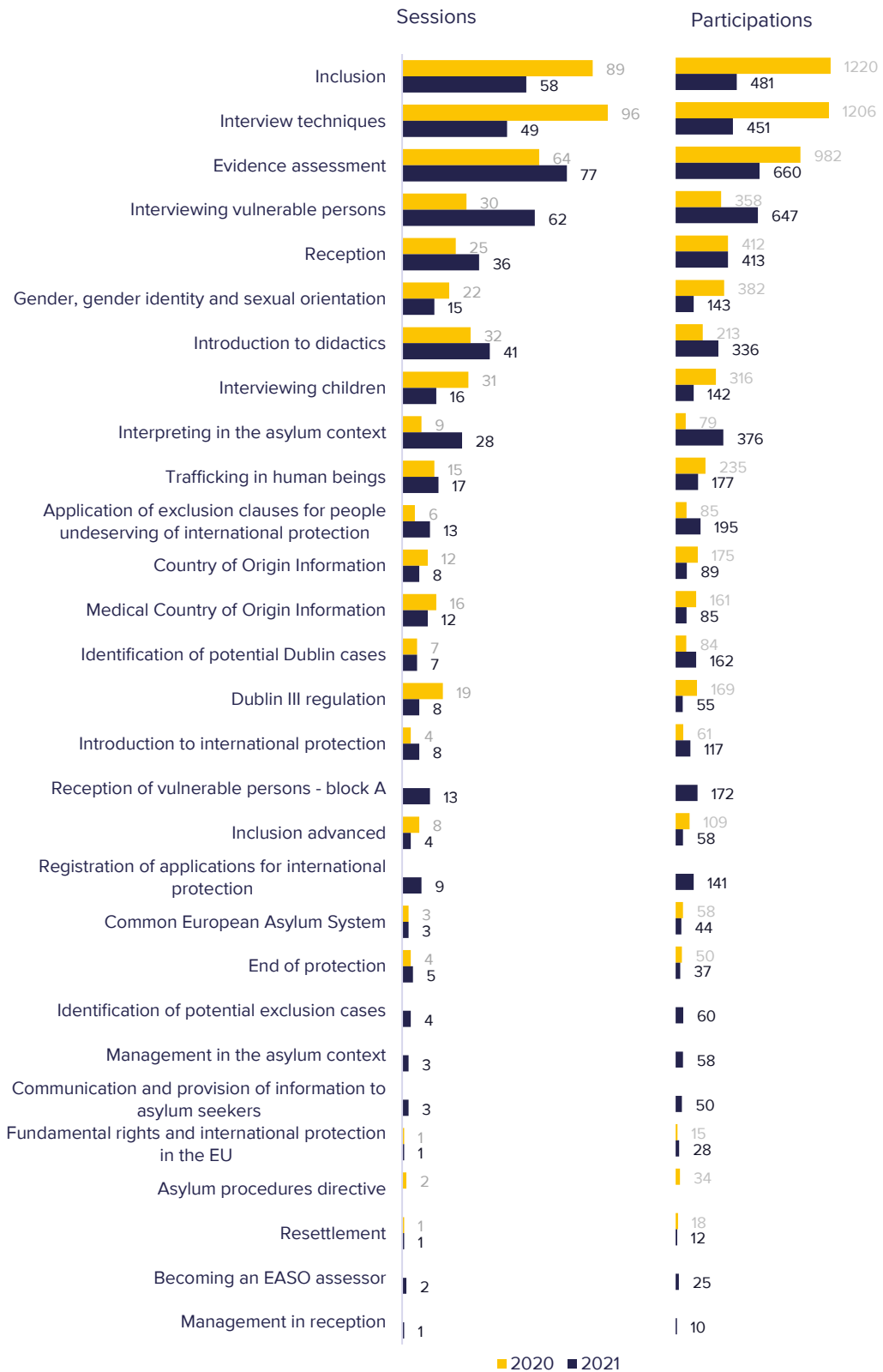


Figure 19: Sessions and participations in national and other sessions per module, 2021 versus 2020

1.3 Training Curriculum 2012–2021

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 Training Curriculum 2012–2021 – overview



In total, **3 640** sessions on **32** Training Curriculum modules ⁽⁷⁾ were organised between 2012 and 2021, of which **295** were train-the-trainer sessions and **3 345** were national and other sessions.

In total, **49 132** participations were registered in Training Curriculum sessions between 2012 and 2021 (20 324 individuals), of which **3 988** participations were in train-the-trainer sessions and **45 144** were in national and other sessions.

EU+ countries accounted for **84 %** of the total participations, while non-EU+ countries accounted for 7 % and EASO staff accounted for 9 %.

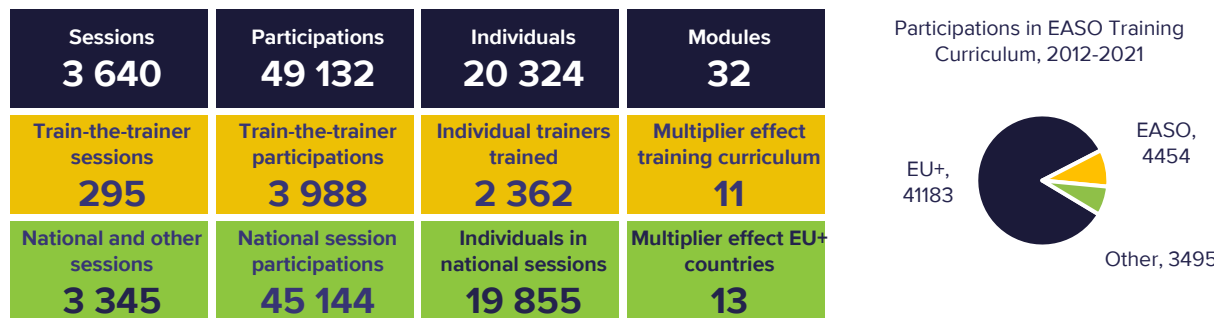


Figure 20: Participations, 2012–2021

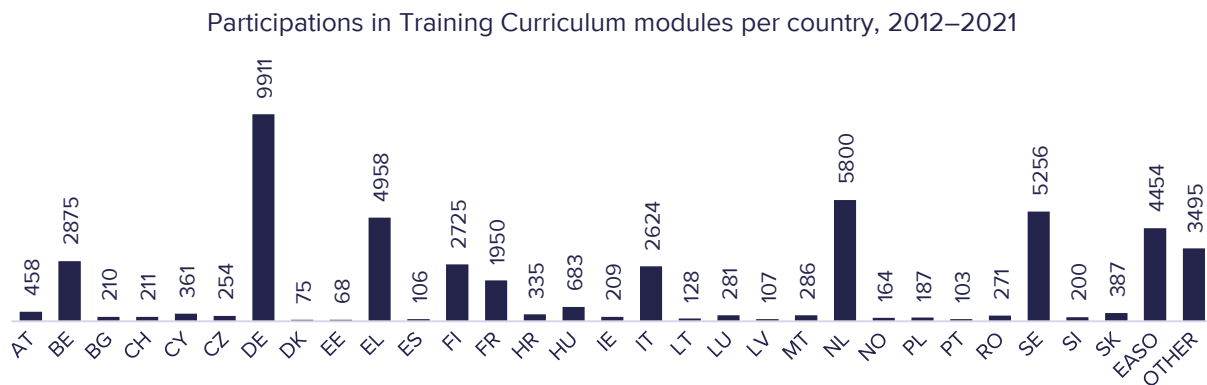


Figure 21: Participations in Training Curriculum modules per country, 2012–2021

⁽⁷⁾ The modules 'International refugee law and human rights' and 'Drafting and decision making' were used until 2015 and are no longer available.

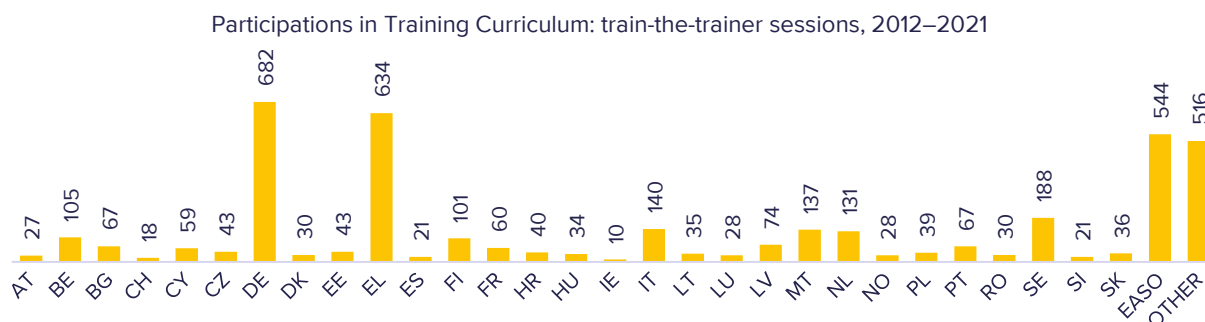


Figure 22: Participations in Training Curriculum, train-the-trainer sessions, per country, 2012–2021

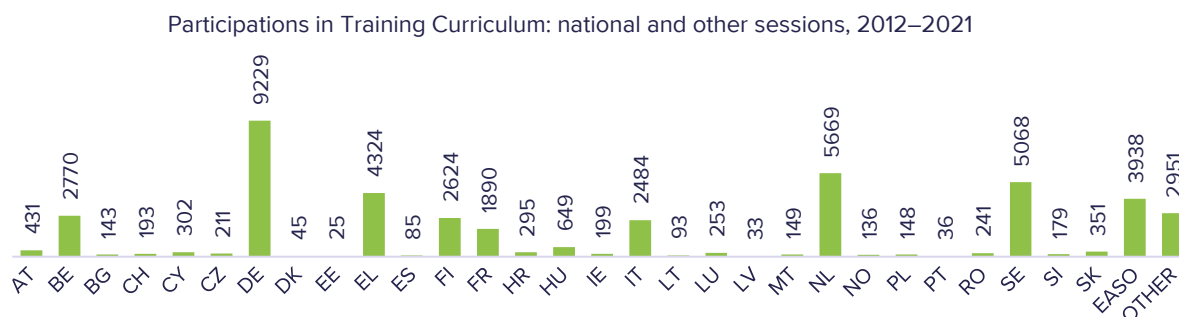


Figure 23: Participations in Training Curriculum: national and other sessions, per country, 2012–2021

1.3.2 Training Curriculum modules 2012–2021



At the end of 2021, the Training Curriculum was composed of **29** modules with **212** different language versions available on the LMS (see [Annex 3](#)).

Core modules

The core modules (26 839 participations) were the most frequently completed, accounting for 55 % of the total 49 312 participations between 2012 and 2021.

The 'Inclusion' module was the most frequently completed (10 621 participations; 22 % of the EASO Training Curriculum total), followed by 'Interview techniques' (8 743 participations; 18 %) and 'Evidence assessment' (7 475 participations; 15 %). The recent decrease in the delivery of core modules seems to reflect the fact that many Member States have already trained a significant number of their officials in these modules.

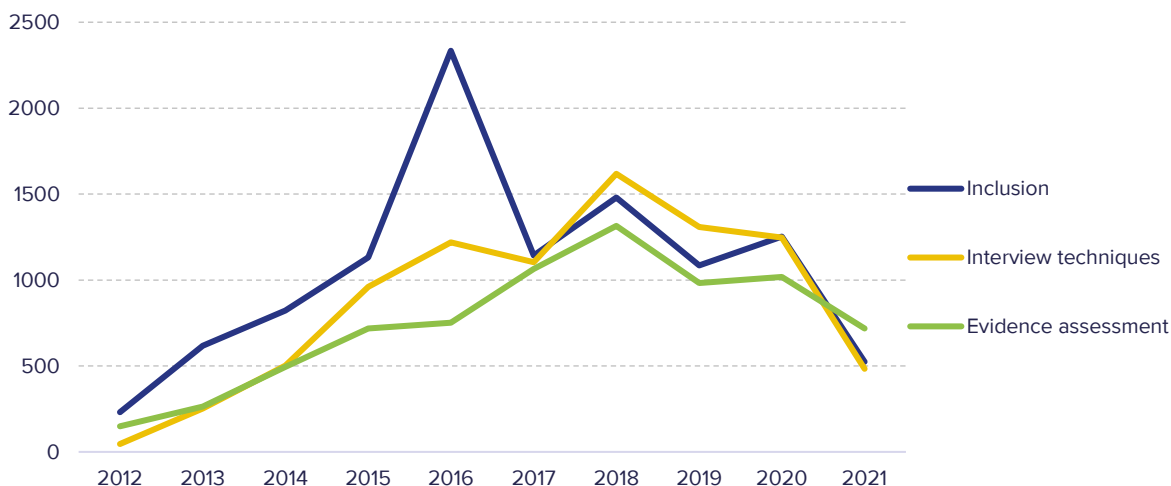


Figure 24: Participations in core modules, 2012–2021

Modules on persons with special needs

The modules focusing on persons with special needs (8 643 participations) represented 18 % of the total participations between 2012 and 2021, with most participations in the ‘Interviewing vulnerable persons’ module (3 671 participations; 7 %), followed by ‘Interviewing children’ (2 292; 5 %), ‘Gender, gender identity and sexual orientation’ (1 631; 3 %) and ‘Trafficking in human beings’ (809; 2 %). The modules ‘Reception of vulnerable persons’ (blocks A and B), launched in 2020, recorded respectively 227 and 11 participations.

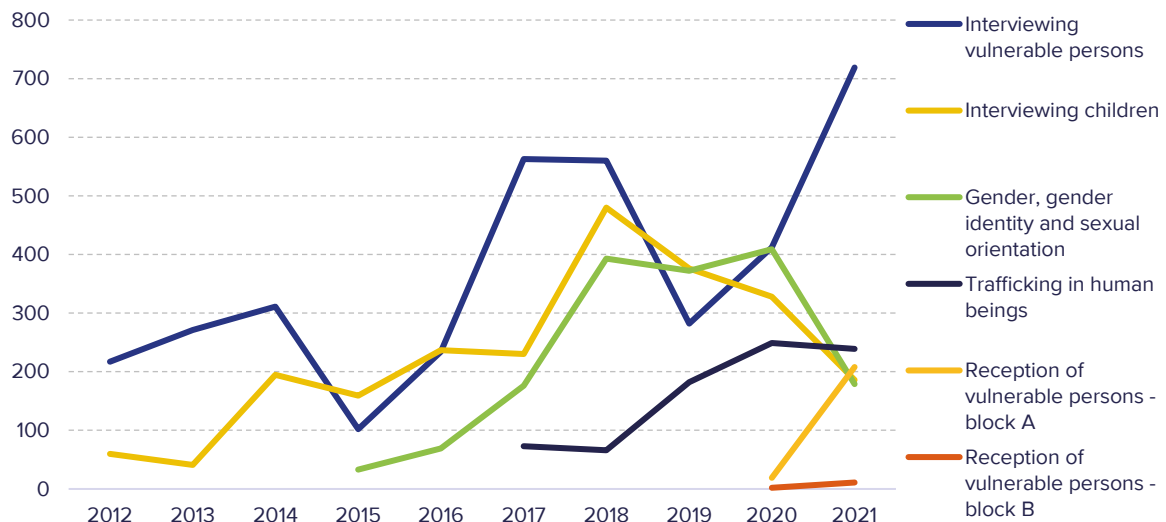


Figure 25: Participations in modules on persons with special needs, 2012–2021

Modules for specific audiences

The modules for specific audiences (1 497 participations) accounted for 3 % of the total participations between 2012 and 2021. Launched in 2018, the ‘Interpreting in the asylum context’ module recorded 914 participations (2 %) while 331 were recorded for ‘Management in the asylum context’ module (1 %), which launched in 2014. ‘Registration of applications for international protection’ recorded 168 participations. Launched in 2021, the module ‘Management in reception’ recorded 34 participations while ‘Communication and information provision to asylum seekers’ recorded 50 participations.

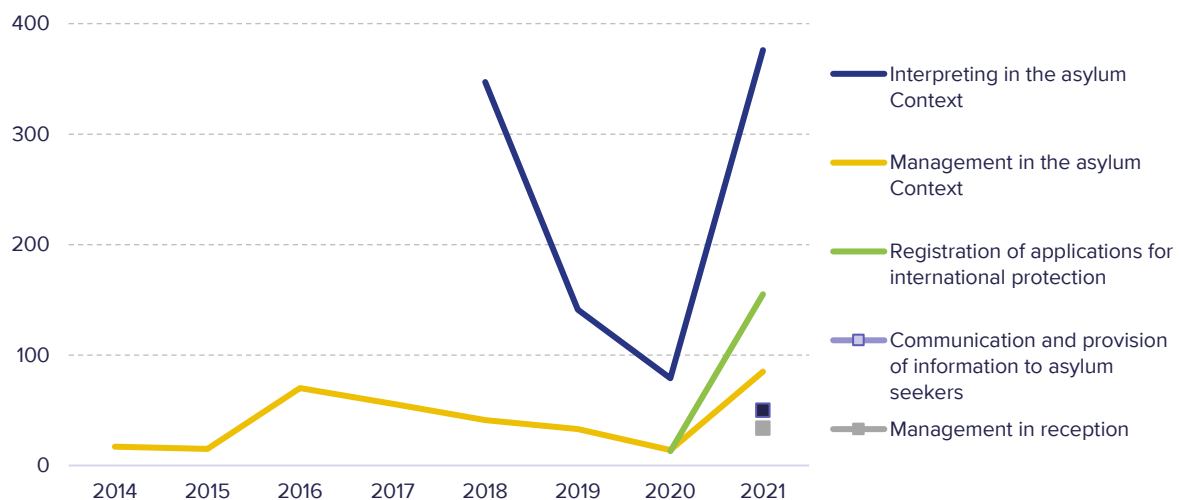


Figure 26: Participations in modules specific audiences, 2012–2021

Introductory modules

The introductory modules (1 308 participations) accounted for 3 % of the total participations: 'Common European Asylum System' (623 participations; 1 %), 'Introduction to international protection' (308), 'Identification of potential Dublin cases' (281) and 'Identification of potential exclusion cases' (96).

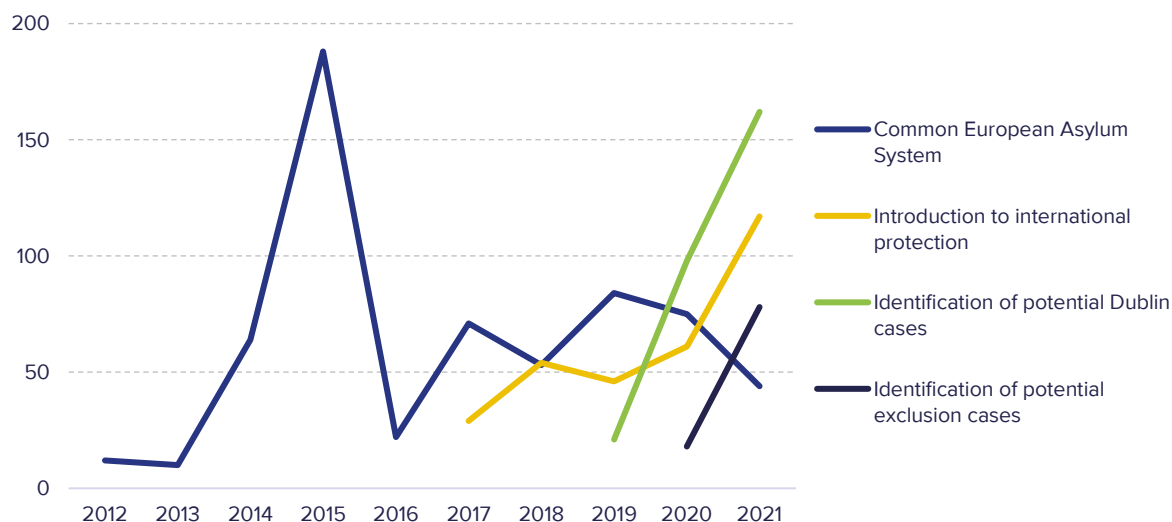


Figure 27: Participations in introductory modules, 2012–2021

Specialised modules

The specialised modules (8 489 participations) accounted for 17 % of the total participations, of which 1 955 in 'Application of exclusion clauses for people undeserving of international protection' (4 %), 1 928 in 'Reception' (4 %), 1 676 in 'Country of Origin Information' (3 %), 1 375 in 'Dublin III Regulation' (3 %), 443 in 'Inclusion advanced' (1 %), 373 in 'End of protection' (1 %), 326 in 'Medical Country of Origin Information' (1 %), 159 in 'Fundamental rights and international protection in the EU', 136 in 'Resettlement' and 118 in 'Asylum Procedures Directive'.

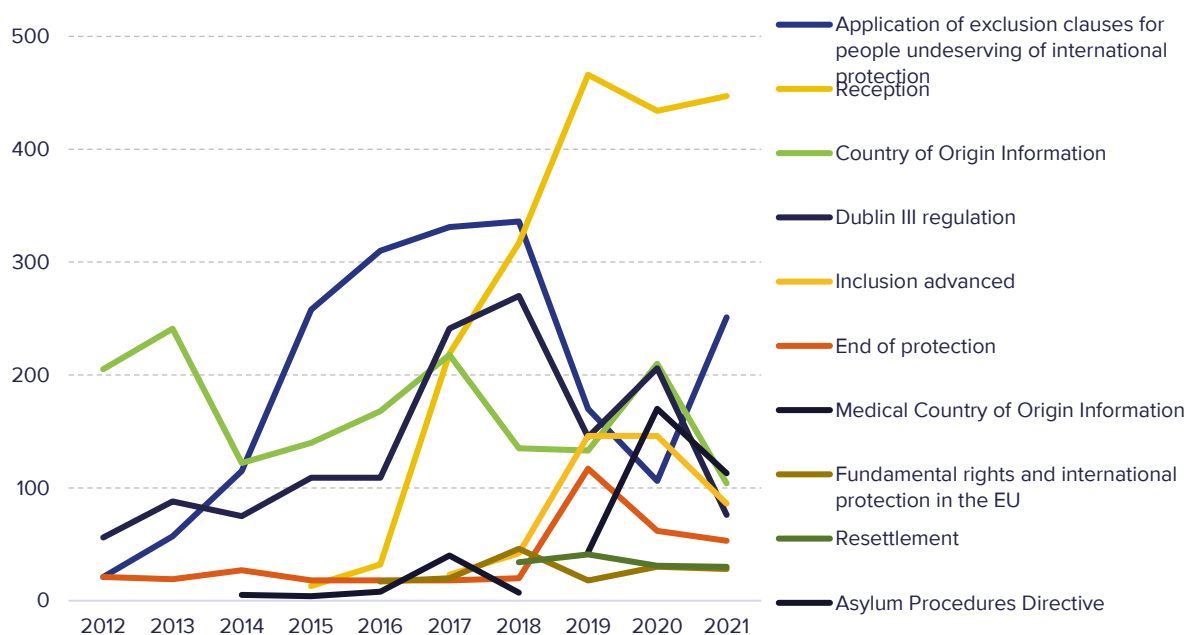


Figure 28: Participations in specialised modules, 2012–2021

Other modules

Modules related to didactics recorded 1 690 participations (3 % of total participations). Additionally, the module 'Becoming an EASO assessor', launched in 2021, recorded 25 participations.

1.3.3 Operational training

This section provides information on the operational support that the Agency provides to Cyprus, Greece, Italy, Latvia, Lithuania, Malta and Spain in terms of capacity building through the training of personnel (operational training).



In total, **211** sessions were delivered under the 2021 operating plans (OP), with **1 950** individuals trained and a total of **3 140** participations.

The numbers of participations amounted to 415 for Cyprus, 1 624 for Greece, 346 for Italy, 8 for Latvia, 130 for Lithuania, 276 for Malta and 341 for Spain.

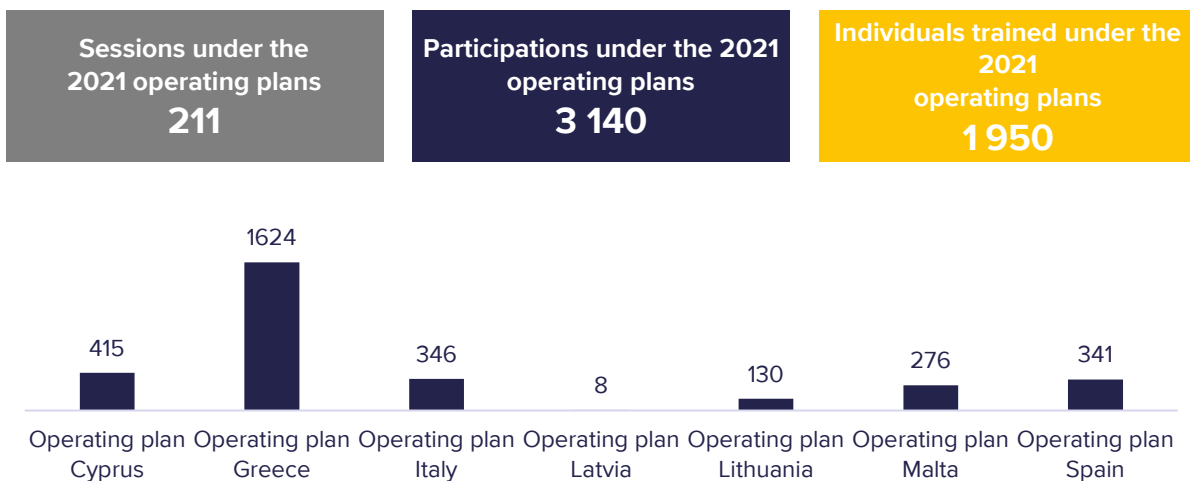


Figure 29: Participations in operational training, 2021

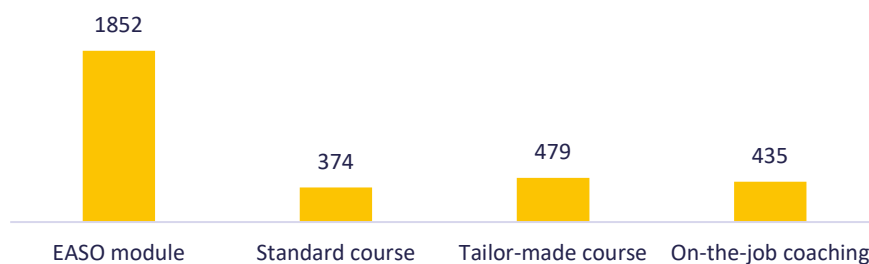


Figure 30: Participations per type of content training, operational trainings, 2021.



In total, **11 712** participations were recorded as part of the OPs for Cyprus, Greece, Italy, Latvia, Lithuania, Malta and Spain between 2016 and 2021.

Since 2016, the total numbers of participations under these OPs amounted to 896 for Cyprus, 5 359 for Greece, 4 468 for Italy, 8 for Latvia, 130 for Lithuania, 510 for Malta and 341 for Spain.

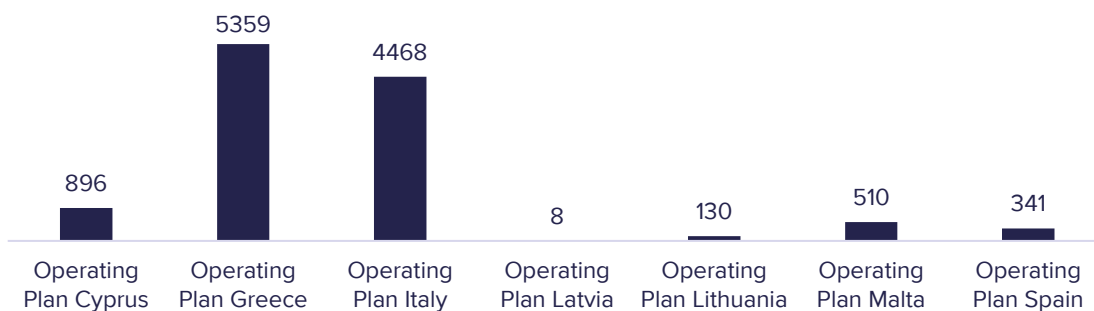


Figure 31: Participations in operational training, 2016–2021

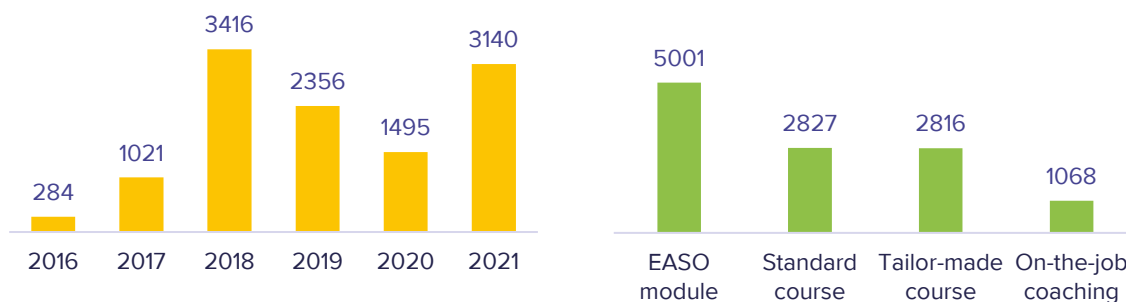


Figure 32: Participations in operational training, 2016–2021

Figure 33: Participations per type of content training, operational training, 2016–2021

1.3.4 Operational training in Cyprus

The Agency has provided operational support to Cyprus since 2014, with more targeted support through signed OPs since 2018. At the end of 2020, an OP covering 2021 was signed between EASO and Cyprus.

The OP 2021 was a continuation of the agency's previous support to the country and consisted of four measures with the objectives shown below.

1. Access to the asylum procedure and asylum registration system is compliant with CEAS and is implemented as per the agreed standard operating procedures, particularly at the Pournara First Reception Centre.
2. Reception conditions are in line with CEAS and form an integral part of a national reception strategy.
3. The efficiency, effectiveness and quality of first instance asylum processing is improved, in order to reduce backlog.
4. The International Protection Administrative Court is strengthened in its functioning capacity and backlog is reduced.

During 2021, training remained pivotal to ensure that new personnel are equipped with the necessary knowledge and skills to perform the tasks and also for more experienced officers to maintain high-quality results in their work.

In 2021, the number of participations in training increased significantly when compared to 2020, with 415 participations. The largest target groups consisted of EASO case workers (159) and registration assistants (31). There was also an increase in Cypriot officials in training, particularly in train-the-trainer sessions.

A learning path was designed for EASO deployed staff and national administration officials working on registering applications. This included an induction session, training sessions on

Training Curriculum modules ('Registration of applications for international protection', 'Identification of potential Dublin cases' and 'Communication and information provision to asylum seekers') and a tailor-made session. Another positive aspect was the continuation of on-the-job coaching to experienced case workers and team leaders. Tailor-made sessions on vulnerabilities targeting staff working under measures 1 and 3, including national administration personnel, were also delivered.

As in previous years, the Agency was able to ensure that newly deployed personnel have the knowledge and skills needed to perform their tasks in support of the Cypriot asylum authority. This was partly 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 context, as well as to core documents to enable them to perform their tasks appropriately. The induction course for case workers consisted of a concise e-learning module (6 hours) followed by a half-day webinar, whereas the training for reception officers consisted of a half-day webinar.

In the area of reception, training sessions on the 'Reception' and 'Reception of vulnerable persons (block A)' modules were organised. In addition, the Agency developed and delivered a thematic session on sexual orientation, gender identity and expression and sex characteristics (SOGIESC), to address the specific training need of reception officers.

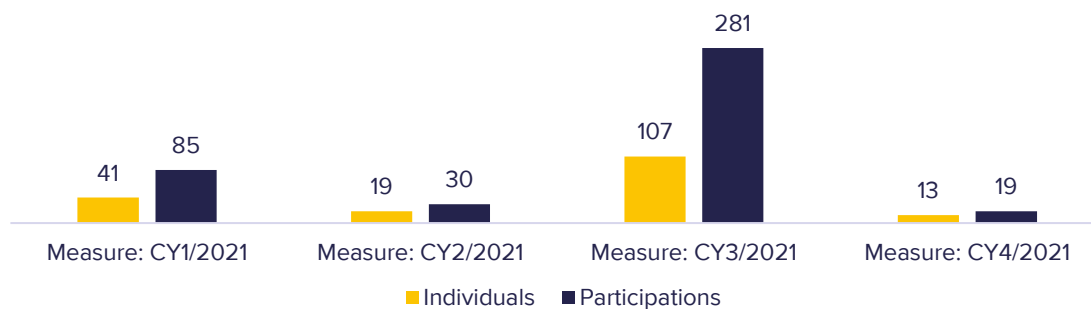


Figure 34: Individuals and participations, operational training Cyprus, 2021

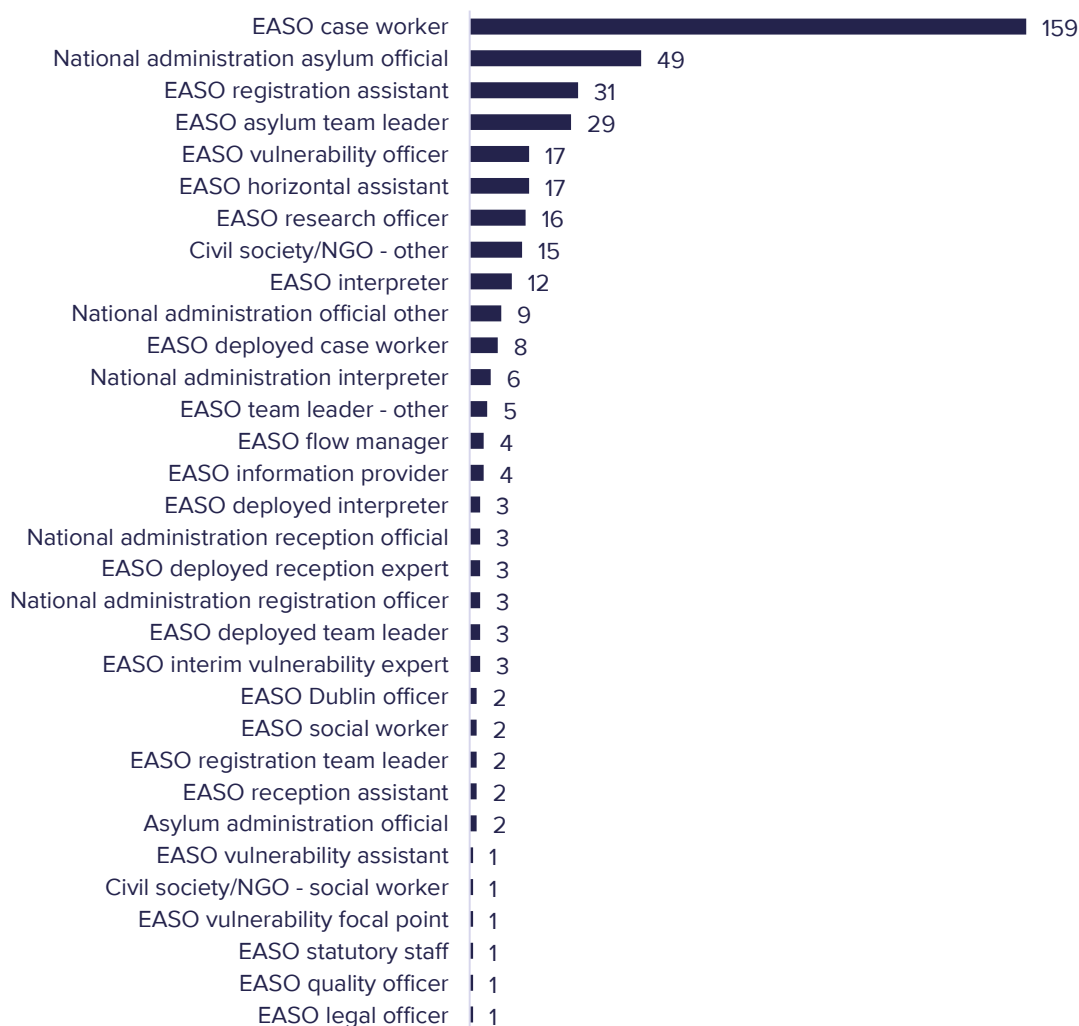


Figure 35: Participations per target group, operational training Cyprus, 2021

1.3.5 Operational training in Greece

During 2021, the Agency continued to support the Greek authorities in a wide range of activities, mainly to ensure that the implementation of the asylum procedure is carried out in a timely and efficient manner and to provide capacity building in the national authorities in order to manage and operate the asylum and reception systems and the training of personnel.

Under the OP with Greece, 1 624 participations were recorded in 2021, an increase of 97 % compared with 824 in 2020. The main target groups were national administration officials (460 participations), EASO interpreters (303), EASO reception assistants (224) and EASO case workers (175).

In the area of asylum, the Agency provided support in strengthening the Asylum Service headquarters on training, including coverage of Greek Asylum Service (GAS) staff participation in train-the-trainer sessions, support and facilitation of national trainings on modules, translation of training modules and support and facilitation in delivering training and coaching sessions.

The Agency continued to apply the methodology adopted for the virtual delivery of training sessions, ensuring the provision of uninterrupted training support to operations in Greece.

The training plan for 2021 was designed in direct cooperation between the Agency and GAS and included the following training activities:

1. national train-the-trainer sessions to support GAS in creating a national pool of trainers;
2. support in delivering national training sessions on Training Curriculum modules to support GAS and EASO caseworkers in enhancing the knowledge and skills needed to conduct interviews and draft opinions/decisions;
3. on-the-job coaching for GAS and EASO caseworkers, mainly related to training curriculum core modules;
4. training on the 'Interpreting in the asylum context' module for interpreters deployed by EASO.

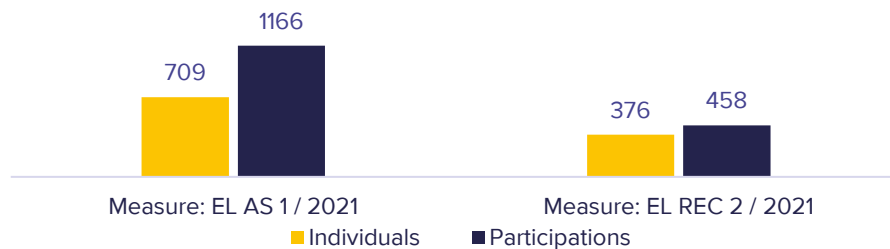


Figure 36: Individuals and participations, operational training Greece, 2021

Regarding the cooperation in the area of coaching, it is worth highlighting that GAS staff were actively involved in the delivery of coaching sessions in the role of coach, together with EASO coaches. This approach aimed to build the internal capacity of the GAS while strengthening cooperation between the Agency and GAS at the central and operational levels. On-the-job coaching sessions were delivered throughout the year, recording almost 400 participations.

Similarly, the Agency supported the Reception and Identification Service (RIS) on the development and delivery of a number of reception-related sessions for first- and second-line reception officers, both newly hired and experienced, as well as co-facilitating several national training sessions for RIS managers and staff.

One of the most important developments during 2021 was the design and implementation of a contextualised induction course on reception, in collaboration with RIS trainers experienced in the Greek reality. A total of 87 newly-hired EASO reception assistants followed the course.

In summary, during 2021 the Agency organised the following training sessions.

- An induction course in reception for EASO interim staff.
- The 'Reception' module for EASO legal officers and reception assistants working on communication and information provision, vulnerability and unaccompanied minors on the islands and the mainland.
- The module 'Reception of vulnerable persons (block A)' for five groups of EASO interims deployed both on the islands and the mainland, as well as RIS staff working in the procedures and training unit of the head office.



- For the first time, the Agency also provided the module 'Reception of vulnerable persons' to two groups of staff from the Special Secretariat for the Protection of Unaccompanied Minors (34 people in total)
- The webinar 'Communication and information provision to asylum seekers' was delivered to EASO reception assistants working on information provision and vulnerability and based both on the islands and the mainland.
- It is relevant to highlight that RIS organised reception training in Greek for RIS reception camp managers for both the north and south Greece facilities directorates, and also for central RIS.

In addition, 36 RIS officials participated in train-the-trainer sessions on the 'Management in the context of reception', 'Reception' and 'Reception of vulnerable persons' modules, thus strengthening the national pool of trainers.

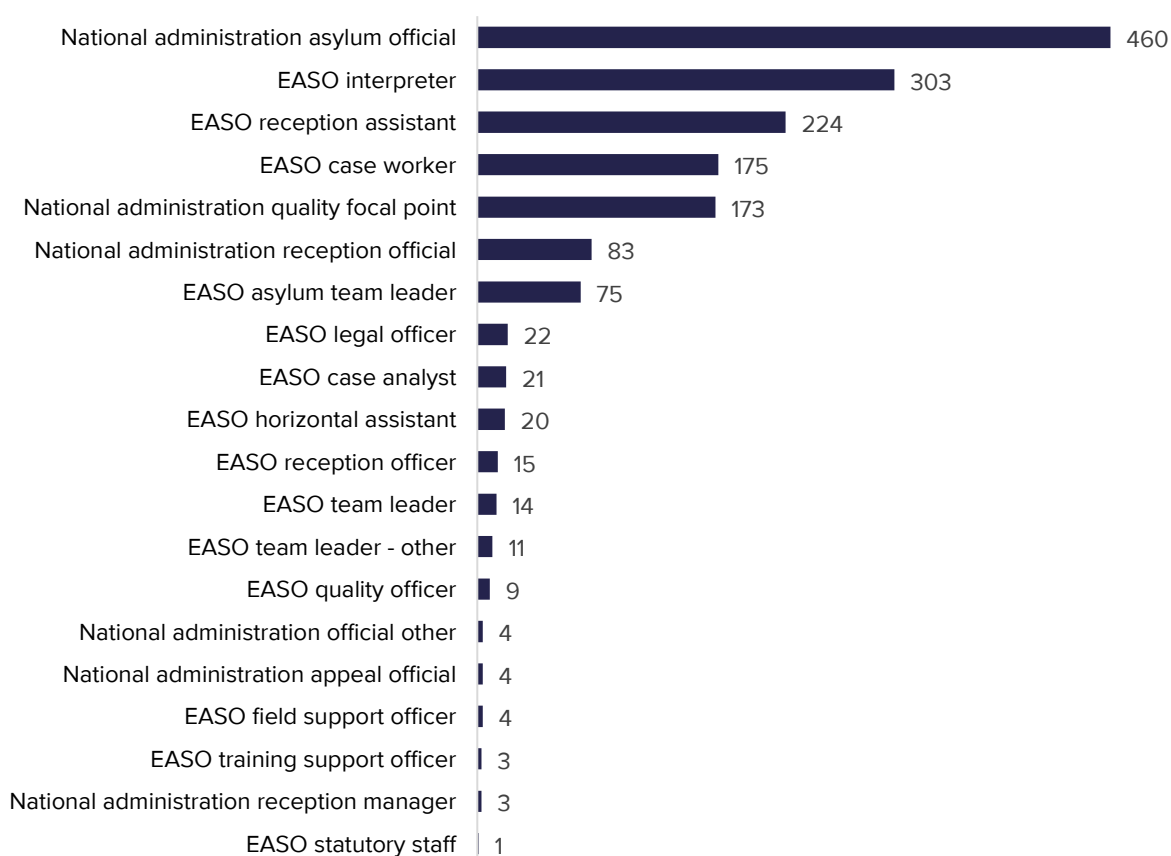


Figure 37: Participations per target group, operational training Greece, 2021

1.3.6 Operational training in Italy

The Agency's operational support to Italy in 2021 continued to build on the results achieved in 2020, focusing on the quality and standardisation of registration procedures and on second instance (appeals) procedures, as a result of less pressure being placed on the country's first instance and reception infrastructure. The agency also provided broader support to the reception system and responded to ad hoc disembarkation and voluntary relocation events in support of backlog management in registration. It contained six measures with the following objectives.



- **Measure IT1.A.** Enhanced quality and standardisation of access to asylum procedures.
- **Measure IT1.B.** Enhanced access to the asylum procedure and improved timely coordination between the main stakeholders, including in emergency situations such as SAR disembarkation events and voluntary relocations.
- **Measure IT2.** Enhanced quality and standardisation of the Dublin procedure and asylum determination procedures.
- **Measure IT3.** Improved capacity of the Italian asylum system in managing the relevant judicial backlog.
- **Measure IT4.** Enhanced quality and sustainability of the reception system, including management and monitoring, for adults and unaccompanied minors.
- **Measure IT5.** Improved capacity of Italian authorities to efficiently reduce information and practice gaps among concerned authorities, as well as to manage and monitor the asylum and reception system through enhanced and integrated information systems.

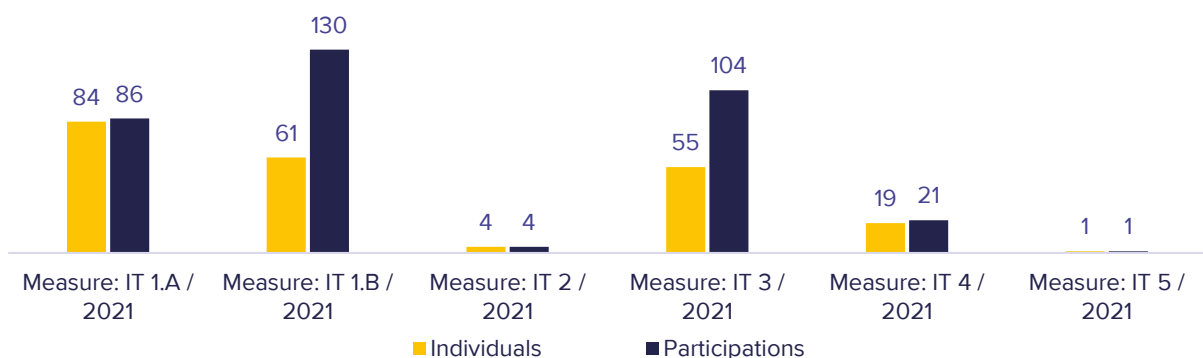


Figure 38: Individuals and participations, operational training Italy, 2021

Regarding training-related activities, in 2021 the Agency continued to support the Italian Department of Public Security (DPS) in creating a pool of national trainers with the aim to enhance the training capacity of the DPS and ensure sustainability. During the year, 11 DPS officials followed a learning path including the following modules: 'Registration of applications for international protection', 'Identification of potential Dublin cases', 'Trafficking in human beings (Level 1)' and 'Communication and information provision to asylum seekers'. In the second semester of 2021, the first three national rollouts of the 'Registration of applications for international protection' module were organised and delivered by DPS trainers with the support of the Agency (measure IT1.A).

In addition, the Agency, in cooperation with the DPS, began the development of tailor-made training material on CEAS for the Italian police school, aimed at improving centralised coordination and knowledge about CEAS among DPS officials. This project will continue in 2022 (measure IT1.A).

In the framework of Agency support to SAR disembarkation events and voluntary relocations, a total of 11 sessions in the 'Communication and information provision to asylum seekers', 'Registration of applicants for international protection' and 'Identification of potential Dublin cases' modules for EASO ASTs (measure IT1.B) were organised.

The Agency continued to support the Specialised Sections of Tribunals, Supreme Court of Cassation and its General Prosecutor's Office, training the new research officers and organising thematic sessions for experienced officers. A first thematic session on gender and SOGI was held in March; a second one focusing on exclusion was organised in September. In

summary, a total of **346 participations** were recorded, an increase of 16 % compared to 2020 (298 participations). The main target group was EASO research officers, followed by national administration registration officers.

In parallel with training activities taking place under the framework of the OP with Italy, the Agency also closely cooperated with the Italian National Asylum Commission, the Department of Public Security and UNHCR Italy in order to train 174 new interim staff hired by the Italian authorities through the Empowerment Asylum Commission (EmAs.Com project) and deployed to the Territorial Commissions and police offices. In all, 118 individuals followed the module on 'Registration of applications for international protection', delivered by trainers from EASO, DPS, NAC and UNHCR; the 57 learners deployed in the Territorial Commission followed the 'Introduction to international protection' module.

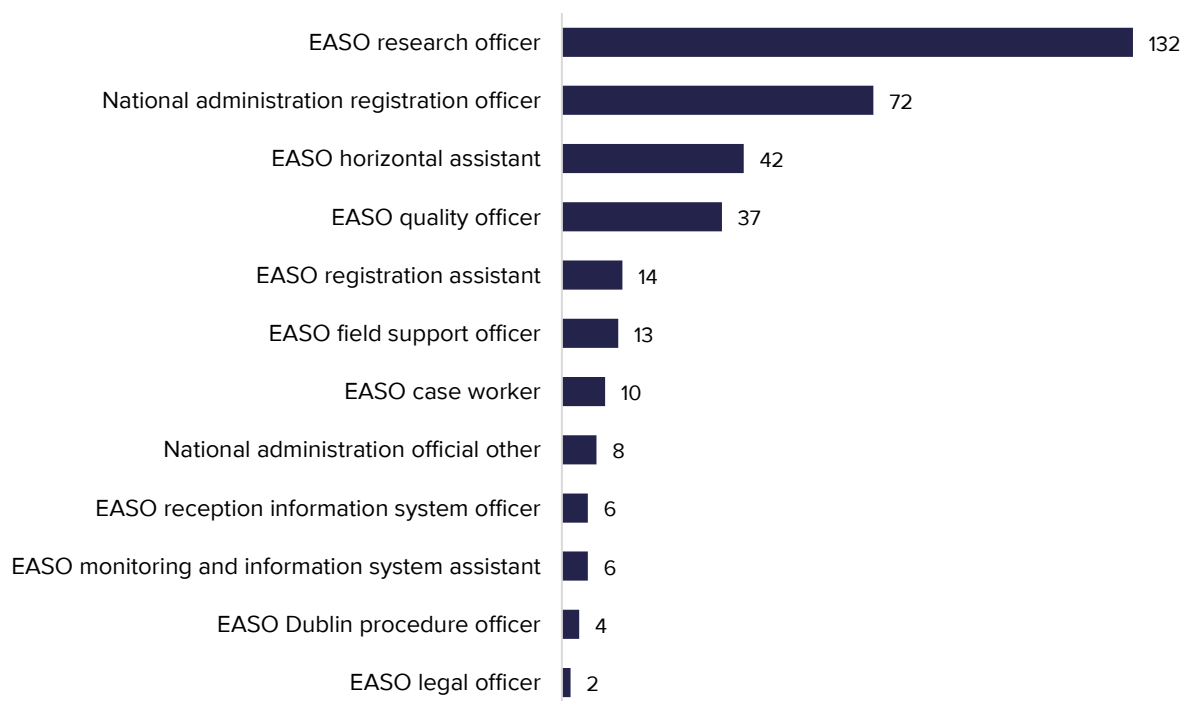


Figure 39: Participations per target group, operational training Italy, 2021

1.3.7 Operational training in Lithuania

The OP for Lithuania was signed in July 2021 and focuses on support in the following areas:

- enhancing the capacity to register applications for international protection;
- enhancing the capacity to process asylum applications, including by conducting interviews and drafting opinions;
- enhancing the capacity to manage the reception of applicants.

Under the framework of this OP, the Agency actively engaged in the reinforcement of the asylum and reception system through a series of training activities, recording **130 participations** in total.

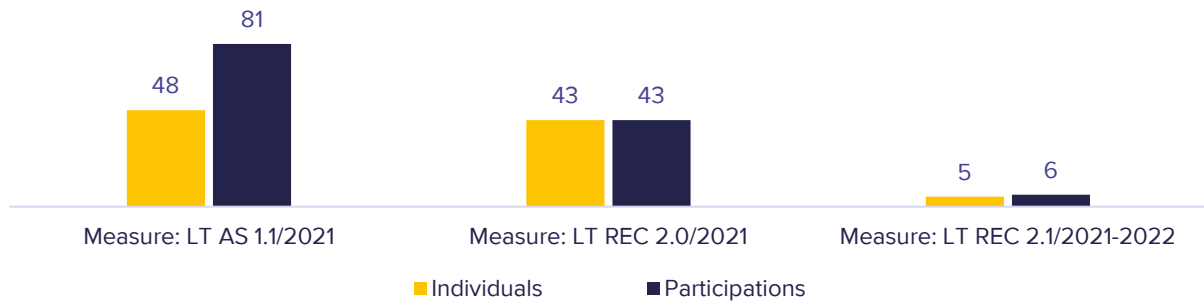


Figure 40: Individuals and participations, operational training Lithuania, 2021

In the area of asylum, the following training activities took place:

- two officials from the State Border Guards Service followed a train-the-trainer session on the module 'Registration of applications for international protection', in order to strengthen internal capacity and support in the creation of a national trainer pool in the area of registration of applications.
- aiming to enhance the capacity of the migration department to process asylum applications at first instance, the Agency organised and delivered training sessions on the core modules 'Inclusion' and 'Interview techniques', which recorded 77 participations.

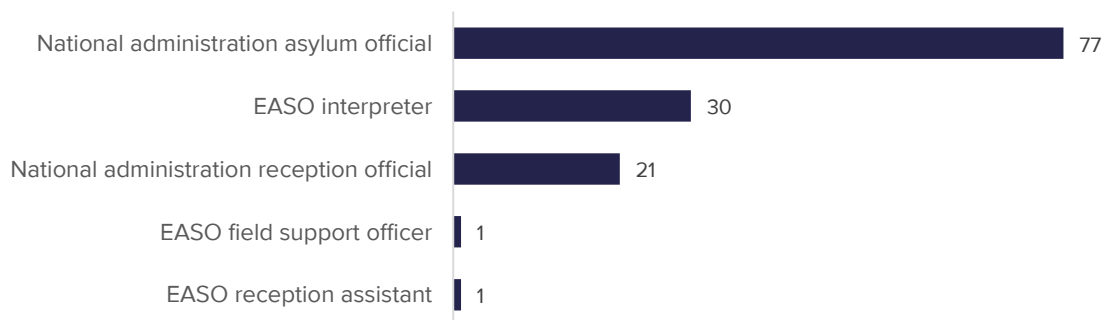


Figure 41: Participations per target group, operational training Lithuania, 2021

In the area of reception, 19 officials from the State Border Guards Service attended the operational training on 'Communication and information provision to asylum seekers'. The training was held in face-to-face mode in October 2021 at the premises of the State Border Guard School in Medininkai. Furthermore, senior officials from the Ministry of Social Solidarity and Labour, as well as an EASO deployed reception officer, attended train-the-trainer sessions on reception-related topics, namely the 'Reception' and 'Management in the context of reception' modules. Upon request from the Lithuanian authorities, the modules 'Communication and information provision to asylum seekers' and 'Reception of vulnerable persons (block A)' were translated into Lithuanian.

In parallel, training sessions for EASO deployed interpreters supporting both asylum and reception procedures were delivered. These also covered the training needs of this specific target group under the framework of the **OP for Latvia**, which does not include a training component per se.



1.3.8 Operational training in Malta

A third operational and technical assistance plan between the Agency and Malta marked another year of support and cooperation with the Maltese authorities. The 2021 OP included two measures focusing on asylum and reception.

- **Measure MT 1.0.** Improving access to the asylum procedure and increasing the capacity to manage the asylum backlog at first instance determination.
- **Measure MT 2.0.** Enhancing the capacity to implement reception standards in line with CEAS.

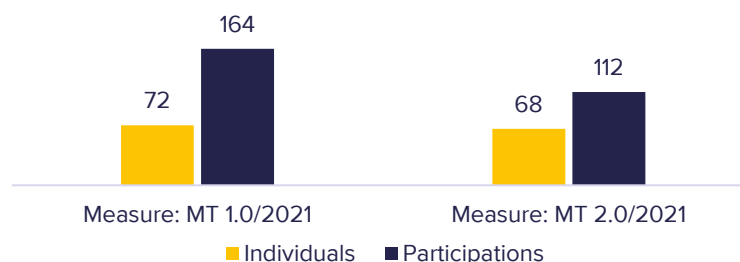


Figure 42: Individuals and participations, operational training Malta, 2021

The 2021 OP continued the development of specific learning paths for both national administration officials and EASO deployed staff. The training provided under both measures was based on the training needs identified, in line with the tasks of the different target groups. This resulted in the delivery of training on several modules, as well as tailor-made sessions and on-the-job coaching.

In the area of asylum, training continued to be provided to newly recruited staff on core modules. More specialised modules, thematic sessions and coaching sessions were provided to the experienced EASO deployed staff, as well as officers employed by the International Protection Agency – the national agency responsible for registering and processing asylum applications.

In the area of reception, there was continued cooperation with the Agency for the Welfare of Asylum Seekers – the national agency responsible for the implementation of national legislation and policy concerning the welfare of refugees, persons enjoying international protection and asylum seekers. Agency staff and EASO deployed staff were trained in reception-related modules and were also involved in the delivery of these modules, after having followed the train-the-trainer sessions.

Overall, 276 participations in its training sessions organised under the OP for Malta were recorded, with the highest number of learners being EASO case workers (53 participations), followed by EASO registration assistants (51) and national administration reception officials (23).





Figure 43: Participations per target group, operational training Malta, 2021

1.3.9 Operational training in Spain

The high influx of asylum seekers arriving in Spain in particular in the area of the Canary Islands, resulted in the signature of the first OP between the Agency and Spain for 2021. This plan was built and implemented in close collaboration with reception stakeholders operating in Spain. The Spanish reception system falls under the responsibility of the Ministry for Inclusion, Social Security and Migration (MISSM), along with the Secretary of State for Migration (SEM) within the General Directorate of International Protection Programmes and Humanitarian Assistance (DGPPIAH). The system consists of a public network of migration centres and reception facilities managed by NGOs, which account for more than 95 % of the reception places in Spain.

The collaborative nature of this exercise has been identified as key to the success of the implementation of all the measures of this OP and particularly measure ES 3.0, which aimed at strengthening the capacity within the Spanish reception system through professional development, tools and materials. Under Agency coordination, a training working group was created, as a platform for identifying, planning, developing and implementing training activities in cooperation with the most relevant actors on the ground: national authorities, non-governmental organisations, UNHCR and the International Organization for Migration (IOM).



The training activities included the following items.

- **The development and implementation of an onboarding programme.** The Agency, in direct cooperation with the Spanish authorities, UNHCR, IOM and the national NGOs, prepared two induction courses to build a common understanding of essential asylum and reception concepts and provide the framework for new practitioners to perform their tasks according to the national procedures. The new induction course targeted new SEM government officials at the central level (A2) and NGO staff working in first-line emergency reception centres in the Canary Islands.
- **Thematic training sessions in reception-related modules** in the Canary Islands. Targeted field staff working in camps followed training modules on ‘Reception of vulnerable persons (block A)’, ‘Introduction to international protection’ and ‘Trafficking in human beings’.
- **Tailor-made training sessions in the Canary Islands.** In order to cover emerging needs in operations, the training working group developed and delivered a tailor-made session on prevention and response to gender-based violence in reception centres for NGO camp coordinators
- **Tailor-made training for a communication and information provision protocol.** The development of a harmonised communication and information provision protocol in reception, consisting of standard operating procedures and an information pack, included a training component to support the effective implementation of these tools. A tailor-made training, targeting NGO staff working in reception centres in Madrid, was launched in November 2021.
- **Tailor-made training session in CEAS for policymakers and directors at the central level.** Two sessions were delivered for the SEM cabinet and DGPIAH directors and sub-directors with an aim to introduce them to the European legal framework in asylum.
- **Training for resettlement officers.** A tailor-made operational training programme targeting existing and new permanent staff working in MISSM with a focus on resettlement programmes was delivered.

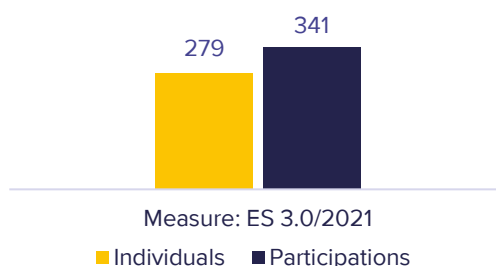


Figure 44: Individuals and participations, operational training Spain, 2021



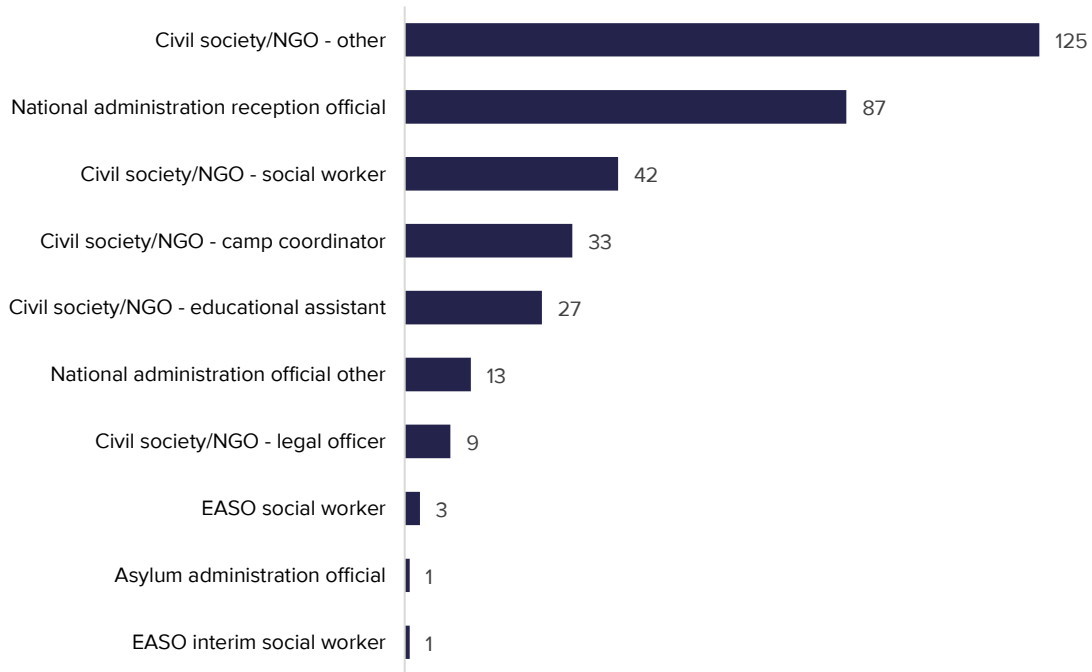


Figure 45: Participations per target group, operational training Malta, 2021

1.3.10 External dimension

This section presents an overview of training activities undertaken within the external dimension framework. The Agency provides capacity building support to the Western Balkans (WB) region and Turkey and also to some countries in the Middle East and North Africa (EU Southern Neighbourhood), within the frameworks of bilateral 'Roadmaps' for cooperation and EU-funded regional programmes.

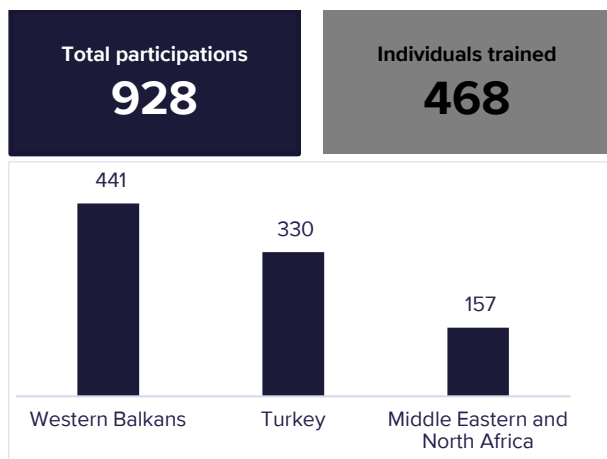


Figure 46: Participations by stakeholder, 2012–2021

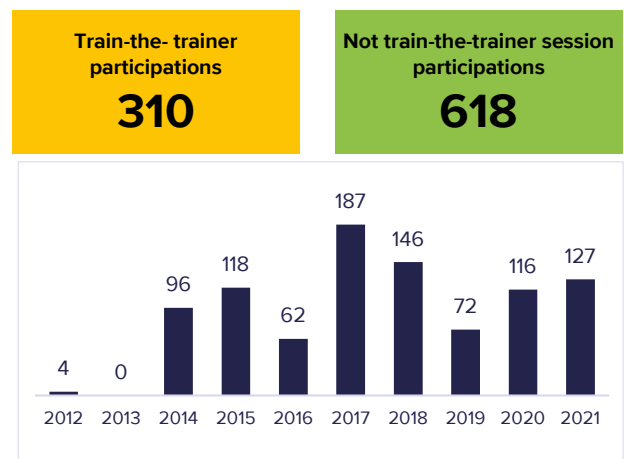


Figure 47: Participations per year, 2012–2021

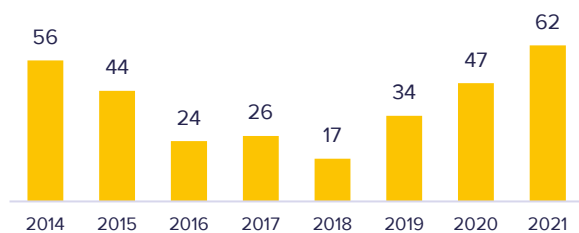


Figure 48: Participations in train-the-trainer sessions

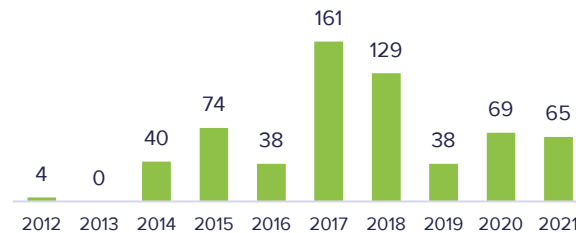


Figure 49: Participations in non-train-the-trainer sessions

The implementation of the Training Curriculum both at the national and regional levels and in the train-the-trainer sessions in the framework of external dimensions involved 928 participations between 2012 and 2021. In total, there were 310 participations in train-the-trainer sessions.

In 2021, 127 participations from external dimension were recorded for training modules. Of these, 47 were from Serbia, 32 from Turkey and 30 from Bosnia and Herzegovina. In all, 62 of these participations were recorded in train-the-trainer sessions.

In the western Balkans, over the last two years, the Agency organised regional train-the-trainer sessions in the three core modules ('Inclusion', 'Interview techniques' and 'Evidence assessment') and the 'Interviewing vulnerable persons' module, supporting the creation of national pools of trainers. This will guarantee sustainability of training in those countries in the long term and will also be beneficial for the implementation of the roadmaps that the Agency has signed with all six western Balkan countries. These trainers will be deployed in the regional roll-out sessions that will be organised in the region in 2022 and 2023.

The Agency supported Albania and Bosnia and Herzegovina in creating a national pool of trainers in modules such as 'Registration of applications for international protection' and 'Communication and information provision to asylum seekers'. In turn, these trainers will train the respective staff in the two countries. Serbia also organised its first national roll-out of the 'Reception' module.

In Turkey, the national authority responsible for international protection (Directorate-General of Migration Management, now renamed Presidency of Migration Management) continued the roll-out of national sessions on modules, which started in 2020. The Agency supported Turkey in delivering these modules due to the adaptations made to the face-to-face sessions because of the COVID-19 restrictions. Through these sessions, 15 people were trained in Turkey.

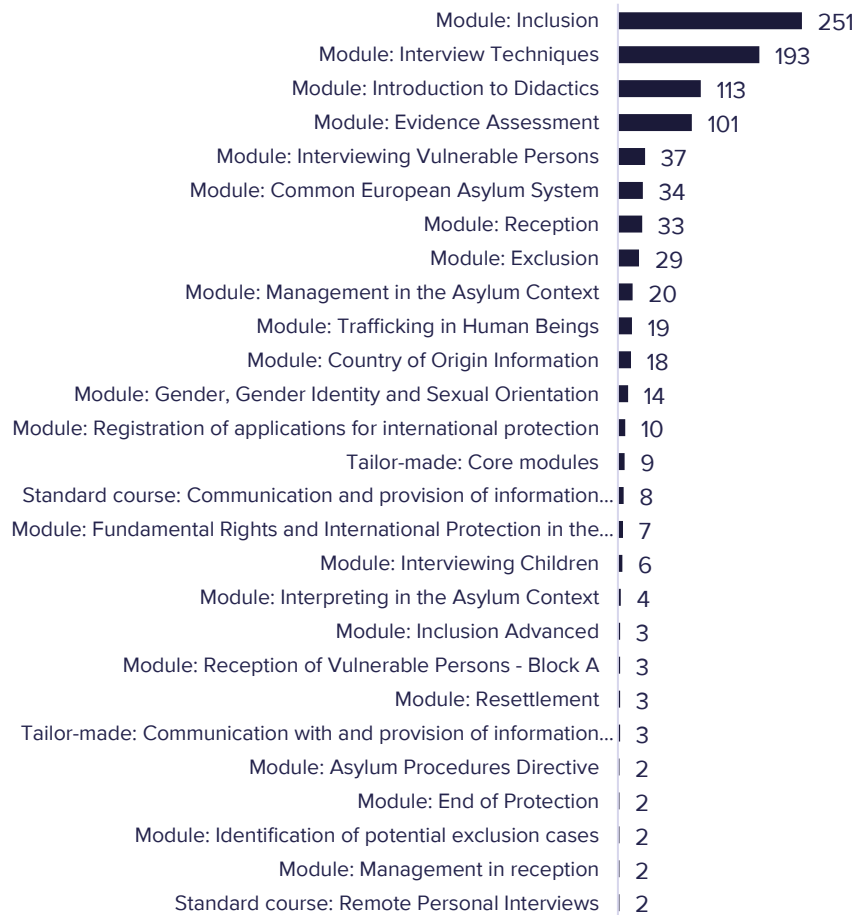


Figure 50: Participations per content, external dimension framework, 2012–2021

1.3.11 Staff training

This section provides an overview of the training delivered in 2021 by the Agency 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.

In total, **15** sessions for staff were organised in 2021 (similar to 2020), which were attended by **140** staff members for a total of **174** participations.



A total of 14 sessions on Training Curriculum modules were delivered in 2021 for Agency staff. Moreover, one session was organised on supporting staff well-being during the COVID-19 pandemic.

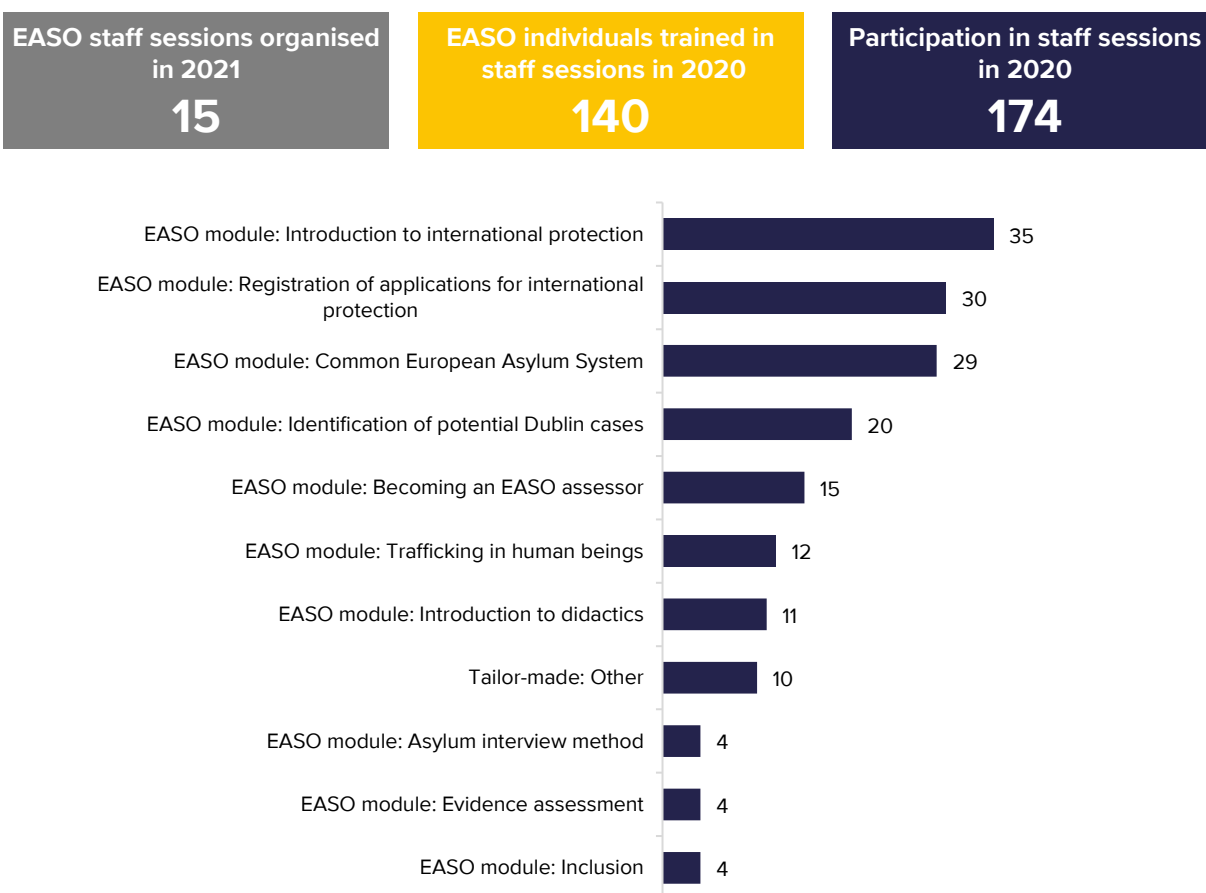


Figure 51: Participations per content, staff training sessions, 2021

2 Monitoring feedback from 2021 training activities

This chapter explores trends in the training sessions delivered in 2021, including training delivered in the framework of permanent and operational support activities, as well as training delivered as part of capacity-building activities in non-EU countries under the external dimension of the CEAS. The chapter explores aspects including module satisfaction rates and considers the mode of delivery. This ensures that the training provided remains appropriate and promotes a supportive and effective learning environment for participants – the foundation of educational quality assurance. The collation of training data across the different activities and indices has identified emerging trends, which are further explored, and provides useful information to gain a better understanding of participant feedback and to plan training in the future. This contributes to a culture of continuous improvement and student-centred learning.

2.1 Permanent Support

2.1.1 Participations per module

Figure 52 provides an overview of the most frequently attended modules (by total participations per module) across permanent support activities, indicating that ‘Evidence assessment’ was the most frequently attended module, with 656 participations in 2021, followed by ‘Interviewing vulnerable persons’ (547), ‘Inclusion’ (430) and ‘Interview techniques’ (399). The chart below shows the number of sessions and participations. Modules where fewer than five sessions were delivered have been omitted from the chart, due to their unrepresentative sample size.

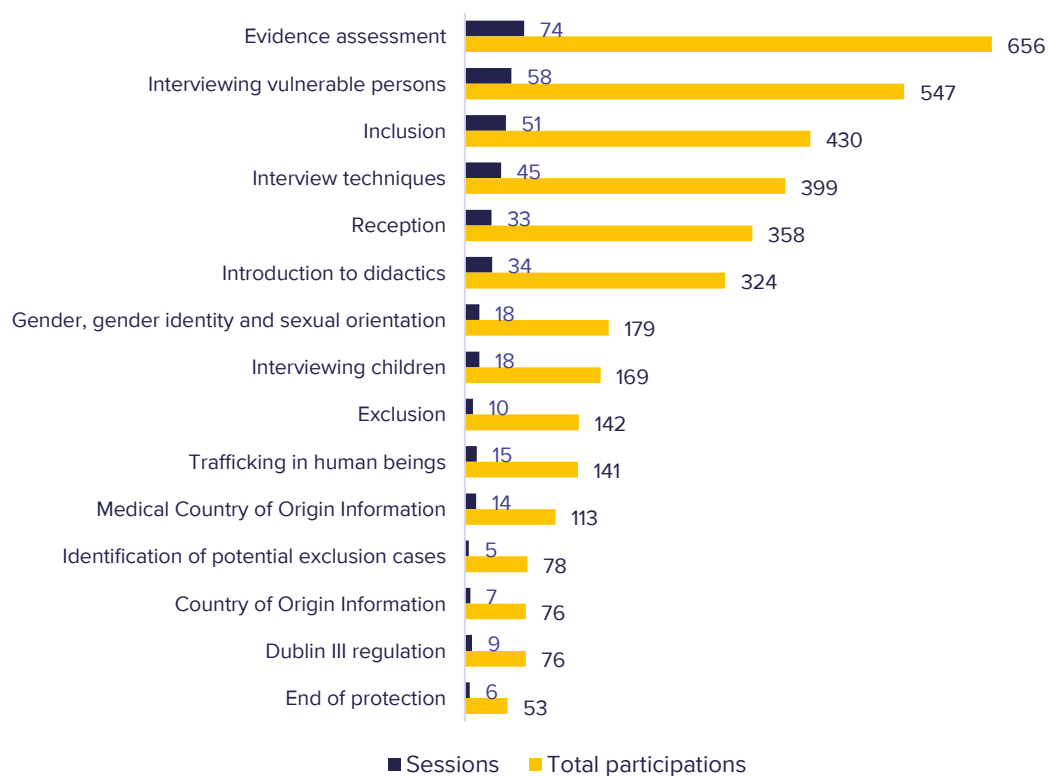


Figure 52: Participations per module, permanent support sessions, 2021

2.1.2 Satisfaction rate

An analysis of satisfaction rates of modules delivered under permanent support in 2021 highlights a high satisfaction rate overall. The chart below illustrates the satisfaction rate per module in comparison to the number of participations.

Participations versus satisfaction rate (permanent support)

The data illustrates that the satisfaction rate across all modules delivered under permanent support in 2021 was 87 % when calculated as a median figure. Similarly, the satisfaction rate occurring most often (mode) per module was 88 %. However, it is notable that several outliers are present, with 'Medical Country of Origin Information' and the 'Dublin III Regulation' having 74 % and 92 % satisfaction rates respectively. Further analysis indicates that the lower-than-average satisfaction rate for 'Medical Country of Origin Information' may be due to 'practice exercises' receiving poor feedback. It should also be noted that the module is different in character from other modules, since it focuses on the ability to use a tool to consult and/or request medical Country of Origin Information from a non-EU country. Modules that were delivered fewer than five times have been omitted from the chart, due to their unrepresentative sample size.

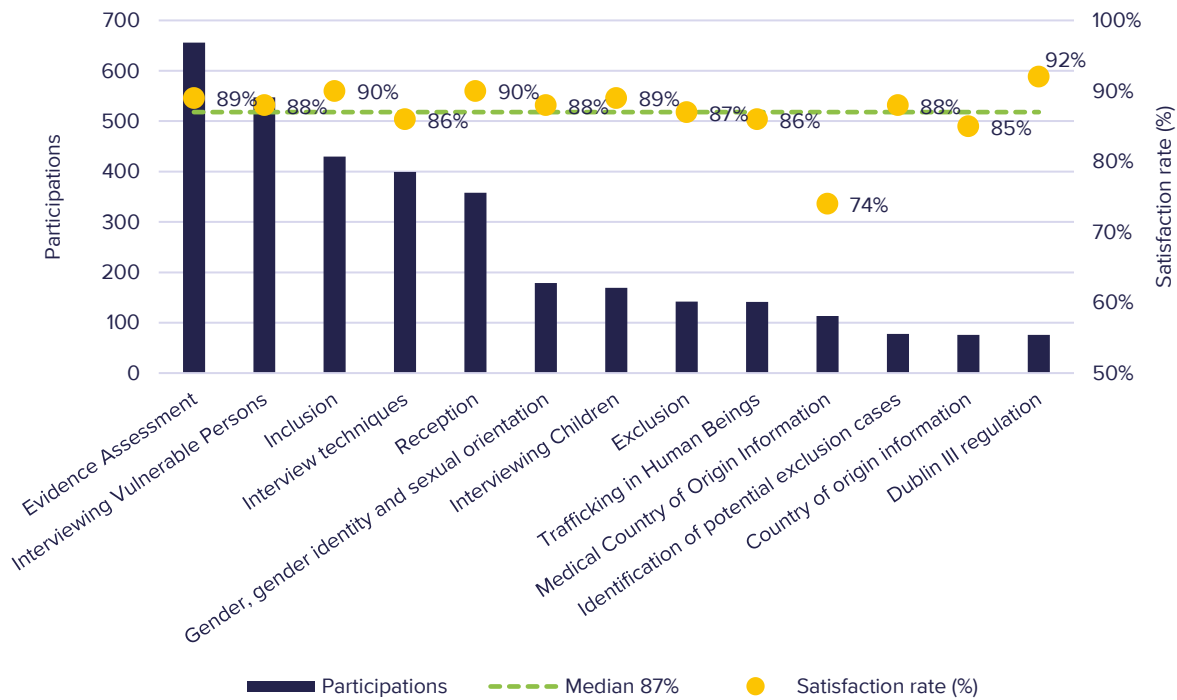


Figure 53: Participations and satisfaction rate per module, permanent support sessions, 2021

2.2 Operating plans

2.2.1 Satisfaction rate for asylum measures

The chart below shows satisfaction rates for training delivered under specific measures focused solely on asylum. The chart emphasises the high level of participation in modules delivered under measure EL AS1, reflecting the scale of the Greece OP. Measures for which the number of feedback responses were low are not displayed in the chart ⁽⁸⁾.

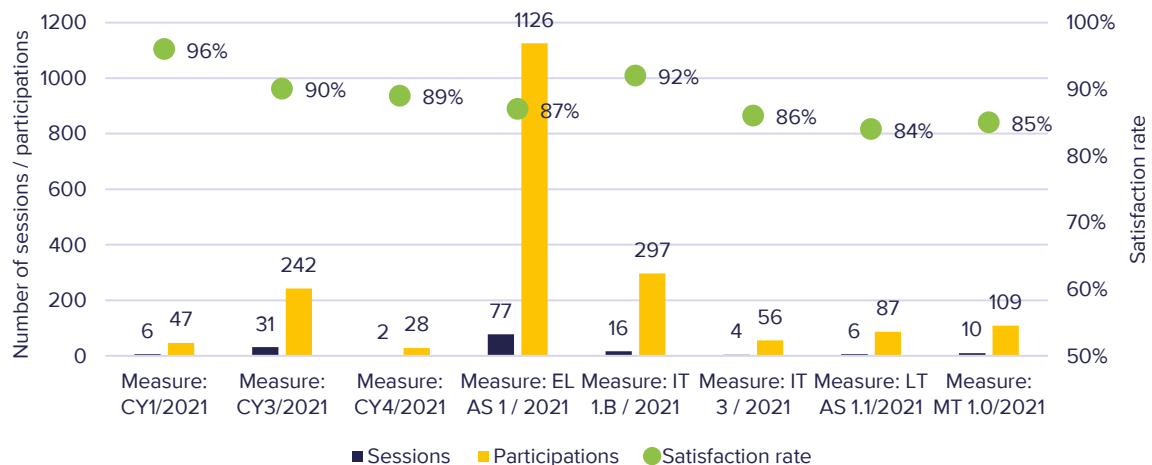


Figure 54: Number of sessions, participations and satisfaction rate, sessions under 'Asylum measures'

⁽⁸⁾ Measure IT1.A.

2.2.2 Satisfaction rate for reception measures

The chart below explores satisfaction rates for training delivered under the specific measures, with the chart focused solely on reception.

The chart emphasises the high level of participation in training delivered under the measures EL REC2 (Greece) and ES 3.0 (Spain). In-depth analysis into the training delivered under those measures highlights that the most attended content module under EL REC2 was ‘Reception of vulnerable persons (block B)’, whilst under ES 3.0 it was ‘Tailor-made: other’. Tailor-made training represents two thirds (66 %) of training under measure ES 3.0. The chart indicates a stable satisfaction rate across the reception measures, with training delivered under measure EL REC2 gaining the highest satisfaction rate (93 %). In contrast, training delivered under measure MT 2.0 had the lowest satisfaction rate (81 %).

Satisfaction rate (reception measures)

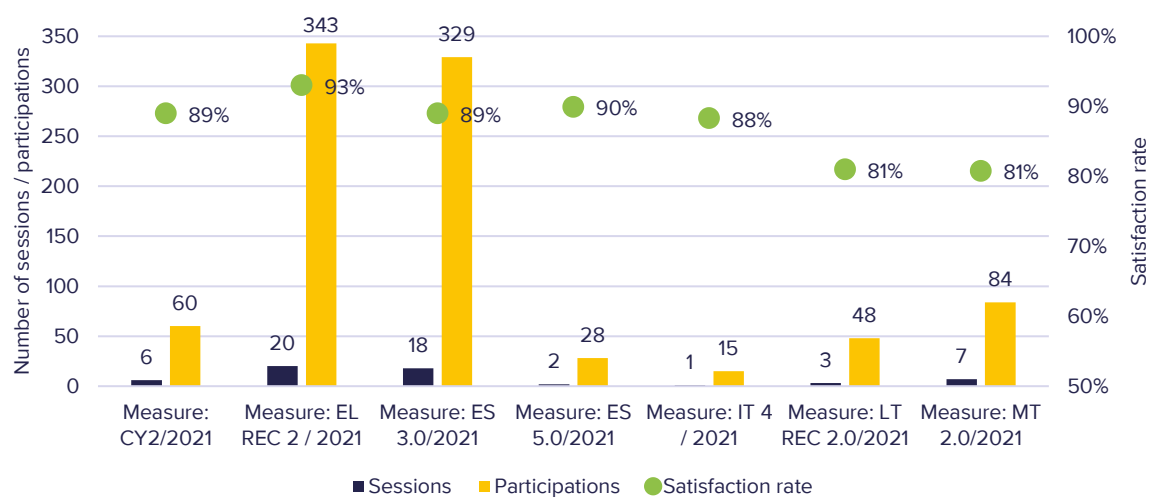


Figure 55: Number of sessions, participations and satisfaction rate, sessions under ‘Reception measures’

2.2.3 Satisfaction rate (operating plans)

The following pages provide an overview of the general satisfaction rate for training delivered under the OP during 2021 in Cyprus, Greece, Spain, Italy, Lithuania and Malta. These are further broken down according to respective OP measures and data is set out according to both the satisfaction rate and the number of participations.

Cyprus ⁽⁹⁾ – satisfaction rates

An analysis of satisfaction rates in Cyprus indicates a satisfaction rate of 89-96 % across the measures, with training for measure 1 gaining the highest average satisfaction rate. The modules on 'Identification of potential Dublin cases', and 'Communication and information provision to asylum seekers' gained satisfaction rates of 98 % and 96 % respectively. The training for measure 3 was also noteworthy, given the high attendance rate (242 participations) and high satisfaction rate (90 %).

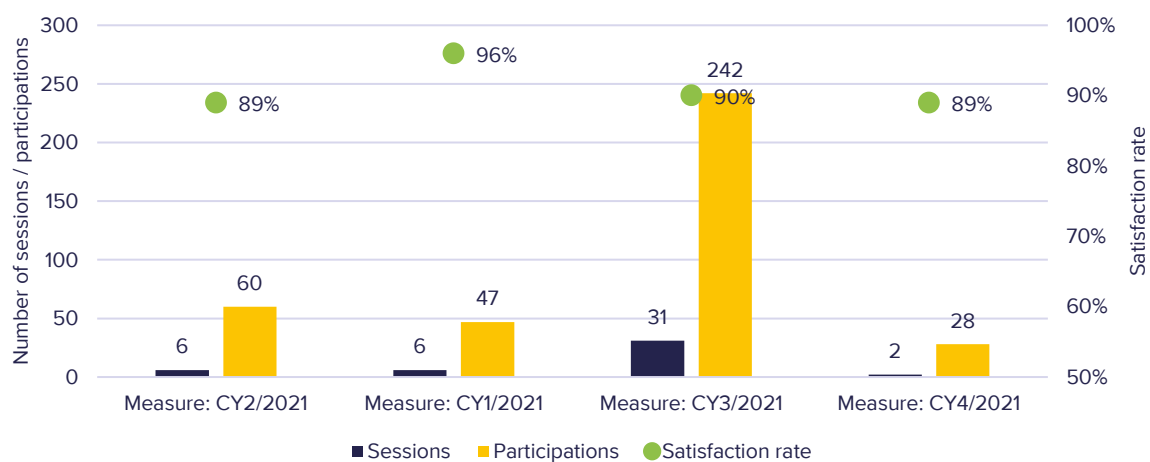


Figure 56: Number of sessions, participations and satisfaction rate, sessions under operational training Cyprus 2021

Greece ⁽¹⁰⁾ – satisfaction rate

An analysis of satisfaction rates in Greece indicates a satisfaction rate of 87 % for measure AS1, and 93 % for REC2. In-depth analysis of the data suggests that modules on reception have a range of satisfaction from 93-96 % across 343 participations, whereas the range of satisfaction for asylum-themed modules is greater, ranging from 82 % for 'Inclusion – advanced' (34 participations) to 94 % for both 'Interviewing children' (17) and 'Inclusion' (18).

⁽⁹⁾ The 2021 Cyprus operating plan consisted of four measures with the following objectives:

- Measure CY1: The access to asylum procedure and the asylum registration system is compliant with CEAS and is implemented as per agreed standard operating procedures, particularly in the Pournara First Reception Centre;
- Measure CY2: Reception conditions are in line with CEAS and form an integral part of a national reception strategy;
- Measure CY3: Efficiency, effectiveness, and quality of the first instance asylum processing is improved to reduce the backlog;
- Measure CY4: The International Protection Administrative Court is strengthened in its functioning capacity and backlog is reduced.

⁽¹⁰⁾ The Greece OP included two measures where training was conducted, with the following objectives:

- Measure EL-AS 1: Enhance the capacity of the Asylum Service and Appeals Authority to implement the asylum procedure efficiently and in a timely manner, ensuring the protection of fundamental rights of applicants for international protection towards the implementation of the EU asylum *acquis*;
- Measure EL-REC 2: Enhance the capacity of the National Reception Authorities to manage and operate the National Reception System, towards the implementation of EU reception standards.

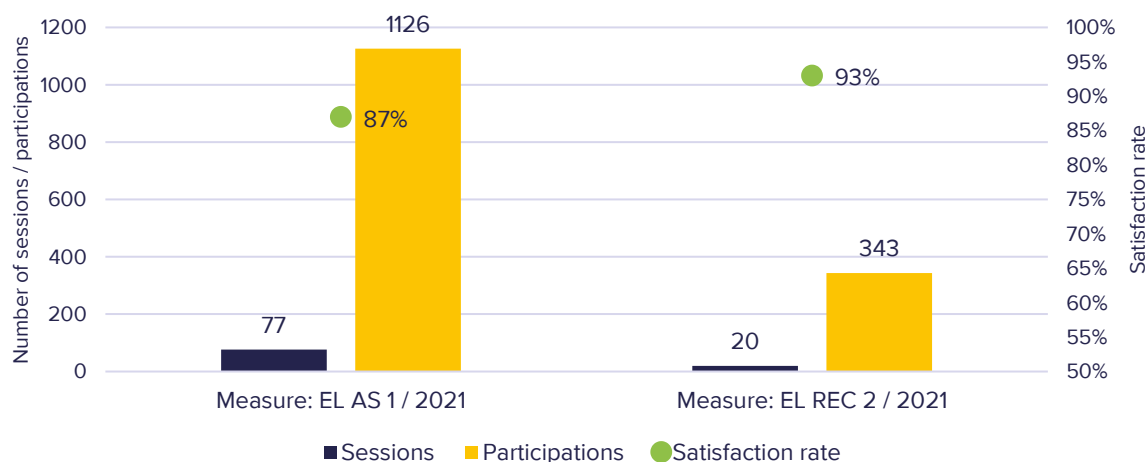


Figure 57: Number of sessions, participations and satisfaction rate, sessions under operational training Greece 2021

Spain ⁽¹⁾ – satisfaction rate

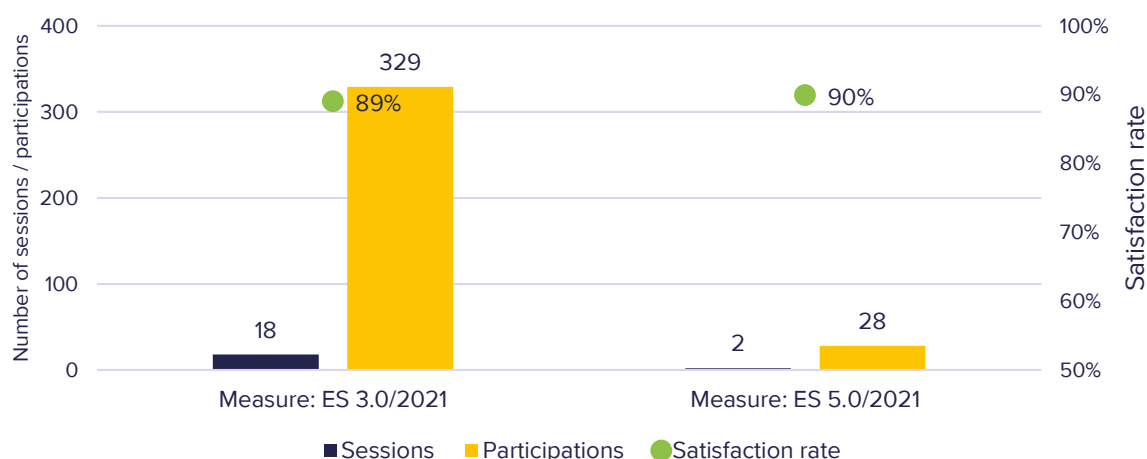


Figure 58: Number of sessions, participations and satisfaction rate, sessions under operational training Spain 2021

The data indicates that the general satisfaction rate for training was steady at 89-90 % across both measures. However, it is important to note the lower number of participations for training under measure 5, with 28 participations. In-depth analysis of the data indicates a high level of satisfaction for ‘Introduction to international protection’ (91 % satisfaction across 28 participations), with tailor-made training also gaining a high satisfaction rate (90 % across 217 participations).

Training carried out under measure 5.0. is relatively balanced between two modules, with ‘Reception of vulnerable persons (block A)’ performing marginally higher (92 % across 16 participations) than ‘Resettlement’ (88 % across 12 participations).

⁽¹⁾ The Spain OP included five measures and training was carried out for two of the measures:

- Measure ES 3.0: Strengthen capacity within the Spanish reception system through professional development, tools and materials;
- Measure ES 5.0: Enhance implementation of the national resettlement programme by the Spanish reception authorities (6-month inception measure).

Italy ⁽¹²⁾ – satisfaction rate

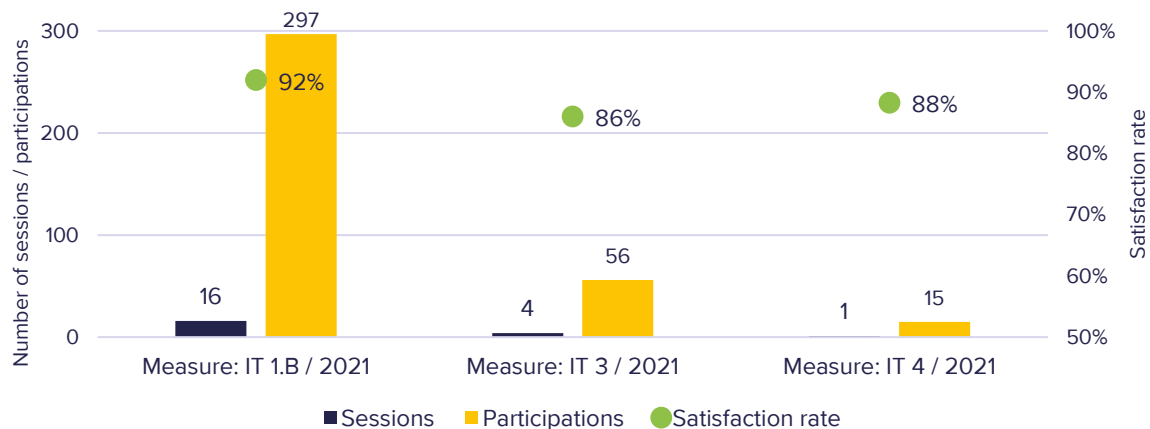


Figure 59: Number of sessions, participations and satisfaction rate, sessions under operational training Italy 2021

The data indicates that the general satisfaction rate is highest for training delivered in support of measure IT 1B, with a rate of 92 % across 297 participations ⁽¹³⁾.

Lithuania ⁽¹⁴⁾ – satisfaction rate

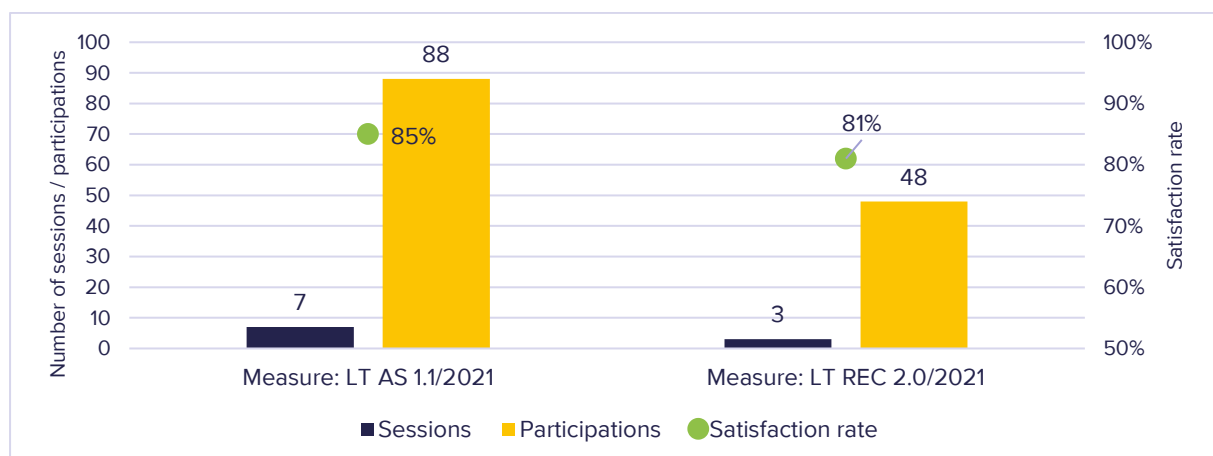


Figure 60: Number of sessions, participations and satisfaction rate, sessions under operational training Lithuania 2021

The data indicates that the satisfaction rate for training under measure AS 1.1. was highest, with 85 % satisfaction across 88 participations. Similarly, the satisfaction rate for training under measure REC 2.0 was 81 % across 48 participations.

⁽¹²⁾ The Italy OP includes six measures, with training carried out in support of four of the measures:

- Measure IT1.A: Enhanced quality and standardisation of access to asylum procedures;
- Measure IT1.B: Enhanced access to the asylum procedure and improved timely coordination between the main stakeholders, including in emergency situations such as SAR disembarkation events and voluntary relocations;
- Measure IT3: Improved capacity of the Italian asylum system in managing the relevant judicial backlog;
- Measure IT4: Enhanced quality and sustainability of the reception system, including management and monitoring, for adults and unaccompanied minors.

⁽¹³⁾ Measure IT1.A/2021 is not displayed in this chart due to the low number of feedback responses.

⁽¹⁴⁾ The Lithuania OP includes five measures of which training was carried out in relation to two of the measures:

- Measure AS 1.1: Enhancing the capacity to register applications for international protection;
- Measure REC 2.0: Enhancing the capacity to process asylum applications, including by conducting interviews and drafting opinions; and
- Measure REC 2.1: Enhancing the capacity to manage the reception of applicants.

Malta ⁽¹⁵⁾ – satisfaction rate

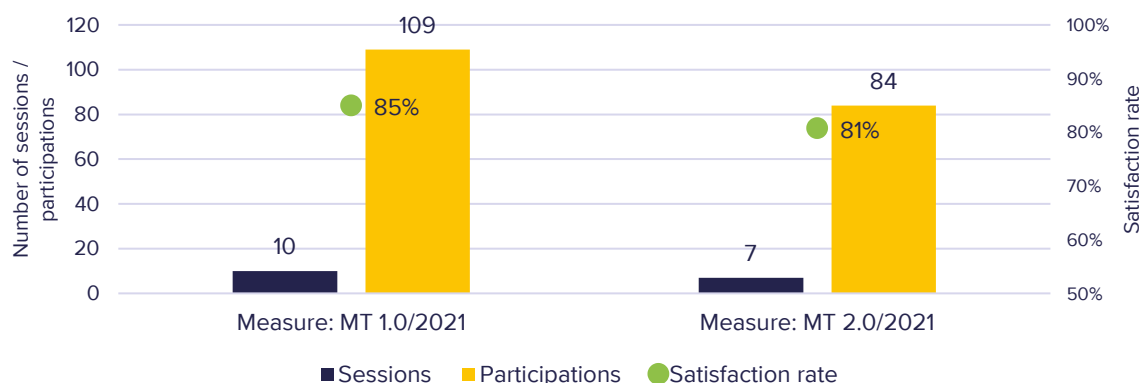


Figure 61: Number of sessions, participations and satisfaction rate, sessions under operational training Malta 2021

The data indicates that the satisfaction rate for training along both measures ranged from 81-85 %, with the satisfaction rate for measure 1 training being marginally higher. The training delivered under measure 1 was attended by 16 participants per session, on average, with a range of 10-22 in attendance per module. For measure 2, the ‘Trafficking in human beings’ module was the most attended and gained a satisfaction rate of 86 % across 32 participations. In contrast, the ‘Reception of vulnerable persons (block A)’ module had the lowest satisfaction rate of 66 % across 19 participations.

2.2.4 Satisfaction rate (delivery type)

Figure 62 provides an overview of the satisfaction rate per delivery type, including ‘webinar only’, ‘online and webinar’, ‘online and face-to-face’, and ‘online only’. Due to the COVID-19 pandemic, there were only three full face-to-face sessions in 2021 and these have been omitted from the chart due to the unrepresentative sample size.

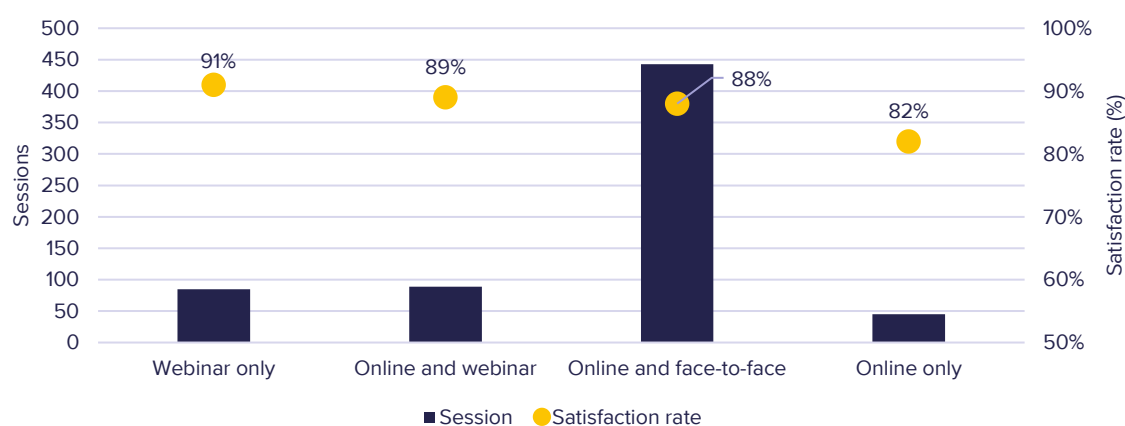


Figure 62: Sessions and satisfaction per type of delivery, 2021

The chart shows that ‘webinar only’ was the most popular mode of delivery in 2021, gaining a 91 % satisfaction rate across 85 sessions. It was followed by ‘online and webinar’ (89 %

⁽¹⁵⁾ The Malta OP included two measures, with training carried out in support of both measures:

- Measure MT 1.0: Improve access to asylum procedure in Malta and increase capacity to manage the asylum backlog at first instance determination;
- Measure MT 2.0: Enhance capacity of Maltese authorities to implement reception standards in line with CEAS.



satisfaction rate across 89 sessions), 'online and face-to-face' (88 % satisfaction rate across 443 sessions) and 'online only' (82 % satisfaction rate across 45 sessions).

The data shows that 'online only' sessions (without a trainer) achieved slightly lower satisfaction rates (although still within the 80 % satisfaction rate target) than sessions with a trainer, with 'webinar only' achieving the highest satisfaction rates of all modes of delivery.





3 In the spotlight

3.1 Restructuring the Training Curriculum

The Agency continued to align its training with European standards in the field of higher education. A new design methodology was fully implemented during the ongoing restructuring of the curriculum. By using a learner-centred approach when developing new modules and upgrading existing ones, learning outcomes are defined to closely reflect the actual tasks that learners perform and overlap of content is eliminated. This enables more flexible learning pathways. Assessments are incrementally being developed and made available on a voluntary basis. The first assessments were piloted in the fourth quarter of 2021.

3.1.1 Restructuring of the core modules for learners

The restructuring of the training modules **‘Inclusion’**, **‘Asylum interview method’** (formerly ‘Interview techniques’), and **‘Evidence assessment’** was completed in preparation for the launch of the first recognition of prior learning (RPL) assessment sessions. The restructured core modules are now an integral part of the European Asylum Curriculum (EAC) ⁽¹⁶⁾ and provide learners with the essential knowledge and skills to perform their tasks as caseworkers. Any possible overlap was taken out, formative assessments to prepare learners for the summative assessment were introduced and content was updated where needed.



3.1.2 Development of foundation modules

The Agency completed the development of new foundation modules. These modules will provide basic and transversal knowledge and skills that can then be applied to the entire EAC and will include the following modules.

Introduction to the legal framework on fundamental rights and international protection in the EU.

Adapting 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 targets practitioners working at different

⁽¹⁶⁾ The European Asylum Curriculum is the name for the EUAA training curriculum.



stages of the asylum process. It aims to provide learners with knowledge about the most relevant fundamental rights in the context of international protection in the EU, namely *non-refoulement* and the right to asylum. There is also a general overview of the main provisions of the CEAS legal instruments. It is fully automated and assessed online through a number of multiple-choice questions.



Introduction to ethical and professional standards

This module is targeted at learners working both in the field of asylum and reception, introducing the fundamental principles of professional standards, ethical codes and values in the context of international protection. The module provides learners with the principles of confidentiality, accountability and professional behaviour to ensure a professional and respectful service in the workplace. The scenario-based assessment is performed online with multiple-choice questions.

Introduction to communication for asylum and reception practitioners

The module equips asylum and reception practitioners with basic communication skills to perform their daily duties and interact with a diverse range of stakeholders within the context of migration. The module takes 4 hours to complete and is delivered and assessed online.



Introduction to vulnerability

The development of this module began in 2021 and will be completed in the first quarter of 2022. This new training module includes content from existing modules of the curriculum. It targets practitioners working at different stages of the asylum process who might encounter potentially vulnerable applicants. It aims to provide learners with the knowledge and skills to promptly identify applicants for international protection who may be vulnerable and may have special needs. It is fully automated and assessed online, with a number of multiple-choice questions and a video where learners need to identify indicators of special needs.



3.1.3 Reception path

In 2021, EASO started to develop several new training modules which will form part of the learning path for reception officials.

Introduction to reception

This module explores the concept of reception as an integral part of the asylum process in MS, aiming to equip learners with the knowledge to perform basic tasks in a reception facility related to the arrival, stay and end of reception for an asylum applicant. The module will be delivered online.

Conflict management and mediation in reception

The module covers the fundamentals of conflict management in the context of reception. The learners will learn about resolution and mediation techniques applicable to reception-related conflicts. During the online studies and practical exercises during a face-to-face session, the learners will discover techniques to de-escalate reception-related conflicts as well as how to resolve and prevent them.

Psychosocial support and guidance in reception

This module introduces the key stressors and most common psychosocial problems associated with asylum applicants in reception facilities. It also enables the learners to use a method to develop basic psychosocial support interventions in the context of reception. The module will be delivered online and complemented by a face-to-face session.

Management in the context of reception

The module is aimed at managers (directors, team leaders) working in reception. It covers a range of topics relevant for the target group, for example management and leadership, managing daily work and the working environment, managing teams and coaching people and managing quality. The module is delivered online and complemented by a webinar.

3.1.4 Courses for trainers

The first thematic training for trainers of its restructured curriculum: **‘Asylum core’**, will be launched in April 2022. It targets experienced trainers of the core modules for caseworkers: ‘Inclusion’, ‘Asylum interview method’ and ‘Evidence assessment’. ‘Asylum core’ focuses on strategies and methodologies to be applied by trainers when delivering the core modules. It is specifically designed for trainers and therefore does not cover new concepts or new knowledge – but supports trainers in how to better address the most common challenges faced by learners of the core modules. ‘Asylum core’ will involve online studying and a 1-day face-to-face session, but will not be assessed.

The following modules for trainers were also developed: ‘Becoming an EASO trainer’, ‘Becoming an EASO assessor’ and ‘Introduction to coaching’.

Becoming an EASO trainer

The Agency completed the revision and refreshed the content of the module ‘Introduction to didactics’ to better equip future trainers to successfully deliver training modules. Two modules complement these skills by supporting trainers and guiding them in their new roles as assessors/verifiers and coaches.





Becoming an EASO assessor

The module is designed to strengthen trainers' capacity to grade assessments and provide feedback to learners who opt to take the assessed version of a module. It also ensures a fair and robust process by preparing assessors to also verify that grades awarded meet pre-defined standards. This module was launched in the third quarter of 2021 and more sessions are planned in 2022. This training module is assessed at the end of the online learning.

Introduction to coaching

This module was developed to further strengthen experienced trainers' skills in coaching. It enables them to better support learners and fellow trainers to reach their goals and achieve their potential. The module will equip experienced trainers with a set of coaching tools and techniques to be applied when training trainers and coaching learners alike.

3.1.5 Development of the modules 'Applicants with diverse SOGIESC' and 'Victims of gender-based violence'

Applicants with diverse sexual orientation, gender identity and expression and sex characteristics

The module aims to provide learners with the necessary knowledge of potential issues faced by applicants with claims for international protection based on SOGIESC. The learners will be able to analyse the potential needs and adopt a sensitive approach when dealing with lesbian, gay, bisexual, trans, non-binary, intersex and queer applicants in the whole asylum process. The module will be delivered online and complemented with a face-to-face session/webinar.

Victims of gender-based violence

This module will provide learners with the necessary knowledge and skills to identify elements of gender-based violence. It will guide them towards understanding the potential needs of the victims of gender-based violence in asylum contexts, in order to respond to those needs. The module will be delivered online and complemented with a face-to-face session/webinar.

3.1.6 Upgrade of the 'Trafficking in human beings' module

The module aims to provide learners with the necessary knowledge of the legal instruments relevant to trafficking in human beings and the skills needed to identify potential victims of trafficking and consider the appropriate action to take; either through referral or by supporting their specific needs in line with the legal obligation under Directive 2011/36/EU (the anti-trafficking directive). The module will be delivered online and complemented with a face-to-face session/webinar.





3.2 e-Learning user experience

3.2.1 A new user interface for the EASO Learning Management System

The Agency implemented a new visual theme to improve usability, accessibility and overall user experience. The changed look and feel occurred in parallel with the upgrade to the latest long-term supported version of our LMS.

Usability improvements implemented within e-learning modules

Improvements include reducing the number of clicks/steps required to reach a specific content page. In parallel, rules-based access was introduced to encourage users to complete an activity before moving to the next one. This facilitates the learning flow and prevents the learner from skipping crucial content. The ‘Becoming an EASO trainer’ module was redesigned with the following improvements:

- an end-to-end learner-centred approach;
- increased personalisation of the experience by challenging learners with realistic, interactive scenarios (challenge → choice → consequence);
- storytelling technique using animated virtual characters;
- increased engagement thanks to game-based learning elements (progress bars, levels, points, badges, etc.) that enrich user–content interactions.

3.3 Learning technologies ecosystem

In 2021, TPDC introduced the concept of a learning technologies ecosystem to define a system of systems encompassing all the integrated tools, platforms, automated workflows, digital services and other components that support the management of online modules, courses and programmes, including their design, production, delivery and learner experience analysis.

3.3.1 Service desk optimisation

The TPDC transitioned from using a conventional functional mailbox for the helpdesk function to a fully-fledged ticketing and issues management system. The purpose of the transition was to improve issue tracking, monitor the workload of upcoming requests and issues from internal and external stakeholders and generate reports.

3.3.2 Stakeholders contact management

The stakeholder contact management system was adopted to improve communication with stakeholders. A number of email campaigns have been successfully carried out, reaching different training stakeholders using mass email, follow-up reminders, calls for action, surveys, etc. For example, the tool was crucial in reaching out to all the LMS users (over 13 000 users) and alerting them to a system interruption and related downtime. Built-in analytics tools have been used to monitor effectiveness of ongoing communications and actions.



3.4 Permanent support – Country Desk Coordinators

Stronger, more targeted cooperation with Member States is of key importance for the Agency. In this regard, a network of TNCPs at the level of asylum authorities are nominated by their respective administrations to act as liaisons on training matters. An additional significant step in strengthening direct collaboration with Member States in the area of training is the introduction of the role of **‘Country Desk Coordinator’**.

These new coordinators are all experienced in-house trainers who essentially act as the main point of contact for TNCPs on asylum and reception. Each coordinator is responsible for a geographical region or a group of countries, based on their knowledge and experience of the asylum and reception context, as well as the overall training systems in that specific area.



In line with their role, the coordinators work towards developing close communication with each TNCP in their region of responsibility to promote training, support the design and implementation of specific training plans that are tailored to the national context or facilitate training planning and regional training initiatives.

From June 2021 onwards, bilateral meetings took place

between the TNCPs on asylum in each Member State and their respective Country Desk Coordinators, primarily to introduce the new role and kick off the collaboration. These meetings also included discussions about the transition towards certified training, updating the pool of national trainers and information-related needs.

During these bilateral meetings, the appointment of Country Desk Coordinators was overall considered as a very welcome development, as it was seen as contributing to a highly structured and effective approach to the support provided in the area of training.

The coordinators have become the key point of reference for all country-specific questions related to training planning and implementation. It is worth noting that exchanges with national contact points also focused to a large extent on issues pertaining to the rules and processes applicable to the certification of national trainers (in particular for core modules).

Considering the establishment – towards the end of 2021 – of a network of reception TNCPs, the role of Country Desk Coordinators is also extended to facilitating communications and supporting training initiatives or planning in relation to reception, in their region of responsibility. As such, bilateral communication is ongoing between CDCs and TNCPs representing the reception authorities in each administration.

3.5 Focus on reception

Reception has always been an important building block of the CEAS ⁽¹⁷⁾; On 18 March 2021, the Management Board adopted the EASO Strategy on Reception, in response to requests from EU+ countries for operational and technical support on the reception of asylum seekers. It provides a comprehensive framework for the agency to further increase its capacity and expertise to respond to EU+ countries' needs in the field of reception, through permanent technical support, training and operational interventions.

3.5.1 Training modules and increased interest from EU+ countries

The Agency provides reception authorities in EU+ and non-EU countries, with training curriculum modules as well as ad hoc / tailor-made training, specifically focused on reception. In 2021, significant developments were made, such as expanding the reception-related training offer. Increased demand for participation in reception training, is another noteworthy achievement. The **'Reception'** module was one of the most popular (top five) in terms of participations, alongside the core modules and 'Interviewing vulnerable persons'.

The two modules focused on vulnerable persons in the context of reception (**'Reception of vulnerable persons' – blocks A and B**), finalised in 2020, also attracted a significant number of participations. The modules support reception officials to outline vulnerability indicators, categories of vulnerable persons and the implications (impact) of vulnerabilities for special reception needs, and to assess applicants' special reception needs as well as design and review asylum applicants' personal reception plans in the context of existing and evolving vulnerabilities.

'Management in the context of reception', which was added to the curriculum in 2021, was rolled out, aiming to develop competencies of managers that would improve quality and efficiency in reception, in line with European standards.



3.5.2 The network of TNCPs for reception

The Agency has a well-established network of national contact points for training, nominated by Member State asylum authorities. They act as liaisons with their respective administrations and centralise communications between other national entities and the Agency on training-related matters ⁽¹⁸⁾. EU+ countries also participate in training activities and are represented by their TNCPs.

⁽¹⁷⁾ The 2015 European agenda on migration underlined the importance of reception systems to a more effective European asylum policy, as did the 2016 and 2018 proposals for CEAS reform tabled by the European Commission. The New Pact on Migration and Asylum, presented by the Commission in September 2020, indicated the adoption of the revised Reception Conditions Directive and the new EUAA regulation as immediate priorities.

⁽¹⁸⁾ TNCPs play a key role in the nomination of EASO trainers and content experts, in establishing training needs, coordinating training delivery and participating in training evaluation and addressing issues to continuously enhance the quality of training for the purposes of implementing CEAS.

The Agency has now established a network of TNCPs on reception. This is in recognition of the essential role of reception authorities in the effective functioning of the CEAS and the importance of involving such authorities in regular consultations. This will facilitate regular exchanges on good practices and common challenges; building a stronger cooperation and facilitating more targeted support in terms of training.

3.6 Operating plan Spain – special support on reception

3.6.1 How training was developed and delivered in Spain

The reception system in Spain is mixed and consists of a public network of migration centres and reception facilities as well as ministry-funded programmes for asylum applicants run by NGOs, who manage more than 95 % of the reception places in Spain. Taking into consideration the national system and operational context – namely the need to respond to the training needs of a large number of front-line staff – the Agency



proposed the creation of a training working group, under the coordination of EASO and with the participation of the most relevant actors on the ground: national authorities (SEM), NGOs, UNHCR and IOM. This working group served as a platform for identifying, planning, developing and implementing training activities, in particular for the Canary Islands. The group yielded very positive results in a very short period of time. It led to the creation of a fully-fledged induction course on reception, for the first time in Spain, with contextualised learning units which include the most relevant matters in the current context of reception and interactive training activities based on real scenarios. All group members recognised that the joint development and implementation process had been as important as the final product.

Induction course on reception

The induction course on reception aimed to respond to the need of introducing new reception staff (reception officers, managers, social workers, educational assistants, cultural mediators, etc.), both working on the ground but also in central services, to the legal principles, standards and procedures in reception according to Directive 2013/33/EU (the Reception Conditions Directive) and national law. Throughout the year, the induction course was followed by almost 300 participants between the central level (two courses were delivered to newly recruited reception officials in Madrid) and nine courses to Canary Islands first-line staff. According to the participants' evaluations in the Canary Islands, the average satisfaction rate reached 92 %.

At the central level, the support of the technical government staff in international protection programmes and the engagement of the planning sub-directorate were key to plan, prepare, develop and deliver specific tailor-made courses for different target groups, such as gender-based violence in reception centres or communication and information provision in reception.



3.6.2 Coaching in operations – focus on cooperation with Greece

On-the-job coaching is an experiential learning method directly concerned with the improvement of performance and the development of skills by a form of tutoring or instruction. It guides the participants to:

- identify their strong and weak points and set concrete goals for working efficiently and in line with good practice;
- improve their skills in the relevant tasks they need to perform as asylum officials;
- increase their competences, commitment and confidence.

Coaching is based on reviewing the work the asylum officials have conducted themselves. . This approach gives participants the opportunity to discuss challenges they dealt with and receive feedback both from colleagues but also from their coaches in a safe learning environment, where all questions and topics can be addressed in a conversational but focused learning environment. They can also clarify topics that still remain unclear, building on the knowledge and skills already acquired

During 2021, the Agency implemented a joint training plan, which focused on increasing the number and specialised areas of training delivered together with the Greek Asylum Service under the OP for Greece. .One of the main training activities included in the plan was on-the-job coaching, which aimed at supporting more than 600 GAS caseworkers and EASO temporary staff working on the ground as caseworkers. Delivery was implemented jointly throughout the year to both local and EASO personnel working together within the national system. This collaborative approach built on the experience which Greek asylum officials have gained over the past few years and combined with the increasingly specialised EU-level training on the legal and procedural requirements of the CEAS.

Coaching was structured in two rounds of coaching sessions, with the first one covering horizontally the core areas of the asylum procedure, namely interviewing techniques and decision drafting, while the second one targeted the thematic area of the individualised assessment in the context of the admissibility procedure.

Due to the suspension of all face-to-face training activities, these coaching sessions took place virtually.



3.7 Training needs analysis and training evaluation

In July 2021, the Agency completed the development of two methodologies regarding training needs analysis (TNA) and training evaluation (TE). The methodologies were defined as part of the ongoing transition to implementing the Training Quality Assurance Framework, aimed at aligning training with ESG 2015. These standards and guidelines require that educational institutions ensure that the training they provide responds to the needs of students and society, and that they monitor and periodically review their training offer with a view to its continuous improvement.

The two methodologies include all training which is currently available as well as other training that could be developed under the European Sectoral Qualifications Framework for Asylum and Reception Officials (ESQF). They are also flexible enough to be implemented in the different contexts in which training is delivered (including operations and non-EU country support). Their flexibility also allows for their use during situations that either require a rapid response or in-depth analysis.

More specifically, the TNA methodology introduces a research element into the migration and asylum context of the collaborating Member States and also provides for quality reviews on a voluntary basis. The TE methodology has, on the other hand, identified the data sets that need to be collected in order to feed into ongoing monitoring activities, as well as the collection methods. That data, as well as any other data that might be required depending on the training activities being evaluated, feed into periodic *ex post* evaluations of training activities. The methodology allows the Agency to report on the basis of the different evaluation frameworks to which it may be subject.

The main deliverables of the project are two comprehensive manuals – one for each methodology – explaining how TNAs and TEs are to be carried out. The manuals were finalised in August 2021 and are available for use by Member States on a voluntary basis to identify training needs or evaluate national training.

3.7.1 Implementation of the TNA methodology

The Agency implemented parts of the TNA methodology in 2021, namely during the rapid TNA that was conducted in Cyprus and Lithuania.

In the context of the TNA Cyprus, desk and field research as well as interviews and focus group discussions, were conducted based on the TNA methodology manual. In the context of the TNA Lithuania, the Agency used the flexibility aspect of the TNA methodology and adapted it to the specific circumstances that applied in this case. In this regard, all the stages of the TNA methodology were incorporated into a survey that was disseminated to the asylum and reception officials who were the target groups of the specific exercise.

3.7.2 Training evaluation methodology

The TE methodology consists of four phases: initiation, preparation, execution, and follow-up. The phases progress sequentially through pre-defining the objectives of the evaluation, specifying the criteria to be evaluated (evaluation matrix), gathering and analysing the data, and finally, disseminating the results and acting on the recommendations made.

The TE methodology essentially allows the Agency to objectively evaluate its training, using pre-defined evaluation criteria to compare the actual outcomes with the expected results. This evaluation enables a systematic, reflective and evidence-based judgement of the training intervention. The findings and recommendations can then contribute to continuous improvement of training quality and relevance.

The TE methodology feeds into periodic ex-post evaluations of training activities, which is essential for alignment with European standards in the field of education (ESG 2015) as well as internal ex-post controls. The related manual includes a detailed guide to carrying out the evaluation as well as templates of feedback forms and indicators.

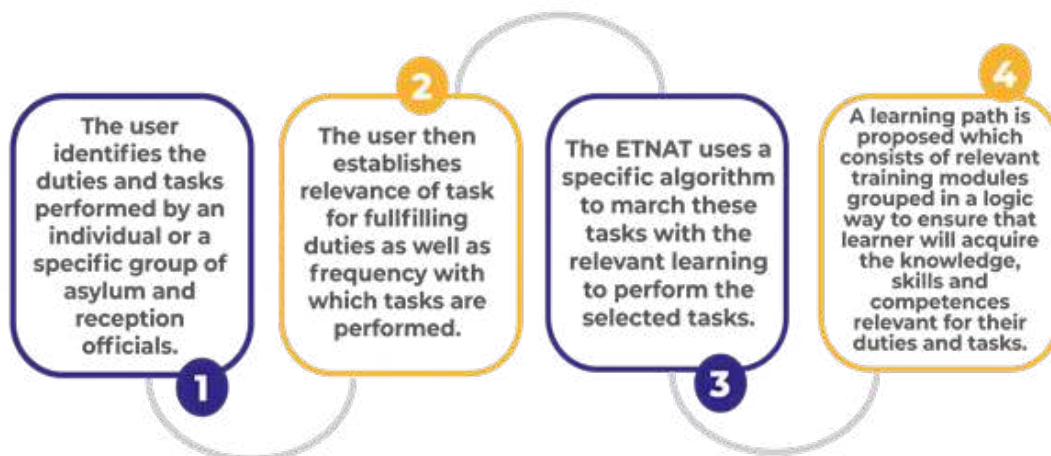
3.8 Training quality – towards accreditation

The Agency continues to enhance its compliance with European quality standards in the area of higher education with the aim to become legally recognised as an educational and/or vocational training provider that is licenced and able to award partial and full qualifications that are referenced to the European Qualifications Framework (EQF).

3.9 ETNAT – evaluation of pilot

EASO has developed an interactive and user-friendly tool for TNA. The 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 EUAA ⁽¹⁹⁾ Training Needs Analysis Tool (ETNAT).

The objective of the ETNAT tool is twofold: it supports asylum and reception officials to perform their tasks by providing learning paths and helps MS administrations to identify gaps in training required by asylum and reception officials to perform their tasks efficiently, consistently, and in line with CEAS implementation.



In 2021, TPDC assessed the ETNAT pilot version in collaboration with eight participating Member States that assisted in further improving the features of the tool and ensuring its maximum usability and added value.

The collaborating MS were Belgium, Germany, Greece, Poland, Portugal, Slovenia, Slovakia and Finland. The diversity of their asylum and reception administrations enabled the

⁽¹⁹⁾ Previously called the EASO training needs analysis tool.

Agencyto understand ETNAT's flexibility and ability to benefit both small and large structures, with employees tending towards more specialised or versatile roles and responsibilities.

The pilot phase included bilateral meetings with each of the participating administrations who had engaged their human resources employees, managers and individual asylum and reception officials, with the aim of obtaining tailor-made learning paths according to their specific profiles.

In total, 289 users were registered in the ETNAT pilot, of which 247 asylum and reception officials, 31 managers and 11 human resources officials. The participants were asked to follow the necessary steps in order to obtain their learning path and provide feedback that allowed an evaluation of the usability and the accuracy of ETNAT's content and enhance its quality.

The evaluation identified that 82 % of users agreed that the ETNAT pilot version is user-friendly, 82 % indicated that it is useful and 78 % declared their intention to use the full ETNAT version in the future. In addition, 83 % of managers and human resources participants agreed that they would use the suggested learning paths in the full ETNAT version to plan staff training in their organisation. Furthermore, 83 % of asylum and reception officials participants indicated that they would use these paths to plan their training and 80 % of asylum and reception officials participants declared that they would share the suggested learning paths of the full ETNAT version with their line managers..

3.10 Launch of the ESQF toolkit

The European Sectoral Qualifications Framework (ESQF) is a practical tool that offers a comprehensive overview of the competences that officials working in the sector require to carry out their duties and tasks and the corresponding learning that will support them to do their jobs effectively. The framework is used extensively by the Agencyto inform a learning outcomes approach to training. It supports the implementation of our training and learning strategy, which strives to put learners at the centre of our training activities by enabling more flexible learning pathways and ensuring an authentic vocational focus. The framework is an integral part of the TNA methodology (see above) and the starting point for the design and development of modules. It also informs valid assessment strategies used to verify that learning outcomes have been achieved.

However, the scope of the framework is wider and can be used by any stakeholders who are involved in asylum and reception training. To accompany the practical use of the framework, the Agency has published the 'ESQF toolkit' which provides a range of supporting documents. A brochure containing the matrices is accompanied by a practical guide giving detailed information about the framework and its uses. There are two posters for a rapid overview of how to use the ESQF throughout the





training cycle and two pocketbooks: 'Q&A' and 'Using the ESQF in practice'. All of the elements are included in a hardback folder.

The toolkit has been shared with Member States and is available online in digital format. A full launch will take place in 2022 when a re-edition of the ESQF Toolkit will be made available in all languages after having been updated to reflect any changes which may occur under the new EUAA mandate.

The occupational and educational standards are available in all MS languages.



4 Assessments

In 2021, the Agency introduced assessments as a means to measure the achievement of the learning outcomes of their training. Certifying the successful completion of a learning unit benefits learners by allowing them to demonstrate that they achieved the learning outcomes. It also benefits the asylum and reception administrations that employ them, by showing that the learners have the knowledge, skills and competences to perform their duties and tasks effectively.



Assessments remain a voluntary option. However, they give learners the opportunity to demonstrate that they have achieved the learning outcomes of a module – learning outcomes that are closely mapped to the performance of their jobs. In the context of vocational training, this information enables an employer to have confidence that their staff can carry out their duties according to good practice and in line with CEAS. Therefore, we differentiate between non-assessed learning – where the learner receives a certificate of attendance – and assessed learning, which we refer to as certified training.

Our first priority was to support our existing trainers to become certified, in order to have sufficient capacity to deliver assessed modules. The certification process for existing trainers will

remain voluntary. This means that during and after the transition, there may still be certified and uncertified trainers. However, only certified trainers will be able to deliver certified sessions.

The certification process started with in-house trainers, who have successfully passed assessments and are now certified trainers. This involved following the new ‘Becoming an EASO assessor’ module, and – for a number of trainers – sitting for pilot RPL assessments in the core modules. This process has now been rolled out in Member States and the first sessions of assessments and ‘Becoming an EASO assessor’ took place at the end of 2021.

For those learners who opt to take assessments, there is publicly available information about procedures such as how to make an appeal and also the protocol to follow when taking part in a remotely invigilated assessment..

4.1 Designing assessments

As part of the restructuring of the curriculum, the Agency designs and develops assessments to measure the achievement of the module learning outcomes. The assessment strategy is designed to be a realistic reflection of the tasks and duties of the asylum and reception officials, measuring the knowledge, skills and competency learning achieved in the training module.



In 2021, the Agency prioritised the design and development of summative assessments of the core modules 'Inclusion', 'Asylum interview method' (formerly known as 'Interview techniques') and 'Evidence assessment'. Internal pilots of assessments were carried out, including in-house tests and tests of the online platform, to make sure that the assessments accurately measured the learning outcomes of the module, all while checking that the digital experience was up to standard.

In parallel, TPDC prioritised the development of a training module specifically designed for providing future assessors with the necessary knowledge and skills for their tasks, namely 'Becoming an EASO assessor'. Development included a specific assessment composed of multiple-choice questions and practical tasks of grading when acting as an assessor and a verifier.

4.2 Providing a solution for online remote invigilation

Part of the certification process was to set up remotely invigilated assessment sessions. In total, the Agency ran:

- three pilot sessions;
- four 'Becoming an EASO assessor' sessions;
- five assessment sessions on 'Inclusion', 'Asylum interview methods' and 'Evidence assessment'.

In all, 38 participants were certified in these topics (including six with '*distinction*').

These sessions allowed the AgencyC to gain a better understanding of the advantages and limitations of adopting remote invigilation for summative assessments. They were followed by fruitful discussions that led to a better overall assessment offer.

The roll-out of assessments started with EASO staff working as in-house trainers. The EASO colleagues conducted the first set of pilot assessments during the spring of 2021 and shared important feedback based on their experience, allowing for the fine-tuning of the process.

Towards the end of 2021, a roll-out for MS trainers was also carried out, while discussions with trainers from national administrations, about the certification process, were ongoing.

From the perspective of trainers, understanding of what assessments represent, their scope in the certification process, and their overall importance both to the individual, as well as their organisation, is essential.

As the assessments had been newly introduced, the Agency provided support to make sure that candidates felt fully prepared. Informative sessions were held before the summative assessments of 'Becoming an EASO assessor' and the 'Recognition of prior learning' assessments for 'Inclusion', 'Asylum interview method' and 'Evidence assessment'.

The aim of these short informative sessions was to present the structure of the summative assessments and focus on information, which is important for the candidates to know in advance (duration of the assessment, material allowed during the assessment, types of questions and layout of the assessments). At the end of each session, there was time allocated for questions and answers to clarify any other matters. The sessions were open to the learners who registered for either the 'Becoming an EASO assessor' or the RPL assessments for 'Inclusion', 'Asylum interview method' and 'Evidence assessment'.



While opting to take an assessment (for the modules where this is currently possible) requires some preparation and effort, the assessment process as such has to be perceived as the logical step of a learning process, allowing learners and future trainers to show they have achieved learning outcomes of a training module and to gain increased confidence in their own abilities and skills regarding a specific training content.

4.3 Assessments – assuring quality

Throughout the year, the Agency continued towards its goal of achieving full compliance with ESG 2015, which is the basis for fulfilling our commitment to high quality. Assuring high quality training is facilitated by consistent and comprehensive development and implementation of the Training Quality Assurance Framework and the corresponding Training Quality Assurance Handbook, which sets out our internal training quality assurance system. The composition and principles of the system follow the quality standards relevant for ensuring that the levels of training provided, along with assessments, are consistent with the levels indicated in the ESQF, which in turn are aligned to the European Qualifications Framework.



5 Future focus

5.1 EASO becomes EUAA

On a final note, it is worth reflecting on past achievements but also on upcoming changes and opportunities.

The establishment of a European agency for asylum had been under discussion since 2016, when the European Commission put forward a wide-ranging European asylum package. At the end of June 2021, a political agreement was reached that established the European Union Agency for Asylum (EUAA).

The new EUAA mandate will result in numerous benefits to the proper implementation of the CEAS. In the new mandate, 'training' is explicitly mentioned, including training in reception-related areas. With the formal signing by co-legislators on 15 December 2021 and publication in the *Official Journal of the European Union* on 30 December, Regulation (EU) 2021/2303 ⁽²⁰⁾ concerning the establishment of a European Union Agency for Asylum entered into force. The new regulation strengthens the agency's mandate in the area of training (see Article 8 below).

In relation to reception, the mandate provides a solid ground for providing more support and for developing and implementing additional training in the field of reception, in response to the emerging needs of both EU+ and non-EU countries.

Following the related mention in the regulation, the EASO Training Curriculum has been renamed the European Asylum Curriculum. Coincidentally, this was the name of the curriculum taken over by EASO in 2011.

⁽²⁰⁾ <https://eur-lex.europa.eu/legal-content/EN/TEXT/HTML/?uri=CELEX:32021R2303&from=EN>



*Article 8***Training**

1. The Agency shall establish, develop and review training for members of its own staff and members of the staff of relevant national administrations, courts and tribunals, and of national authorities responsible for asylum and reception.
2. The Agency shall develop training as referred to in paragraph 1 in close cooperation with Member States and, where appropriate, with the European Border and Coast Guard Agency, the European Union Agency for Fundamental Rights [...], and relevant training entities, academic institutions, judicial associations, training networks and organisations.
3. The Agency shall develop a **European asylum curriculum** taking into account the existing cooperation within the Union in the field of asylum in order to promote best practices and high standards in the implementation of Union law on asylum.

Member States shall develop appropriate training for their staff pursuant to their obligations under Union law on asylum on the basis of the European asylum curriculum and shall include core parts of that curriculum in that training.
4. The training offered by the Agency shall be of high quality and shall identify key principles and best practices with a view to ensuring greater convergence of administrative methods, decisions and legal practices, while fully respecting the independence of national courts and tribunals [...]
5. The Agency shall provide general, specific or thematic training as well as ad hoc training activities, including by using the ‘train the trainers’ methodology and e-learning.
6. The Agency shall take the initiatives necessary to verify and, where appropriate, ensure that the experts, including experts not employed by it, who participate in asylum support teams have received the training relevant to their duties and functions that is necessary for their participation in the operational activities organised by the Agency.

The Agency shall, where necessary and in advance of or upon deployment, provide the experts referred to in the first subparagraph with training which is specific to the operational and technical assistance provided in the Member State concerned (the ‘host Member State’).
7. The Agency may organise training activities on the territory of a Member State or a third country in cooperation with that Member State or third country.



5.2 Towards an EUAA Academy

Following Article 8(4) of the EUAA regulation, assuring and further enhancement of high-quality fit-for-purpose training is the overarching principle of all EUAA training activities. This aim will be achieved by the appropriate application of TPDC's efforts on the main aspects constituting high-quality training:

- quality of content – fit-for-purpose design of the training activities;
- quality of delivery and learners' experience;
- quality of outcomes – reliability, consistency and comparability of the training outcomes regardless of the place and mode of delivery.

Moreover, all of the significant and dynamic changes, developments and improvements in the area of EUAA training design, delivery and quality assurance will enable us to achieve another strategic goal. This is the establishment of the EUAA Academy – a fully and officially recognised qualifications provider. This status will greatly improve learners' experience by facilitating official recognition of EUAA training outcomes – such as certificates, qualifications and degrees – across all MS and beyond.

To achieve this aim, the EUAA must undergo an independent external accreditation procedure, performed by an external quality assurance agency compliant with ESG 2015, following one of the Member State legal frameworks for qualification providers. Accomplishing this goal will be a challenging journey with multiple milestones to be achieved on the way. Some of these – such as establishing the ESQF and introducing learning outcomes into module design and assessments – are already achieved. However, the final ones are still ahead of us.

A feasibility study report was finalised providing analysis of the procedures and legal requirements for becoming an education and training provider in at least one Member State, fully aligned with the ESG 2015. The research was carried out in two stages. First, a wide screening of national qualifications frameworks and corresponding legislation in all the 27 Member States, including sub-national systems (where applicable), was carried out against the set critical factors for becoming a legally recognised qualifications provider. On conclusion of this first stage of the feasibility study report, a short list of eight Member State systems was drawn up for further in-depth analysis.

The short-listed Member State systems were then analysed by applying a set of specific criteria defined for in-depth research, enabling the EUAA to determine the most suitable legal framework to apply for the status of the higher and further education institution – and thus become the EUAA Academy.

The final steps of the EUAA Academy establishment and accreditation process will be completed by 2024.



6 Annexes

Annex 1: New releases in 2021

New releases in 2021

Development of new modules in 2021	'Management in the context of reception'
Upgrading of modules in 2021	'Exclusion' module: now called 'The application of the exclusion clauses to persons undeserving international protection' 'Evidence assessment' module

New translations in 2021

Reception: Lithuanian and Spanish

Communication and information provision to asylum seekers: Greek and Lithuanian

Reception of vulnerable persons (block A): Greek, Lithuanian and Spanish

Reception of vulnerable persons (block B): Czech, German, Slovak and Spanish

Identification of potential exclusion cases: German, Greek and Polish

Interviewing children: German, Polish and Arabic

Interviewing vulnerable persons: Arabic

End of protection: French, German and Polish

Registration of applications for international protection: Greek, Albanian and Bosnian

Introduction to international protection: Greek

Evidence assessment: Albanian and Macedonian

Exclusion: German, Polish and Slovenian

Gender, gender identity and sexual orientation: French

Resettlement: Spanish

Trafficking in human beings (levels 1 and 2): Arabic

Trafficking in human beings (level 1): Spanish

Trainers' manual for virtual delivery of 'Identification of potential exclusion cases': German

Trainers' manual for virtual delivery of 'Exclusion': German and Slovenian

Trainers' manual for virtual delivery of 'Reception of vulnerable persons (block A)': German, Slovak and Spanish

Trainers' manual for virtual delivery of 'Reception': Lithuanian

Trainers' manual for virtual delivery of 'Trafficking in human beings'(level 1): Spanish

Trainers' manual for virtual delivery of 'Trafficking in human beings': Arabic



New publications in 2021

Handbook on '**Reception**': Lithuanian and Spanish

Handbook on '**Reception of vulnerable persons (block A)**': Greek, Lithuanian and Spanish

Handbook on '**Reception of vulnerable persons (block B)**': Czech, German, Slovak and Spanish

Handbook on '**Identification of potential exclusion cases**': German, Greek and Polish

Handbook on '**Interviewing children**': German, Polish and Arabic.

Handbook on '**Interviewing vulnerable persons**': Arabic

Handbook on '**End of protection**': French, German and Polish

Handbook on '**Introduction to international protection**': Greek

Handbook on '**Evidence assessment**': Albanian and Macedonian

Handbook on '**Exclusion**': German, Polish and Slovenian

Handbook on '**Gender SOGI**': French

Handbook on '**Trafficking in human beings**' (levels 1 and 2): Arabic

Handbook on '**Trafficking in human beings**' (level 1): Spanish

Modules built in the LMS in 2021

Gender SOGI: French, Polish and Slovak

Interviewing vulnerable persons: Greek, Polish, Portuguese and Macedonian

Management in the asylum context: English

Introduction to international protection: German, Greek, Polish and Spanish

Registration of applications for international protection: German, Greek, Albanian and Bosnian

Reception: Croatian and Spanish

Dublin III Regulation: French

Management in the context of reception: English and Spanish

Reception of vulnerable persons (block A): Czech, German, Greek, Lithuanian, Slovak and Spanish

Interpreting in the asylum context: Croatian and Dutch

Fundamental rights and international protection in the EU: Polish

Evidence assessment: English, Albanian and Macedonian

Trafficking in human beings (levels 1 and 2): Slovak and Arabic

Identification of potential exclusion cases: German, Greek and Polish

End of protection: French, German, Polish and Romanian

Reception of vulnerable persons (block B): Spanish

Resettlement: Spanish

Exclusion: German, Polish and Slovenian

Trafficking in human beings (level 1): Spanish



Annex 2: Handbooks available to learners

Between 2012 and 2021, handbooks for 21 modules were developed, all in English. Thirteen of these are also available in other EU languages and in Arabic, Macedonian, Russian and Turkish. The table below provides details of the various language versions available.

Modules	Languages
Common European Asylum System	English
Dublin III Regulation	Czech, English, French, German and Slovenian
End of protection	English, French, German, Polish
Evidence assessment	English, Albanian and Macedonian
Gender, gender identity and sexual orientation	English, French, Finnish, German, Polish, Slovak, Slovenian and Russian
Identification of potential exclusion cases	English, German, Greek and Polish
Inclusion	Bulgarian, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Italian, Latvian, Lithuanian, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish, Albanian, Arabic, Georgian, Macedonian, Norwegian, Russian and Turkish
Inclusion – advanced	English, German and Russian
Interpreting in the asylum context	Croatian, Dutch, English, French, German, Italian, Slovenian and Russian
Interviewing children	English, German, Polish and Arabic
Interviewing vulnerable persons	English, German, Greek, Polish, Portuguese, Slovak, Arabic, Macedonian, Russian and Turkish
Interview techniques	Bulgarian, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Italian, Latvian, Lithuanian, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish, Albanian, Macedonian, Norwegian and Turkish
Introduction to international protection	English, German, Greek, Polish and Spanish
Management in the asylum context	English
Reception	Croatian, Dutch, English, French, German, Greek, Italian, Lithuanian, Romanian, Slovak, Spanish and Russian
Reception of vulnerable persons: identification of vulnerability and provision of initial support (block A)	Czech, English, German, Greek, Lithuanian, Slovak and Spanish



Reception of vulnerable persons: needs assessment and design of interventions (block B)	Czech, English, German, Slovak and Spanish
Trafficking in human beings)	English, German, Italian, Slovak, Spanish, Arabic and Turkish
Management in the context of reception	English and Spanish
Application of exclusion clauses to persons undeserving of protection status	English, German, Polish and Slovenian



Annex 3: Language versions of modules available on the LMS

Modules	Languages
Inclusion	Bulgarian, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Italian, Latvian, Lithuanian, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish, Albanian, Arabic, Georgian, Macedonian, Norwegian, Russian and Turkish
Interview techniques	Bulgarian, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Italian, Latvian, Lithuanian, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish, Albanian, Arabic, Macedonian, Norwegian, Russian and Turkish
Evidence assessment	Bulgarian, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Italian, Latvian, Lithuanian, Polish, Portuguese, Romanian, Slovak, Slovenian, Albanian, Arabic, Macedonian, Norwegian, Russian and Turkish
Interviewing vulnerable persons	Bulgarian, English, French, German, Greek, Hungarian, Polish, Portuguese, Romanian, Slovak, Macedonian, Russian and Turkish
Interviewing children	English, French, German, Hungarian, Slovak, Slovenian, Russian and Turkish
Gender, gender identity and sexual orientation	English, Finnish, French, German, Polish, Slovak, Slovenian, Russian and Turkish
Trafficking in human beings	English, German, Italian, Slovak, Spanish, Arabic and Turkish
Inclusion – advanced	English, German and Russian
Reception	Croatian, Dutch, English, French, German, Greek, Italian, Romanian, Slovak, Spanish and Russian
Dublin III Regulation	Czech, English, French, German, Romanian and Slovenian
Asylum Procedures Directive	English
Country of Origin Information	English, German, Hungarian, Italian and Turkish
Exclusion	Czech, English, German, Polish, Slovenian and Russian
End of protection	English, French, German, Polish and Romanian

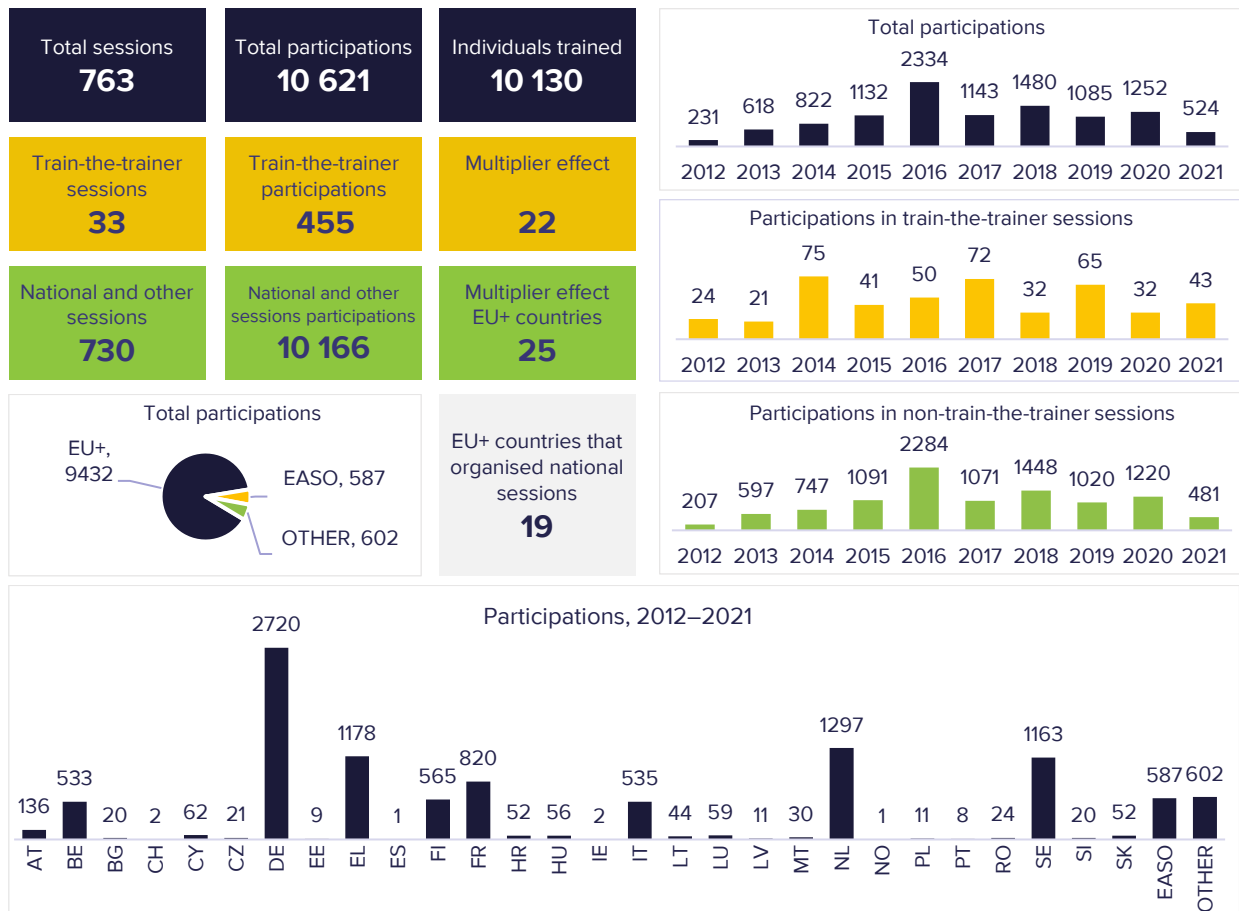


Resettlement	English, German and Spanish
Interpreting in the asylum context	Croatian, Dutch, English, French, German, Italian, Slovenian and Russian
Management in the asylum context	English, Romanian, Spanish and Russian
Fundamental rights and international protection in the EU	English, German and Polish
Common European Asylum System	English, French, German, Italian and Arabic
Introduction to international protection	English, German, Greek, Polish and Spanish
Medical Country of Origin Information	English
Medical Country of Origin Information (basic)	English
Induction session Greece	English
Registration of applications for international protection	English, German, Greek, Italian, Albanian and Bosnian
Identification of potential exclusion cases	English, German, Greek and Polish
Identification of potential Dublin cases	English and Italian
Reception of vulnerable persons (block A)	Czech, English, German, Greek, Lithuanian, Slovak and Spanish
Reception of vulnerable persons (block B)	English and Spanish
Introduction to didactics	English, Italian, Russian and Turkish



Annex 4: Module factsheets

Module: Inclusion

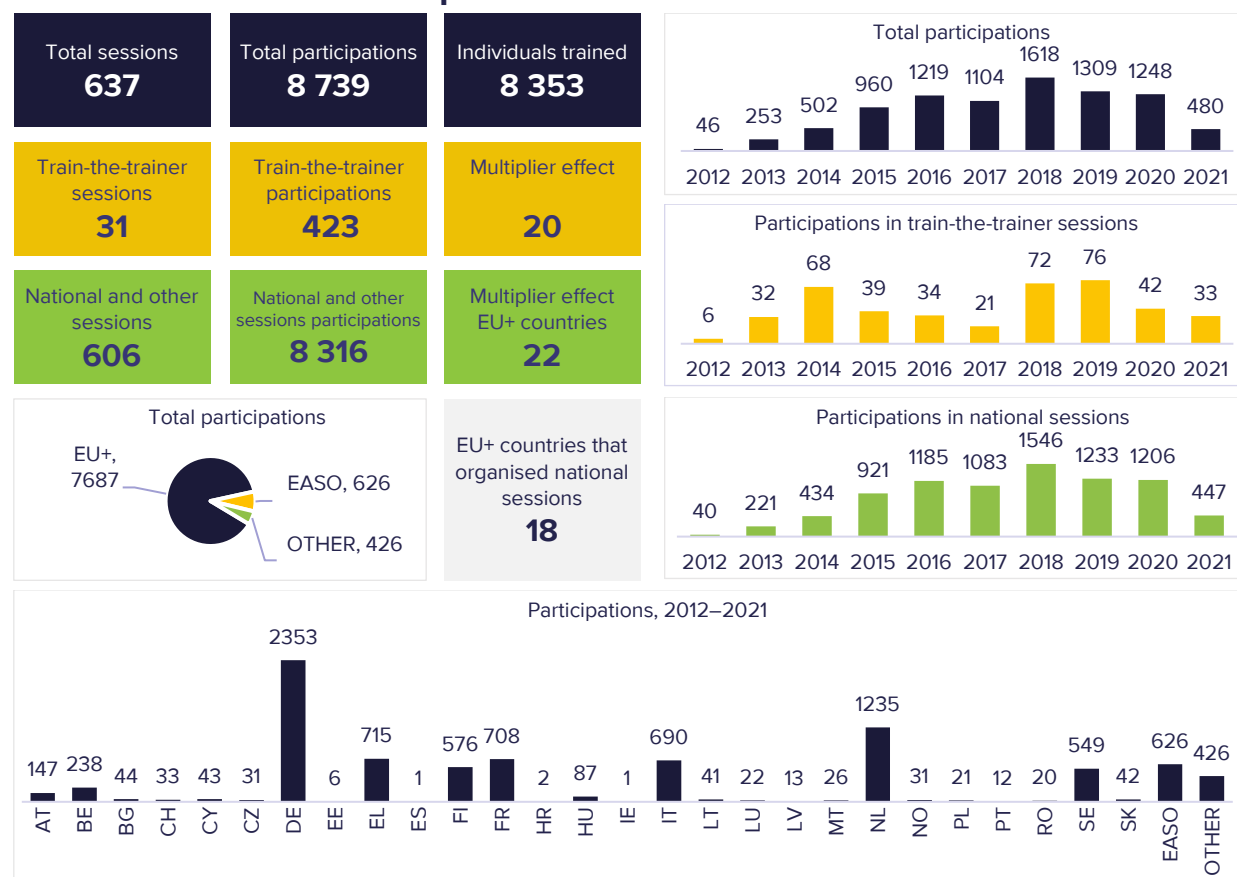


This module provides an overview of the interpretation and application of the 1951 Refugee Convention and its relation to Directive 2011/95/EU (the Qualification Directive). It lays the foundations for the knowledge, skills and competencies required in carrying out the tasks of a case officer by outlining the definition of ‘refugee’, 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.

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

Module: Interview techniques



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.

Main target group

Asylum case officers.

Learning outcomes

- Conduct an effective interview with an applicant for international protection.
- Demonstrate a professional attitude during the interview.

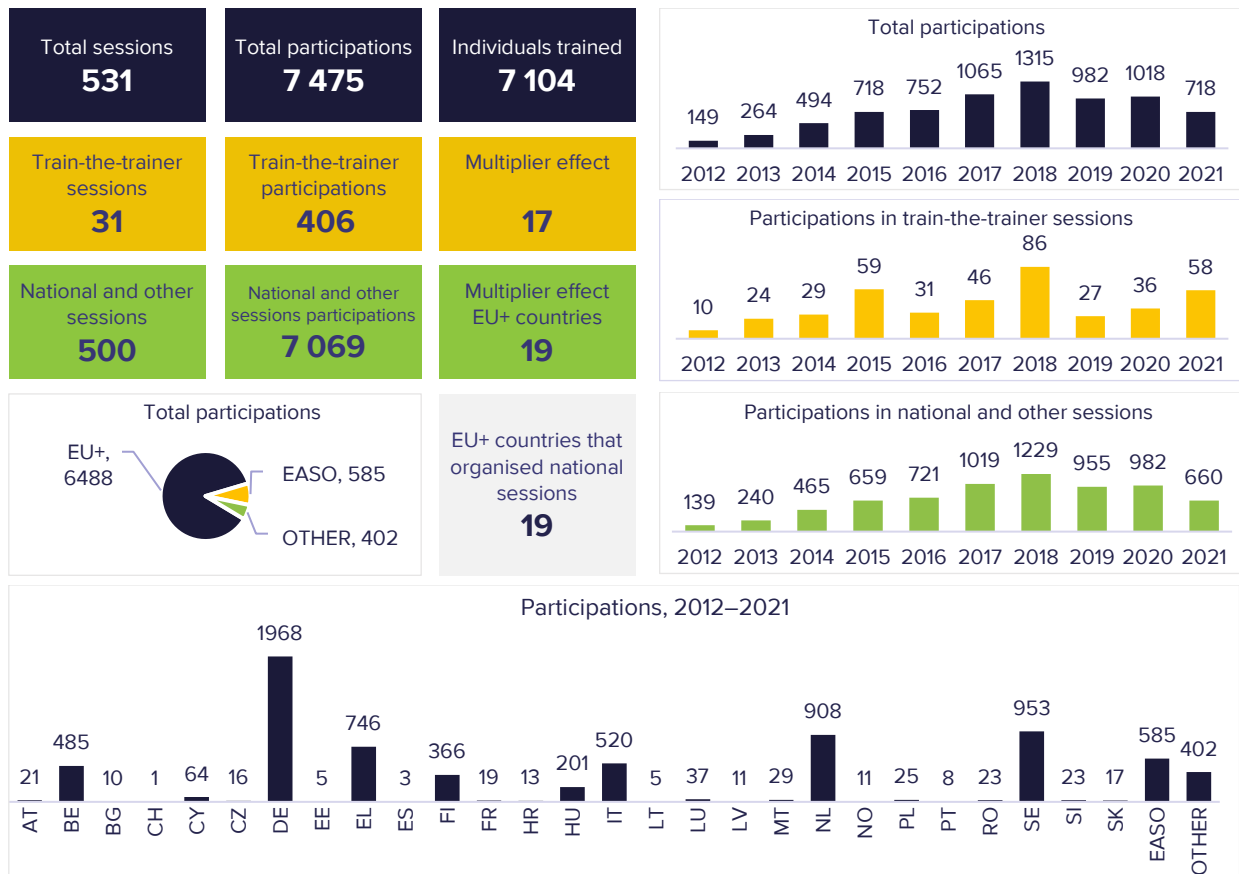
Version history

The latest version is from 2019.

What's next?

As part of the restructuring of the EASO Training Curriculum, the content of this module will be used in creating the new modules 'Asylum interview method', 'Introduction to vulnerability' and 'Advanced interviewing'.

Module: Evidence assessment

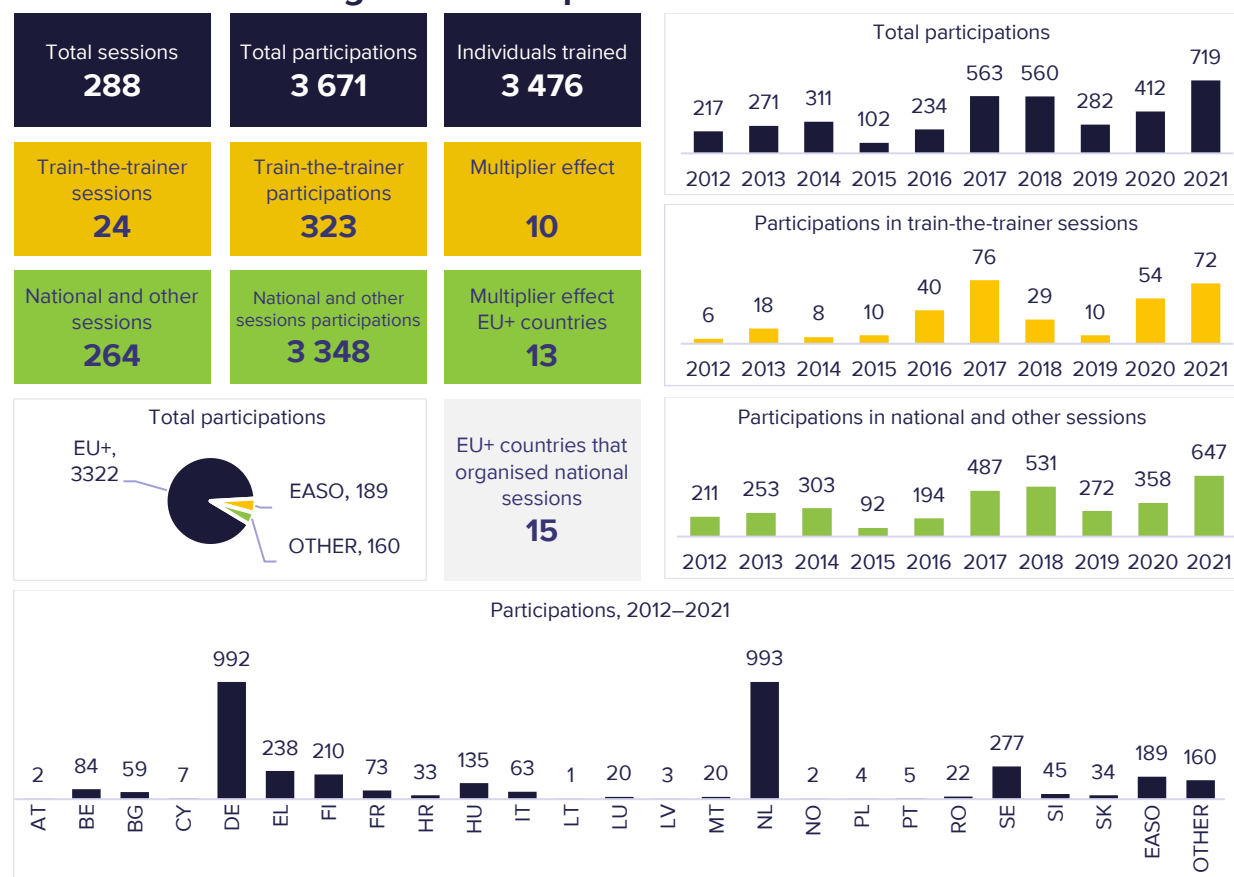


This module explores how the material facts of a case are established through gathering, examining and comparing available pieces of evidence. It outlines the theoretical aspects and the relevant legislation from a practical perspective. The aim of this module is to outline the knowledge, skills and 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, this module lays the foundations for the knowledge, skills and

competencies required in carrying out the tasks of a case officer.

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

Module: Interviewing vulnerable persons



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.

Main target group

Asylum case officers.

Learning outcomes

- Conduct an interview with a vulnerable person taking into account the legal, procedural and social contexts affecting the applicant.
- Identify special procedural needs and the effect they may have on the application for international protection.
- Apply an appropriate approach to establishing rapport and facilitating disclosure from a vulnerable applicant.

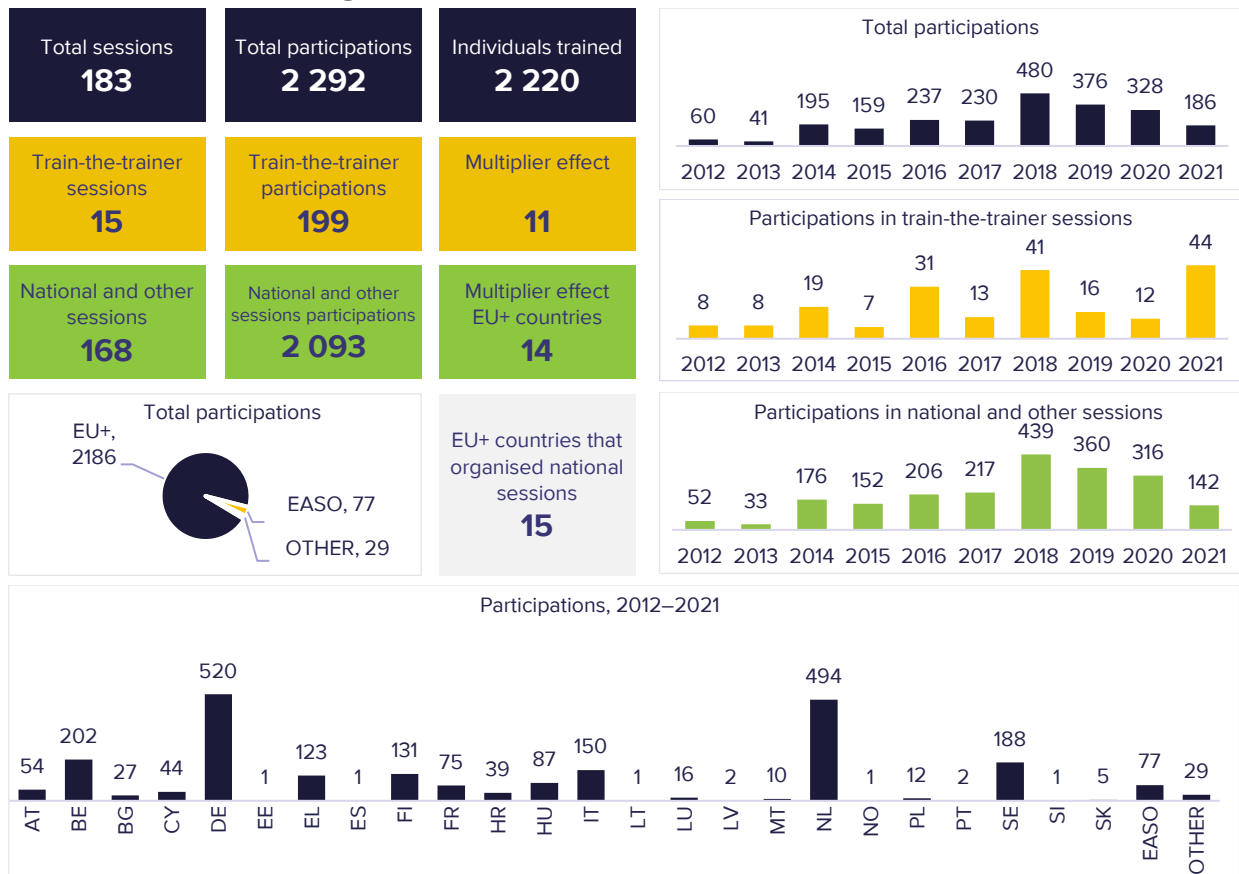
Version history

The latest version is from 2018.

What’s next?

As part of the restructuring of the EASO Training Curriculum, the content of this module will be used in the modules ‘Introduction to vulnerability’, ‘Victims of torture and violence’ and ‘Advanced interviewing’.

Module: Interviewing children



This module focuses on children's developmental stages, the 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.

Main target group

Asylum case officers who interview child applicants for international protection.

Learning outcomes

- Conduct an effective interview with a child in the international protection context while respecting his or her best interests.
- Adapt the interview to the maturity and situation of the child.

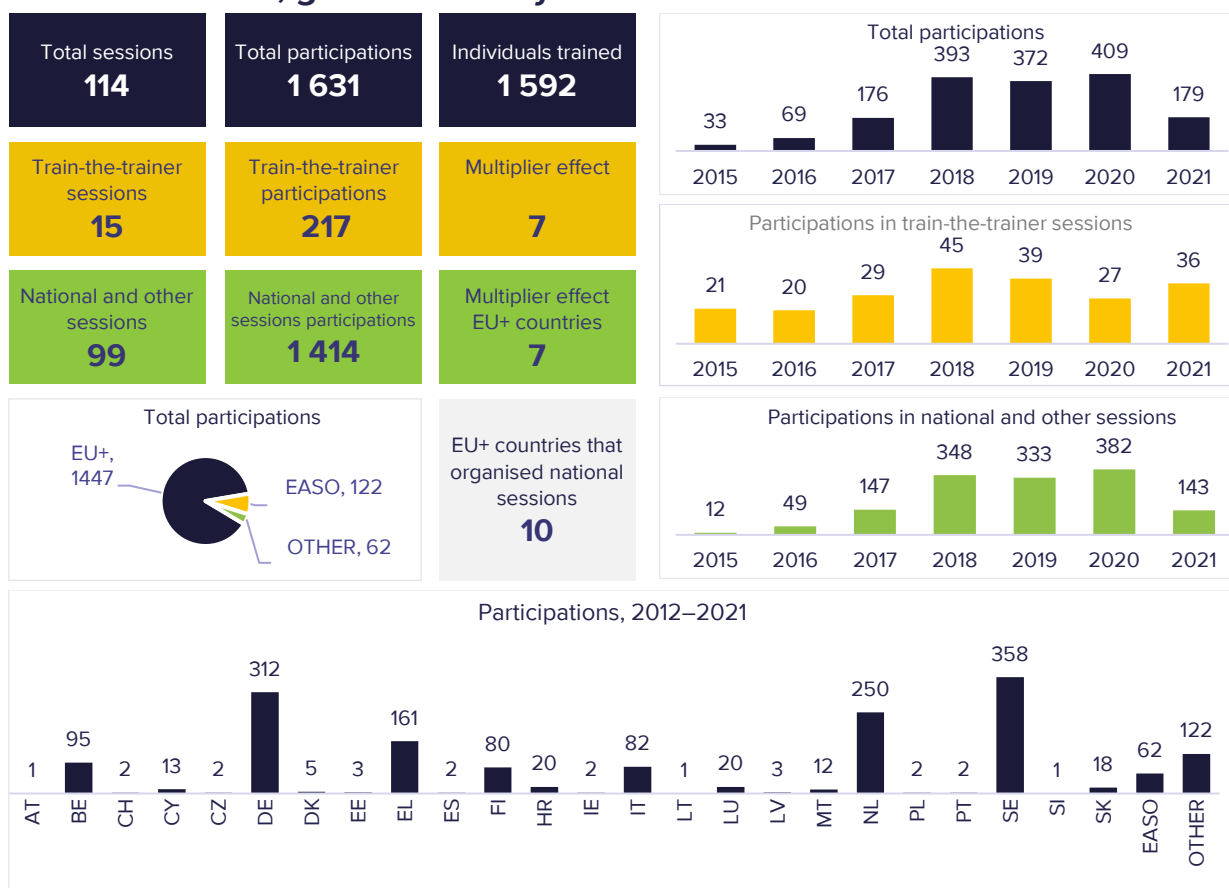
Version history

The latest version is from 2018.

What's next?

As part of the restructuring of the EASO Training Curriculum, the content of this module will be used in creating the new modules 'Children in the asylum process' and 'Managing cases with children'.

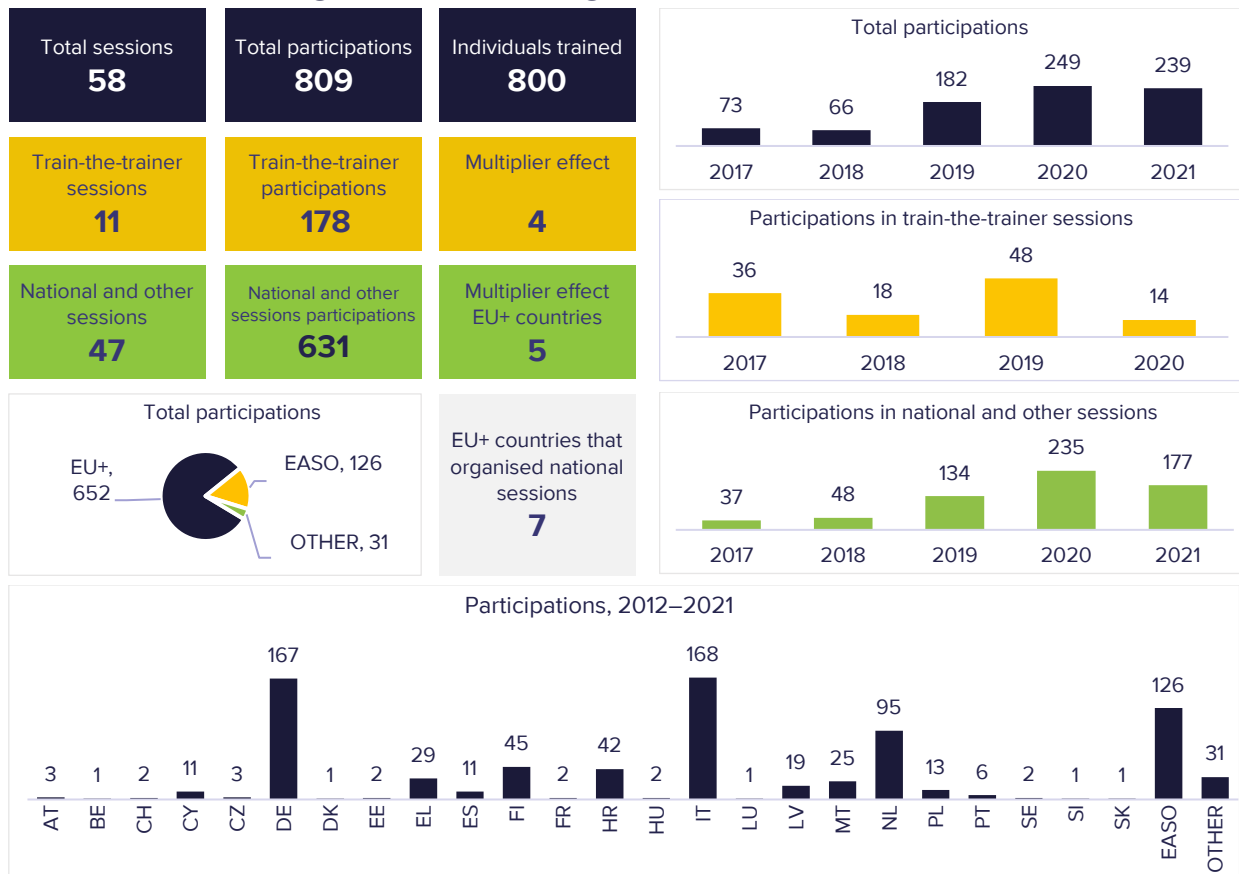
Module: Gender, gender identity and sexual orientation



This module provides an overview of 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. The aim of this module is to provide a practical approach of how to best 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.

Main target group	Asylum case officers.
Learning outcomes	<ul style="list-style-type: none"> Identify gender, gender identity and sexual orientation factors when a claim for international protection is processed. Explain how experiences relating to and attitudes towards gender, gender identity and sexual orientation influence the way claims for international protection are processed. Apply an appropriate approach to gender, gender identity and sexual orientation when a claim for international protection is processed.
Version history	The latest version is from 2015.
What's next?	As part of the restructuring of the EASO Training Curriculum, the content of this module will feed into the following modules: 'Victims of gender-based violence', 'Applicants with diverse sexual orientation, gender identity and expression, or sex characteristics', 'Advanced inclusion' and 'Managing cases of applicants with diverse sexual orientation, gender identity and expression, or sex characteristics'.

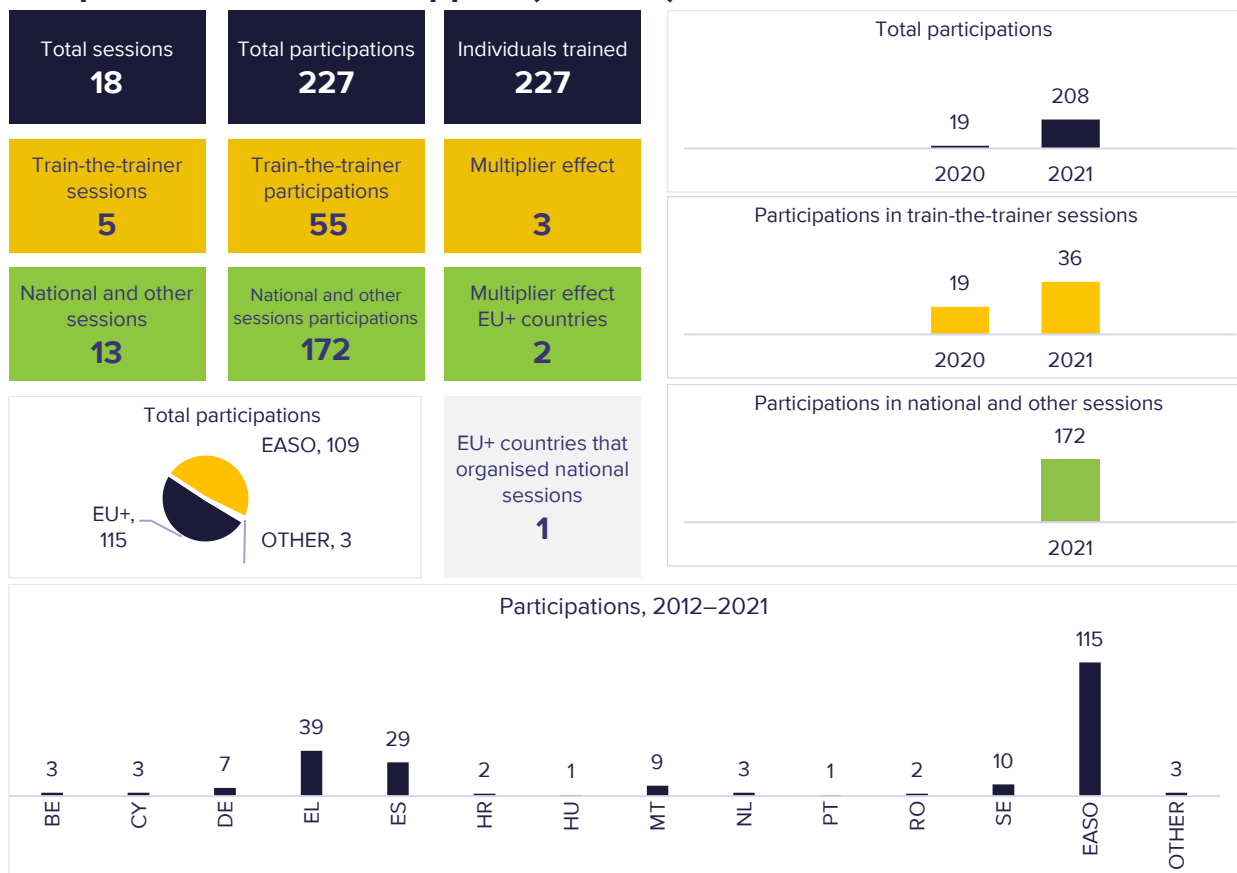
Module: Trafficking in human beings



This module is composed of two levels. The first level raises awareness of victims or potential victims of trafficking. Its aim is to provide the knowledge and skills needed to identify potential victims of trafficking and to be able to handle the initial encounter. 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.

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

Module: Reception of vulnerable persons: identification of vulnerability and provision of initial support (block A)



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.

Main target group

Asylum and reception practitioners in direct contact with applicants for international protection in the reception system

Learning outcomes

- Outline vulnerability indicators, categories of vulnerable persons and the implications of applicants' vulnerabilities for special reception needs.
- Apply techniques and procedures to identify asylum applicants with special reception needs and decide how to speak with them.
- Initiate support for applicants with special reception needs.

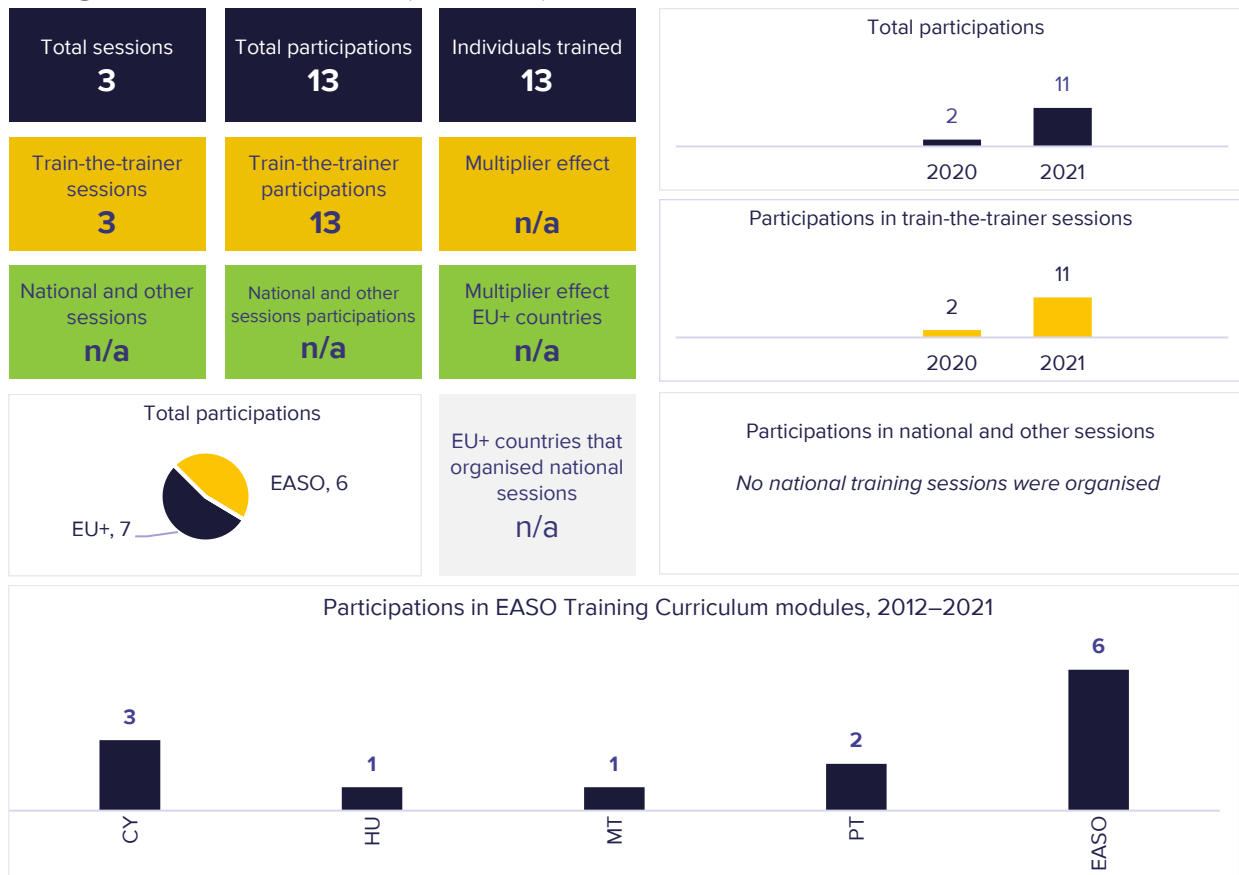
Version history

The latest version is from 2020.

What's next?

This module is available to asylum and reception practitioners and is delivered in accordance with the EASO annual training plan.

Module: Reception of vulnerable persons: needs assessment and design of interventions (block B)

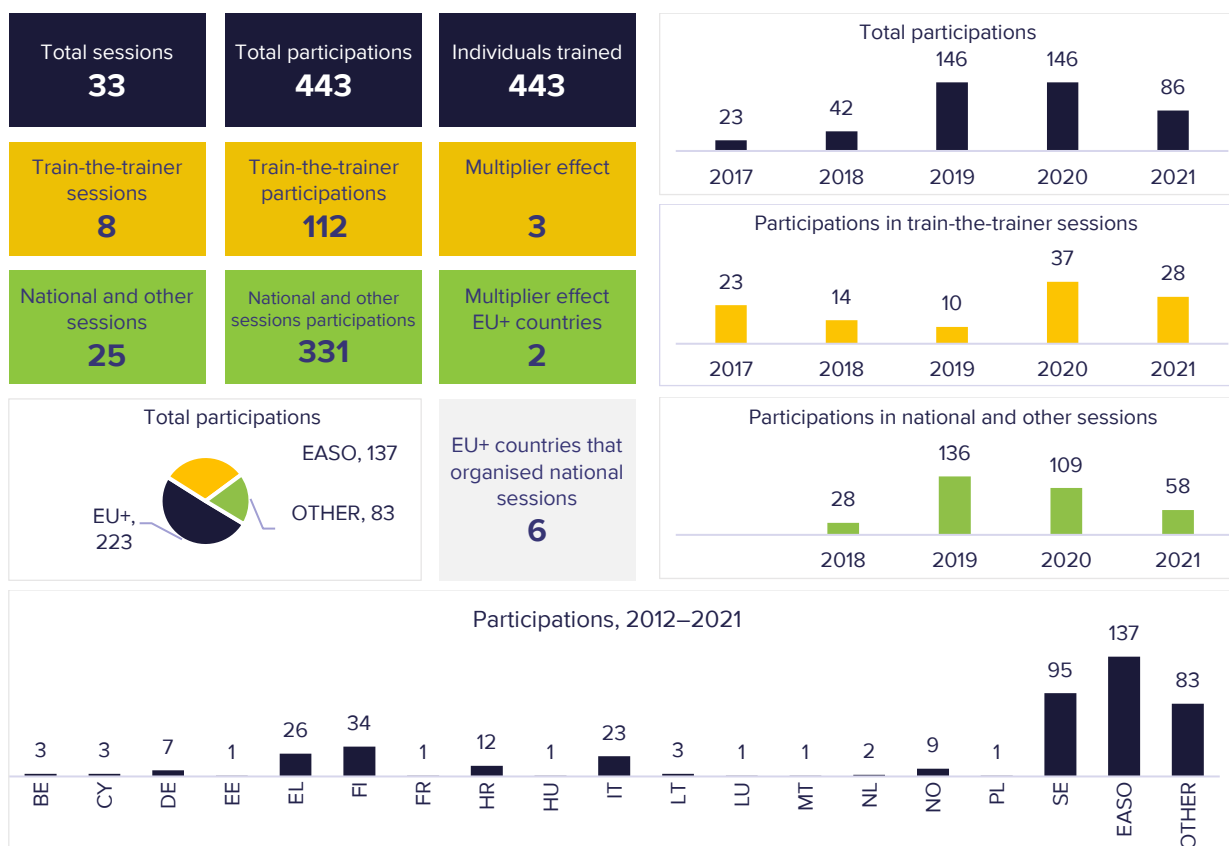


This module focuses on the importance of incorporating the needs arising from applicants' vulnerabilities into decisions and actions in reception, how to conduct an assessment of special reception needs with an applicant for international protection and how to design and review personal reception plans in the context of existing and evolving vulnerabilities. The aim of the 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.

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

Module: Inclusion advanced

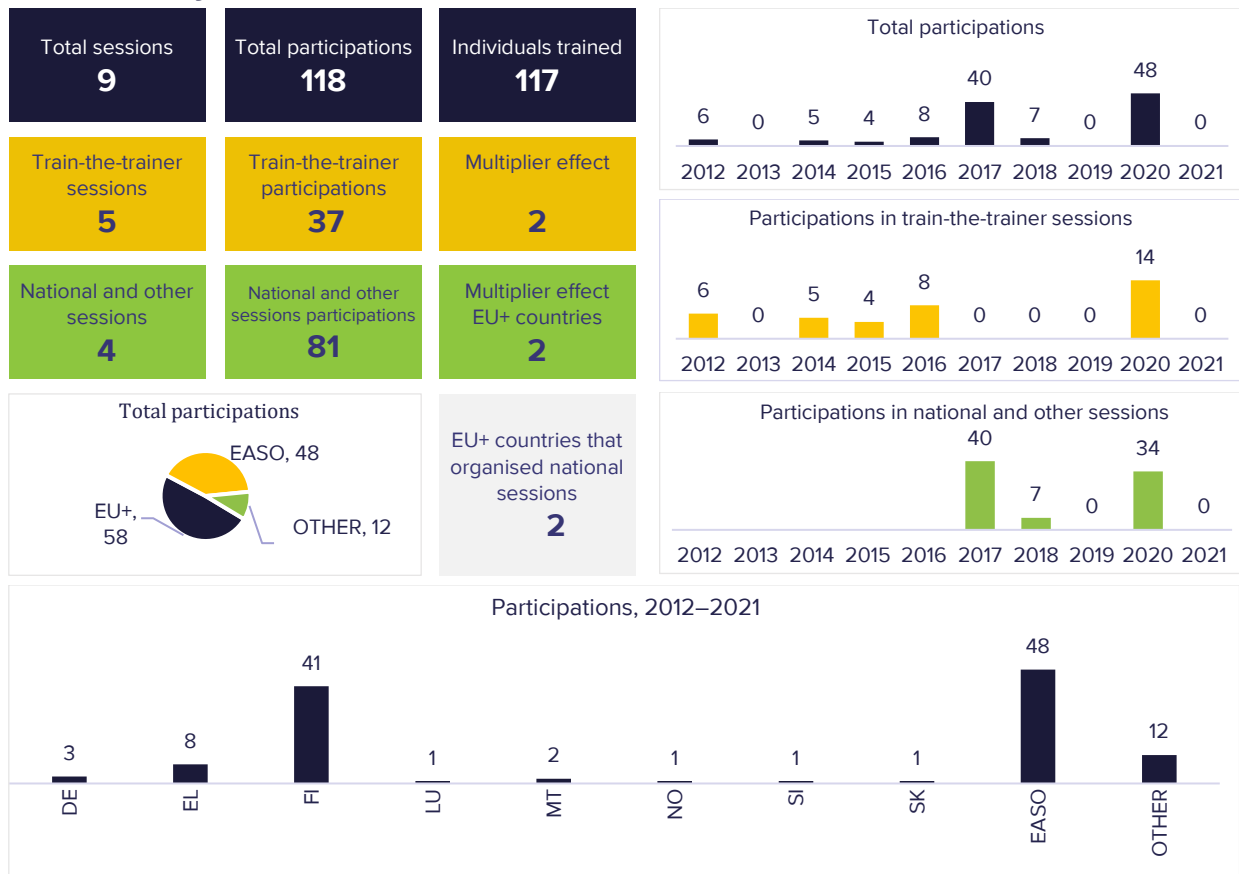


This module focuses on more complex aspects of qualification for international protection with regard to acts of persecution, reasons for persecution, serious harm (subsidiary protection) and protection from persecution or serious harm. It critically assesses the work of asylum case officers in the context 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. This module teaches participants a method of interpreting EU law and international protection law in the absence of

CJEU guidance. The aim of this module is to provide asylum caseworkers with structured and detailed guidance on complex interpretative issues related to qualification for international protection. Since this module is a follow-up to the 'Inclusion' module, ideally, participants would have completed that module before starting this one.

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

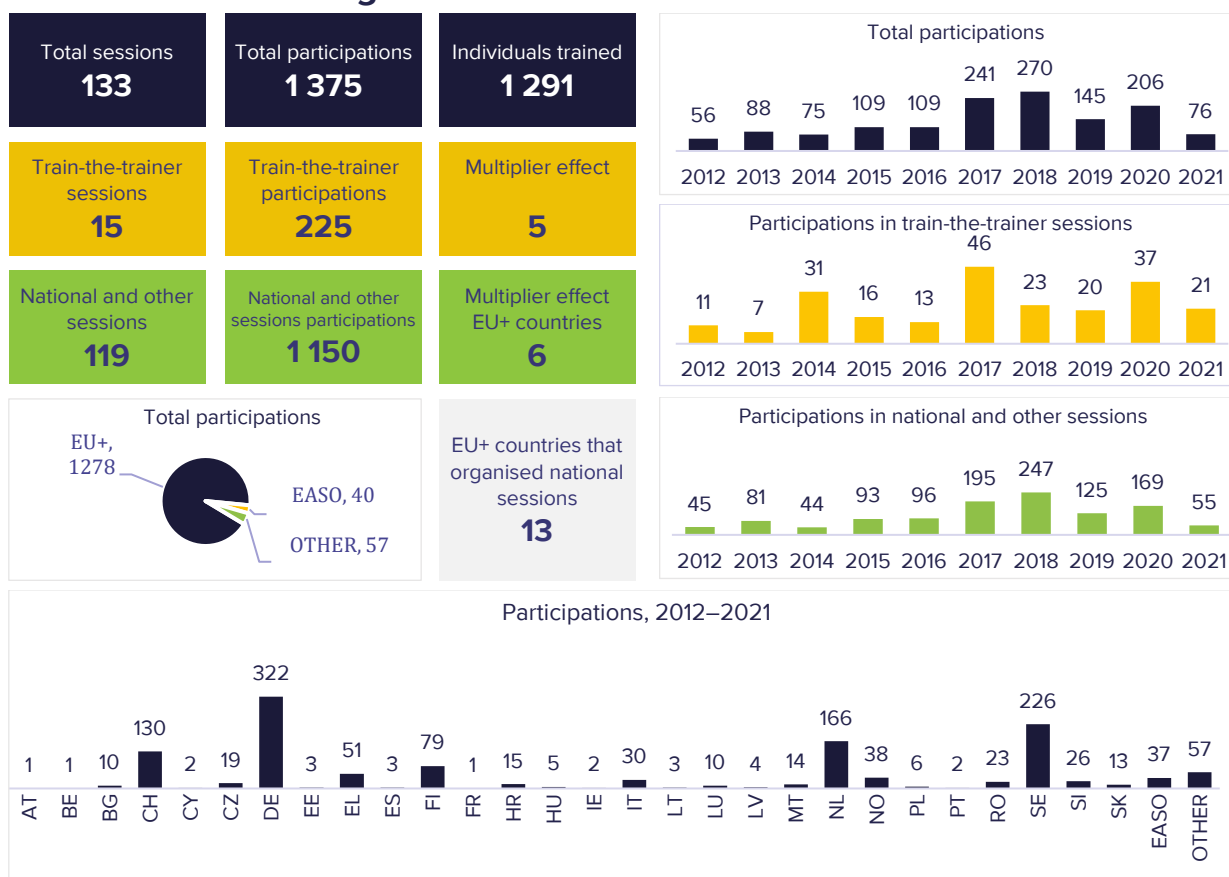
Module: Asylum Procedures Directive



Focusing on the Asylum Procedures Directive (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 already completed the module ‘Introduction to international protection’ before starting this module.

Main target group	Asylum case officers and policy officers.
Learning outcomes	<ul style="list-style-type: none"> • Explain the context in which the APD has been adopted and its scope, procedures and objectives. • Identify and differentiate between the various authorities involved and their roles. • Apply the provisions of the APD to all applicants, including those with different needs.
Version history	The latest version is from 2016.
What's next?	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’.

Module: Dublin III Regulation

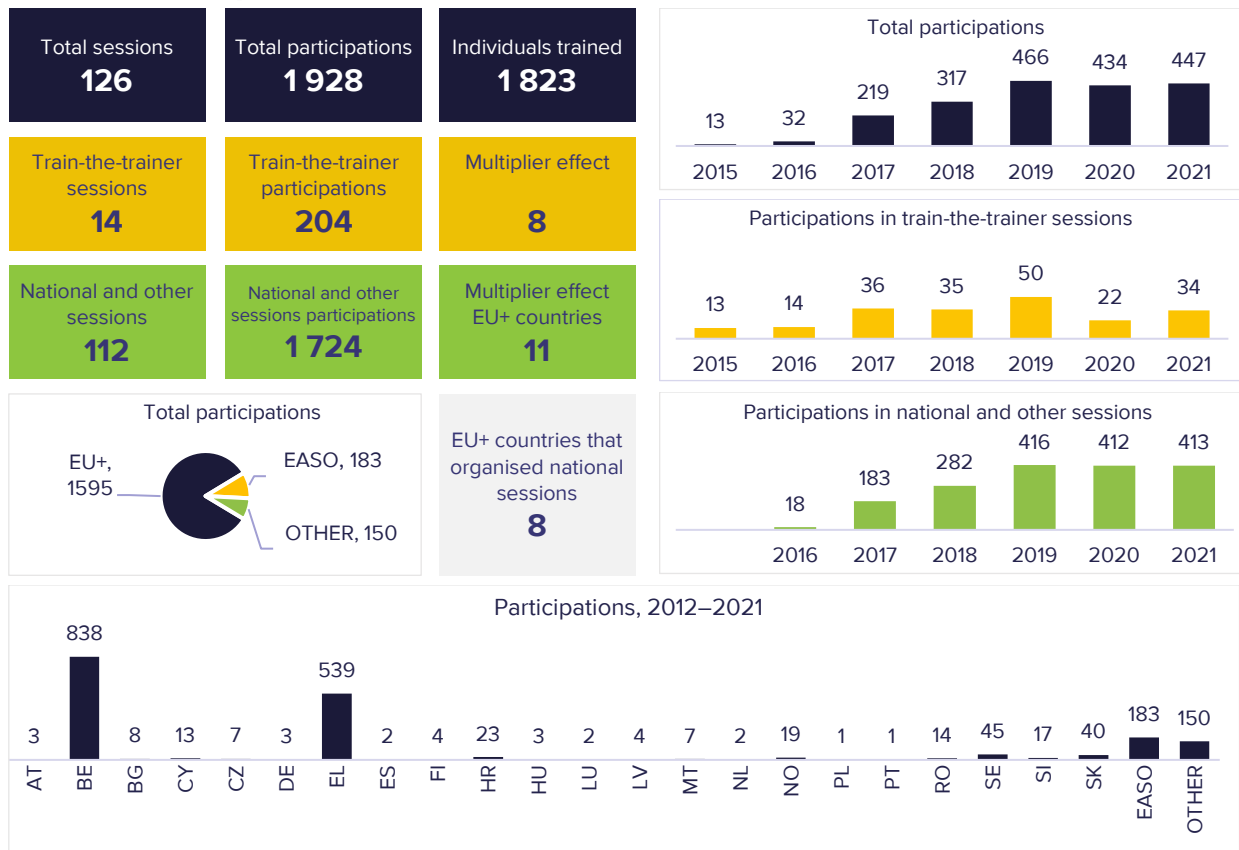


This module focuses on the basic function and scope of the Dublin system and its rules and procedures. It helps learners to familiarise themselves with the Eurodac system (the EU's asylum fingerprint database) and the DubliNet electronic network. The aim of this module is to provide participants with 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.

Main target group	Officials working in the Dublin unit.
Learning outcomes	<ul style="list-style-type: none"> Determine the responsible Member State by applying the responsibility criteria and the procedural rules and using the tools set out in the Dublin Regulation and its implementing regulation. Recognise situations where derogation from the mechanical application of the Dublin Regulation needs to be considered and outline a reasoned solution to the situation.
Version history	The latest version is from 2016.
What's next?	The next upgrade will take place following the adoption of the Dublin IV Regulation.

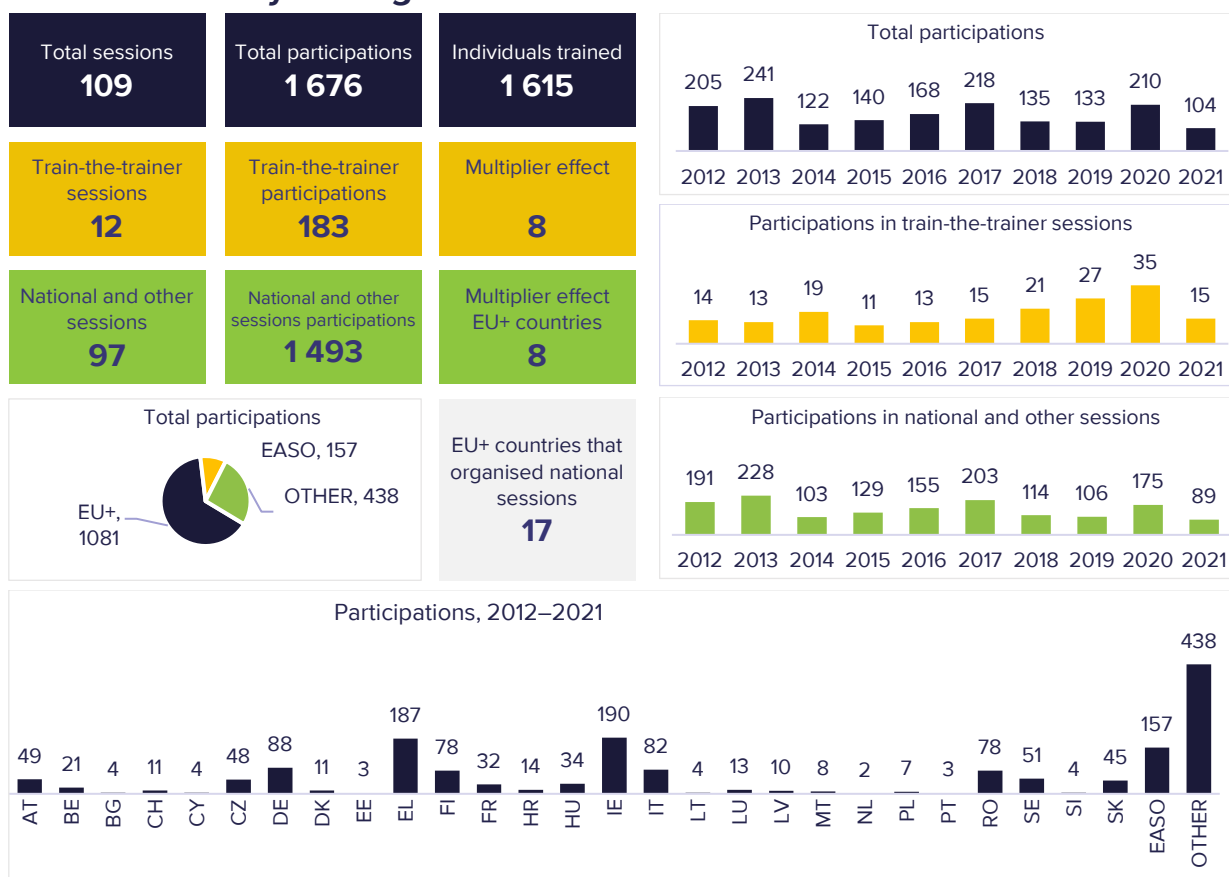
Module: Reception



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.

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

Module: Country of Origin Information



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. The module also deals with how to best 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.

Main target group

COI researchers and asylum case officers.

Learning outcomes

- Find relevant, accurate and balanced information on countries of origin from reliable sources.
- Present the information in a transparent and traceable way.
- Undertake a peer review of a COI product.

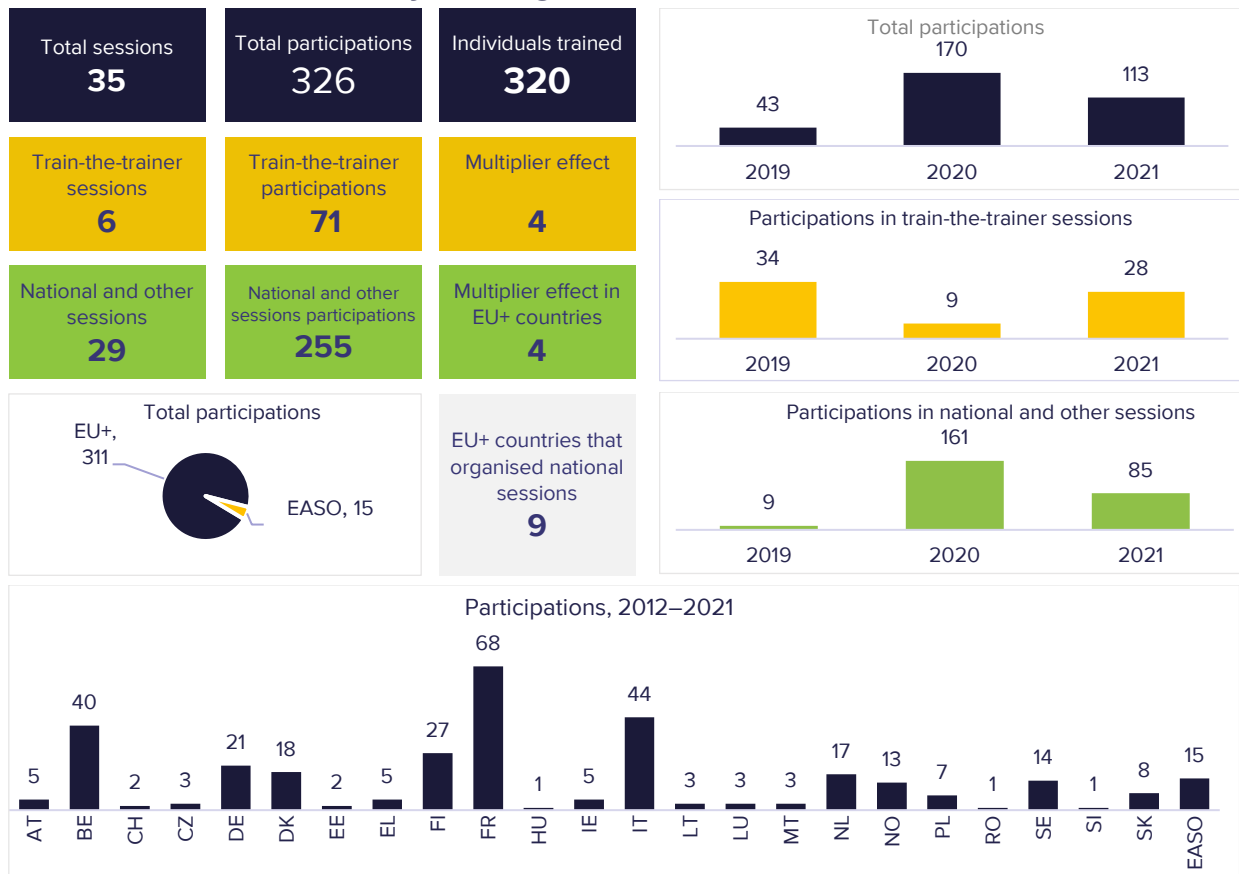
Version history

The latest version is from 2019.

What's next?

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 for complex cases and organising and conducting fact-finding missions.

Module: Medical Country of Origin Information

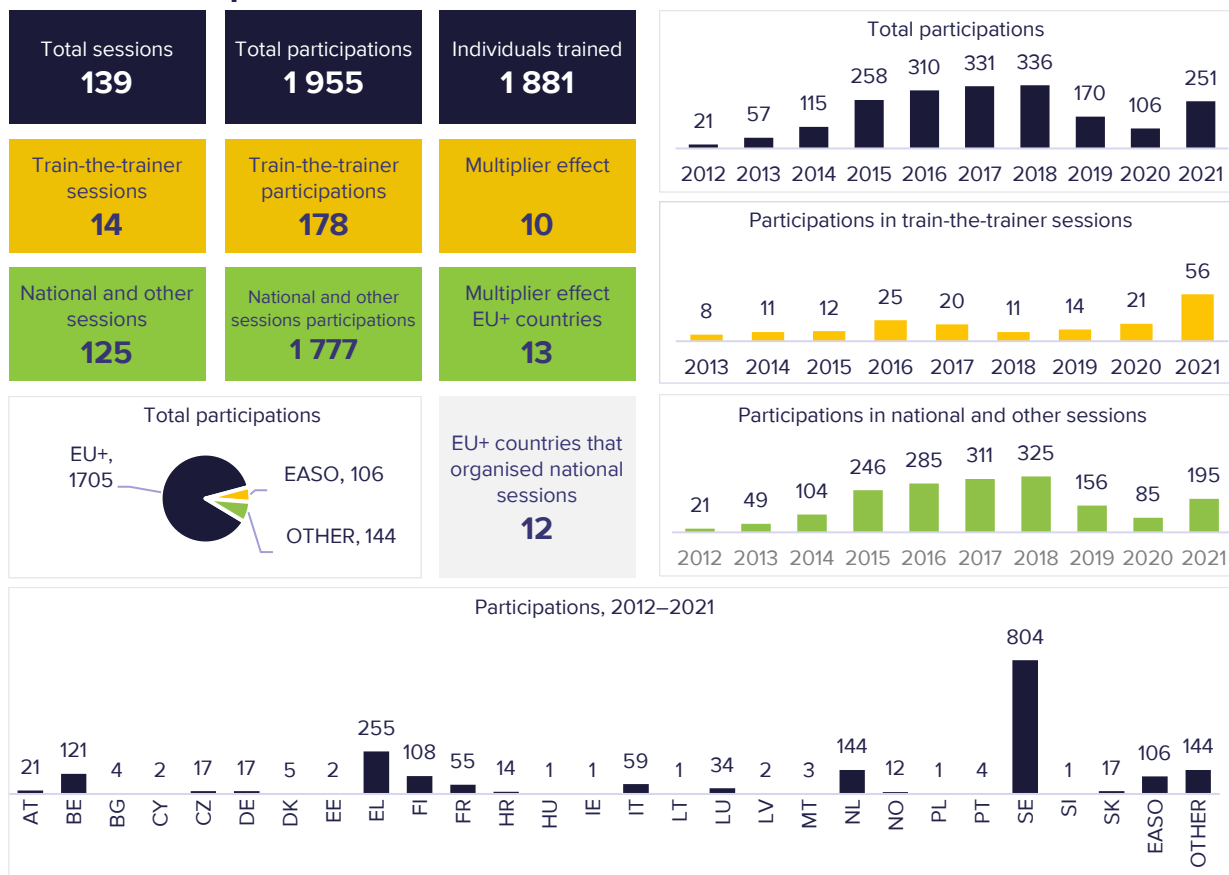


Focusing directly on the MedCOI database, this module shows how to best develop case-specific questions, search the MedCOI database, interpret information found in query responses and launch a MedCOI request. This module takes different circumstances into account and offers two different learning paths: a basic module to learn how to search the MedCOI database and an advanced module for 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 database and the role of MedCOI in the field of international protection. Learners should complete the basic ‘Medical Country of Origin Information’ module before starting the advanced one.

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

Module: Application of exclusion clauses to persons undeserving of 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 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.

Main target group

Asylum case officers.

Learning outcomes

- Identify the relevant legal frameworks applicable to exclusion from international protection.
- Determine the elements that constitute exclusion clauses in the context of refugee and subsidiary protection.
- Establish the material facts and evidence in the context of the legal provisions applicable to potential exclusion cases.

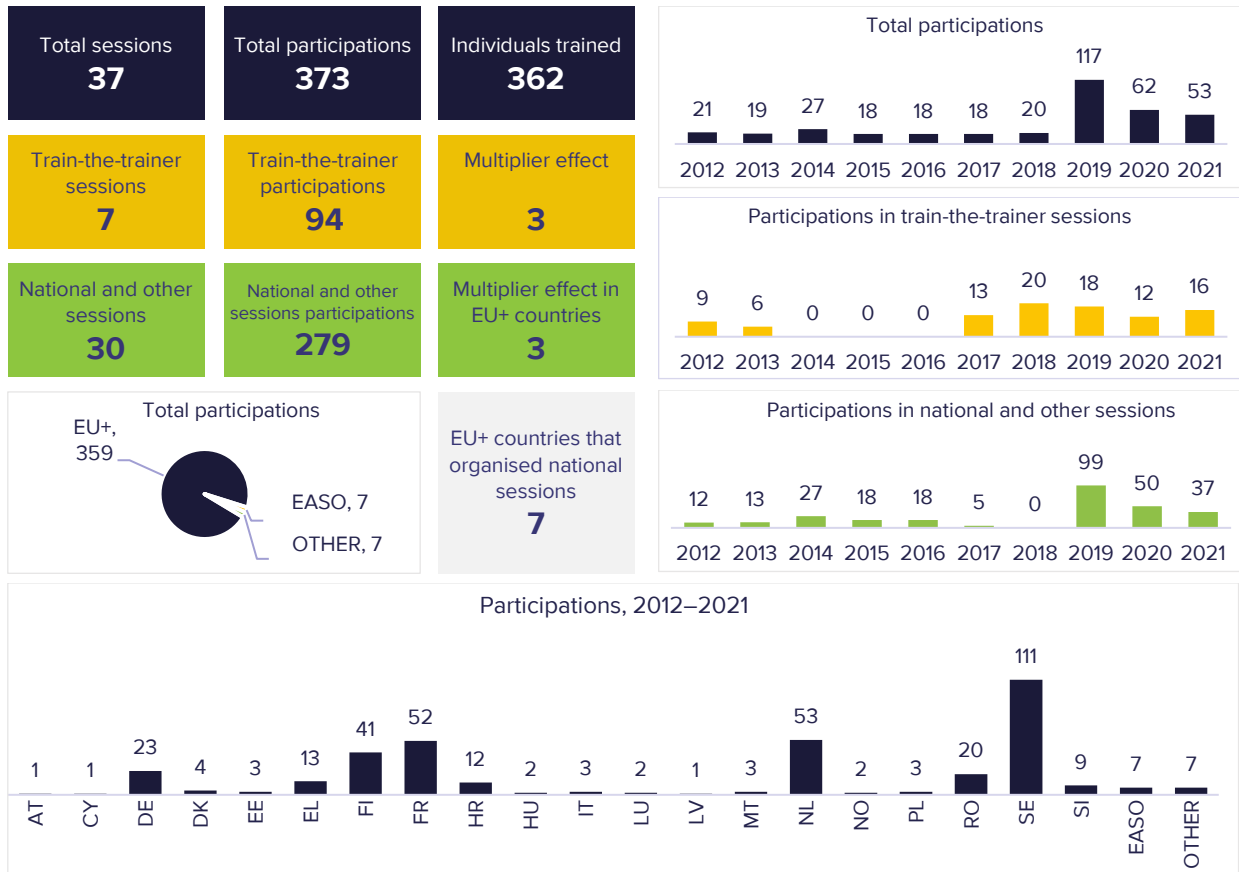
Version history

The latest version is from 2020.

What's next?

This module will be upgraded as part of the restructuring of the EASO Training Curriculum.

Module: End of protection



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.

Main target group

Asylum case officers.

Learning outcomes

- Identify and apply the legal provisions relevant to the end of protection.
- Apply the relevant procedures relating to the end of protection.

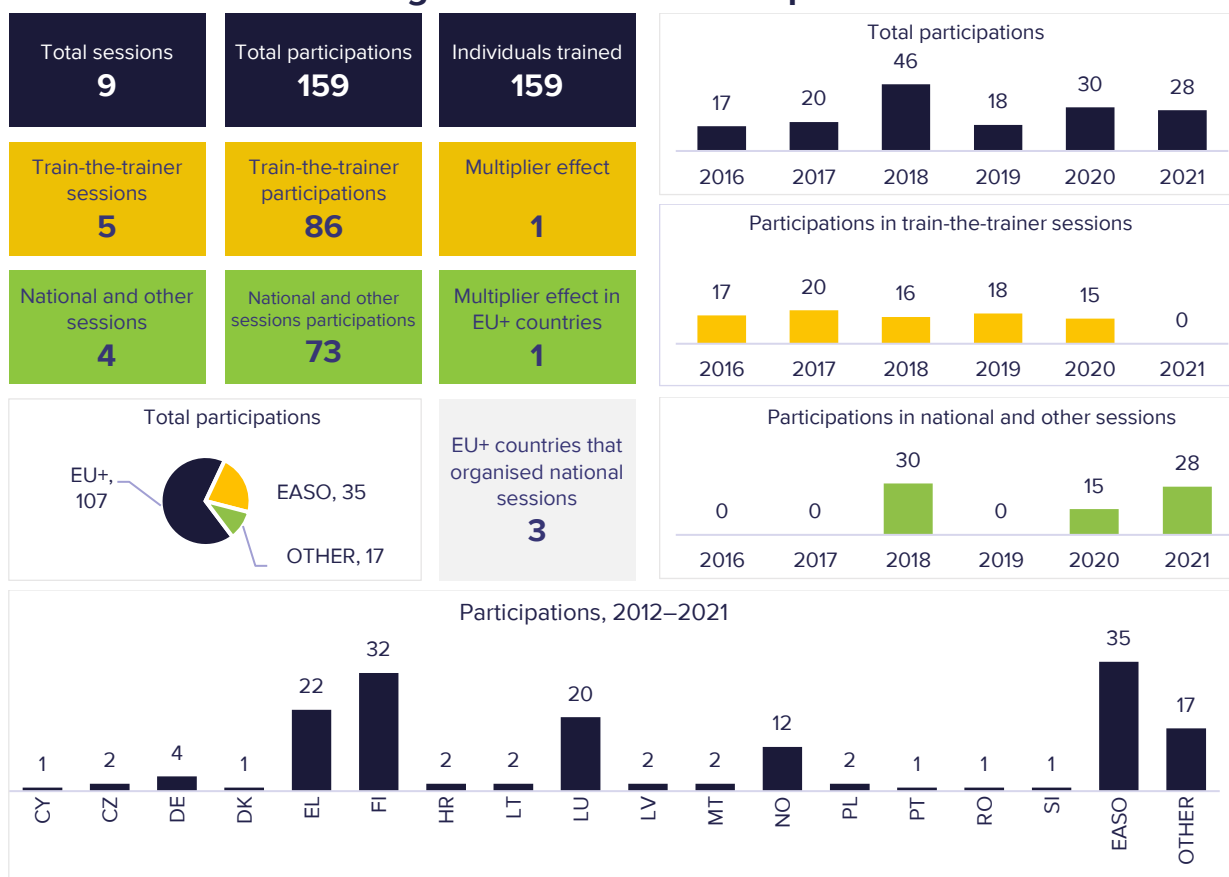
Version history

The latest version is from 2018.

What's next?

This module will be upgraded as part of the restructuring of the EASO Training Curriculum.

Module: Fundamental rights and international protection in the EU

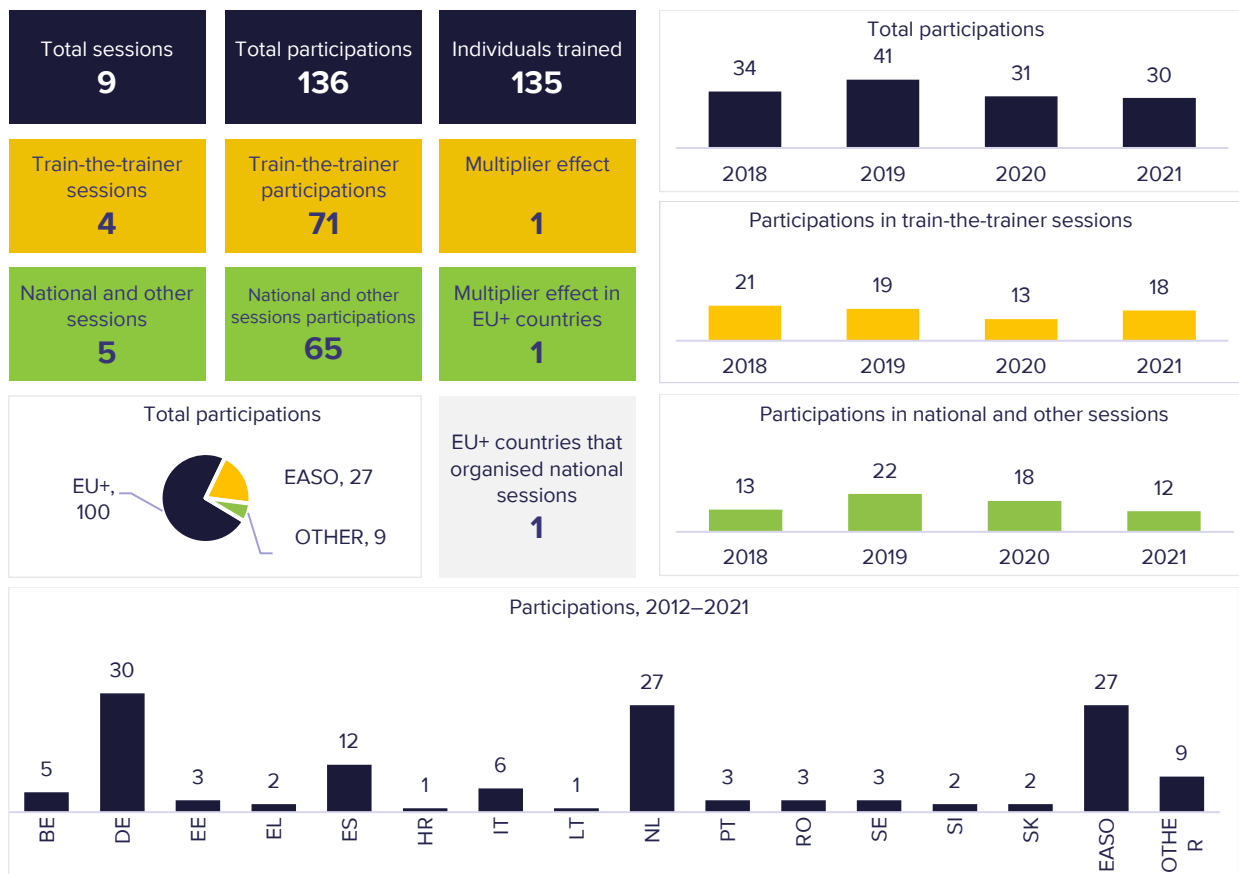


This module provides an overview of fundamental rights in the context of international protection by focusing on the Charter of Fundamental Rights of the European Union. It explains the relevant provisions of the charter in the context of asylum and reception processes from legal and practical points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

module.

Main target group	Asylum and reception officials.
Learning outcomes	<ul style="list-style-type: none"> • 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 charter. • Explain the practical relevance of the charter and its interrelations with other human rights instruments. • 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. • Apply the charter to people who may need international protection and to people in return procedures.
Version history	The latest version is from 2016.
What's next?	This module will be upgraded as part of the restructuring of the EASO Training Curriculum.

Module: Resettlement



This module addresses the key aspects of the resettlement process: identification of resettlement needs by UNHCR and submission of the resettlement file to the MS 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.

Main target group

Asylum case officers, resettlement officers and other professionals working in resettlement.

Learning outcomes

- Explain how to implement a successful resettlement process.
- Identify challenges in the resettlement process.
- Design well-functioning resettlement activities.

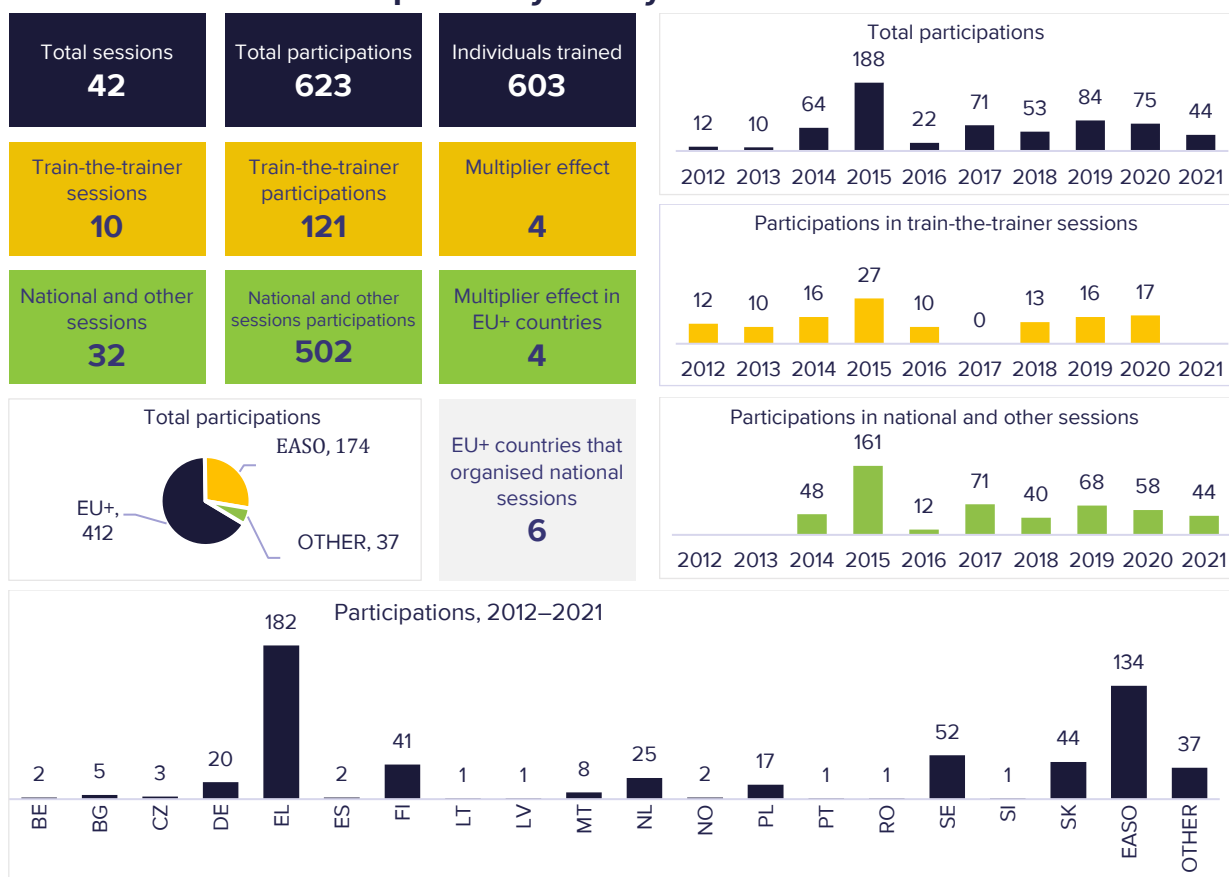
Version history

The latest version is from 2019.

What's next?

As part of the restructuring of the EASO Training Curriculum, the content of this module will be used in the following modules: 'Introduction to resettlement', 'Resettlement: selection', 'Resettlement: coordination of missions', 'Resettlement: coordination of selection missions', 'Resettlement: pre-departure' and 'Resettlement: coordination of pre-departure orientation missions'.

Module: Common European Asylum System



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 creation 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 routine asylum work. This module aims to raise awareness and enable the development of a common understanding of the CEAS between asylum practitioners and core actors in its implementation.

Main target group

Asylum and reception officials.

Learning outcomes

- Explain the objectives and values behind the development of the CEAS.
- Refer to the relevant legal instruments, case-law, tools and resources through which the CEAS is implemented.
- Explain the need to reform the CEAS.

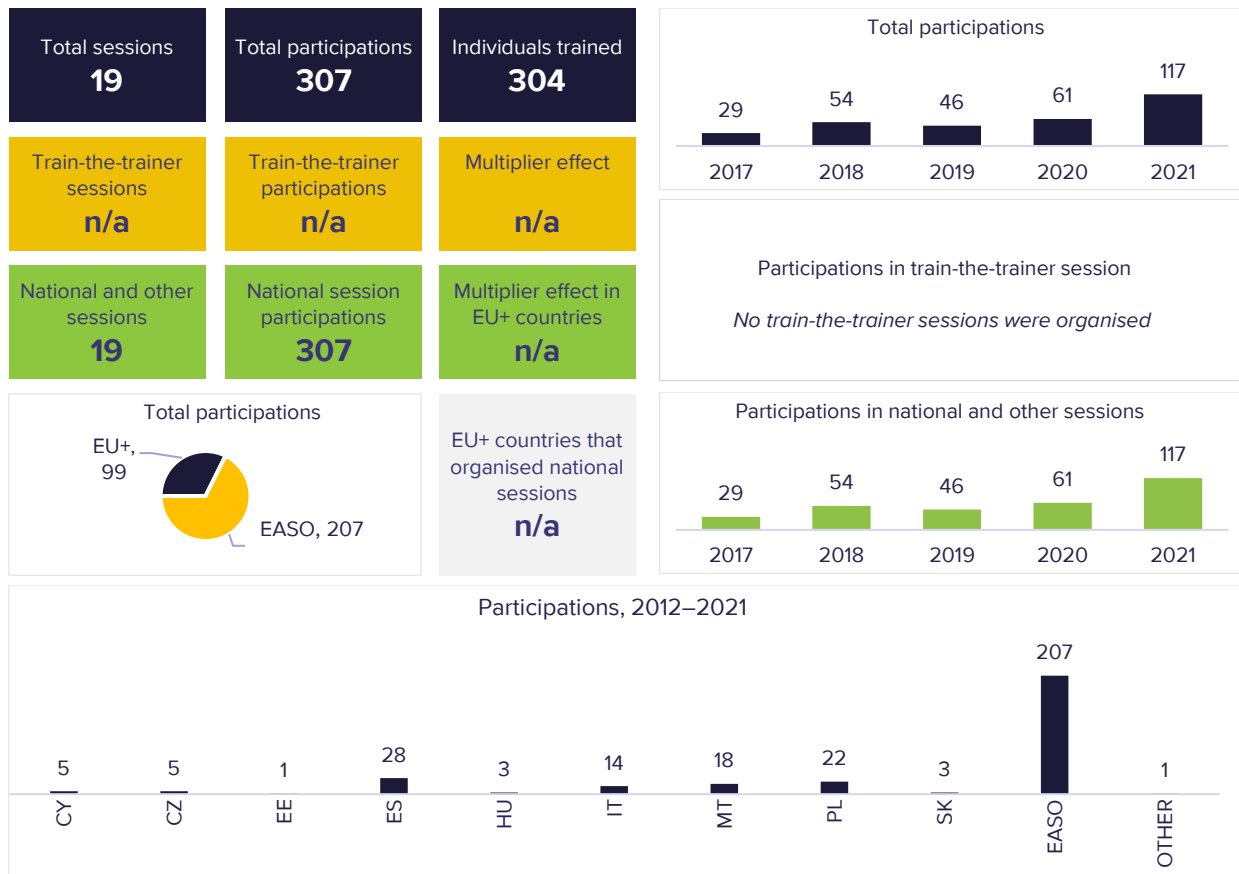
Version history

The latest version is from 2019.

What's next?

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'.

Module: Introduction to international protection



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.

Main target group

Asylum and reception officials.

Learning outcomes

- Understand the importance of the right to asylum and the principle of *non-refoulement*.
- Explain the notion of international protection derived from the EU *acquis*.
- Explain the main stages of the asylum procedure and define the asylum official's role within the procedure.
- Demonstrate a basic understanding of the eligibility criteria and a basic understanding of the evidence assessment.

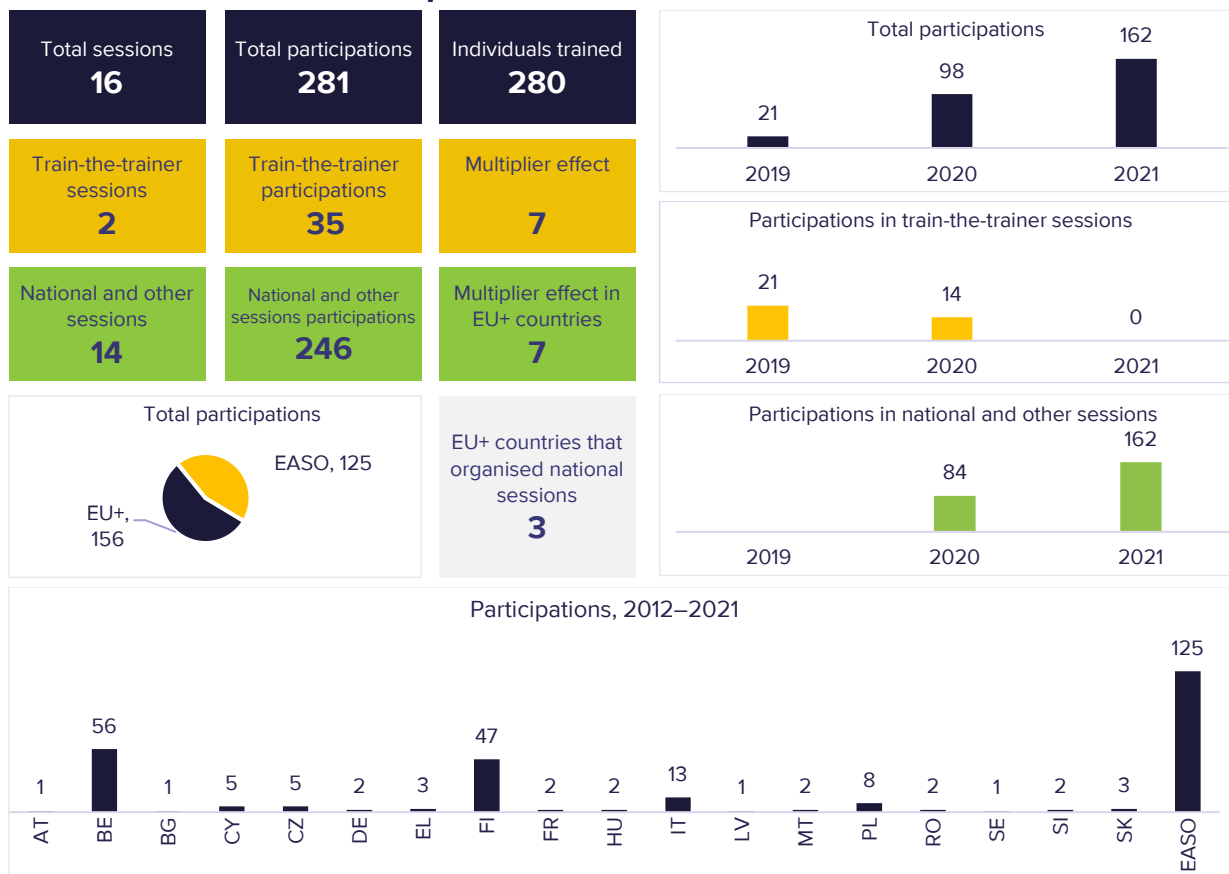
Version history

The latest version is from 2016.

What's next?

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'.

Module: Identification of potential Dublin cases



This module focuses on understanding the Dublin III Regulation and the actors involved in the wider asylum procedure, without going into the finer details and technicalities of the Dublin system. It targets national authorities involved in the Dublin procedures from the perspectives of different practitioners, such as registration officers, case officers, reception officers and asylum officials involved in the provision of information (e.g. at disembarkation points), along with local authorities that may 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.

Main target group

Registration officers, case officers and reception officers.

Learning outcomes

- 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.
- Identify indicators based on the responsibility criteria under the Dublin III Regulation.
- Apply communication techniques in order to collect evidence and provide information under the Dublin III Regulation, in line with EASO guidelines.
- Determine whether a case should be referred to the Dublin unit and, if so, which information to include.

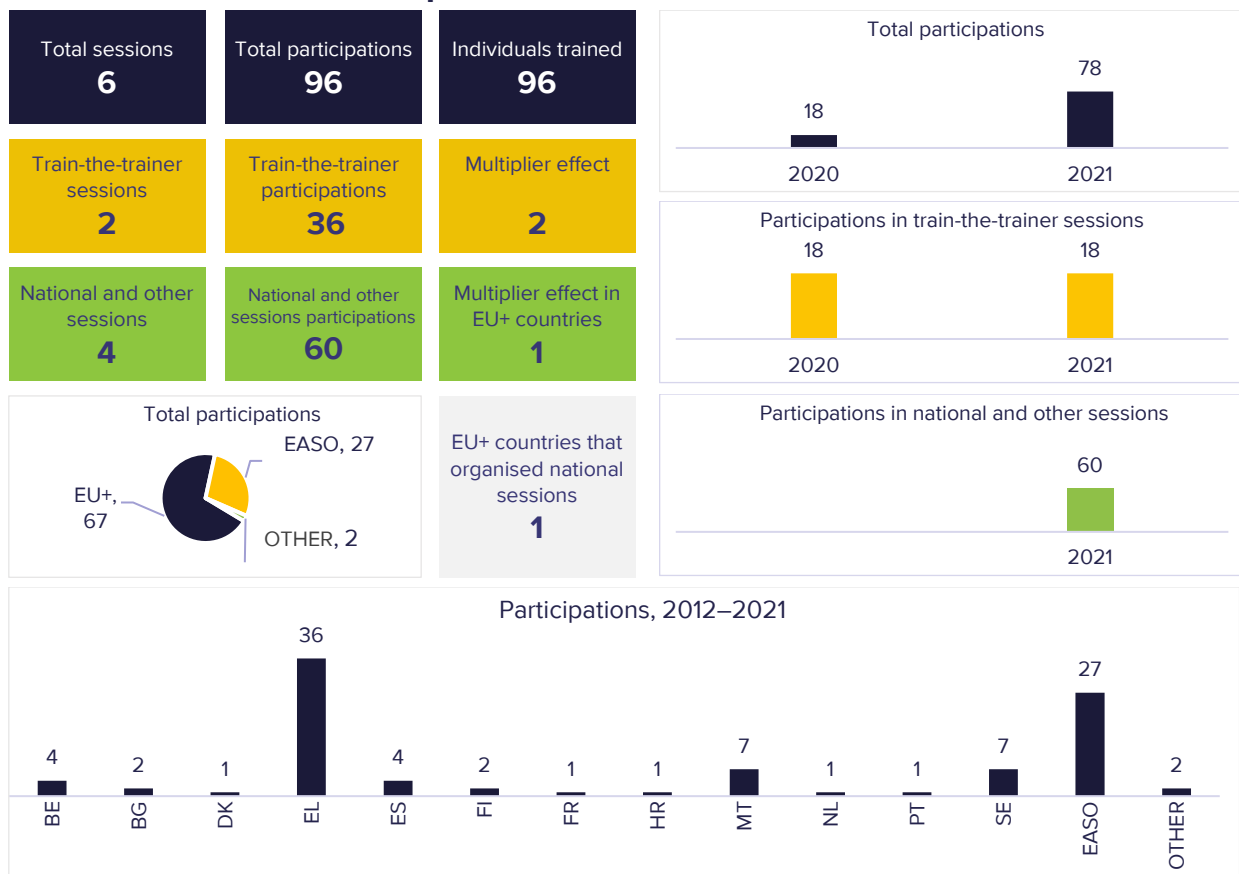
Version history

The latest version is from 2020.

What's next?

This module will be upgraded as part of the restructuring of the EASO Training Curriculum.

Module: Identification of potential exclusion cases



This module deals with the identification of potential exclusion cases in the context of Article 1F of the 1951 Refugee Convention and Article 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.

Main target group

Asylum case officers, reception officers and Dublin case officers.

Learning outcomes

- Explain the role of identification in the exclusion process, as well as the rationale and objectives behind exclusion from international protection.
- Identify excludable acts and potential actors in the context of international protection procedures.
- Recognise the relevant information that triggers further examination against exclusion clauses.

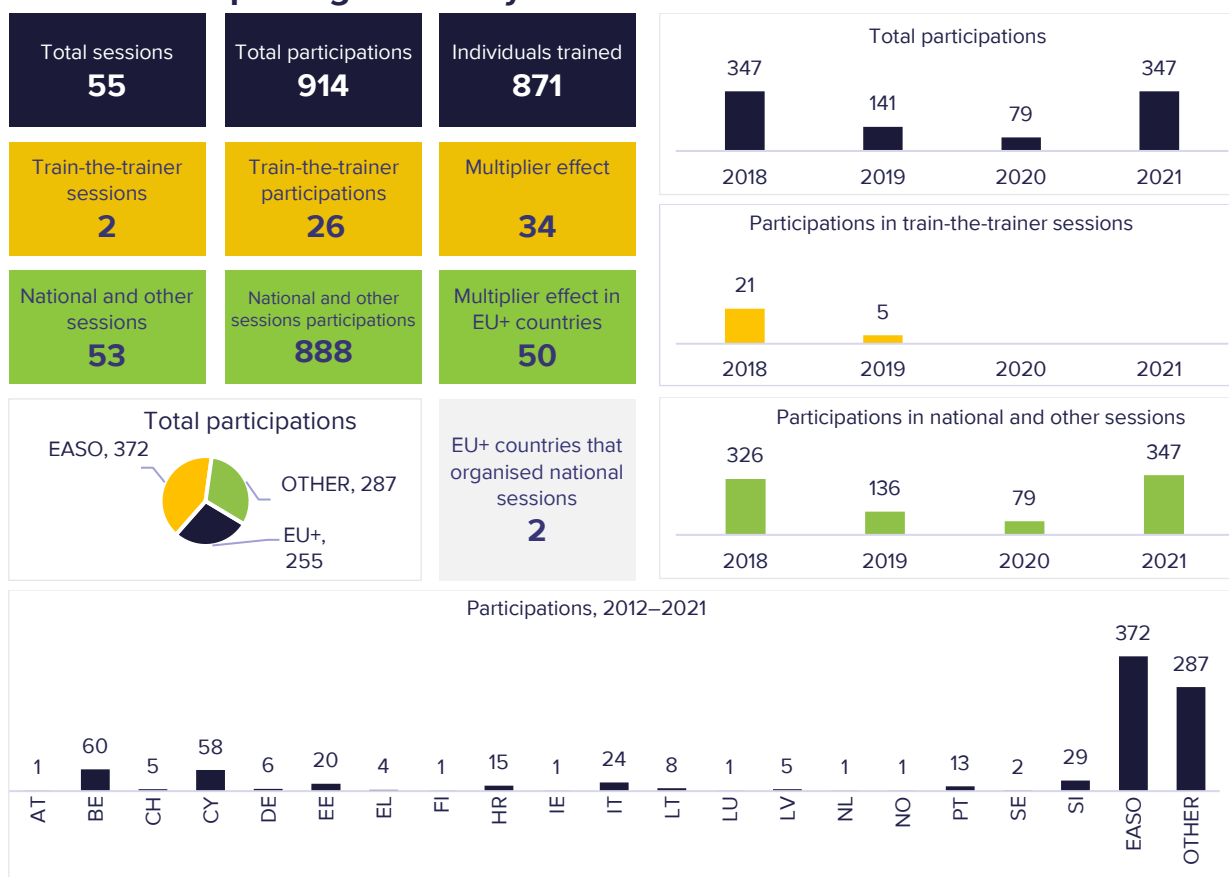
Version history

The latest version is from 2020.

What's next?

This module will be upgraded as part of the restructuring of the EASO Training Curriculum.

Module: Interpreting in the asylum context

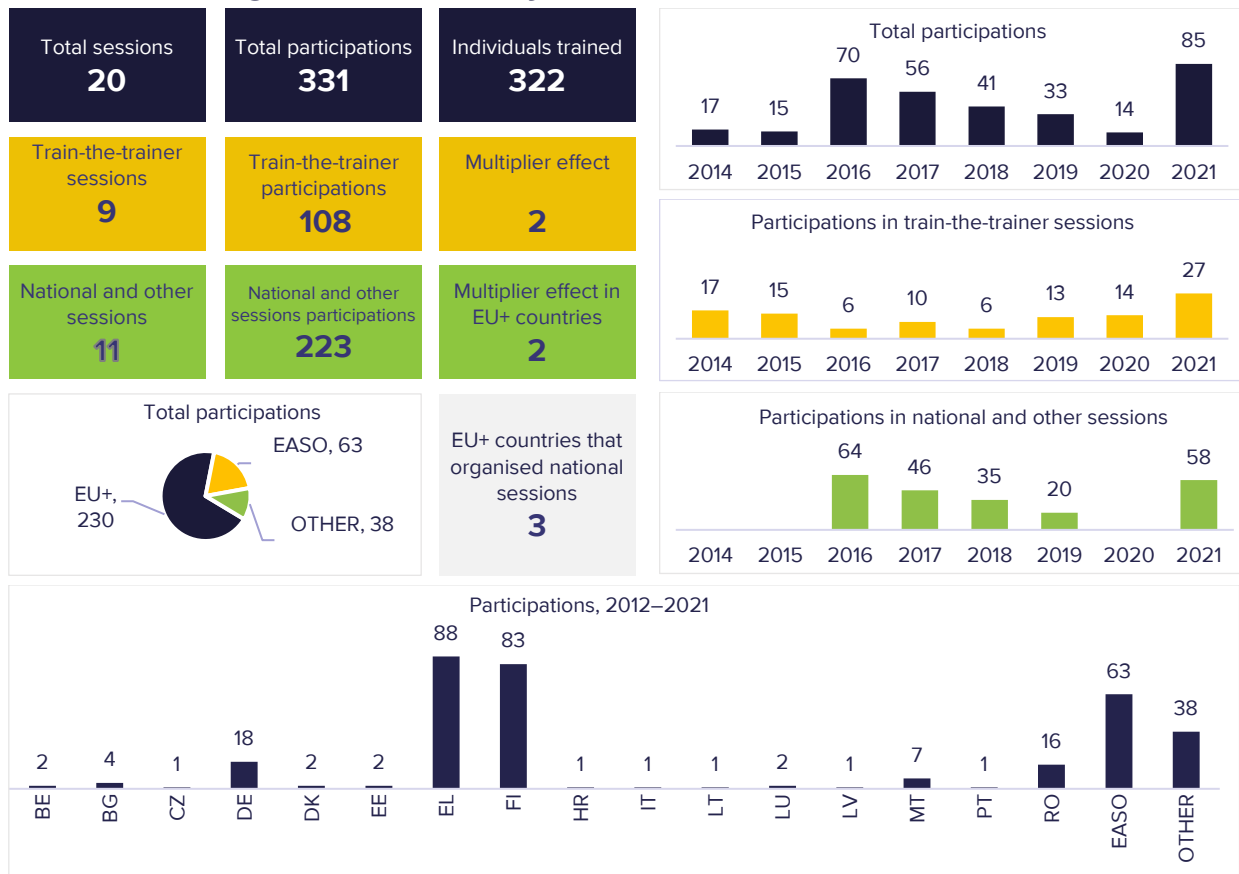


The module provides a general overview of the asylum context from the perspective of interpreters and the main interpretation techniques needed in asylum processes. With the aim of meeting different learning needs, this module helps learners to acquire the knowledge and skills to professionally perform their assignments efficiently and in accordance with international standards. 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).

Main target group	Interpreters working for national asylum authorities.
Learning outcomes	<ul style="list-style-type: none"> • Describe and explain the general asylum context and procedures. • Explain the role of an interpreter in general terms and, in particular, in the asylum procedure. • Apply the principles of and the necessary skills for interpreting in general terms and in the asylum context.
Version history	The latest version is from 2018.
What's next?	This module will be upgraded as part of the restructuring of the EASO Training Curriculum.

Module: Management in the asylum context

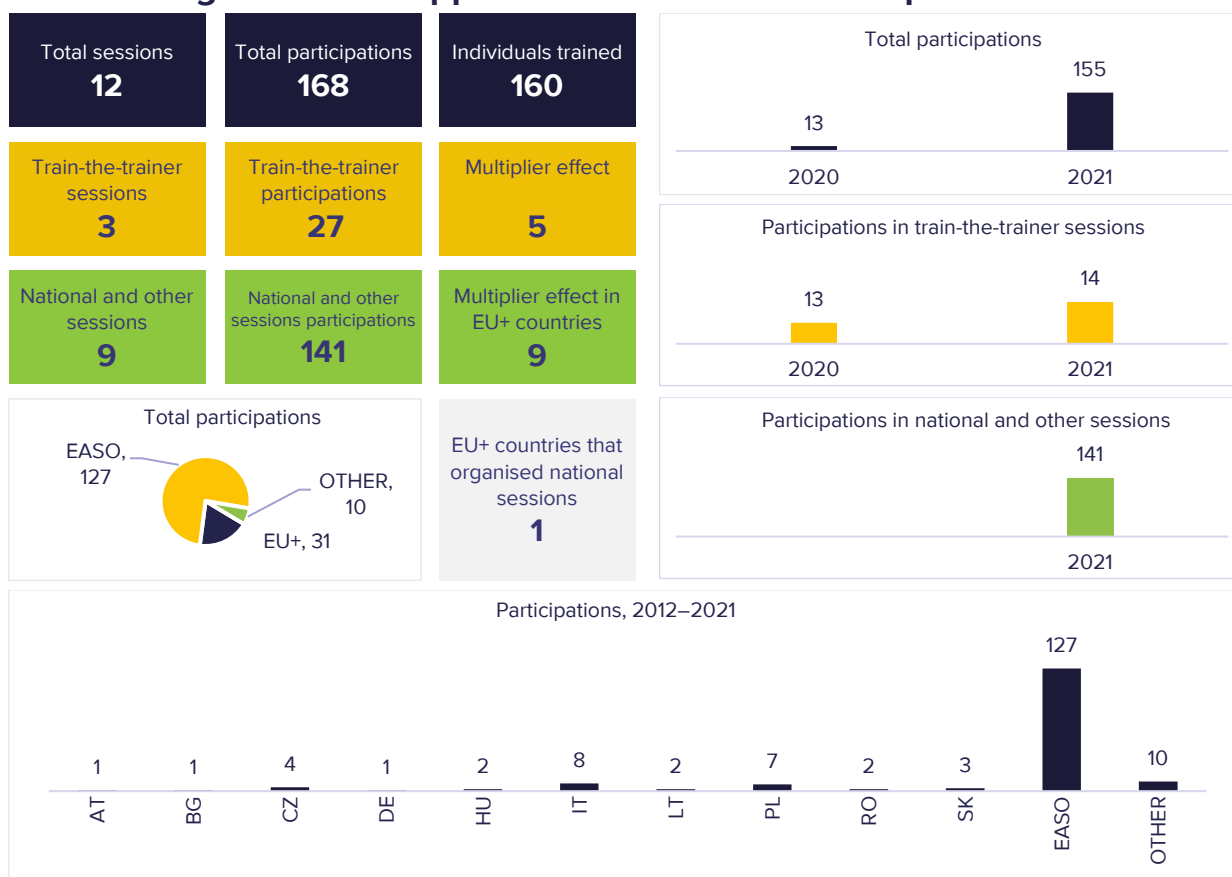


This module covers various aspects related to the day-to-day duties of a manager working in the field of international protection. Covering both theoretical and practical knowledge, it aims to enable trainees to develop competencies that will assist them in ensuring that their departments achieve good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

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



Module: Registration of applications for international protection



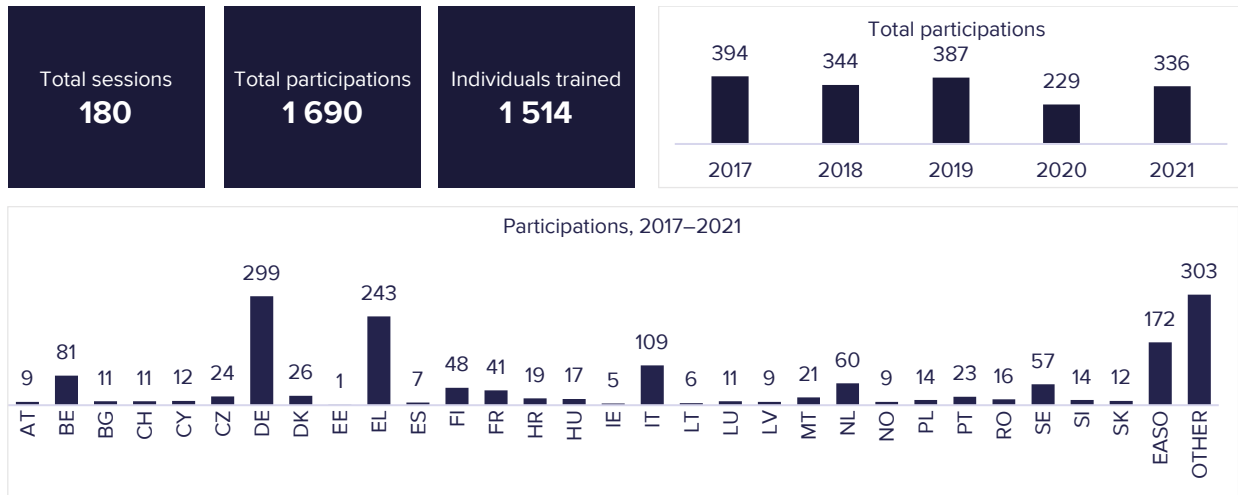
This module covers the legal framework on international protection with a focus on access to the asylum procedure, the steps of the registration process, safeguards for applicants with special needs during registration and communication techniques when conducting registration. The aim of this module 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.

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



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.

Main target group

Future trainers of EASO training modules.

Learning outcomes

- Efficiently guide participants through the e-learning phase of an EASO module.
- Efficiently prepare the face-to-face session of an EASO module.
- Identify strategies for handling the different challenges that trainers may come across.
- Deliver the face-to-face session of an EASO module.

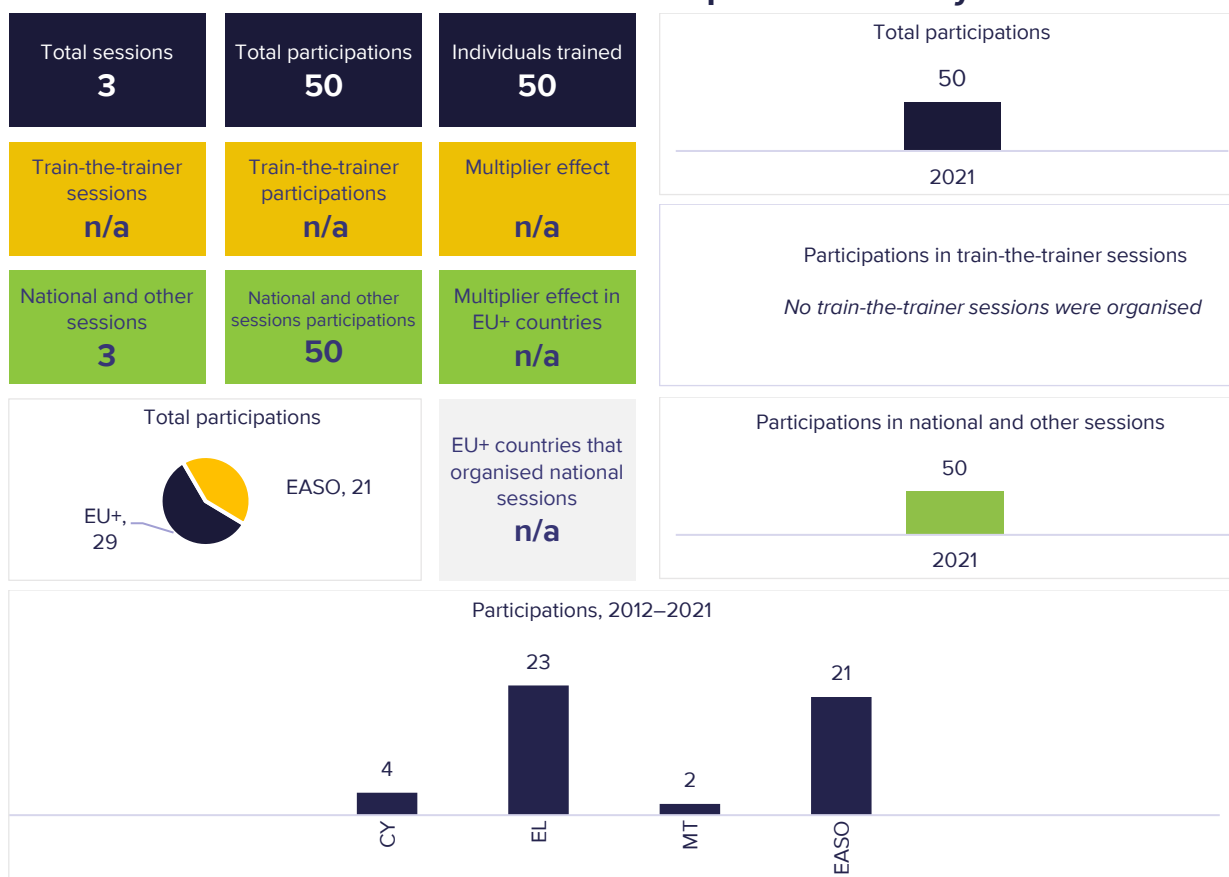
Version history

The latest version is from 2016.

What's next?

The module will be upgraded as part of the restructuring of the EASO Training Curriculum.

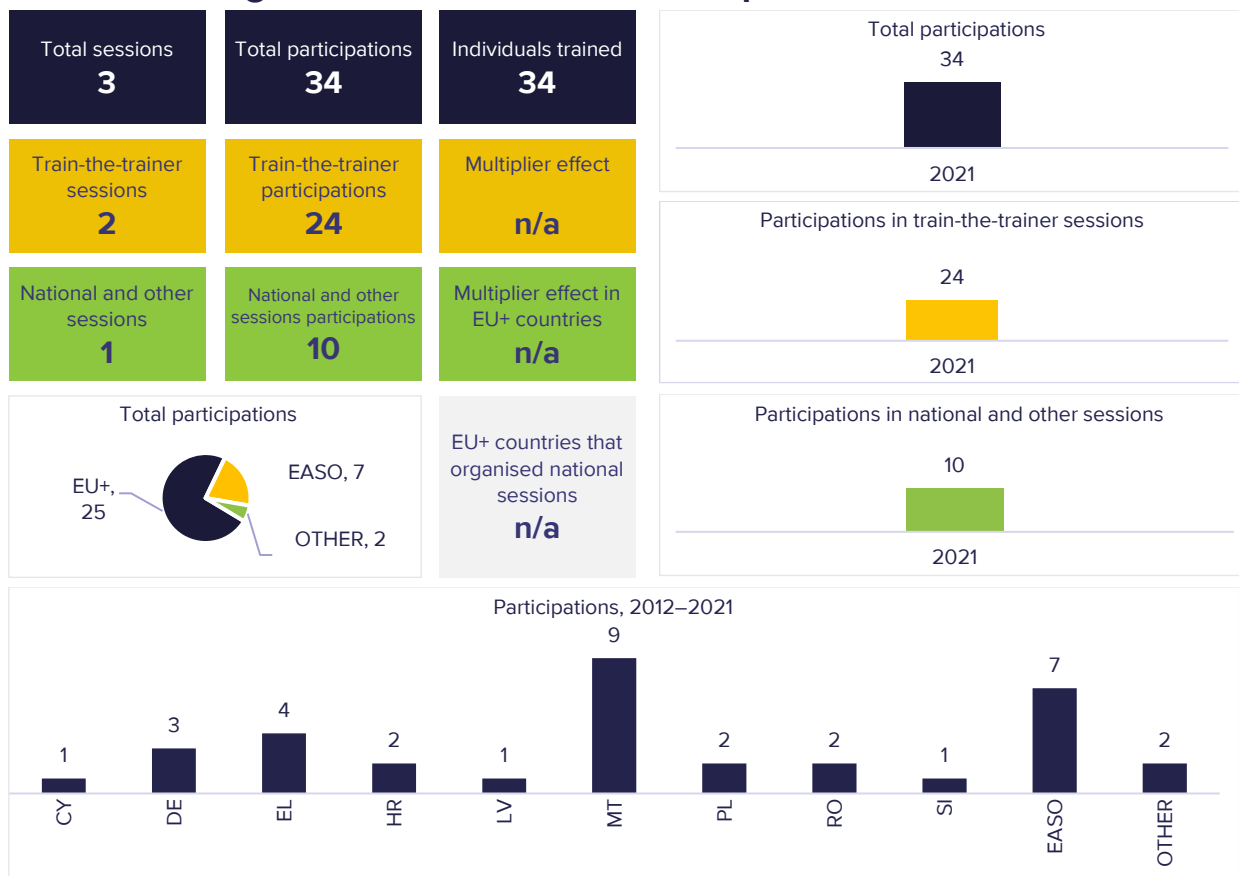
Module: Communication and information provision to asylum seekers



This module outlines the skills needed in designing, planning and implementing cross-cultural communication strategies. It also addresses the information needs of different target groups in different operational contexts, thereby enabling participants to design and disseminate effective, culturally sensitive messages, often in challenging operational environments. The aim of this training is to enable practitioners to assess the information needs of persons in need of international protection, asylum applicants and potential beneficiaries of international protection.

Main target group	Asylum and reception officials.
Learning outcomes	<ul style="list-style-type: none"> • Recognise the elements of MS duty to inform and applicants' right to be informed relevant to the context of EASO operations. • Identify information needs, considering cultural diversity and information-sharing models. • Adapt and disseminate accessible messages through appropriate channels.
Version history	The latest version is from 2019.

Module: Management in the context of reception



Managers working in reception have often climbed the ladder within the organisation and need training on how to manage their teams. This module covers various theoretical and practical aspects related to the duties of managers. It aims to develop competencies in order to improve quality and efficiency in reception, in line with European standards. As such it will support managers themselves and have an impact on the people working in their teams.

Main target group

Managers, directors and team leaders of reception facilities or agencies.

Learning outcomes

- Apply leadership and management theories, skills and tools in the reception context.

Version history

The latest version is from 2021.



Annex 5 Country Codes

Country code	Country name (in English)
AT	Austria
BE	Belgium
BG	Bulgaria
CH	Switzerland
CY	Cyprus
CZ	Czechia
DE	Germany
DK	Denmark
EE	Estonia
EL	Greece
ES	Spain
FI	Finland
FR	France
HR	Croatia
HU	Hungary
IE	Ireland
IT	Italy
LT	Lithuania
LU	Luxembourg
LV	Latvia
MT	Malta
NL	Netherlands
NO	Norway
PL	Poland
PT	Portugal
RO	Romania
SE	Sweden
SI	Slovenia
SK	Slovakia







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